

TEACHERS

Manual

Global Kids

LKG

Term-1

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[illegible]

ENGLISH

1. STROKES

ALL IN ONE – LKG Course Book - Term-1 - Page (5 - 10)

Objective of the Chapter: In this chapter students will learn different strokes.

Teaching Aids: Use various tools Like Binding wire, Aluminum wires to make strokes. Else you can use printed charts with images of all the 12 Strokes. *Multimedia content from Global Kids can be used to display the strokes.*

Teaching Methods: A stroke is one of the movements that we make when we are writing or painting. **For example:** to write a letter we may require many strokes. Some of the Strokes are given below

- | | |
|----------------------|---------------------|
| 01. Standing Line | 02. Sleeping Line |
| 03. Right Slant Line | 04. Left Slant Line |
| 05. Right Curve | 06. Left Curve |
| 07. Upward Curve | 08. Downward Curve |
| 09. Right Hook | 10. Left Hook |
| 11. Upward Hook | 12. Circle |

Teach all the strokes one by one by drawing on the blackboard. Do not teach all the strokes in one day. Pointing to the strokes on the book from page-5 to page-10, you can explain each stroke. You can also use flash cards and chart while teaching the strokes. Tell the students to draw various strokes in their notebook.

Test: Test the students' understandings and knowledge after each four strokes by conducting Oral test or Slip test.

2. ALPHABET

ALL IN ONE – LKG Course Book - Term-1 - Page 11

Objective of the Chapter: In this chapter students will learn English alphabet (Capital letters and small letters).

Teaching Aids: Collect Alphabet songs or Rhymes. Use charts containing alphabet. Digital flash cards can also be used. Digital flash cards of alphabet is also available in Global Kids Multimedia.

Teaching Methods: The English Alphabet has 26 letters.

Pointing to each alphabet, you can say, this is 'A', this is 'B', and etc. Tell the students to learn the alphabet rhyme. Do not pressurize to learn writing from A to Z. Here the students have to recite letters from A to Z.

Test: Make an oral test of each student by asking "Tell from A to Z". By pointing to any letter in page-11, you can ask, what is this?

3. Alphabet A - F

Alphabet – A a

ALL IN ONE – LKG Course Book - Term-1 - Page 12:

Objective of the Chapter: In this chapter students will learn how to write capital “A” and small “a”. And few words that begin with letter “A”. Example: Apple, Ant, Aeroplane, and Ass.

Teaching Aids: Collect pictures of Apple, Ant, Aeroplane, Ass and etc.

Teaching Methods: Teach the letter “A” and “a” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is an apple / A for apple, this is an ant / A for ant, this is an aeroplane / A for aeroplane, this is an ass / A for ass.**

Writing Capital - A

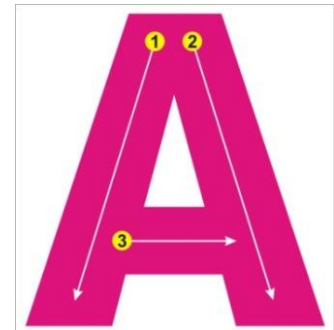
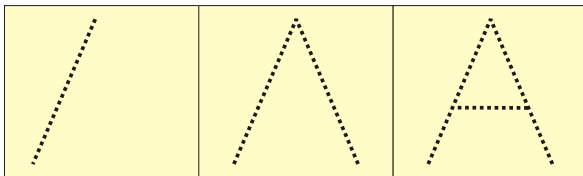
Writing of a letter requires some steps. We should follow the given steps to write the capital letter - A.

Step 1: Draw a right slant line

Step 2: Draw a left slant line (from the top of right slant line)

Step 3: Draw a sleeping line (just above the bottom)

Step-1 Step-2 Step-3



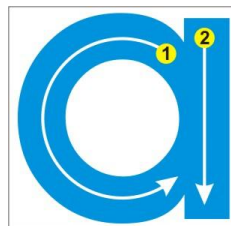
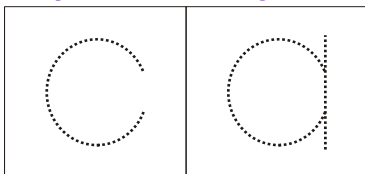
Writing Small - a

Steps to write the letter small - a.

Step 1: Draw a right curve.

Step 2: Draw a standing line.

Step-1 Step-2



Test: By showing the picture or flash card, you can ask questions like what is this? Or what is that? You can also use charts.

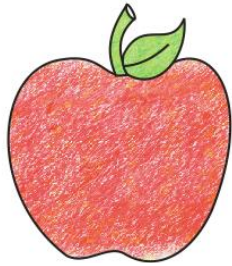
Sample Questions:

What is this? (Pointing to the picture of flash card or chart)

What is this? (Pointing to the drawing on the board)

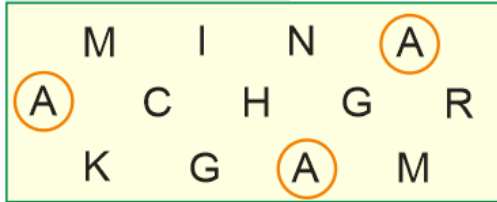
ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 12:



This is coloured using
crayon or colour pencil

Circle Capital A



Circles are drawn around
letter A using pencil or pen.

Alphabet – B b

ALL IN ONE – LKG Course Book - Term-1 - Page 13:

Objective of the Chapter: In this chapter students will learn how to write capital “B” and small “b”. And few words that begin with letter “B”. Example: Ball, Bag, Bell and Boy.

Teaching Aids: Collect pictures of Ball, Bag, Bell, Boy and etc.

Teaching Methods: Teach the letter “B” and “b” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is a ball / B for ball**, **this is a bag / B for bag**, **this is a bell / B for bell**, **this is a boy / B for boy**.

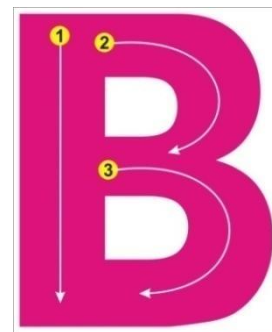
Writing Capital - B

Writing of a letter requires some steps. We should follow the given steps to write the letter – B.

Step 1: Draw a standing line

Step 2: Draw a left curve

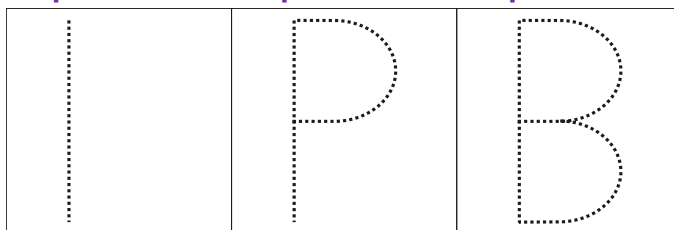
Step 3: Draw a left curve (just below the top curve)



Step-1

Step-2

Step-3

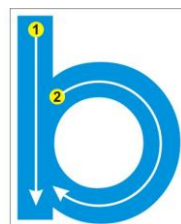


Writing Small - b

Steps to write the letter small – b:

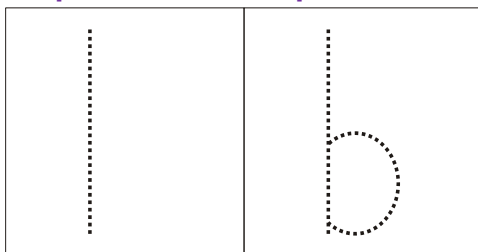
Step 1: Draw a standing line.

Step 2: Draw a left curve.



Step-1

Step-2



Test: By showing the picture or flash card, you can ask questions like what is this? Or what is that? You can also use charts.

Sample Questions:

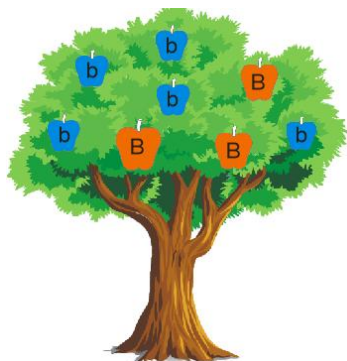
What is this? (Pointing to the picture of flash card or chart)

What is this? (Pointing to the drawing on the board)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 13:

Colour the apples which bear capital B with Red and small b with Blue.



This is coloured using
crayon or colour pencil

Circle Small b

b	x	n	i	
q	y	h	g	b
e	d	a	m	

Circles are drawn around
letter b using pencil or pen.

Alphabet – C c

ALL IN ONE – LKG Course Book - Term-1 - Page 14:

Objective of the Chapter: In this chapter students will learn how to write capital “C” and small “c”. And few words that begin with letter “C”. Example: Cat, Cow, Car and Crow.

Teaching Aids: Collect pictures of cat, cow, car, crow and etc.

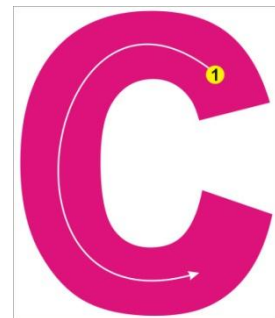
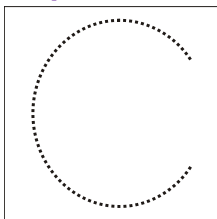
Teaching Methods: Teach the letter “C” and “c” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is a cat / C for cat, this is a cow / C for cow, this is a car / C for car, this is a crow / C for crow.**

Writing Capital - C

Writing of a letter requires some steps. We should follow the given steps to write the letter - C.

Step 1: Draw a right curve

Step-1

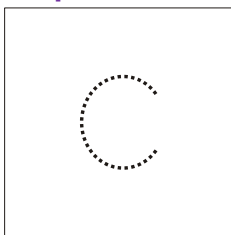


Writing Small - c

Steps to write the letter small - c:

Step 1: Draw a right curve

Step-1



Test: By showing the picture or flash card, you can ask questions like what is this? Or what is that? You can also use charts.

Sample Questions:

What is this? (Pointing to the picture of flash card or chart)

What is this? (Pointing to the drawing on the board)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 14:

Write the first letter of the following pictures.



B AG



C AR



C ROW



A PPLE

Circle Capital **C**

H F V **C**
C D N G R
A **C** A M

Circles are drawn around
letter C using pencil or pen.

Alphabet – D d

ALL IN ONE – LKG Course Book - Term-1 - Page 15:

Objective of the Chapter: In this chapter students will learn how to write capital “D” and small “d”. And few words that begin with letter “D”. Example: Dog, Deer, Doll, and Duck.

Teaching Aids: Collect pictures of Dog, Deer, Doll, Duck and etc.

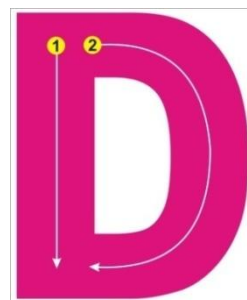
Teaching Methods: Teach the letter “D” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is a dog / D for dog, this is a deer / D for deer, this is a doll / D for doll, this is a duck / D for duck.**

Writing Capital - D

Writing of a letter requires some steps. We should follow the given steps to write the letter - D.

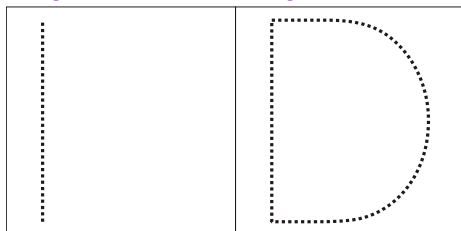
Step 1: Draw a standing line.

Step 2: Draw a left curve.



Step-1

Step-2

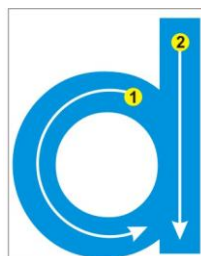


Writing Small - d

Steps to write the letter small – d:

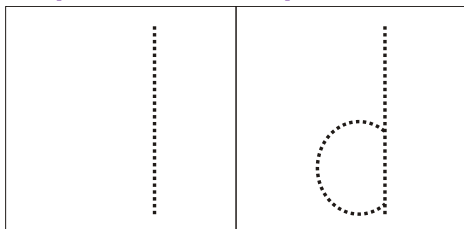
Step 1: Draw a standing line.

Step 2: Draw a right curve.



Step-1

Step-2



Test: By showing the picture or flash card, you can ask questions like what is this? Or what is that? You can also use charts.

Sample Questions:

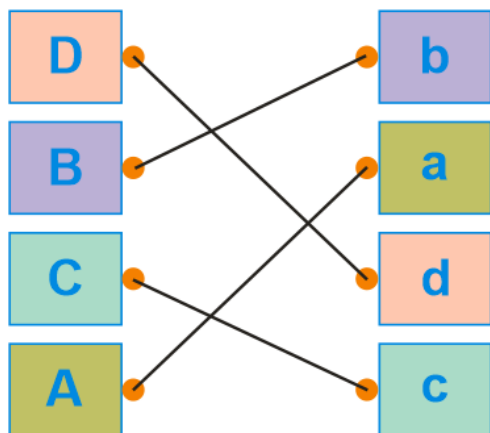
What is this? (Pointing to the picture of flash card or chart)

What is this? (Pointing to the drawing on the board)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 15:

Match the following.



Circle Small d

g e m d
n d c h o
q k a d

Circles are drawn around
letter d using pencil or pen.

Alphabet – E e

ALL IN ONE – LKG Course Book - Term-1 - Page 16:

Objective of the Chapter: In this chapter students will learn how to write capital “E” and small “e”. And few words that begin with letter “E”. Example: Elephant, Eagle, Egg and Engine.

Teaching Aids: Collect pictures of Elephant, Eagle, Egg, Engine and etc.

Teaching Methods: Teach the letter “E” and “e” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is an elephant / E for elephant**, **this is an eagle / E for eagle**, **this is an egg / E for egg**, **this is an engine / E for engine**.

Writing Capital - E

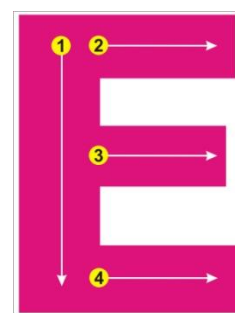
Writing of a letter requires some steps. We should follow the given steps to write the letter - E.

