

TEACHERS

Manual

Global Kids

LKG

Term-2

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[illegible]

ENGLISH

1. Revision (A – L)

ALL IN ONE – LKG, Course Book - Term-2 - Page (5 - 6)

Objective of the Chapter: In this chapter students will revise alphabet from A to L.

Teaching Aids: Collect flash cards related to the picture names starting with A to L. You can have charts or multimedia content.

Teaching Methods: Already students learnt letters from A to L. Here you have to revise each letter one by one. You can teach the concept by creating your own rhyme like A for ant, B for ball, C for cake, D for doll, E for engine, F for fan, G for girl, H for hen, I for igloo, J for jam, K for kite, L for lion. Show flash cards or charts. Teach the students four names starting with each letter.

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. By telling a word, you can ask the student what is the starting letter of the word.

Sample Questions:

A for? (Pointing to the picture of flash card or chart)

B for? (Pointing to the drawing on the board)

ANSWERS

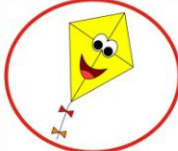
Course Book Term-2, Page 5:

Circle the things whose names begin with the given letters.

A	 ant	 cat
B	 ball	 egg
C	 apple	 cake
D	 doll	 bus
E	 jeep	 engine
F	 gift	 fan

Course Book Term-2, Page 6:

Circle the things whose names begin with the given letters.

G		girl		car
H		dog		hen
I		guitar		igloo
J		jam		drum
K		goat		kite
L		lion		frog

2. Alphabet M – Q

Alphabet – M m

ALL IN ONE – LKG, Course Book - Term-2 - Page 7

Objective of the Chapter: In this chapter students will learn how to write capital “M” and small “m”. And few words that begin with letter “M”. Example: Monkey, Man, Mango and Mug.

Teaching Aids: Collect pictures of Monkey, Man, Mango, Mug and etc.

Teaching Methods: Teach the letter “M” and “m” 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 monkey / M for monkey**, **this is a man / M for man**, **this is a mango / M for mango**, **this is a mug / M for Mug**.

Writing Capital - M

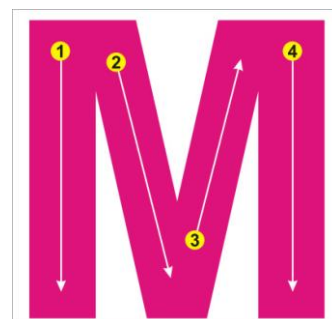
Writing of a letter requires some steps. We should follow the given steps to write the letter - M.

Step 1: Draw a Standing line

Step 2: Draw a Left Slant line

Step 3: Draw a Right Slant line

Step 4: Draw a Standing line

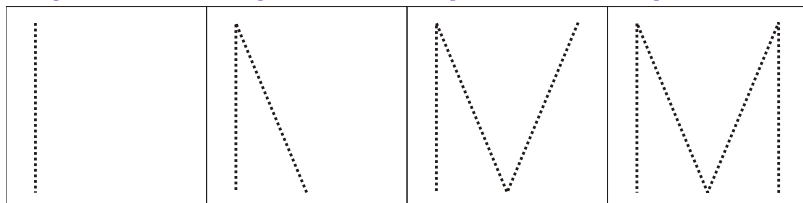


Step-1

Step-2

Step-3

Step-4



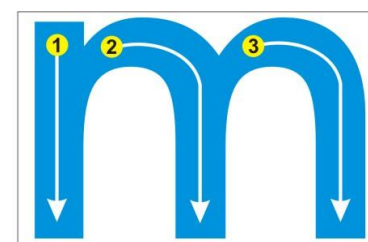
Writing Small - m

Steps to write the letter small - m:

Step 1: Draw a Standing line

Step 2: Draw a downward curve with standing line.

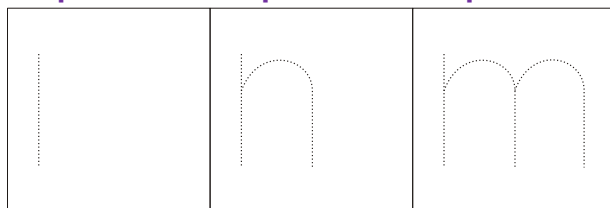
Step 3: Draw a downward curve with standing line.



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)

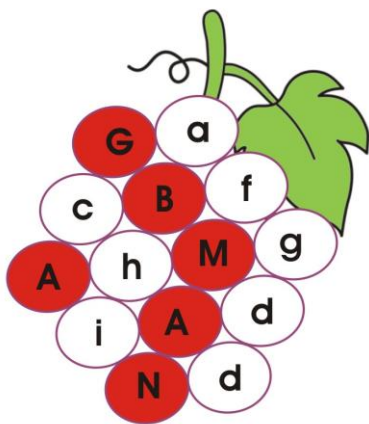
M for? (Pointing to the picture of flash card or chart)

M for? (Pointing to the drawing on the board)

ANSWERS

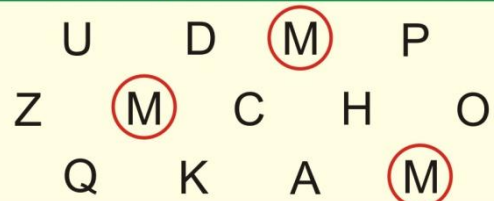
Course Book Term-2, Page 7:

Colour the circles with **red** that contain capital letters.



This is coloured using
crayon or colour pencil

Circle Capital **M**



Circles are drawn around
letter M using pencil or pen.

Alphabet – N n

ALL IN ONE – LKG, Course Book - Term-2 - Page 8

Objective of the Chapter: In this chapter students will learn how to write capital “N” and small “n”. And few words that begin with letter “N”. Example: Nurse, Nose, Nest, Nib.

Teaching Aids: Collect pictures of Nurse, Nose, Nest, Nib and etc.

Teaching Methods: Teach the letter “N and “n” 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 nurse / N** for nurse, **this is a nose / N** for nose, **this is a nest / N** for nest, **this is a nib / N** for nib.

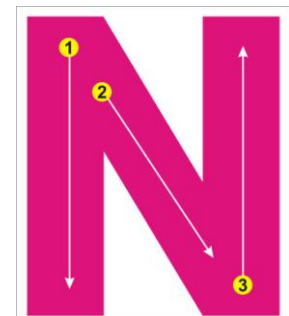
Writing Capital - N

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

Step 1: Draw a standing line

Step 2: Draw a left slant line

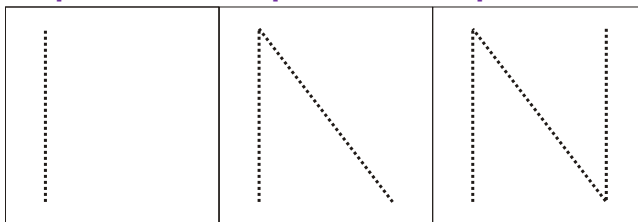
Step 3: Draw a standing line



Step-1

Step-2

Step-3

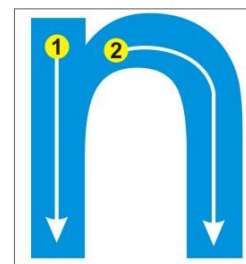


Writing Small - n

Steps to write the letter small - n:

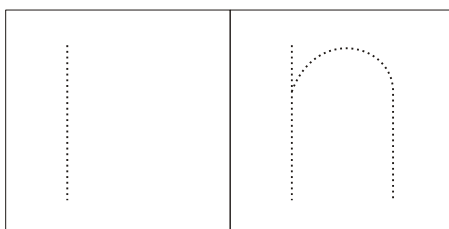
Step 1: Draw a standing line

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)

N for? (Pointing to the picture of flash card or chart)

N for? (Pointing to the drawing on the board)

ANSWERS

Course Book Term-2, Page 8:

Write the words in small letters.