Step 1: Draw a standing line

Step 2: Draw a sleeping line

Step 3: Draw a sleeping line

Step 4: Draw a sleeping line

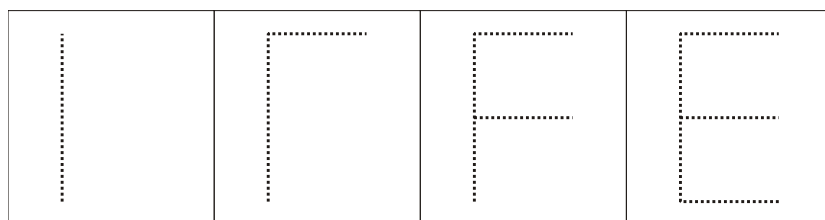


Step-1

Step-2

Step-3

Step-4

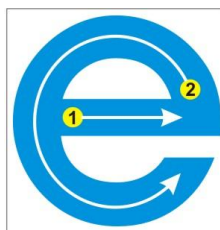


Writing Small - e

Steps to write the letter small - e:

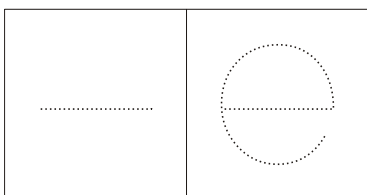
Step 1: Draw a sleeping line.

Step 2: Draw a right curve.



Step-1

Step-2



Test: By showing the picture or flash card, you can ask questions like what is this? Or what is that? You can also use charts.

Sample Questions:

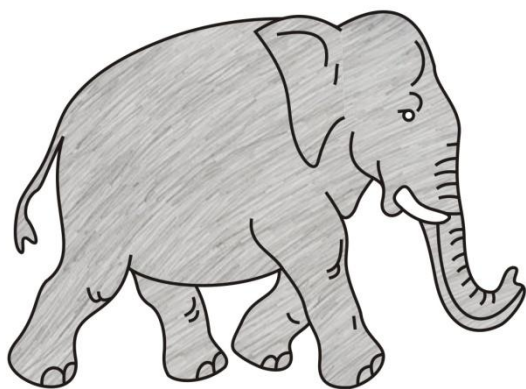
What is this? (Pointing to the picture of flash card or chart)

What is this? (Pointing to the drawing on the board)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 16:

Colour the picture



This is coloured using
crayon or colour pencil

Circle Capital E

R	U	G	E	
W	E	J	K	O
Q	O	E	W	

Circles are drawn around
letter E using pencil or pen.

Alphabet – F f

ALL IN ONE – LKG Course Book - Term-1 - Page 17:

Objective of the Chapter: In this chapter students will learn how to write capital “F” and small “f”. And few words that begin with letter “F”. Example: Fan, Fox, Frog and Fish.

Teaching Aids: Collect pictures of Fan, Fox, Frog, Fish and etc.

Teaching Methods: Teach the letter “F” and “f” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is a fan / F for fan, this is a fox / F for fox, this is a frog / F for frog, this is a fish / F for fish.**

Writing Capital - F

Writing of a letter requires some steps. We should follow the given steps to write the capital - F.

Step 1: Draw a standing line

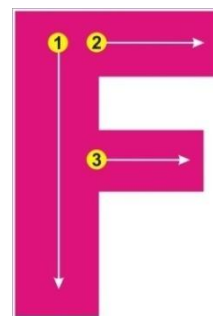
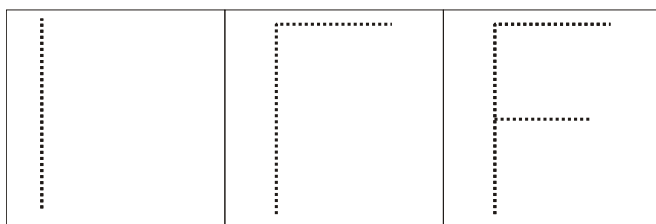
Step 2: Draw a sleeping line

Step 3: Draw a sleeping line

Step-1

Step-2

Step-3



Writing Small - f

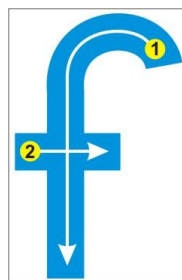
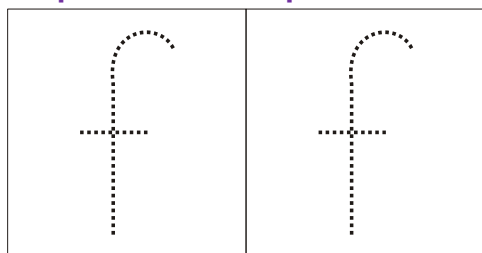
Steps to write the small - f:

Step 1: Draw an upward hook.

Step 2: Draw a sleeping line.

Step-1

Step-2



Test: By showing the picture or flash card, you can ask questions like what is this? Or what is that? You can also use charts.

Sample Questions:

What is this? (Pointing to the picture of flash card or chart)

What is this? (Pointing to the drawing on the board)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 17:

Write small letters for the following.

Capital	Small
D	d
F	f
E	e
A	a

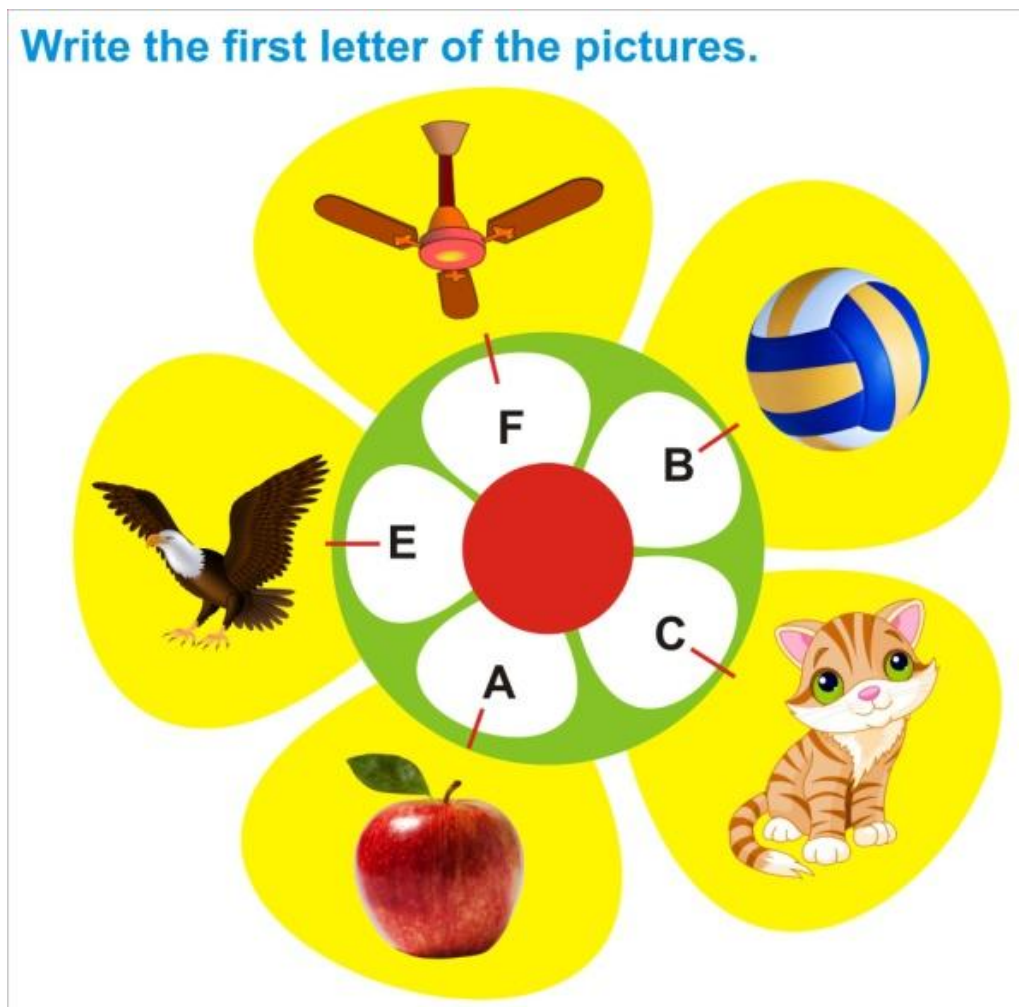
Circle Small f

m i n f
f f c q d
q f a k

Circles are drawn around letter f using pencil or pen.

Page 18:

Write the first letter of the pictures.



4. Alphabet G - L

Alphabet – G g

ALL IN ONE – LKG Course Book - Term-1 - Page 19:

Objective of the Chapter: In this chapter students will learn how to write capital “G” and small “g”. And few words that begin with letter “G”. Example: Goat, Gun, Grapes and Gate.

Teaching Aids: Collect pictures of Goat, Gun, Grapes, Gate and etc.

Teaching Methods: Teach the letter “G” and “g” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is a goat / G for goat, this is a gun / G for gun, this is a grapes / G for grapes, this is a gate / G for gate.**

Writing Capital - G

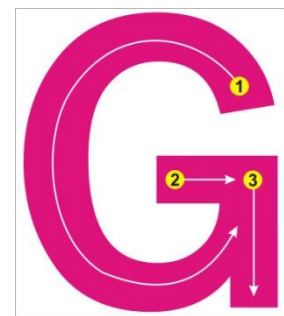
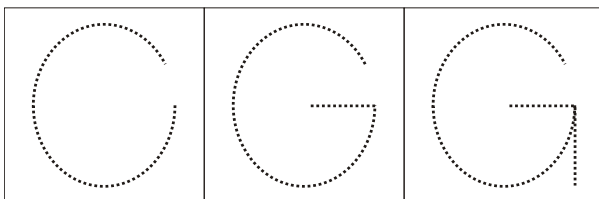
Writing of a letter requires some steps. We should follow the given steps to write the letter - G.

Step 1: Draw a right curve

Step 2: Draw a sleeping line

Step 3: Draw a standing line

Step-1 Step-2 Step-3



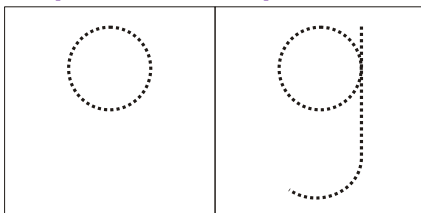
Writing Small - g

Steps to write the letter small - g:

Step 1: Draw a circle.

Step 2: Draw a left hook.

Step-1 Step-2



Test: By showing the picture or flash card, you can ask questions like what is this? Or what is that? You can also use charts.

Sample Questions:

What is this? (Pointing to the picture of flash card or chart)

What is this? (Pointing to the drawing on the board)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 19:

Write capital letters for the following.

Small	Capital
g	G
f	F
b	B
d	D

Circle Capital G

G	I	N	K	
K	H	C	G	N
Q	K	A	G	

Circles are drawn around letter G using pencil or pen.

Alphabet – H h

ALL IN ONE – LKG Course Book - Term-1 - Page 20

Objective of the Chapter: In this chapter students will learn how to write capital “H” and small “h”. And few words that begin with letter “H”. Example: Hen, Hut, Hat and Horse.

Teaching Aids: Collect pictures of Hen, Hut, Hat, Horse and etc.

Teaching Methods: Teach the letter “H” and “h” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is a hen / H for hen, this is a hut / H for hut, this is a hat / H for hat, this is a horse / H for horse.**

Writing Capital - H

Writing of a letter requires some steps. We should follow the given steps to write the letter - H.

Step 1: Draw a standing line

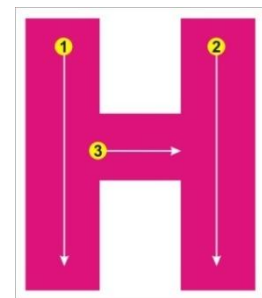
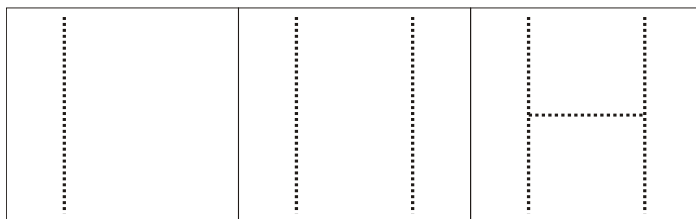
Step 2: Draw a standing line

Step 3: Draw a sleeping line

Step-1

Step-2

Step-3



Writing Small - h

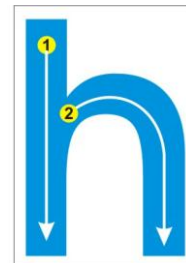
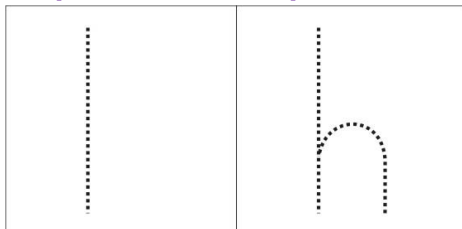
Steps to write the small - h:

Step 1: Draw a standing line.

Step 2: Draw a downward curve with standing line.

Step-1

Step-2



Test: By showing the picture or flash card, you can ask questions like what is this? Or what is that? You can also use charts.

Sample Questions:

What is this? (Pointing to the picture of flash card or chart)

What is this? (Pointing to the drawing on the board)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 20

Write the first letter of the following pictures.

	
D OG	H EN
	
G RAPES	F ROG

Circle Small h

o	h	n	p	
w	a	c	h	n
h	k	a	g	

Circles are drawn around letter h using pencil or pen.

Alphabet – I i

ALL IN ONE – LKG Course Book - Term-1 - Page 21:

Objective of the Chapter: In this chapter students will learn how to write capital “I” and small “i”. And few words that begin with letter “I”. Example: Ice cream, Iron, Igloo and India.

Teaching Aids: Collect pictures of ice cream, Iron, India map, igloo and etc.

Teaching Methods: Teach the letter “I” and “i” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is an ice cream / I for ice cream, this is an iron / I for iron, this is an igloo / I for igloo, this is an India / I for India.**

Writing Capital - I

Writing of a letter requires some steps. We should follow the given steps to write the letter – I.

Step 1: Draw a standing line

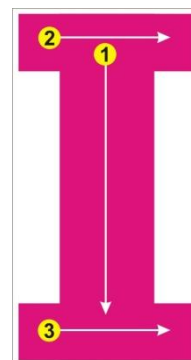
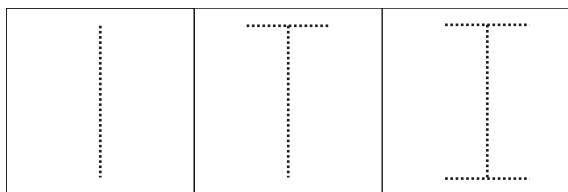
Step 2: Draw a small sleeping line

Step 3: Draw a small sleeping line

Step-1

Step-2

Step-3



Writing Small - i

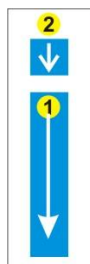
Steps to write the small – i.