MAN

man

KNIFE

knife

NEEDLE

needle

LEAF

leaf

KING

king

Circle Small n

n

h

m

o

d

a

n

h

l

q

k

a

n

Circles are drawn around
letter n using pencil or pen.

Alphabet – O o

ALL IN ONE – LKG, Course Book - Term-2 - Page 9

Objective of the Chapter: In this chapter students will learn how to write capital “O” and small “o”. And few words that begin with letter “O”. Example: Orange, Ox, Ostrich, Owl

Teaching Aids: Collect pictures of Orange, Ox, Ostrich, Owl and etc.

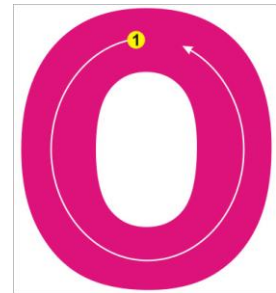
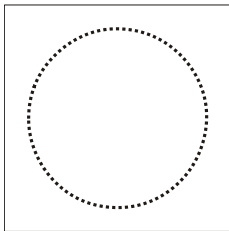
Teaching Methods: Teach the letter “O” and “o” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is an orange / O for orange, this is an ox / O for ox, this is an ostrich / O for ostrich, this is an owl / O for owl.**

Writing Capital - O

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

Step 1: Draw a circle

Step-1

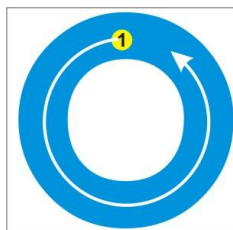
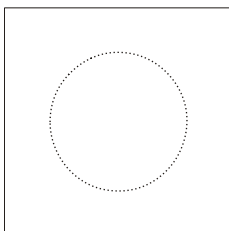


Writing Small - o

Steps to write the letter small - o:

Step 1: Draw a small circle

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)

O for? (Pointing to the picture of flash card or chart)

O for? (Pointing to the drawing on the board)

ANSWERS

Course Book Term-2, Page 9:

Write the first letters of the following.

	L		O
	H		M
	O		N

Circle Capital O

K	O	M	X	
D	A	C	O	N
R	O	A	D	

Circles are drawn around letter O using pencil or pen.

Alphabet – P p

ALL IN ONE – LKG, Course Book - Term-2 - Page 10

Objective of the Chapter: In this chapter students will learn how to write capital “P” and small “p”. And few words that begin with letter “P”. Example: Parrot, Pigeon, Pencil, Puppy

Teaching Aids: Collect pictures of Parrot, Pigeon, Pencil, Puppy and etc.

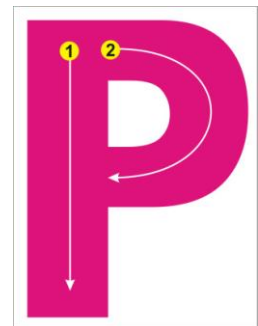
Teaching Methods: Teach the letter “P” and “p” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is a parrot / P for parrot**, **this is a pigeon / P for pigeon**,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

Writing Capital - P

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

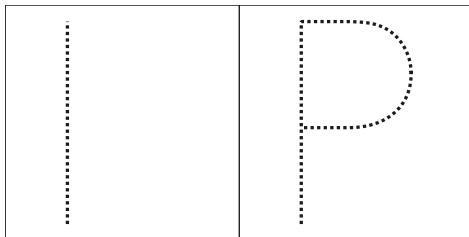
Step 1: Draw a standing line

Step 2: Draw a left curve



Step-1

Step-2

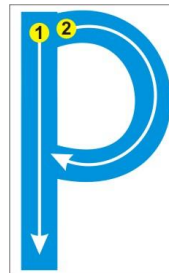


Writing Small - p

Steps to write the letter small - p:

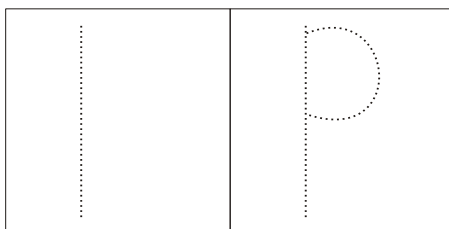
Step 1: Draw a standing line

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)

P for? (Pointing to the picture of flash card or chart)

P for? (Pointing to the drawing on the board)

ANSWERS

Course Book Term-2, Page 10:

Write the first letters of the following.

Circle Small p

p	e	o	g	
o	a	c	p	s
p	y	a	b	

Circles are drawn around letter p using pencil or pen.

Alphabet – Q q

ALL IN ONE – LKG, Course Book - Term-2 - Page 11

Objective of the Chapter: In this chapter students will learn how to write capital “Q” and small “q”. And few words that begin with letter “Q”. Example: Queen, Quill, Queue, Quilt

Teaching Aids: Collect pictures of Queen, Quill, Queue, Quilt and etc.

Teaching Methods: Teach the letter “Q” and “q” 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 queen / Q for queen, this is a quill/ Q for quill, this is a queue / Q for queue, this is a quilt / Q for quilt.**

Writing Capital - Q

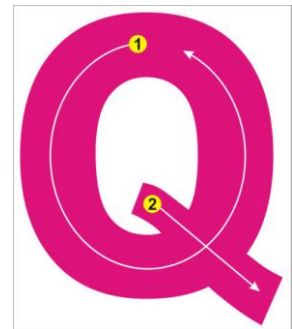
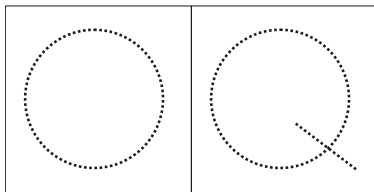
Writing of a letter requires some steps. We should follow the given steps to write the letter - Q.