Step 1: Draw a standing line

Step 2: draw a small circle.

Step-1

Step-2



Test: By showing the picture or flash card, you can ask questions like what is this? Or what is that? You can also use charts.

Sample Questions:

What is this? (Pointing to the picture of flash card or chart)

What is this? (Pointing to the drawing on the board)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 21:

Colour the picture



This is coloured using
crayon or colour pencil

Circle Capital I

M I N A
N A C I J
I K A G

Circles are drawn around
letter I using pencil or pen.

Alphabet – J j

ALL IN ONE – LKG Course Book - Term-1 - Page 22:

Objective of the Chapter: In this chapter students will learn how to write capital “J”. And few words that begin with letter “J”. Example: Jeep, Jam, Jug and Joker.

Teaching Aids: Collect pictures of Jeep, Jam, Jug, Joker and etc.

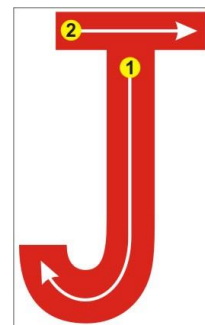
Teaching Methods: Teach the letter “J” and “j” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is a jeep / J for jeep, this is a jam / J for jam, this is a jug / J for jug, this is a joker / J for joker.**

Writing Capital - J

Writing of a letter requires some steps. We should follow the given steps to write the letter – J.

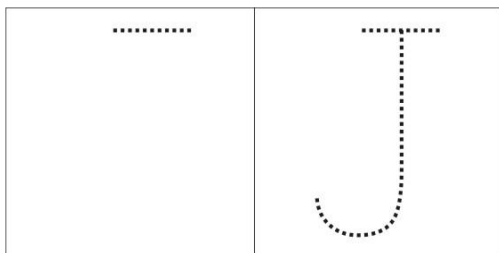
Step 1: Draw a left hook.

Step 2: Draw a sleeping line.



Step-1

Step-2

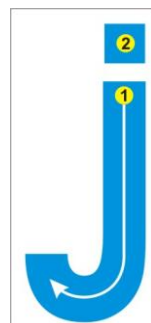


Writing Small - j

Steps to write the small - j:

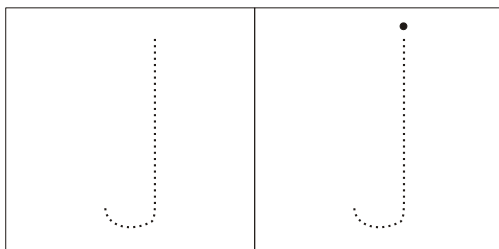
Step 1: Draw a left hook

Step 2: Draw a circle



Step-1

Step-2



Test: By showing the picture or flash card, you can ask questions like what is this? Or what is that? You can also use charts.

Sample Questions:

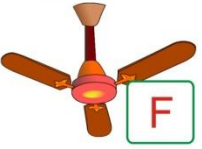
What is this? (Pointing to the picture of flash card or chart)

What is this? (Pointing to the drawing on the board)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 22:

Write the first letters of the following.

	
I	G
	
J	F
	
H	D

Circle Small j

j	i	n	a	
w	h	c	j	o
j	k	a	g	

Circles are drawn around letter j using pencil or pen.

Alphabet – K k

ALL IN ONE – LKG Course Book - Term-1 - Page 23

Objective of the Chapter: In this chapter students will learn how to write capital “K” and small “k”. And few words that begin with letter “K”. Example: King, Key, Kite and Kangaroo.

Teaching Aids: Collect pictures of King, Key, Kite, Kangaroo and etc.

Teaching Methods: Teach the letter “K” and “k” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is a king / K for king, this is a key / K for key, this is a kite / K for kite, this is a kangaroo / K for kangaroo.**

Writing Capital - K

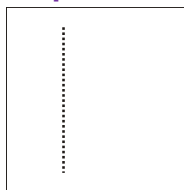
Writing of a letter requires some steps. We should follow the given steps to write the letter – K.

Step 1: Draw a standing line

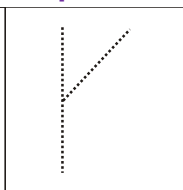
Step 2: Draw a right slant line

Step 3: Draw a left slant line

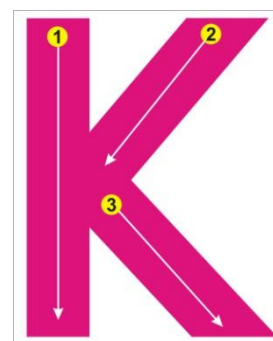
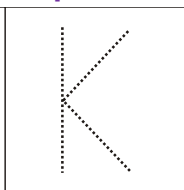
Step-1



Step-2



Step-3



Writing Small - k

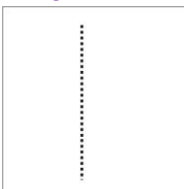
Steps to write the small - k:

Step 1: Draw a standing line.

Step 2: Draw a right slant line.

Step 3: Draw a left slant line.

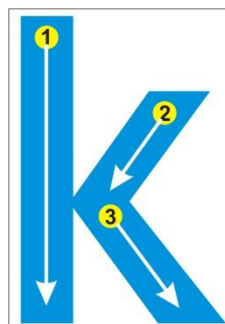
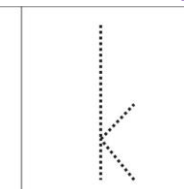
Step-1



Step-2



Step-3



Test: By showing the picture or flash card, you can ask questions like what is this? Or what is that? You can also use charts.

Sample Questions:

What is this? (Pointing to the picture of flash card or chart)

What is this? (Pointing to the drawing on the board)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 23

Match the following.

Circle Capital K

K	E	M	B	
Q	A	C	K	N
L	K	A	M	

Circles are drawn around letter K using pencil or pen.

Alphabet – L 1

ALL IN ONE – LKG Course Book - Term-1 - Page 24

Objective of the Chapter: In this chapter students will learn how to write capital “L” and small “l”. And few words that begin with letter “L”. Example: Lion, Lamp, Lorry and Lemon.

Teaching Aids: Collect pictures of Lion, Lamp, Lorry, Lemon and etc.

Teaching Methods: Teach the letter “L” and “l” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is a lion / L for lion, this is a lamp / L for lamp, this is a lorry / L for lorry, this is a lemon / L for lemon.**

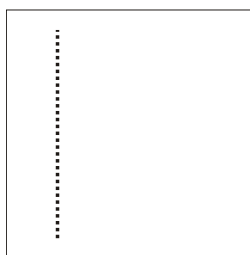
Writing Capital - L

Writing of a letter requires some steps. We should follow the given steps to write the letter – L.

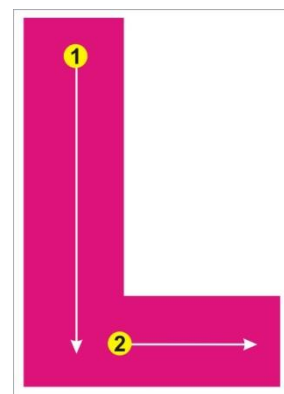
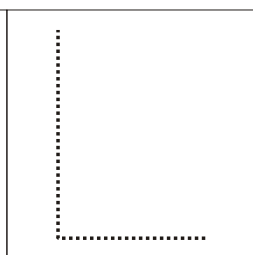
Step 1: Draw a standing line

Step 2: Draw a sleeping line

Step-1



Step-2

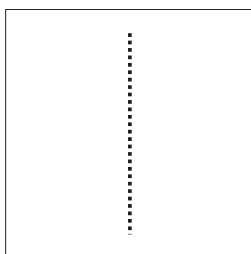


Writing Small - l

Steps to write the small – l:

Step 1: Draw a standing line

Step-1



Test: By showing the picture or flash card, you can ask questions like what is this? Or what is that? You can also use charts.

Sample Questions:

What is this? (Pointing to the picture of flash card or chart)

What is this? (Pointing to the drawing on the board)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 24

Write the first letter of the given pictures.



D EER



K EY



L EMON



E LEPHANT

Circle Small l

l	e	m	d
n	a	c	o
q	k	l	d

Circles are drawn around letter l using pencil or pen.

ALL IN ONE – LKG Course Book - Term-1 - Page 25

Match the picture with its first letter.







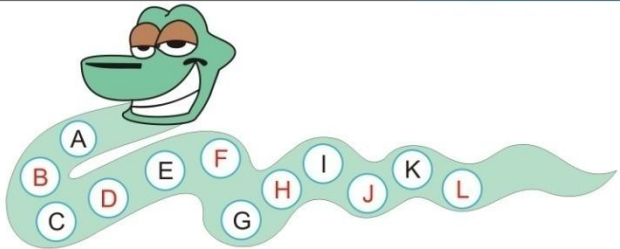






(Note: Lines connect Airplane to A, Car to C, Duck to D, Boy to B, and Train to E.)

Fill in the blanks



The path contains the following letters in bubbles: A, B, C, D, E, F, G, H, I, J, K, L.

5. Conversation - Greetings

ALL IN ONE – LKG Course Book - Term-1 - Page 26

Objective of the Chapter: In this chapter students will learn, greeting with teacher and friend.

Teaching Aids: Display Videos containing greetings explained in page 26. Teacher can use audio recordings also.

Teaching Methods: Conversation is the most important aspect in our daily life. Teacher should behave with a cordial manner with the students. And teacher must make a habit of polite behavior.

Teach the students to say good morning. And teach them to answer the queries “How are you?” by telling “I am fine”
You can call two students and allow them for a good conversation.

Conversation 1

Student 1: “Hello I am Hari. How are you?”

Student 2: “I am fine. How are you?”

Conversation 2

Student 1: “What is your name?”

Student 2: “My name is Rajesh”

Note: You can conduct similar kinds of conversations if necessary.

Test:

Test the students’ conversation skill by greeting them “Good morning students” And expect appropriate and proper response from the students Like “Good morning Teacher”

Teacher: “Good morning students”

Students: “Good morning teacher”

MATHEMATICS

Big and Small

ALL IN ONE – LKG Course Book - Term-1 - Page 28:

Objective of the Chapter: In this chapter students will learn, the comparison of big and small.

Teaching Aids: Collect some object pairs like big chalk & small chalk, big paper & small paper, big stick & small stick, big book & small book and etc. Chart containing comparisons, flash cards with big and small, video or multimedia files can also be used.

Teaching Methods: Comparison is a basic prerequisite in arithmetic and computation. In our daily life we compare things in many ways. Let us learn some of them in these chapters.

By pointing to the elephant you can say, this is a big animal. Similarly by pointing to cat, you can say, this is a small animal or in short you can say big animal (pointing to the elephant, page-28) and small animal (pointing to the cat, page-28).

Pointing to tree, you can say, big tree and pointing to plant, you can say, small plant.

Pointing to the big bell, you can say big bell and pointing to small bell, you can say small bell.

Pointing to the car, you can say, small vehicle and pointing to the bus, you can say, big vehicle.

Pointing to the small ball, you can say, small ball and pointing to the big ball, you can say, big ball.

Introduce the concept of big and small showing the objects. Repeat the same using different object pairs.

You can use the blackboard also for teaching the concept of big and small. Draw a big line and a small line, big circle and a small circle, big flower and a small flower and etc and explain the concept.

You can use flash cards and charts for explaining the concept.

Test: This chapter contains the concept big and small. Student should be capable of detecting the big and the small. Display various flash cards and ask the students to tell the big one. After successful response, display similar kinds of flash cards and ask the student to tell the small one.

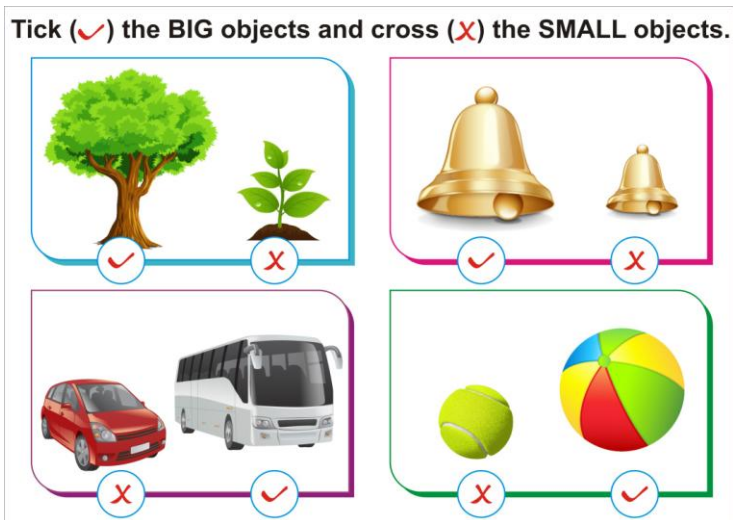
And ask the students which one is big by showing pictures on LKG, ALL IN ONE Course Book Term-1, Page 28.

Question Sample:

1. Which one is big? (By pointing two drawings on the blackboard or chart)
2. Which one is small? (By showing flash card)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 28:



Tall and Short

ALL IN ONE – LKG Course Book - Term-1 - Page 29:

Objective of the Chapter: In this chapter students will learn, comparison of tall and short.

Teaching Aids: Collect some object pairs like tall stick & short stick, tall doll & short doll, and etc. Chart containing comparison, Flash cards with tall and short, Video or multimedia files can also be used. Tall stick and short stick can be used.

Teaching Methods: Comparison is a basic prerequisite in arithmetic and computation. In our daily life we compare things in many ways. Let us learn some of them in these chapters.

By pointing to the tall boy you can say, this is a tall boy. Similarly by pointing to short boy, you can say, this is a short boy or in short you can say tall boy (pointing to the tall boy, page-29) and short boy (pointing to the short boy, page-29).

Pointing to tall building, you can say, tall building and pointing to short building, you can say, short building.

Pointing to the tall girl, you can say, tall girl and pointing to short girl, you can say short girl.

Pointing to the tall stool, you can say, tall stool and pointing to the short stool, you can say, short stool.

Pointing to the zebra, you can say, short zebra and pointing to the giraffe, you can say, tall giraffe.

Introduce the concept of tall and short showing the objects. Repeat the same using different object pairs. Remember while teaching the concept. Always use vertical objects and drawings.

You can use the blackboard also for teaching the concept of tall and short. Draw a tall line and a short line, tall arrow and short arrow, tall building and short building etc and explain the concept.