Step 1: Draw a circle

Step 2: Draw a left slant line

Step-1

Step-2



Writing Small - q

Steps to write the letter small - q:

Step 1: Draw a right curve

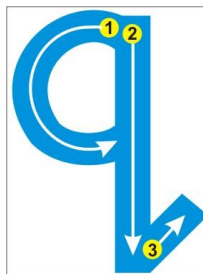
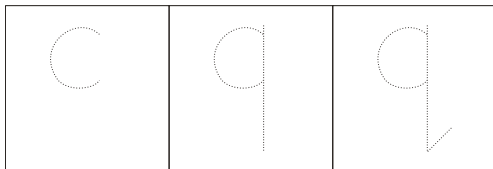
Step 2: Draw a standing line

Step 3: Draw a right 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)

Q for? (Pointing to the picture of flash card or chart)

Q for? (Pointing to the drawing on the board)

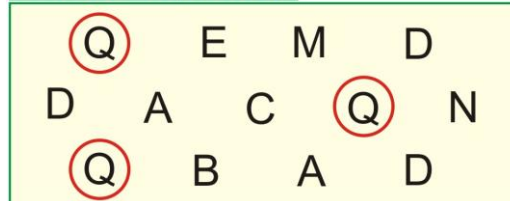
ANSWERS

Course Book Term-2, Page 11:

Write the words in capital letters.

pigeon	PIGEON
hen	HEN
jam	JAM
eagle	EAGLE
dog	DOG

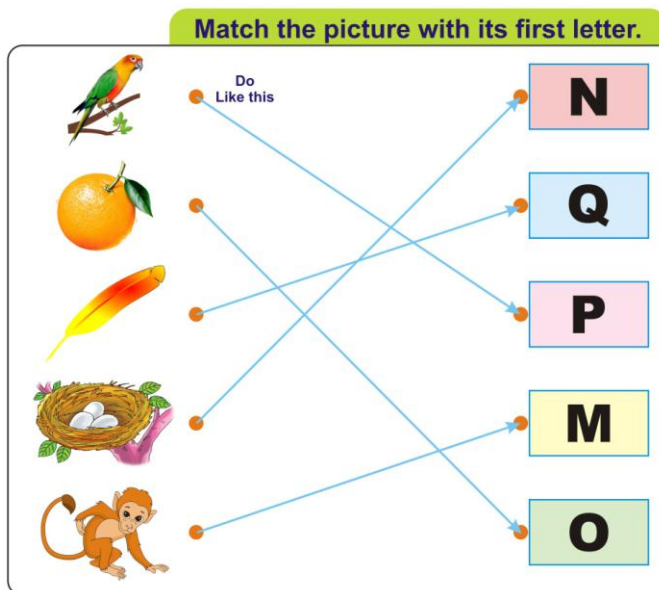
Circle Capital Q



Circles are drawn around letter Q using pencil or pen.

ACTIVITY

Course Book Term-2, Page 12:



Colour the letters. Use a different colour for each pair.



This is coloured using crayon or colour pencil

3. Alphabet R – V

Alphabet – R r

ALL IN ONE – LKG, Course Book - Term-2 - Page 13

Objective of the Chapter: In this chapter students will learn how to write capital “R” and small “r”. And few words that begin with letter “R”. Example: Rat, Rabbit, Rose and Rocket.

Teaching Aids: Collect pictures of Rat, Rabbit, Rose, Rocket and etc.

Teaching Methods: Teach the letter “R” and “r” 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 Rat / R for rat, this is a rabbit / R for rabbit, this is a rose / R for rose, this is a rocket / R for rocket.**

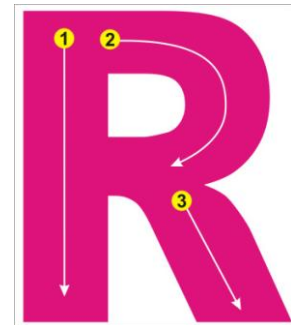
Writing Capital - R

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

Step 1: Draw a standing line

Step 2: Draw a left curve

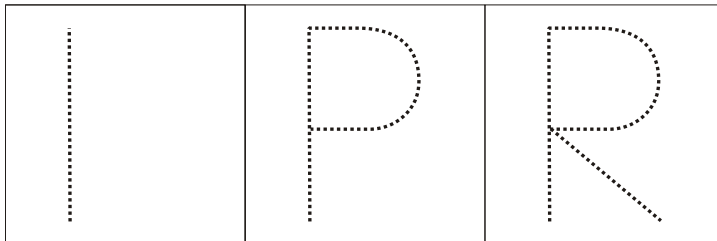
Step 3: Draw a left slant line



Step-1

Step-2

Step-3

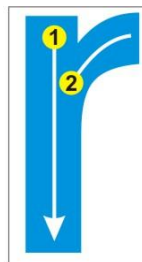


Writing Small - r

Steps to write the letter small - r:

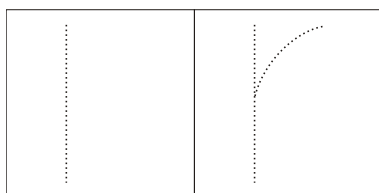
Step 1: Draw a standing line

Step 2: Draw a right slant 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)

R for? (Pointing to the picture of flash card or chart)

R for? (Pointing to the drawing on the board)

ANSWERS

Course Book Term-2, Page 13:

Write the first letter of the following.



NOSE



ROSE



OCTOPUS



QUEEN

Circle Small **r**

l e **r** m
n **r** t h s
w k x **r**

Circles are drawn around
letter r using pencil or pen.

Alphabet – S s

ALL IN ONE – LKG, Course Book - Term-2 - Page 14

Objective of the Chapter: In this chapter students will learn how to write capital “S” and small “s”. And few words that begin with letter “S”. Example: Sun, Ship, Snake and Slate.

Teaching Aids: Collect pictures of Sun, Ship, Snake, Slate and etc.

Teaching Methods: Teach the letter “S” and “s” 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 sun / S for sun, this is a ship / S for ship, this is a snake / S for snake, this is a slate / S for slate.**

Writing Capital - S

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

Step 1: Draw a downward curve (from right to left).

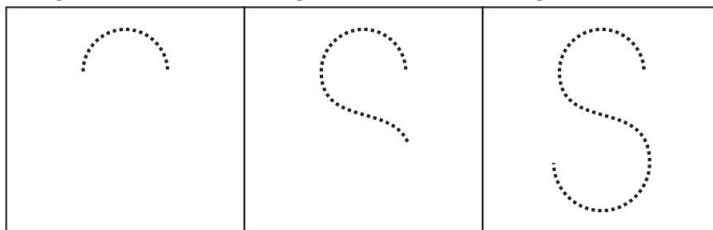
Step 2: Draw a left slant line

Step 3: Draw a upward curve (right to left)

Step-1

Step-2

Step-3



Writing Small - s

Steps to write the letter small - s:

Step 1: Draw a downward curve (from right to left).

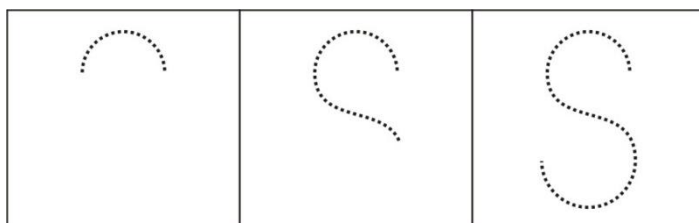
Step 2: Draw a left slant line

Step 3: Draw a upward curve (right to left)

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)

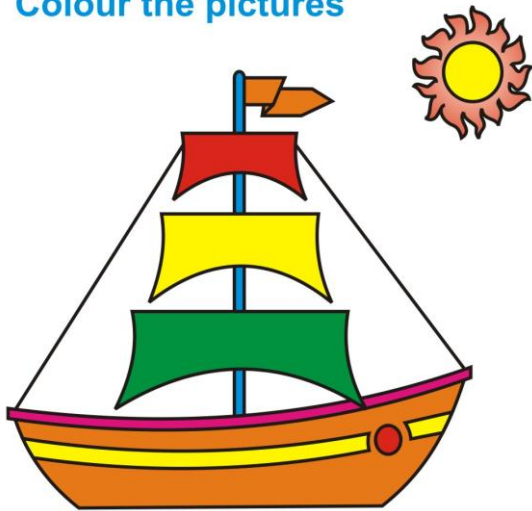
S for? (Pointing to the picture of flash card or chart)

S for? (Pointing to the drawing on the board)

ANSWERS

Course Book Term-2, Page 14:

Colour the pictures



This is coloured using
crayon or colour pencil

Circle Capital S

S	I	N	O	
O	J	C	S	W
Q	K	A	S	

Circles are drawn around
letter S using pencil or pen.

Alphabet – T t

ALL IN ONE – LKG, Course Book - Term-2 - Page 15

Objective of the Chapter: In this chapter students will learn how to write capital “T” and small “t”. And few words that begin with letter “T”. Example: Tiger, Train, Table and tap.

Teaching Aids: Collect pictures of Tiger, Train, Table, Tap and etc.

Teaching Methods: Teach the letter “T” and “t” 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 tiger / T for tiger, this is a train / T for train, this is a table / T for table, this is a tap / T for tap.**

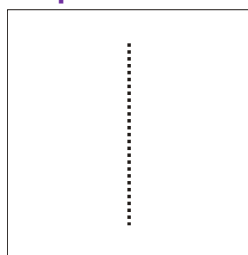
Writing Capital - T

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

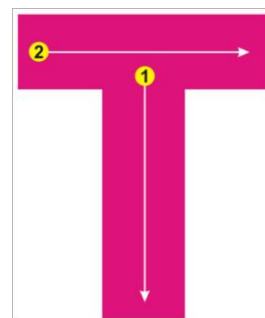
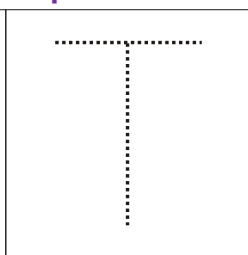
Step 1: Draw a sleeping line

Step 2: Draw a standing line

Step-1



Step-2



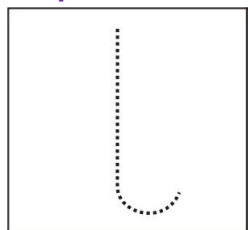
Writing Small - t

Steps to write the letter small - t:

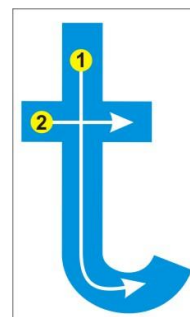
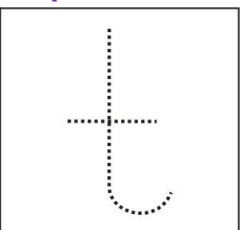
Step 1: Draw a right hook

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)

T for? (Pointing to the picture of flash card or chart)

T for? (Pointing to the drawing on the board)

ANSWERS

Course Book Term-2, Page 15:

Match the following.

Circle Small t

t	e	u	d	
q	c	t	n	h
s	a	d	t	

Circles are drawn around letter t using pencil or pen.

Alphabet – U u

ALL IN ONE – LKG, Course Book - Term-2 - Page 16

Objective of the Chapter: In this chapter students will learn how to write capital “U” and small “u”. And few words that begin with letter “U”. Example: Umbrella, Uniform, Umpire and Utensils.

Teaching Aids: Collect pictures of Umbrella, Uniform, Umpire, Utensils and etc.

Teaching Methods: Teach the letter “U” and “u” 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 umbrella/ U for umbrella, this is an uniform / U for uniform, this is an umpire / U for umpire, this is an utensil / U for utensils.**

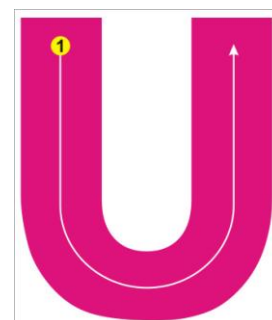
Writing Capital - U

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

Step 1: Draw a standing line

Step 2: Draw a upward curve

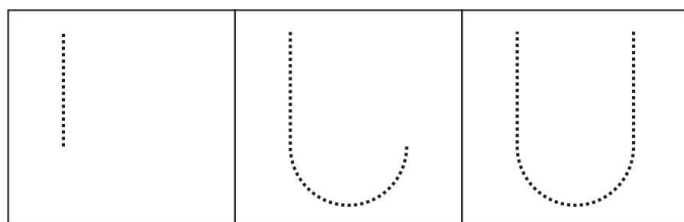
Step 3: Draw a standing line



Step-1

Step-2

Step-3

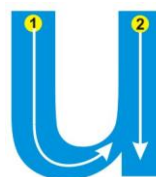


Writing Small - u

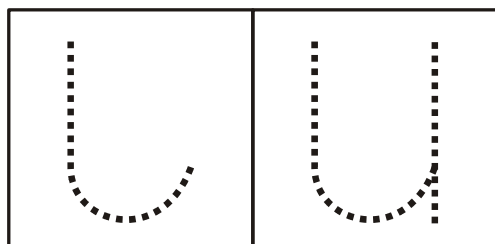
Steps to write the letter small - u:

Step 1: Draw a right hook

Step 2: 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)

U for? (Pointing to the picture of flash card or chart)

U for? (Pointing to the drawing on the board)

ANSWERS

Course Book Term-2, Page 16:

Colour the picture.



This is coloured using
crayon or colour pencil

Circle Capital U

Y	U	M	D	
A	C	U	T	P
U	K	V	T	

Circles are drawn around
letter U using pencil or pen.

Alphabet – V v

ALL IN ONE – LKG, Course Book - Term-2 - Page 17

Objective of the Chapter: In this chapter students will learn how to write capital “V” and small “v”. And few words that begin with letter “V”. Example: Van, Vase, Violin and Vegetables.

Teaching Aids: Collect pictures of Van, Vase, Violin, Vegetables. and etc.

Teaching Methods: Teach the letter “V” and “v” 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 van / V for van**, **this is a vase / V for vase**, **this is a violin / V for violin**, **this is a vegetable / V for vegetables**.