You can use flash cards and charts for explaining the concept of tall and short

Test: This chapter contains the concept tall and short. Student should be capable of detecting the Tall and the Short.

Display various flash cards and ask the students to tell the Tall one. After successful response, display similar kinds of flash cards and ask the student to tell the Short one.

Draw two lines and ask the students to find which is tall and which is short.

And ask the students which one is tall by showing pictures on LKG, ALL IN ONE Course Book Term-1, Page 29.

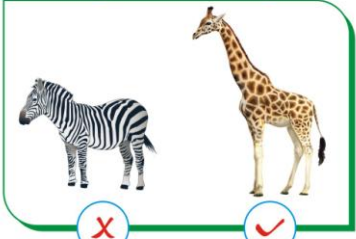
Question Sample:

1. Which one is tall? (By pointing two drawings on the blackboard or chart)
2. Which one is short? (By showing flash card)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 29:

Tick (✓) the TALL objects and cross (✗) the SHORT objects.

 ✗ ✓	 ✓ ✗
 ✓ ✗	 ✗ ✓

More and Less

ALL IN ONE – LKG Course Book - Term-1 - Page 30

Objective of the Chapter: In this chapter students will learn, comparison of more and less.

Teaching Aids: Charts containing comparisons, Flash cards with more and less. Video or multimedia files can also be used.

Teaching Methods: Comparison is a basic prerequisite in arithmetic and computation. In our daily life we compare things in many ways. Let us learn some of them in these chapters.

By pointing to the first group of balloons (page-30), you can say, more balloons. And pointing to the second group of balloons (page-30), you can say, less balloons.

Pointing to the first group of books, you can say, more books and pointing to second group of books, you can say, less books.

Pointing to the first bunch grapes, you can say, less grapes and pointing to second bunch of grapes, you can say, more grapes.

Pointing to the first bunch of cherry, you can say, less cherry and pointing to second bunch of cherry, you can say, more cherry.

Pointing to the first group of pens, you can say, more pens and pointing to the second group of pens, you can say, less pens.

Collect some objects like chalks, pencils, stones and crayons and etc. Split the objects in to two groups then explain the concept of more or less, For example if you use stones; In one side keep some stones and in other side keep some more stones. And pointing to each side explain the concepts

You can use flash cards and charts for explaining the concept of more and less

Test: This chapter contains the concept more and less. Student should capable of detecting the more and the less. Display flash cards and ask the students to tell the group that has more objects and the groups with less objects.

You can also use two groups of stones and ask the student which group has more stones. And which group has less objects?

And ask the students which one is more by showing pictures on LKG, ALL IN ONE Course Book Term-1, Page-30.

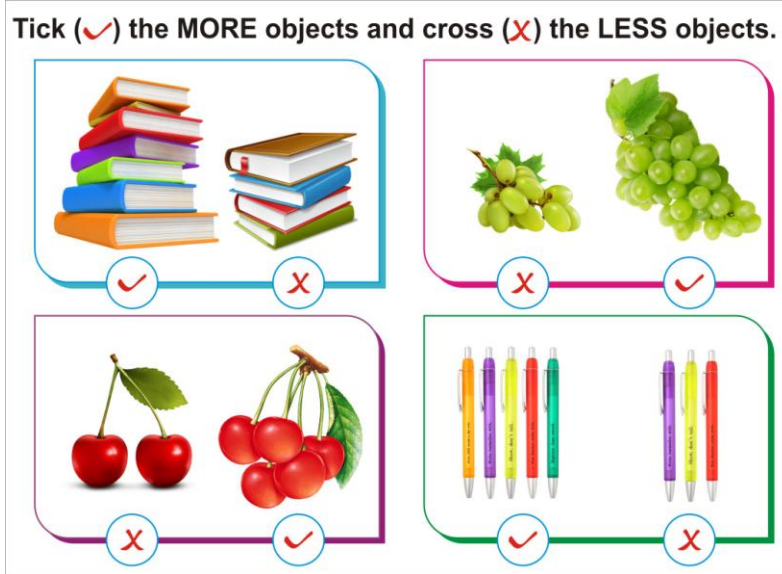
Question Sample:

Which group has more lines? (By pointing two drawings on the blackboard or chart)
Which bunch has less grapes? (By showing flash cards)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 30

Tick (✓) the MORE objects and cross (X) the LESS objects.



Heavy and Light

ALL IN ONE – LKG Course Book - Term-1 - Page 31

Objective of the Chapter: In this chapter students will learn, comparison of Heavy and Light.

Teaching Aids: Charts containing comparisons. Flash cards with heavy and light. Video or multimedia files can also be used. Use a toy common balance to demonstrate the concept of heavy and light, One heavy stone and one light stone

Teaching Methods: Comparison is a basic prerequisite in arithmetic and computation. In our daily life we compare things in many ways. Let us learn some of them in these chapters.

Teach the concept of Heavy and light in a very practical way. Just call any one boy or girl and ask him or her to lift the table; surely, he or she can't lift. Then tell to lift the duster; surely he or she can lift the duster. Then explain the concept that the table is heavy and the duster is light. Use similar kind of examples with other pair of items and explain the concept of heavy and light then explain also that the books are heavier than one book.

By pointing to the big log (page-31), you can say, heavy log. And pointing to the small log (page-31), you can say, light log.

Pointing to the feather, you can say, light feather and pointing to vase, you can say, heavy vase.

Pointing to the book, you can say, heavy book and pointing to the eraser, you can say, light eraser.

Pointing to the big box, you can say, heavy box and pointing to small box, you can say, light box.

Pointing to the small stone, you can say, light stone and pointing to the big stone, you can say, heavy stone.

You can use the collected items like heavy stone and light stone, heavy book and light book to create a deep impact

You can use flash cards and chart for explaining the concept of heavy and light.

Test: This chapter contains the concept heavy and light. Student should be capable of detecting the heavy and the light. Display flash cards and ask the students to detect the heavy and light objects from different pairs of objects.

And ask the students which one is heavy by showing pictures on LKG, ALL IN ONE Course Book Term-1, Page 31.

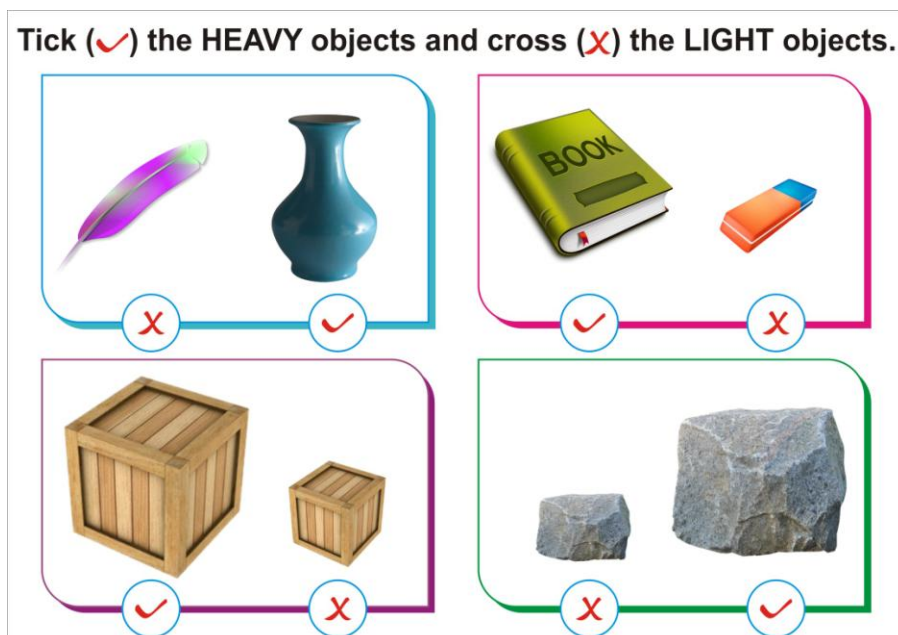
Question Sample:

1. Which one is heavy? (By pointing two drawings on the blackboard or chart)
2. Which one is light? (By showing flash card)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 31

Tick (✓) the HEAVY objects and cross (✗) the LIGHT objects.



Numbers 1 – 5

Number-1

ALL IN ONE – LKG Course Book - Term-1 - Page 32:

Objective of the Chapter: In this chapter students will learn, number 1.

Teaching Aids: Number chart, number flash card etc.

Teaching Methods:

Pointing to 1 (page-32), you can say 1.

By pointing one finger, you can say, 1 finger.

Then by pointing to 1 car, you can say, 1 car.

Note: You can also show 1 finger in your hand. And you can also tell the students to show 1 finger in their hand. If necessary you can use flash card or chart.

Similarly, by showing one pencil, you can say, one pencil.

By showing one book, you can say, one book.

Test:

By showing one finger, you can ask the students, how many fingers?

By writing 1 on the board you can ask, what is the number?

By pointing to 1 in a chart, you can ask, what is the number?

Question Samples:

How many sticks? (by showing 1 stick)

How many fingers? (by showing 1 finger)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 32:

Circle any one boy and one girl.



Note: More possible answers are also available because one can circle only one boy and only girl.

Number-2

ALL IN ONE – LKG Course Book - Term-1 - Page 33:

Objective of the Chapter: In this chapter students will learn, number 2.

Teaching Aids: Number chart, number flash card etc.

Teaching Methods:

Pointing to 2 (page-33), you can say 2.

By pointing one finger, you can say, 2 fingers.

Then by pointing to 2 dogs, you can say, 2 dogs.

Note: You can also show 2 fingers in your hand. And you can also tell the students to show 2 fingers in their hand. If necessary you can use flash card or chart.

Similarly, by showing two pencils, you can say, two pencils.

By showing two books, you can say, two books.

Test:

By showing two fingers, you can ask the students, how many fingers?

By writing 2 on the board you can ask, what is the number?

By pointing to 2 in a chart, you can ask, what is the number?

Question Samples:

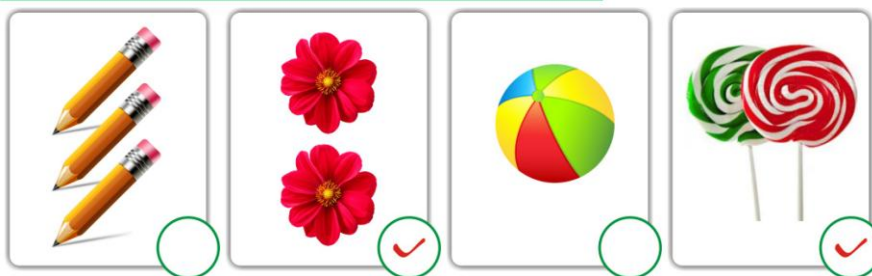
How many sticks? (by showing 2 sticks)

How many fingers? (by showing 2 fingers)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 33:

Tick (✓) the group that has 2 objects.



Number-3

ALL IN ONE – LKG Course Book - Term-1 - Page 34:

Objective of the Chapter: In this chapter students will learn, number 3.

Teaching Aids: Number chart, number flash card etc.

Teaching Methods:

Pointing to 3 (page-34), you can say 3.

By pointing three fingers, you can say, 3 fingers.

Then by pointing to 3 hens, you can say, 3 hens.

Note: You can also show 3 fingers in your hand. And you can also tell the students to show 3 fingers in their hand. If necessary you can use flash card or chart.

Similarly, by showing three pencils, you can say, three pencils.

By showing three books, you can say, three books.

Test:

By showing three fingers, you can ask the students, how many fingers?

By writing 3 on the board you can ask, what is the number?

By pointing to 3 in a chart, you can ask, what is the number?

Question Samples:

How many sticks? (by showing 3 sticks)

How many fingers? (by showing 3 fingers)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 34:

Circle the vehicle which has three wheels.



Number-4

ALL IN ONE – LKG Course Book - Term-1 - Page 35:

Objective of the Chapter: In this chapter students will learn, number 4.

Teaching Aids: Number chart, number flash card etc.

Teaching Methods:

Pointing to 4 (page-35), you can say 4.

By pointing 4 fingers, you can say, 4 fingers.

Then by pointing to 4 dolphins, you can say, 4 dolphins.

Note: You can also show 4 fingers in your hand. And you can also tell the students to show 4 fingers in their hand. If necessary you can use flash card or chart.

Similarly, by showing 4 pencils, you can say, 4 pencils.

By showing 4 books, you can say, 4 books.

Test:

By showing 4 fingers, you can ask the students, how many fingers?

By writing 4 on the board you can ask, what is the number?

By pointing to 4 in a chart, you can ask, what is the number?

Question Samples:

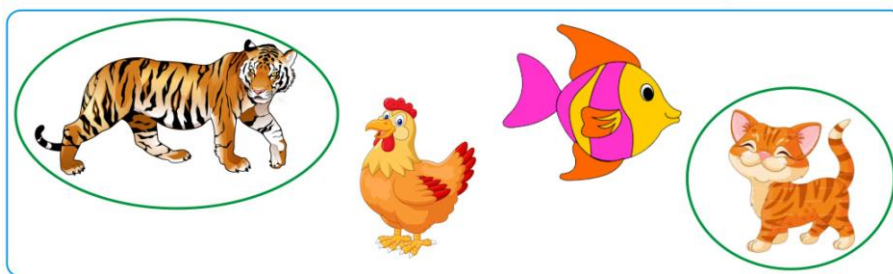
How many sticks? (by showing 4 sticks)

How many fingers? (by showing 4 fingers)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 35:

Circle the animals which move on four legs.



Number-5

ALL IN ONE – LKG Course Book - Term-1 - Page 36:

Objective of the Chapter: In this chapter students will learn, number 5.

Teaching Aids: Number chart, number flash card etc.

Teaching Methods:

Pointing to 5 (page-36), you can say 5.

By pointing 5 fingers, you can say, 5 fingers.

Then by pointing to 5 cucumbers, you can say, 5 cucumbers.

Note: You can also show 5 fingers in your hand. And you can also tell the students to show 5 fingers in their hand. If necessary you can use flash card or chart.

Similarly, by showing 5 pencils, you can say, 5 pencils.

By showing 5 books, you can say, 5 books.

Test:

By showing 5 fingers, you can ask the students, how many fingers?

By writing 5 on the board you can ask, what is the number?

By pointing to 5 in a chart, you can ask, what is the number?