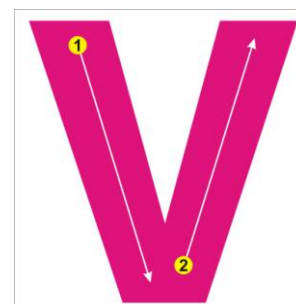
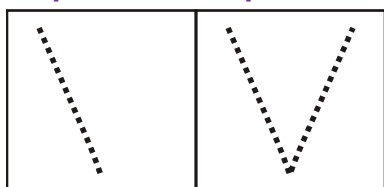
Writing Capital - V

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

Step 1: Draw a left slant line

Step 2: Draw a right slant line

Step-1 **Step-2**



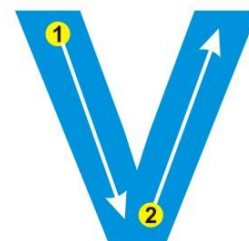
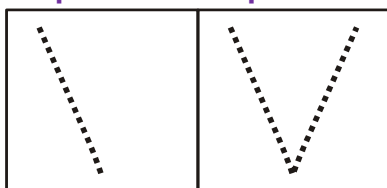
Writing Small - v

Steps to write the letter small - v:

Step 1: Draw a left slant line

Step 2: Draw a right slant 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)

V for? (Pointing to the picture of flash card or chart)

V for? (Pointing to the drawing on the board)

ANSWERS

Course Book Term-2, Page 17:

Write the words in capital letters.

violin

VIOLIN

rabbit

RABBIT

umpire

UMPIRE

mango

MANGO

dolphin

DOLPHIN

Circle Small **v**

o v m s
d a v q p
v k u t

Circles are drawn around
letter v using pencil or pen.

ACTIVITY

Course Book Term-2 Page 18

Identify the picture and write the first letter in the box.



O



O



R



Q



L



H

Colour the letters. Use a different colour for each pair.

Rr Ss Tt
Uu Vv

This is coloured using
crayon or colour pencil

4. Alphabet W – Z

Alphabet – W w

ALL IN ONE – LKG, Course Book - Term-2 - Page 19

Objective of the Chapter: In this chapter students will learn how to write capital “W” and small “w”. And few words that begin with letter “W”. Example: Watch, Window, Well, Wheel.

Teaching Aids: Collect pictures of watch, window, well, wheel and etc.

Teaching Methods: Teach the letter “W” and “w” 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 watch / W for watch, this is a window / W for window, this is a well / W for well, this is a wheel / W for wheel.**

Writing Capital - W

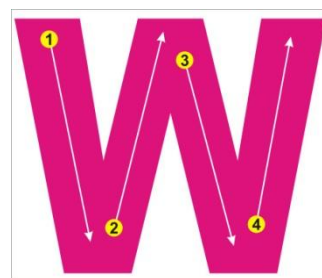
Writing of a letter requires some steps. We should follow the given steps to write the letter - W.

Step 1: Draw a left slant line

Step 2: Draw a right slant line

Step 3: Draw a left slant line

Step 4: Draw a right slant line

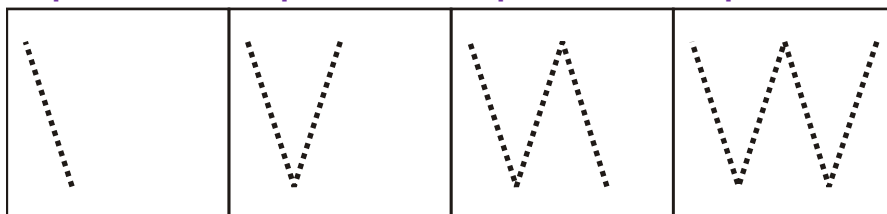


Step-1

Step-2

Step-3

Step-4



Writing Small - w

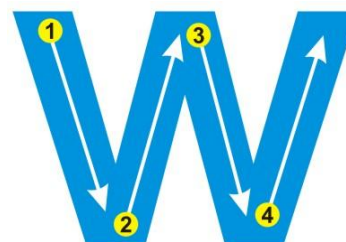
Steps to write the letter small - w:

Step 1: Draw a left slant line

Step 2: Draw a right slant line

Step 3: Draw a left slant line

Step 4: Draw a right slant line

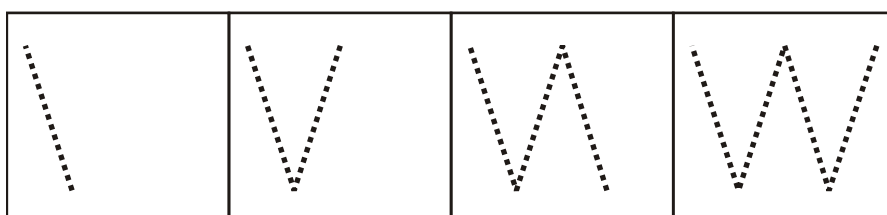


Step-1

Step-2

Step-3

Step-4



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)

W for? (Pointing to the picture of flash card or chart)

W for? (Pointing to the drawing on the board)

ASWERS

Course Book Term-2, Page 19:

Write the first letter of the following.

	
W ATCH	U NIFORM
	
V IOLIN	T AP

Circle Capital W

O	E	M	W	
O	A	W	H	B
J	K	A	W	

Circles are drawn around letter W using pencil or pen.

Alphabet – X x

ALL IN ONE – LKG, Course Book - Term-2 - Page 20

Objective of the Chapter: In this chapter students will learn how to write capital “X” and small “x”. And few words that begin with letter “X”. Example: x-mas tree, x-ray, xylophone and Xerox machine.

Teaching Aids: Collect pictures of X-mas tree, X-ray, Xylophone, Xerox machine and etc.

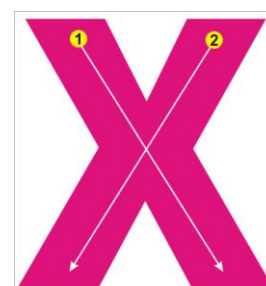
Teaching Methods: Teach the letter “X” and “x” by writing it on the board and show suitable flash cards and chart to express your concept in graphical way. You can also use the text book and by pointing each picture, you can say, **this is a x-mas tree** / **X for x-mas tree**, **this is a x-ray** / **X for x-ray**, **this is a xylophone** / **X for xylophone**, **this is a Xerox machine** / **X for Xerox machine**.

Writing Capital - X

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

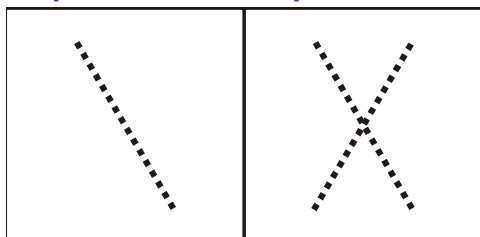
Step 1: Draw a left slant line

Step 2: Draw a right slant line



Step-1

Step-2

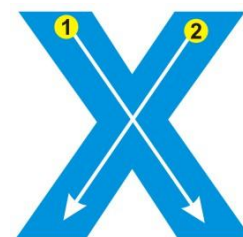


Writing Small - x

Steps to write the letter small - x:

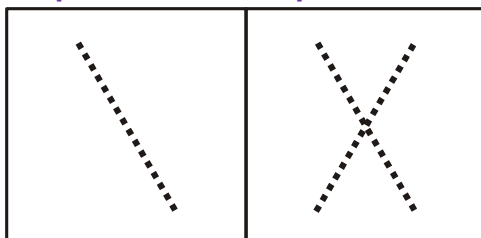
Step 1: Draw a left slant line

Step 2: Draw a right slant 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)

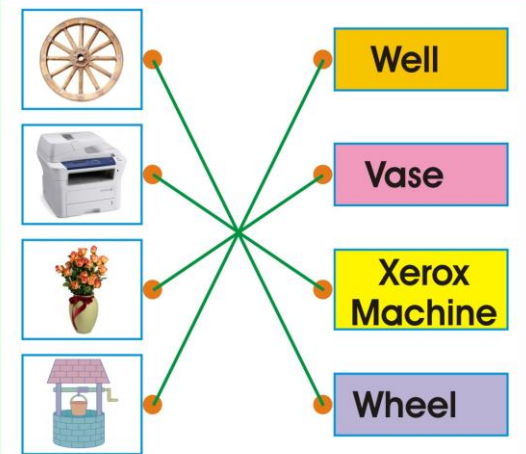
X for? (Pointing to the picture of flash card or chart)

X for? (Pointing to the drawing on the board)

ANSWERS

Course Book Term-2, Page 20:

Match the following.



Circle Small x

r e x u
v x j h p
w k l x

Circles are drawn around letter x using pencil or pen.

Alphabet – Y y

ALL IN ONE – LKG, Course Book - Term-2 - Page 21

Objective of the Chapter: In this chapter students will learn how to write capital “Y” and small “y”. And few words that begin with letter “Y”. Example: Yak, Yarn, Yam and yo-yo.

Teaching Aids: Collect pictures of yak, yarn, yam, yo-yo and etc.

Teaching Methods: Teach the letter “Y” and “y” 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 yak / Y for yak, this is a yarn / Y for yarn, this is a yam / Y for yam, this is a yo-yo / Y for yo-yo.**

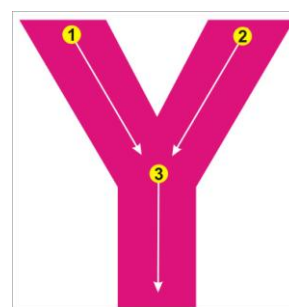
Writing Capital - Y

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

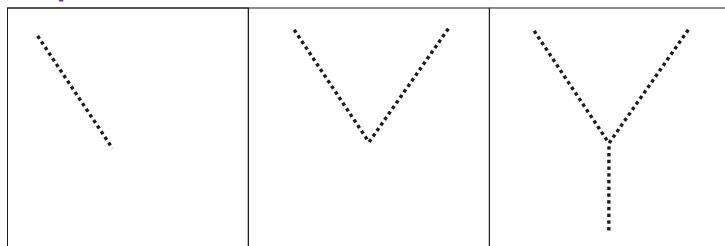
Step 1: Draw a left slant line

Step 2: Draw a right slant line

Step 3: Draw standing line



Step-1



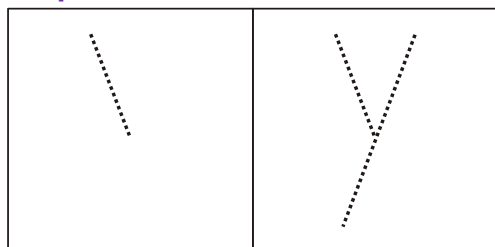
Writing Small - y

Steps to write the letter small - y:

Step 1: Draw a left slant line

Step 2: Draw a right slant 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)

Y for? (Pointing to the picture of flash card or chart)

Y for? (Pointing to the drawing on the board)

ANSWERS

Course Book Term-2, Page 21:

Write the words in small letters.

PUPPY	puppy
WHEEL	wheel
YOGA	yoga
VIOLIN	violin
TRAIN	train

Circle Capital Y



Circles are drawn around letter Y using pencil or pen.

Alphabet – Z z

ALL IN ONE – LKG, Course Book - Term-2 - Page 22

Objective of the Chapter: In this chapter students will learn how to write capital “Z” and small “z”. And few words that begin with letter “Z”. Example: zebra, zoo, zip and zero.

Teaching Aids: Collect pictures of zebra, zoo, zip, zero and etc.

Teaching Methods: Teach the letter “Z” and “z” 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 zebra / Z for zebra, this is a zoo / Z for zoo, this is a zip / Z for zip, this is a zero / Z for zero.**

Writing Capital - Z

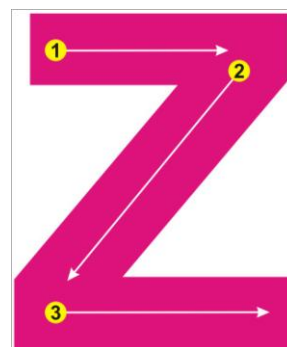
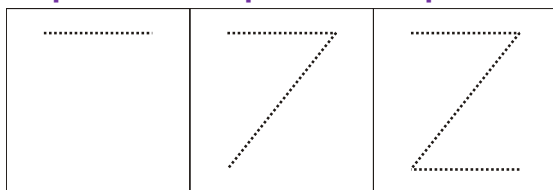
Writing of a letter requires some steps. We should follow the given steps to write the letter - Z.

Step 1: Draw a sleeping line

Step 2: Draw a right slant line

Step 3: Draw a sleeping line

Step-1 Step-2 Step-3



Writing Small - z

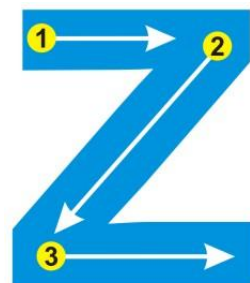
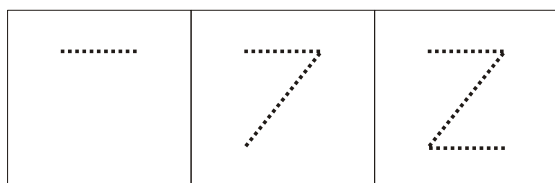
Steps to write the letter small - z:

Step 1: Draw a sleeping line

Step 2: Draw a right slant line

Step 3: Draw a sleeping 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)

Z for? (Pointing to the picture of flash card or chart)

Z for? (Pointing to the drawing on the board)

ANSWERS

Course Book Term-2, Page 22:

Write the first letter of the following.



W



F



Z



N

Circle Small z

t e z d
n z x h o
y k z m

Circles are drawn around letter z using pencil or pen.

ACTIVITY

Course Book Term-2, Page 23:

Identify the picture and write the first letter in the box.



T



Y



W



X



Z



V

Colour the letters. Use a different colour for each pair.