Question Samples:

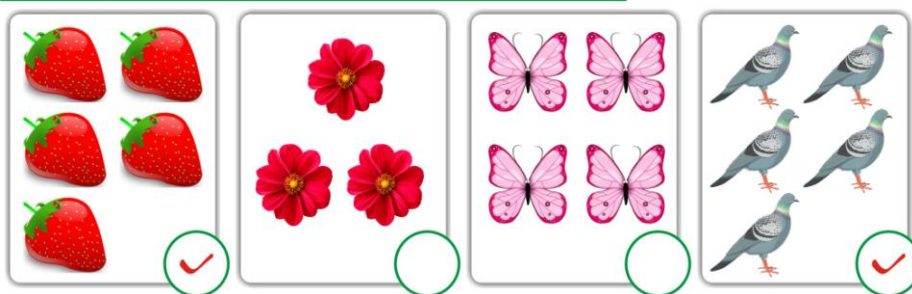
How many sticks? (by showing 5 sticks)

How many fingers? (by showing 5 fingers)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 36:

Tick (✓) the group that has 5 objects.



Counting with Fingers

ALL IN ONE – LKG Course Book - Term-1 - Page (37 – 38)

Objective of the Chapter: In this chapter students will learn, counting number using finger.

Teaching Aids: Charts containing various finger values. Finger Flash cards. Video or multimedia files can also be used.

Teaching Methods: Basic counting can be done using fingers and students must learn the art of counting with the help of fingers. This chapter emphasizes counting using fingers.

Teach the concept by using your finger and you can call one student and dictate a number such that he can represent the number using fingers

Test: The teacher can show fingers and ask the students to count and tell the numbers.

Question Sample:

How many fingers (by showing 4 fingers)

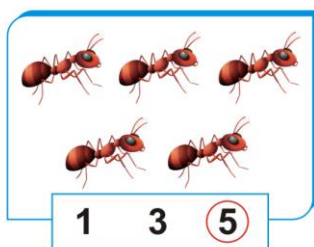
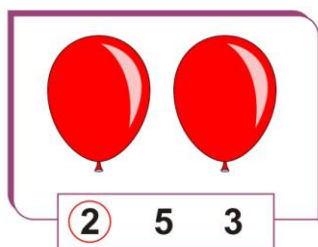
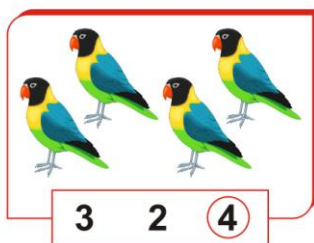
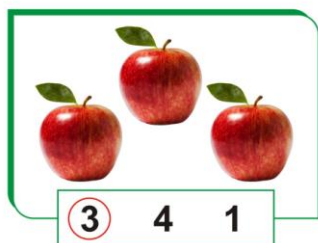
The teacher can repeat the above question by showing various number of fingers.

Note: The teacher can repeat similar types of questions.

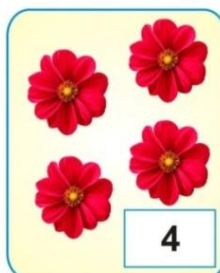
ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 38

Count and circle the correct number in the box.



Count the objects and write the number in the box.



Numbers 6 – 10

Number-6

ALL IN ONE – LKG Course Book - Term-1 - Page 39:

Objective of the Chapter: In this chapter students will learn, number 6.

Teaching Aids: Number chart, number flash card etc.

Teaching Methods:

Pointing to 6 (page-39), you can say 6.

By pointing 6 fingers, you can say, 6 fingers.

Then by pointing to 6 birds, you can say, 6 birds.

Note: You can also show 6 fingers in your hand. And you can also tell the students to show 6 fingers in their hand. If necessary you can use flash card or chart.

Similarly, by showing 6 pencils, you can say, 6 pencils.

By showing 6 books, you can say, 6 books.

Test:

By showing 6 fingers, you can ask the students, how many fingers?

By writing 6 on the board you can ask, what is the number?

By pointing to 6 in a chart, you can ask, what is the number?

Question Samples:

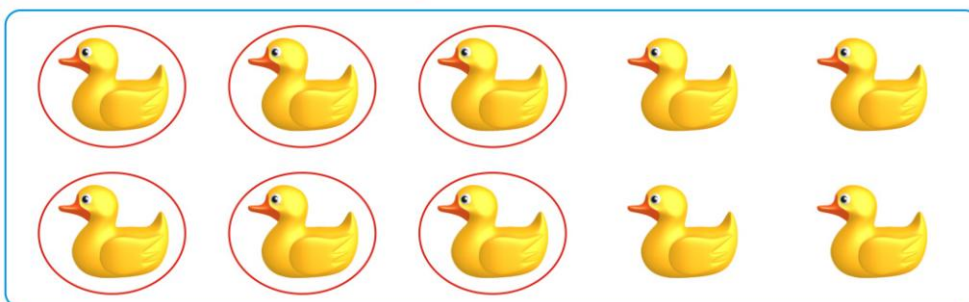
How many sticks? (by showing 6 sticks)

How many fingers? (by showing 6 fingers)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 39:

Circle any six ducks.



Number-7

ALL IN ONE – LKG Course Book - Term-1 - Page 40:

Objective of the Chapter: In this chapter students will learn, number 7.

Teaching Aids: Number chart, number flash card etc.

Teaching Methods:

Pointing to 7 (page-40), you can say 7.

By pointing 7 fingers, you can say, 7 fingers.

Then by pointing to 7 birds, you can say, 7 birds.

Note: You can also show 7 fingers in your hand. And you can also tell the students to show 7 fingers in their hand. If necessary you can use flash card or chart.

Similarly, by showing 7 pencils, you can say, 7 pencils.

By showing 7 books, you can say, 7 books.

Test:

By showing 7 fingers, you can ask the students, how many fingers?

By writing 7 on the board you can ask, what is the number?

By pointing to 7 in a chart, you can ask, what is the number?

Question Samples:

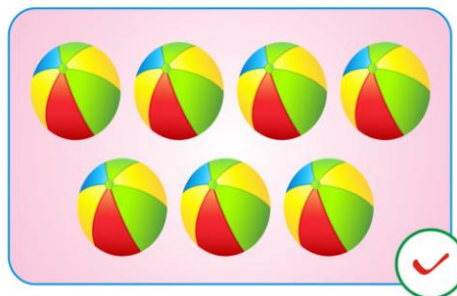
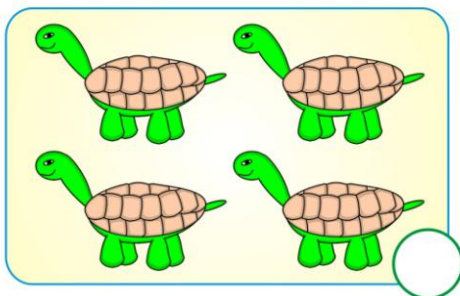
How many sticks? (by showing 7 sticks)

How many fingers? (by showing 7 fingers)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 40:

Tick (✓) the group that has 7 objects.



Number-8

ALL IN ONE – LKG Course Book - Term-1 – Page 41:

Objective of the Chapter: In this chapter students will learn, number 8.

Teaching Aids: Number chart, number flash card etc.

Teaching Methods:

Pointing to 8 (page-41), you can say 8.

By pointing 8 fingers, you can say, 8 fingers.

Then by pointing to 8 birds, you can say, 8 birds.

Note: You can also show 8 fingers in your hand. And you can also tell the students to show 8 fingers in their hand. If necessary you can use flash card or chart.

Similarly, by showing 8 pencils, you can say, 8 pencils.

By showing 8 books, you can say, 8 books.

Test:

By showing 8 fingers, you can ask the students, how many fingers?

By writing 8 on the board you can ask, what is the number?

By pointing to 8 in a chart, you can ask, what is the number?

Question Samples:

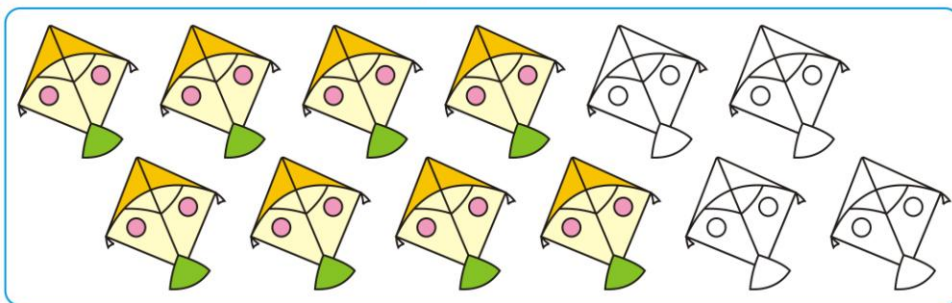
How many sticks? (by showing 8 sticks)

How many fingers? (by showing 8 fingers)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 – Page 41:

Colour any 8 kites.



Number-9

ALL IN ONE – LKG Course Book - Term-1 - Page 42:

Objective of the Chapter: In this chapter students will learn, number 9.

Teaching Aids: Number chart, number flash card etc.

Teaching Methods:

Pointing to 9 (page-42), you can say 9.

By pointing 9 fingers, you can say, 9 fingers.

Then by pointing to 9 birds, you can say, 9 birds.

Note: You can also show 9 fingers in your hand. And you can also tell the students to show 9 fingers in their hand. If necessary you can use flash card or chart.

Similarly, by showing 9 pencils, you can say, 9 pencils.

By showing 9 books, you can say, 9 books.

Test:

By showing 9 fingers, you can ask the students, how many fingers?

By writing 9 on the board you can ask, what is the number?

By pointing to 9 in a chart, you can ask, what is the number?

Question Samples:

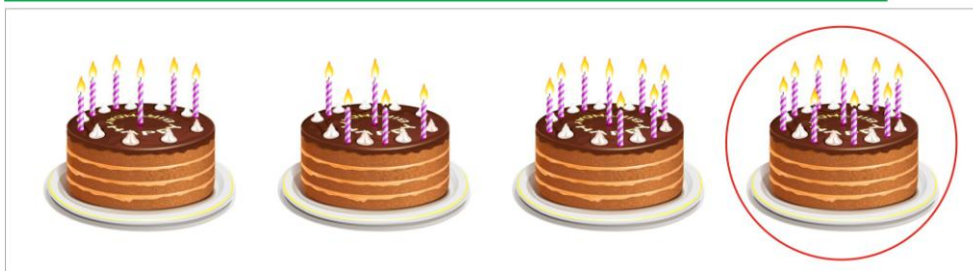
How many sticks? (by showing 9 sticks)

How many fingers? (by showing 9 fingers)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 42:

Identify and circle the birthday cake with 9 candles.



Number-10

ALL IN ONE – LKG Course Book - Term-1 - Page 43:

Objective of the Chapter: In this chapter students will learn, number 10.

Teaching Aids: Number chart, number flash card etc.

Teaching Methods:

Pointing to 10 (page-43), you can say 10.

By pointing 10 fingers, you can say, 10 fingers.

Then by pointing to 10 birds, you can say, 10 birds.

Note: You can also show 10 fingers in your hand. And you can also tell the students to show 10 fingers in their hand. If necessary you can use flash card or chart.

Similarly, by showing 10 pencils, you can say, 10 pencils.

By showing 10 books, you can say, 10 books.

Test:

By showing 10 fingers, you can ask the students, how many fingers?

By writing 10 on the board you can ask, what is the number?

By pointing to 10 in a chart, you can ask, what is the number?

Question Samples:

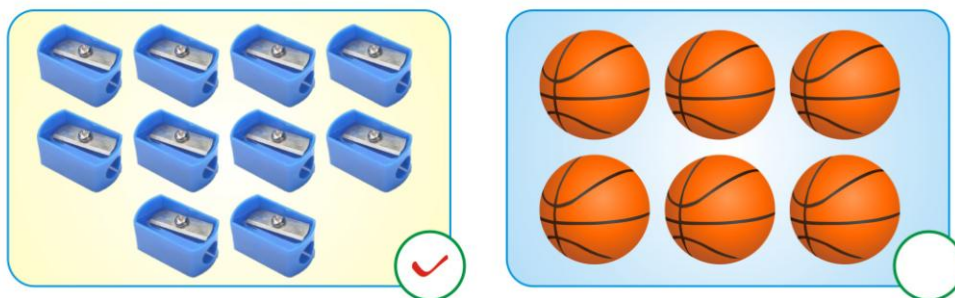
How many sticks? (by showing 10 sticks)

How many fingers? (by showing 10 fingers)

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 43:

Tick (✓) the group that has 10 objects.



Counting with Fingers

ALL IN ONE – LKG Course Book - Term-1 - Page (44 – 45)

Objective of the Chapter: In this chapter students will learn, counting with fingers.

Teaching Aids: Charts containing various finger values. Finger flash cards. Video or multimedia files can also be used.

Teaching Methods: Basic counting can be done using fingers and students must learn the art of counting with the help of fingers. This chapter emphasizes counting using fingers.

Already students have learned counting with fingers from 1 to 5. In this chapter, student must learn counting of numbers from 6 to 10. Teach the concept by showing appropriate number of fingers and reciting the number. For example you can say “six” while showing six fingers. Repeat the same method for all the numbers. If necessary you can start with counting 1 to 10.

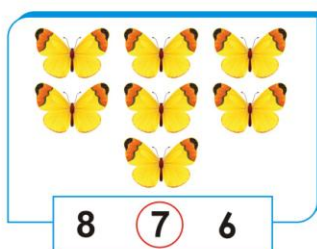
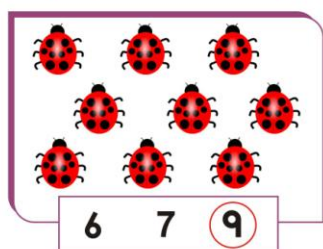
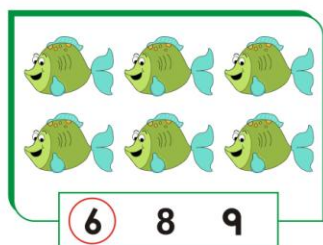
Test: The teacher can show fingers and ask the students to count and tell the numbers.

Question Sample: How many fingers (by showing 10 fingers)
The teacher can repeat the above question by showing various number of fingers.

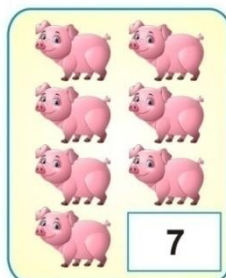
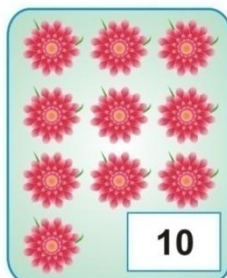
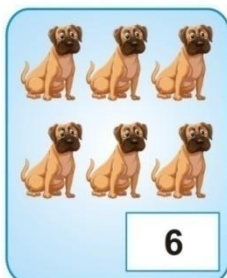
ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 45:

Count and circle the correct number in the box.



Count the pictures and write the number in the box.



Zero Concept

ALL IN ONE – LKG Course Book - Term-1 - Page 46

Objective of the Chapter: In this chapter students will learn, about zero concept.

Teaching Aids: Empty box, empty glass, or other empty container. Charts containing various empty containers. Flash cards with empty containers. Video or multimedia files can also be used.

Teaching Methods: The concept of zero has significant value in calculation. Students must learn this concept before learning addition, subtraction or any other arithmetic operation.

By pointing to the plate with fruits (Page-46), you can say plate with fruits and pointing to the empty plate, you can say, plate without fruits or plate with zero fruits.

By pointing to the empty bag (page-46), you can say “bag without books”, so there is no book or zero book in the bag and pointing to the bag with books, you can say, “bag with books”.

So, here students will get some basic idea related to empty or zero.

For example: Empty box contains zero books and empty plate contains zero fruits. And eventually you can say “empty means zero”.

Teach the concept of zero by drawing lines on the board and asking the number and gradually erase one by one line and ask the number. At last there will be no line, now ask the students, how many lines are on the board. They may answer “there is no line”. Explain them “no line”, you can say zero lines or plainly zero. Similarly pointing an empty plate, explain the students about the number of apples in the plate. There is no apple in the plate. It can be said there is zero apple in the plate. Similarly you can teach using some more examples.

Test: Show two flash cards to students, one with empty container, other with items in it. And ask the students, which one is empty?

By showing an empty bag, you can ask, “how many books are in the bag?”

By showing an empty box, you can ask, “how many pens are in the box?”

And pointing to your table, you can ask, “how many bottles are on the table?”

The similar kind of test can be done using charts and multimedia. The teacher can also draw picture of filled container and empty container.

Question Samples:

Which one is empty (by showing 2 flash cards – One empty, one filled)

The teacher can repeat the above question by showing various combination of flash cards.

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 46

Circle the zero objects.



SHAPES

ALL IN ONE – LKG Course Book - Term-1 - Page (47 – 48)

Objective of the Chapter: In this chapter students will learn, various shapes and how it look.

Teaching Aids: Objects of different shape, paper/cardboard of different shapes, shapes flash card, charts containing shapes. Video or multimedia files can also be used.

Teaching Methods: Shapes are building blocks which are used to draw any figures. In this chapter we will learn about 4 basic shapes.

By pointing to the circle (page-47), you can say, “this is a circle?” and the shape of bangle is circular (like a circle), the shape of wheel is circular (like a circle). So,

Shape of bangle → Circle

Shape of wheel → Circle

By pointing to the square (page-47), you can say, “this is a square?” and the shape of carom board is square shape (like a square), the shape of chess board is square shape (like a square). So,

Shape of carom board → Square

Shape of chess board → Square

By pointing to the rectangle (page-47), you can say, “this is a rectangle?” and the shape of a book is rectangular (like a rectangle), the shape of a scale is rectangular (like a rectangle). So,

Shape of a book → Rectangle

Shape of a scale → Rectangle

By pointing to the triangle (page-47), you can say, “this is a triangle?” and the shape of a set-square is triangular (like a triangle), the shape of a flag is triangular (like a triangle). So,

Shape of a set-square → Triangle

Shape of a flag → Triangle

Collect various objects of different shapes like, set-square, bangle, cardboard, and etc. And showing each object explain about its shape. You can use aluminium wire to make various shapes. You can draw the shapes on the blackboard and explain them one by one. Flash cards and charts also can be used.

Test:

- **By Flash Cards:**

Show flash cards to students, and ask about the shapes.

Question Sample: What is the shape? (by showing different flash cards)

Note: The teacher can repeat the above question by showing various flash cards.

- **By displaying objects:**

Show some objects like bangle, thin book or paper. And ask the shape.

Question Sample: What is the shape? (displaying a rectangular card)

Note: The teacher can repeat the above question by showing objects of different shapes.

- **By drawing on the board:**

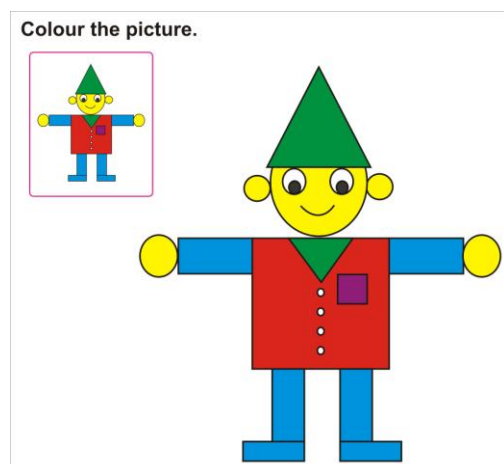
You can draw various shapes on the board and ask about it.

Question Sample: What is the shape? (by pointing to a rectangular drawing on the board)

Note: The teacher can repeat the above question by pointing to various drawings on the blackboard.

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 48



Teach the students to colour the picture using crayons or colour pencils.

Word to Teacher

The basic aim and objective of this paper is to create and improve the basic awareness of the Environment. Spellings and other part of the speech must not be emphasized while teaching the chapters of EVS. Remembering the spellings in EVS is beyond the scope of the students. So teachers should not and need not force the students to remember the spellings.



1. My Family

ALL IN ONE – LKG Course Book - Term-1 - Page (50 – 52)

Objective of the Chapter: In this chapter students will learn

1. What is a Family
2. Various members of a Family

Teaching Aids: Charts of Family or media files containing family members .

Teaching Methods: We live in a family. A family consists of Father, Mother and Kids. Some family consist of grand parents, uncles, aunts and cousins.

Give explanation about a family. And teach them to know about the members of a family by pointing each and every picture on page-50. For example: by pointing to mother, you can say, "This is mother".

By pointing to the first picture on page-51, you can explain, this is our family and we stay in

By pointing to the second picture on page-51, you can explain, that we go on holidays together.

By pointing to the third picture on page-51, you can explain, that we eat together.

By pointing to the fourth picture on page-51, you can explain, that we clean together.

By pointing to the fifth picture on page-51, you can explain, that we go out together.

By pointing to the sixth picture on page-51, you can explain, that we celebrate festivals together.

Test: Test the students' awareness about their family. Like how many members are there in their family? And etc.

Question Sample:

1. How many members are there in your family?
2. How many brothers do you have?
3. How many sisters do you have?
4. What is your father?
5. What is your mother?

Note: Students need not remember the spellings of any of the words in this chapter. And teacher must teach the concept (Page 50 and 51) in local language if needed (mother tongue). And need not explain every part in English.

Interactive Section

Course Book Term-1 Page 52:

1. What is your name? **Ans:** My name is
2. What is your father's Name? **Ans:** My father's name is
3. What is your mother's name? **Ans:** My mother's name is

2. Parts of My Body:

ALL IN ONE – LKG Course Book - Term-1 - Page (53 – 54)

Objective of the Chapter: In this chapter students will learn

1. Parts of our Body
2. Uses of each part

Teaching Aids: Charts displaying parts of the body. Media files containing parts of body.

Teaching Methods: Our human body has many parts. Each part has different use. Here we will identify each part.

Pointing to each body part on page-53, you can say, "This is eye", "This is nose", "This is ear", "this is lip", "these are teeth", "this is arm", "this is hand", "this is leg".

By using flash cards and charts, you can give more emphasis to the concept.

You can point to each part while teaching about the parts of the body. You can use pictures of each part.

Test: Test the students awareness by asking to name the body parts by pointing to them. You can use Flash cards.

Pointing Body Parts:

Show hands, eyes, head, nose, ear and etc. And ask the students what is this?

Using Flash Cards:

Show flash cards (body parts) to students, and ask it's name.

Question Sample:

What is this (Pointing to head)

What is this (pointing to nose)

Note: Students should be taught to recognize the parts of the body. And need not to remember the spellings of the body parts. Body parts given inside the yellow circle are optional, So teacher should not teach them in regular class.

Interactive Section

ALL IN ONE – LKG Course Book - Term-1 - Page 54:

1. Which body part do we use to see?

Ans: We use our eyes to see.

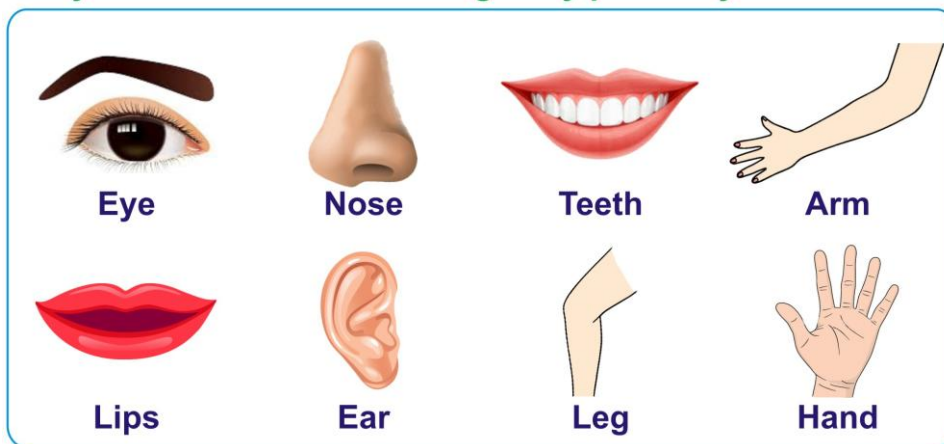
2. How many hands do you have?

Ans: I have two hands.

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 54:

I. Say the name of the following body parts to your teacher.



II. Circle the body parts.



3. My Sweet Home

ALL IN ONE – LKG Course Book - Term-1 - Page (55 – 56)

Objective of the chapter: In this chapter students will learn about

1. Various rooms of our house.
2. Use of each room

Teaching Aids: Use pictures of various furniture and equipment and let the students to explore the things and items in various rooms.

For Example:

Sofa-Living Room, Gas Stove- Kitchen, TV – Living Room, Bed& Cot- Bed Room

Teaching Methods: We stay in our home. A home gives us security. Here we will discuss about the parts of our Home.

Show the picture (page-55) of each room and explain in their language. Do not encourage or insist to remember the spellings of any room.

Test: Show a flash card of a room to students, and ask the name of the room.

Question Sample:

What is this room? (by showing flash card of kitchen.)

Where do you sleep?

Note: Do not use confusing item. And do not tell them to remember any spellings. This Chapter is for oral purpose only.

Interactive Section

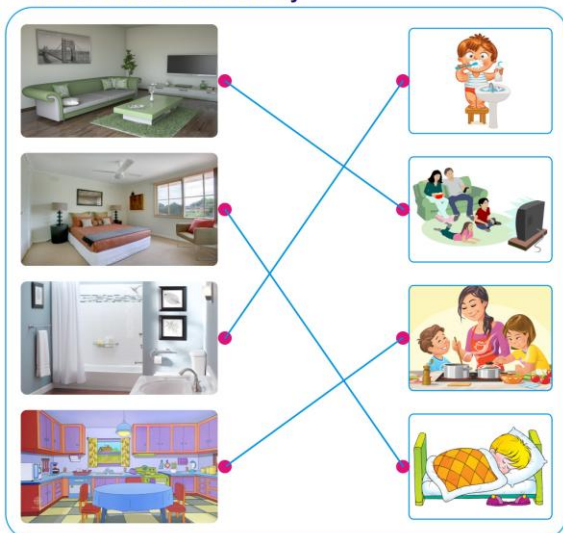
ALL IN ONE – LKG Course Book - Term-1 - Page 56

1. Where do you take bath? **Ans:** I take bath in bathroom.
2. Where does your mother cook food? **Ans:** My mother cooks food in kitchen.
3. Where do you sleep? **Ans:** I sleep in bedroom.

ANSWERS

ALL IN ONE – LKG Course Book - Term-1 – Page 56

Match the room to the activity.



4. My Classroom

ALL IN ONE – LKG Course Book - Term-1 - Page (57 – 58)

Objective of the chapter: In this chapter students will learn about

1. The classroom
2. Furniture available in the classroom
3. Tools used in the classroom

Teaching Aids: Collect classroom items or pictures of the items, Flash cards of classroom items and charts related to classrooms.

Teaching Methods: Our classroom is the place where we learn many things. We find many things in our class room. We will discuss some of them in this chapter.

Pointing each item on page-57 to the students, teach their name. And show various items available in the class room, teach the name of the items.

Test: Pointing to various items in class, ask what is this?

Question Sample:

1. What is this? (by pointing to the blackboard)
2. What is this? (by showing duster)
3. What is this? (by showing flash card of book)

Interactive Section

Course Book Term-1 Page 58:

1. What do we use to write on the blackboard?

Ans: We use chalk piece to write on the blackboard.

2. What do we use to clean the blackboard?

Ans: We use duster to clean the blackboard

ANSWERS

Course Book Term-1 Page 58:

A) Say the names of the following things to your teacher.



B) Circle the objects that are found inside the classroom and cross the other.



5. Colours

ALL IN ONE – LKG Course Book - Term-1 - Page (59 – 60)

Objective of the chapter: In this chapter students will learn about various colours and things associated with colours.

Teaching Aids: Flash Cards (colour), Different colour papers, things of different colours like pen, crayon and etc.

Teaching Methods: This world is full of colours. In this chapter we will learn about various colours.

Pointing to each colour on page-59, you can say,

- “This is red” → Apple is red, tomato is red
- “This is white” → Paper is white, milk is white
- “This is black” → Crow is black
- “This is yellow” → Banana is yellow
- “This is blue” → Sky is blue
- “This is green” → Leaf is green, cucumber is green
- “This is pink” → Dragon fruit is pink
- “This is violet” → Brinjal is violet
- “This is orange” → Carrot is orange colour
- “This is cyan” → Flag of Kazakhstan is cyan
- “This is gray” → Elephant is gray colour
- “This is purple” → Beetroot is purple

Show various coloured papers and explain the colours. You can use various colourful flowers, cubes or charts.

Test:

Showing a crayon, ask what colour is it?

Showing a flash card of colour, ask what colour is it?

Showing colour chart, ask what colour is it (pointing to any particular colour)

Question Sample:

1. What colour is it? (by showing colour flash card)
2. What colour is it? (by showing a chalk piece)
3. What is the colour of crow?

Note:

At the end of this chapter students must be able to detect various colours. Students need not remember the spellings of any colour.