W w X x
Y y Z z

This is coloured using crayon or colour pencil

5. Conversation – In School

ALL IN ONE – LKG Course Book - Term-2 - Page 24

Objective of the Chapter: In this chapter students will learn, taking permission from teacher and saying thank you to friend.

Teaching Aids: Display videos containing greetings explained in page 24. 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.

It is the school where the students learn mostly. And conversation in the school is the building block of personality of each student. Hence student must learn good and formal conversation skills related to the school environment. Taking permission is a commonly used conversation. Teach the concept by using various kinds of requests.

May I drink water, teacher?

May I go to the wash room?

Similarly, thanks giving is also a necessary and polite manner. And introduce this concepts using various situation.

Thank you very much. (When somebody gives a gift)

Thanks teacher. (when the teacher clarify your doubt)

You can arrange two students for action play, where one student can act like a student and other can act like a teacher. And the conversation as follows:

Taking permission

Student 1 (act as a student): May I drink water, teacher?

Student 2 (act as a teacher): Yes, you may.

Saying thank you

Student 1: Here is a gift for you.

Student 2: Thank you very much.

Test:

Test the students understanding skill by asking questions like:

If you want to drink water, how do you ask permission to your teacher?

May I drink water teacher?

What do you say? When somebody gives a gift to you.

Thank you very much.

Similar type of questions can be asked.

Question Samples:

May I come in, teacher?

May you give your pen, please?

MATHEMATICS

1. Numbers from 1 to 10

ALL IN ONE – LKG Course Book - Term-2 - Page 26

Objective of the Chapter: In this chapter students will revise, numbers 1 to 10.

Teaching Aids: Charts containing numbers. Flash cards with numbers. Video or multimedia files can also be used sticks (10 numbers). Some sticks, pencils or cubes and etc

Teaching Methods: Numbers are fundamentals of arithmetic and computation and learning numbers is also the foundation of it. So, learning of numbers is highly required before learning arithmetic calculation. Let us revise numbers from 1 to 10 in these chapters.

Teach the concept of numbers by counting some cubes or pencils. Always use objects while teaching counting. You can teach by drawing lines on the blackboard. You can use number flash cards to teach the concept of numbers. You can use flash cards with various number of objects on it to create a good teaching effect.

Chart with number and number of objects in it can also be used to teach

Test:

- **Test using Sticks:**

The teacher can show various number of sticks and ask the student to count and tell.

Question Samples: How many sticks (by showing 7 sticks)?

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

- **Test using Drawing Lines:**

The teacher can draw lines on the blackboard and ask the students to count and tell the number of lines.

Question Samples: How many lines are there (by drawing lines on the blackboard)

The teacher can repeat the above question by drawing lines on the board.

- **Test using Writing Numbers:**

The teacher can write the number on the blackboard and ask the students, what is this?

Question Samples: What is this? (By writing different numbers on the board)

The teacher can repeat the above question by writing various numbers.

- **Test using Flash Card:**

The number flash cards/Counting flash cards can used to test students.

Question Samples: Count the items and tell me how many. (by showing counting flash card.)

What is this number? (By showing number flash card)

The teacher can repeat the above question by showing different number flash cards.

Note: The teacher can use charts, flash card software for the above.

- **Test using Fingers:**

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.

ACTIVITY

Course Book Term-2, Page 23:

A) Trace and write from 1 to 10.

1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10

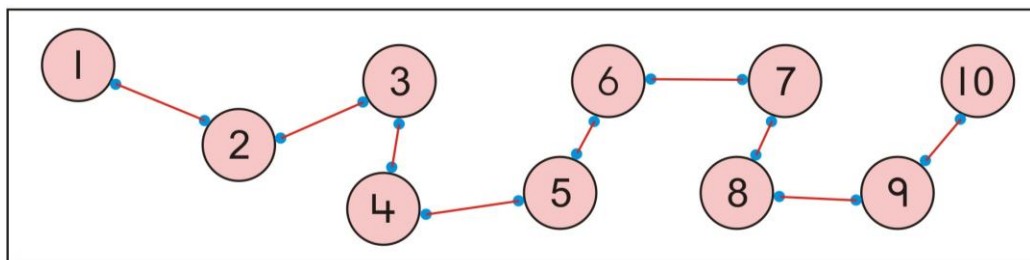
B. Complete the missing numbers from 1 to 10

1	2	3	4	5
6	7	8	9	10

C. Write the numbers from 10 to 1.

10	9	8	7	6
5	4	3	2	1

D. Connect the circles from 1 to 10.



2. Concept of Bundle Counting

ALL IN ONE – LKG Course Book - Term-2 - Page 29

Objective of the Chapter: In this chapter students will learn the concept of bundling.

Teaching Aids: Collect some sticks (upto 30)

Teaching Methods: The concept of bundle counting is mostly related to the numbers above 10. The concept of bundle counting enhances the computational skill of students in a graphical and practical way.

Here, a bundle of 10 is mostly used to emphasis the decimal computing system. Once students learn the concept of bundle (10 items), it will be easier for the students to represent two digit numbers. And positional value of each digit.

Make a bundle of sticks (10 numbers) and explain about a bundle of 10, contains 10 items. And show various bundles and count the numbers in each bundle.

Test:

How many bundles are here, by showing the chalk piece bundle on page-29.

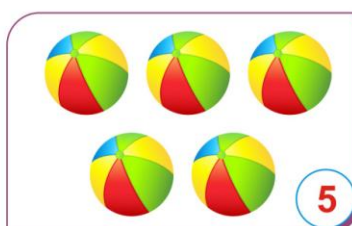
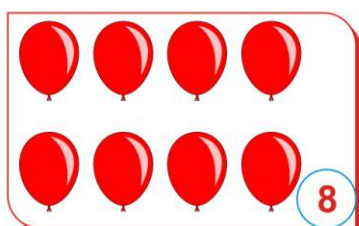
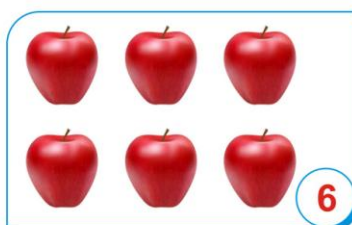
How many chalk pieces are there in one bundle? (pointing to the chalk piece bundle)

By asking similar type of questions, you can test the students understanding skill.