Interactive Section**Course Book Term-1 Page 60:**

1. What is your favorite colour?

Ans: My favorite colour is red.

2. What is the colour of your blackboard?

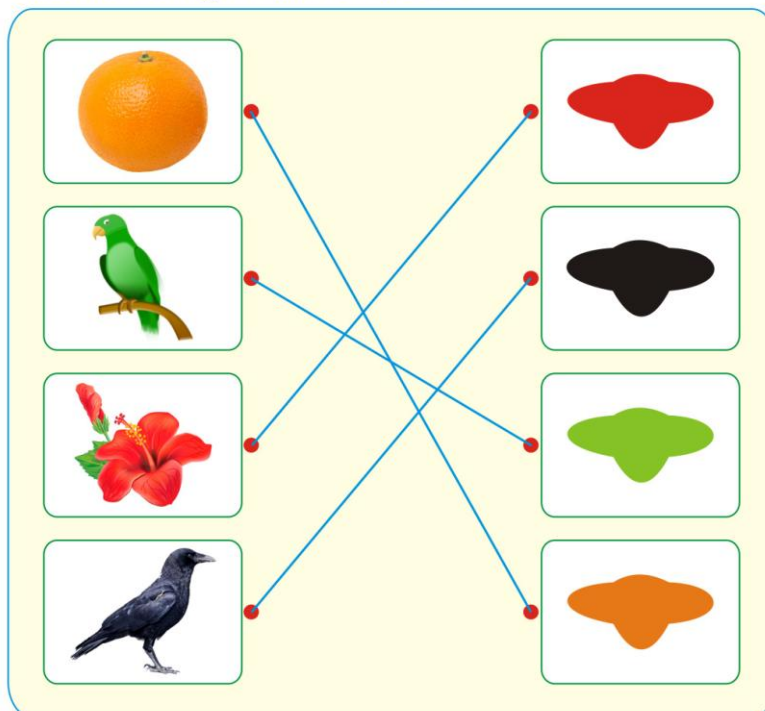
Ans: The colour of our blackboard is black.

3. What is the colour of a crow?

Ans: The colour of crow is black?

ANSWERS**Course Book Term-1 Page 60:**

Match the things with their colour.



6. Fruits

ALL IN ONE – LKG Course Book - Term-1 - Page (61 – 62)

Objective of the chapter: In this chapter students will learn about

1. Name of different fruits
2. Fruits with one seed
3. Fruits with more seeds
4. Colour of different fruits
5. Taste of different fruits

Teaching Aids: Flash cards, Fruits chart, Fruits and etc.

Teaching Methods: We eat many fruits. Fruits are very tasty and very healthy. In this chapter we will learn about various fruits.

Point to each fruit on page 61, teach the students, this is an apple, this is an orange, this is a strawberry, these are grapes, this is a pineapple, this is a mango, this is a guava, this is a papaya, this is a pomegranate, this is a cucumber, this is a banana, this is a watermelon, this is a lemon.

Show various Fruits / Fruit- toys / Fruit chart. You can use flash cards to show various fruits.

Test: Pointing to each fruit in a flash card or Chart; Ask what is it? Students can say one word answer. Like:- “Mango” Do not expect a full sentence from the students

Question Sample:

What is this? (showing a fruit in a flash card)

What colour of apple? (by showing a red fruit)

Note:

At the end of this chapter students must able to know about various fruits. Students need not remember the spellings of any fruits.

Interactive Section

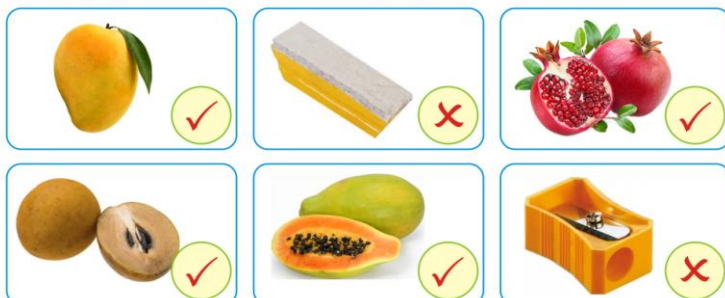
Course Book Term-1 Page 62:

1. Which fruit has only one seed in it? **Ans:** Mango has only one seed in it.

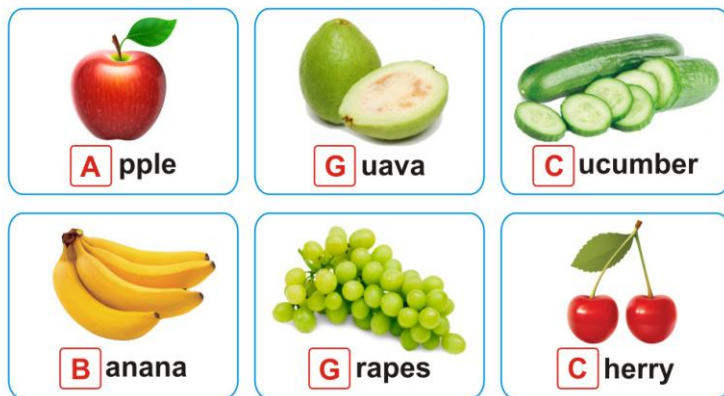
ANSWERS

Course Book Term-1 Page 62:

A) Tick (✓) the fruits and cross (✗) the others.



B) Write the first letter of the following fruits.



7. Vegetables

ALL IN ONE – LKG Course Book - Term-1 - Page (63 – 64)

Objective of the chapter: In this chapter students will learn about name of different vegetables.

Teaching Aids: Flash Cards of vegetables, charts of vegetables and etc.

Teaching Methods: We eat many Vegetables. We use them in our food. In this chapter we will learn about various vegetables.

Pointing to each vegetable of page-63, teach the students, this is a tomato, these are potatoes, these are brinjals, this is a cabbage, these are onions, this is a cauliflower, these are beetroots, these are carrots, these are bitter gourds, this is a pumpkin, these are lady's fingers.

Show various vegetables/vegetable- toys/ Charts. You can use flash cards to show various vegetables.

Test: Pointing to each vegetable in a flash card or chart; ask what is it? Students can say one word answer. Like:- "Brinjal" Do not expect a full sentence from the students

Question Sample:

What is this? (by showing a flash card containing a vegetable)

What is this? (by pointing a vegetable in a chart)

Note:

At the end of this chapter students must able to know about various vegetables. Students need not remember the spellings of any fruits.

Interactive Section

ALL IN ONE – LKG Course Book - Term-1 - Page 64

1. Tell the name of any vegetable of green colour.

Ans: Cabbage, Lady's finger, Bitter gourd

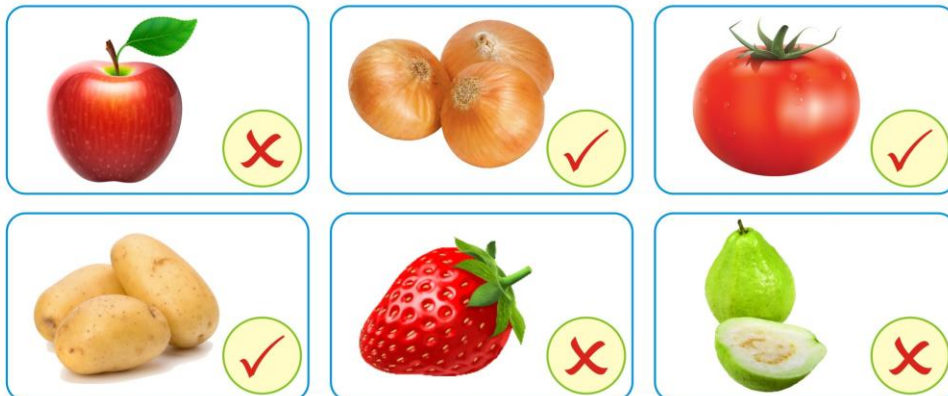
2. Which vegetable looks like a stick?

Ans: Drumstick

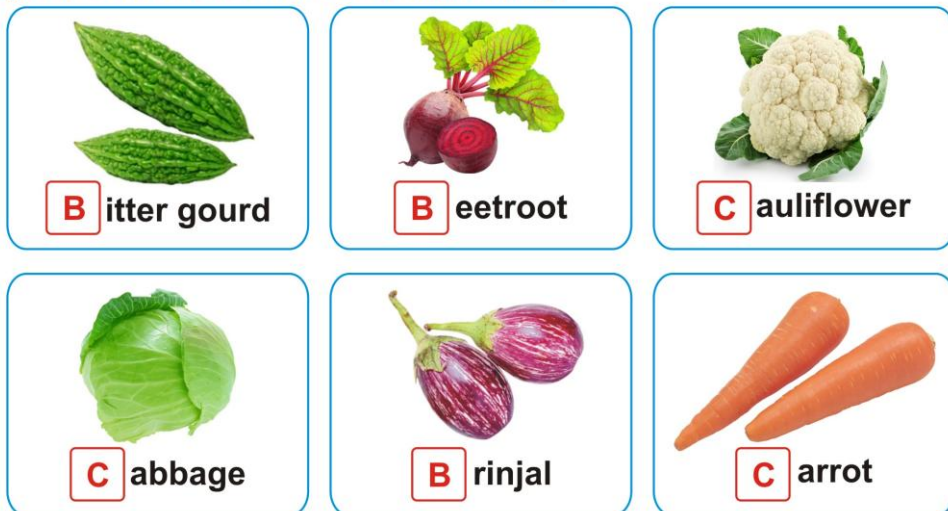
ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 64

A) Tick (✓) the vegetable and cross (✗) the others.



B) Write the first letter of the following.



8. Domestic Animals

ALL IN ONE – LKG Course Book - Term-1 - Page (65 – 66)

Objective of the chapter: In this chapter students will learn about various domestic animals

Teaching Aids: Flash Cards of domestic animals, charts of domestic animals and etc.

Teaching Methods: We keep many animals in our surroundings. These animals are very useful to us. In this chapter we will learn about various domestic animals.

Pointing to each domestic animal on page-65, teach the students, this is a cat, this is a cow, this is a dog, this is a rabbit, this is an ox, this is a horse, this is a camel, this is a donkey, this is a goat, this is a buffalo, this is a sheep.

Show various charts/toys of various domestic animals. You can use flash Cards to show various domestic animals.

Test: Pointing to each domestic animal in a chart; ask, what is it? Students can say one word answer. Like:- “Cow” Do not expect a full sentence from the students. Also show a flash card of a domestic animal; ask, what is this?

Question Sample:

What is this? (by showing a domestic animal in a flash card)

What is this? (by pointing a domestic animal in a chart)

Note:

At the end of this chapter students must able to know about various Domestic animals. Students need not remember the spellings of any animals.

Interactive Section

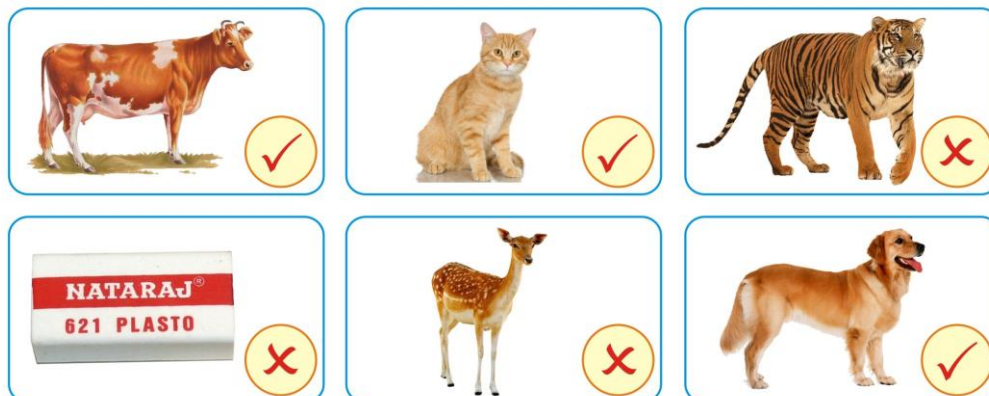
ALL IN ONE – LKG Course Book - Term-1 - Page 66

1. Which animal gives us milk? **Ans:** Cow and buffalo give us milk.
2. Which animal we use for riding? **Ans:** We use horse for riding.

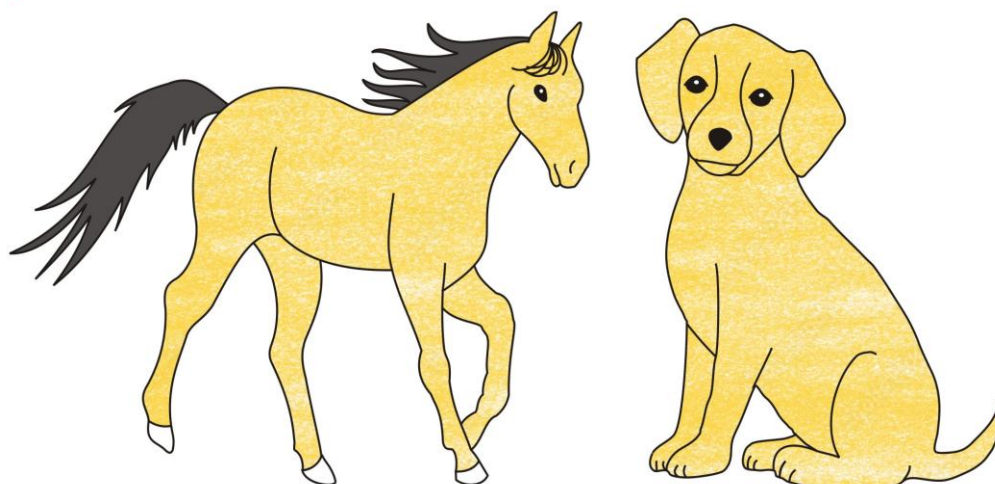
ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 66

A) Tick (✓) the domestic animals and cross (✗) the others.



B) Colour the domestic animals.



9. Wild Animals

ALL IN ONE – LKG Course Book - Term-1 - Page (67 – 68)

Objective of the chapter: In this chapter students will learn about various wild animals.

Teaching Aids: Flash Cards of wild animals, charts of wild animals and etc.

Teaching Methods: Many animals live in the forest. These animals are called as wild animals. In this chapter we will learn about various wild animals.

Pointing to each wild animal in the book (page-67), teach the students, this is a cheetah, this is a tiger, this is a lion, this is a deer, this is an elephant (it is the biggest land animal), this is a fox, this is a zebra, this is a bear, this is a giraffe (it is very tall).

Show various charts/toys of various wild animals. You can use flash Cards to show various wild animals. Teach clearly about the difference between Domestic animals and Wild animals.

Test 1: Pointing to each Wild animal in a flash card or Chart; ask what animal is it? Students can say one word answer. Like: - “Fox”. Do not expect a full sentence from the students.

Test 2: You can show flash card and ask question like:-
Is it a domestic Animal?
What kind of animal is it (Domestic or Wild)

Question Sample:

What is this? (by showing a wild animal in a flash card)

What is this? (by pointing a wild animal in a chart)

Questions can be asked in mother tongue also to emphasize more on the concept

Note:

At the end of this chapter students must able to know about various wild animals. And can distinguish wild animals from domestic animals. Students need not remember the spellings of any animals.

Interactive Section

ALL IN ONE – LKG Course Book - Term-1 - Page 68

1. What is the biggest animal on land?

Ans: Elephant is the biggest animal on land.

2. Which animal is very tall?

Ans: Giraffe is very tall.

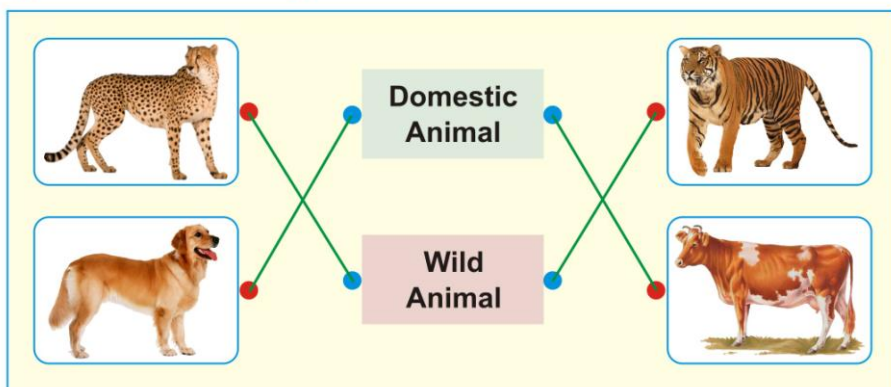
ANSWERS

ALL IN ONE – LKG Course Book - Term-1 - Page 68

A) Tick (✓) the wild animals and cross (✗) the others.



B) Match the following.



10. Water Animals and Reptiles

ALL IN ONE – LKG Course Book - Term-1 - Page (69 – 71)

Objective of the chapter: In this chapter students will learn about

1. Various Water Animals
2. Various Reptiles

Teaching Aids: Flash Cards of water animals, flash cards of reptiles, charts of water animals, charts of reptiles and etc.

Teaching Methods: Many animals live in water. These animals are called water animals. Many animals move by crawling. They are called reptile. In this chapter we will learn about water animals and reptiles.

Water Animals

Pointing to each water animals in page-69, teach the students, this is a turtle, this is a snail, this is a crab, this is a whale, this is a seal, this is an octopus, this is a dolphin, this is a star fish, this is a shark, this is a fish, this is a prawn, this is a sea horse.

Show charts / toys of various water animals. You can use flash cards to explain.

Test: Pointing to each water animal in a flash card or chart; ask, what is this? Students can say one word answer. Like: - “Octopus” Do not expect a full sentence from the students. By asking similar type of questions you can taste the students understanding skill.

Question Sample:

What is this? (by showing a water animal in a flash card)

What is this? (by pointing a water animal in a chart)

Reptiles

Pointing to each reptile in page-70, teach the students, this is a tortoise, this is a frog, this is a crocodile, this is a house lizard, this is a wild lizard, this is cobra, this is a coral snake, this is a monitor lizard, this is a chameleon.

Show charts / toys of various reptiles. You can use flash cards to explain.

Test: Pointing to each reptiles in a flash card or chart; ask, what is this? Students can say one word answer. Like: - “Octopus” Do not expect a full sentence from the students. By asking similar type of questions you can taste the students understanding skill.

Question Sample:

What is this? (by showing a reptile in a flash card)

What is this? (by pointing a reptile in a chart)

Note:

At the end of this chapter students must able to know about various water animals and reptiles. Students need not remember the spellings of any animals. Do not emphasize to differentiate between water animal and reptile

Technical Support From Global Kids:

In case of unavailability of teaching aids; The Digital multimedia content of Global Kids can be used as a super alternative to all the teaching Aids

Interactive Section

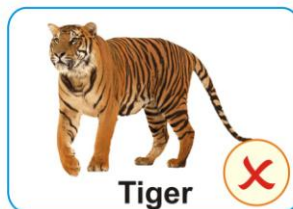
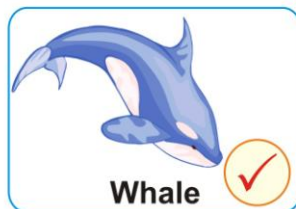
Course Book Term-1 Page 71:

1. Which reptile is very poisonous? **Ans:** Snake is very poisonous.
2. Which reptile jumps? **Ans:** Frog

ANSWERS

Course Book Term-1 Page 71:

A) Tick (✓) the water animals and cross (✗) the other animals.



B) Tick (✓) the reptiles and cross (✗) the other animals.



RHYMES

1. ABC Song

ALL IN ONE – LKG, Course Book - Term-1 - Page 73

Objective of the Chapter: In this chapter students will learn the rhyme “ABC Song” with action.

Teaching Aids: Multimedia software

Teaching Methods: Teach the rhyme with the help of proper action and you can call one student and instruct him to repeat your action. In some cases you can tell all the students to imitate your actions. If multimedia is available, you can show them.

Test: Start the rhyme with just “A B C D E F G” and let the students to complete it. Ask the students to tell the rhyme with action.

2. Johnny Johnny

ALL IN ONE – LKG, Course Book - Term-1 - Page 73

Objective of the Chapter: In this chapter students will learn the rhyme “Johnny Johnny” with action.

Teaching Aids: Multimedia software

Teaching Methods: Teach the rhyme with the help of proper action and you can call one student and instruct him to repeat your action. In some cases you can tell all the students to imitate your actions. If multimedia is available, you can show them.

Test: Start the rhyme with just “Johnny Johnny” and let the students to complete it. Ask the students to tell the rhyme with action.

3. Twinkle Twinkle Little Star

ALL IN ONE – LKG, Course Book - Term-1 - Page 74

Objective of the Chapter: In this chapter students will learn the rhyme “Twinkle Twinkle Little Star” with action.

Teaching Aids: Multimedia software

Teaching Methods: Teach the rhyme with the help of proper action and you can call one student and instruct him to repeat your action. In some cases you can tell all the students to imitate your actions. If multimedia is available, you can show them.

Test: Start the rhyme with just “Twinkle Twinkle Little Star” and let the students to complete it. Ask the students to tell the rhyme with action.

4. Bits of Paper

ALL IN ONE – LKG, Course Book - Term-1 - Page 74

Objective of the Chapter: In this chapter students will learn the rhyme “Bits of Paper” with action.

Teaching Aids: Multimedia software

Teaching Methods: Teach the rhyme with the help of proper action and you can call one student and instruct him to repeat your action. In some cases you can tell all the students to imitate your actions. If multimedia is available, you can show them.

Test: Start the rhyme with just “Bits of Paper” and let the students to complete it. Ask the students to tell the rhyme with action.

5. Baa, Baa, Black Sheep

ALL IN ONE – LKG, Course Book - Term-1 - Page 75

Objective of the Chapter: In this chapter students will learn the rhyme “Baa, Baa, Black Sheep” with action.

Teaching Aids: Multimedia software

Teaching Methods: Teach the rhyme with the help of proper action and you can call one student and instruct him to repeat your action. In some cases you can tell all the students to imitate your actions. If multimedia is available, you can show them.

Test: Start the rhyme with just “Baa, Baa, Black Sheep” and let the students to complete it. Ask the students to tell the rhyme with action.

6. Hickory, Dickory Dock

ALL IN ONE – LKG, Course Book - Term-1 - Page 75

Objective of the Chapter: In this chapter students will learn the rhyme “Hickory, Dickory Dock” with action.

Teaching Aids: Multimedia software

Teaching Methods: Teach the rhyme with the help of proper action and you can call one student and instruct him to repeat your action. In some cases you can tell all the students to imitate your actions. If multimedia is available, you can show them.

Test: Start the rhyme with just “Hickory, Dickory Dock” and let the students to complete it. Ask the students to tell the rhyme with action.

STORIES

1. The Hare and the Tortoise

ALL IN ONE – LKG, Course Book - Term-1 - Page 76

Objective of the Chapter: In this chapter students will learn good communication skill with the help of story telling. And eventually they will learn also a good moral.

Teaching Aids: Multimedia software, Chart related to the story.

Teaching Methods: Say the story line by line with proper action and suitable face expression. You can have multimedia like video files, to create interest. And encourage the student to learn the story. And show the respective picture in page-76 while teaching the story.

Test: You can ask the students some oral questions related to the story. Like, in this story who took rest for sometime? (hare or turtle), who walked slowly?, who own the race?, what is the moral of the story?

2. The Thirsty Crow

ALL IN ONE – LKG, Course Book - Term-1 - Page 77

Objective of the Chapter: In this chapter students will learn good communication skill with the help of story telling. And eventually they will learn also a good moral.

Teaching Aids: Multimedia software, Chart related to the story.

Teaching Methods: Say the story line by line with proper action and suitable face expression. You can have multimedia like video files, to create interest. And encourage the student to learn the story. And show the respective picture in page-77 while teaching the story.

Test: You can ask the students some oral questions related to the story. Like, in this story who was very thirsty? (crow, dog), what was the crow searching?, what did the crow see suddenly? (pot with little water, empty pot), what did the crow drop into the pot? (pebbles, sticks), what is the moral of the story?

COLOURING

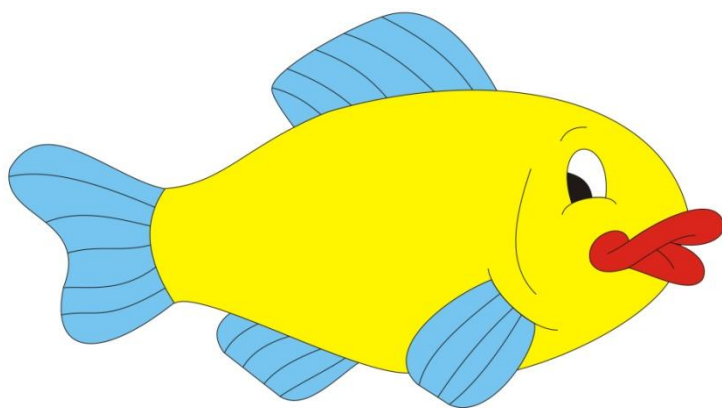
ALL IN ONE – LKG, Course Book - Term-1 - Page 78

Colour the aeroplane using the colours given.



This is coloured using
crayon or colour pencil

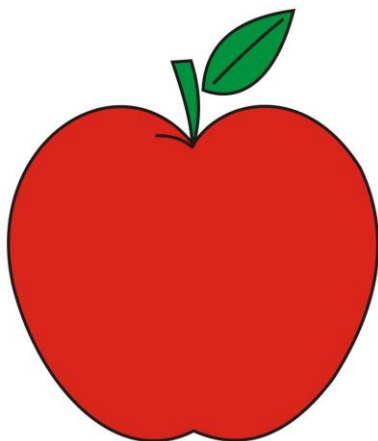
Colour the fish using the colours given.



This is coloured using
crayon or colour pencil

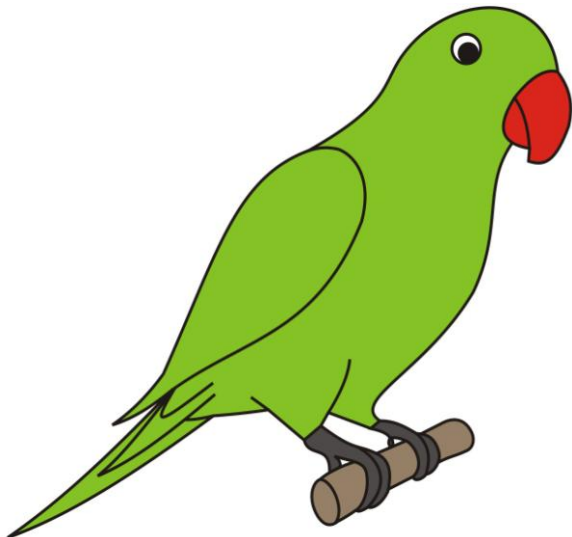
ALL IN ONE – LKG, Course Book - Term-1 - Page 79

Colour the apple using the colours given.



This is coloured using
crayon or colour pencil

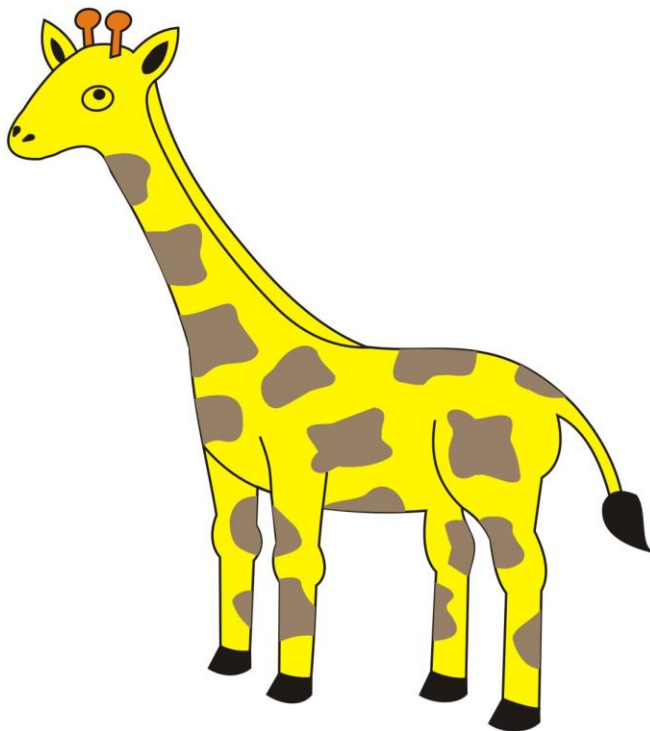
Colour the parrot using the colours given.



This is coloured using
crayon or colour pencil

ALL IN ONE – LKG, Course Book - Term-1 - Page 80

Colour the giraffe using the colours given.



This is coloured using
crayon or colour pencil