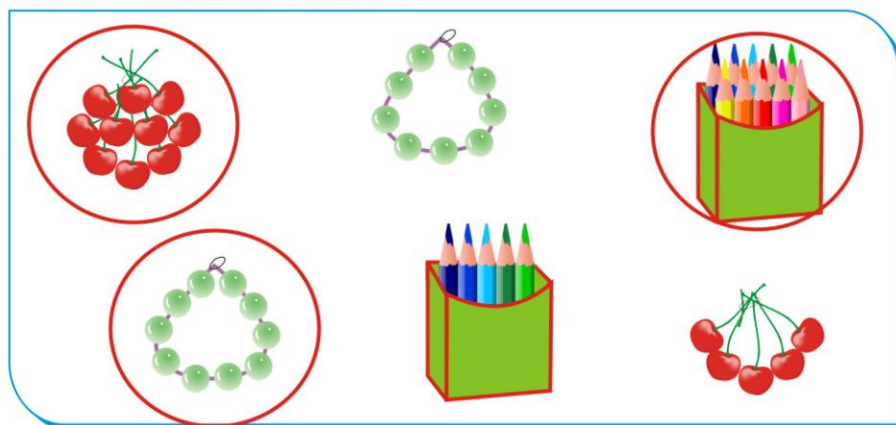
ANSWER

Course Book Term-2, Page 30:

A. Count and write the number in the circle.



B. Circle the bundles of 10.



3. Numbers 11 -15

Number - 11

ALL IN ONE – LKG Course Book - Term-2 - Page 31

Objective of the Chapter: In this chapter students will learn the number 11.

Teaching Aids: Collect some sticks (upto 11)

Teaching Methods: The number 11 consists of a bundle of 10 and a single unit.

Make a bundle of 10 sticks and keep one stick out side. Now you have 1 bundle and a single stick. So one bundle and a single stick make 11. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: Keep 10 sticks in a match box and one stick outside and ask the students how many sticks are there.

Instead sticks you can use stones and repeat the same question.

Number - 12

ALL IN ONE – LKG Course Book - Term-2 - Page 32

Objective of the Chapter: In this chapter students will learn the number 12.

Teaching Aids: Collect some sticks (upto 12)

Teaching Methods: The number 12 consists of a bundle of 10 and two single units.

Make a bundle of 10 sticks and keep two sticks out side. Now you have 1 bundle and two sticks. So one bundle and two sticks make 12. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 10 sticks in a match box and two sticks outside and ask the students how many sticks are there.

Instead sticks you can use stones and repeat the same question.

Number - 13

ALL IN ONE – LKG Course Book - Term-2 - Page 33

Objective of the Chapter: In this chapter students will learn the number 13.

Teaching Aids: Collect some sticks (upto 13)

Teaching Methods: The number 13 consists of a bundle of 10 and three single units.

Make a bundle of 10 sticks and keep three sticks out side. Now you have 1 bundle and three sticks. So one bundle and three sticks make 13. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 10 sticks in a match box and three sticks outside and ask the students how many sticks are there.

Instead sticks you can use stones and repeat the same question.

Number - 14

ALL IN ONE – LKG Course Book - Term-2 - Page 34

Objective of the Chapter: In this chapter students will learn the number 14.

Teaching Aids: Collect some sticks (upto 14)

Teaching Methods: The number 14 consists of a bundle of 10 and four single units.

Make a bundle of 10 sticks and keep four sticks out side. Now you have 1 bundle and four sticks. So one bundle and four sticks make 14. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 10 sticks in a match box and four sticks outside and ask the students how many sticks are there.

Instead sticks you can use stones and repeat the same question.

Number - 15

ALL IN ONE – LKG Course Book - Term-2 - Page 35

Objective of the Chapter: In this chapter students will learn the number 15.

Teaching Aids: Collect some sticks (upto 15)

Teaching Methods: The number 15 consists of a bundle of 10 and five single units.

Make a bundle of 10 sticks and keep five sticks out side. Now you have 1 bundle and five sticks. So one bundle and five sticks make 15. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

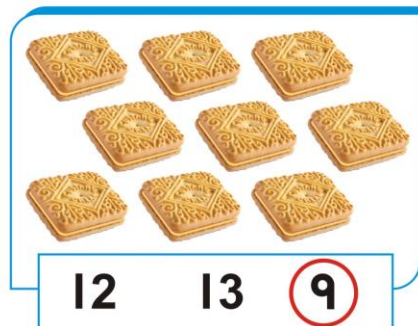
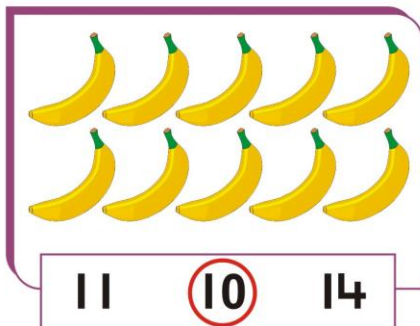
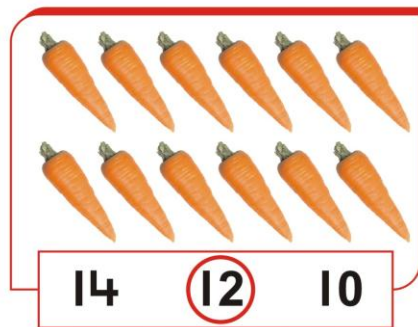
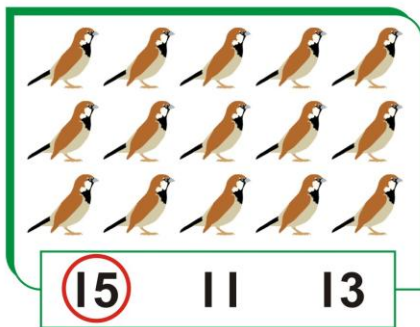
Test: keep 10 sticks in a match box and five sticks outside and ask the students how many sticks are there.

Instead sticks you can use stones and repeat the same question.

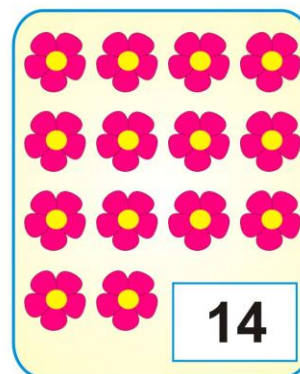
ACTIVITY

Course Book Term-2, Page 36:

A. Count and circle the correct number in the box.



B. Count the objects and write the number in the box.



4. Numbers 16-20

Number - 16

ALL IN ONE – LKG Course Book - Term-2 - Page 37

Objective of the Chapter: In this chapter students will learn the number 16.

Teaching Aids: Collect some sticks (upto 16)

Teaching Methods: The number 16 consists of a bundle of 10 and six single units.

Make a bundle of 10 sticks and keep six sticks out side. Now you have 1 bundle and six sticks. So one bundle and six sticks make 16. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 10 sticks in a match box and six sticks outside and ask the students how many sticks are there.

Instead sticks you can use stones and repeat the same question.

Number - 17

ALL IN ONE – LKG Course Book - Term-2 - Page 38

Objective of the Chapter: In this chapter students will learn the number 17.

Teaching Aids: Collect some sticks (upto 17)

Teaching Methods: The number 17 consists of a bundle of 10 and seven single units.

Make a bundle of 10 sticks and keep seven sticks out side. Now you have 1 bundle and seven sticks. So one bundle and seven sticks make 17. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 10 sticks in a match box and seven sticks outside and ask the students how many sticks are there.

Instead sticks you can use stones and repeat the same question.

Number - 18

ALL IN ONE – LKG Course Book - Term-2 - Page 39

Objective of the Chapter: In this chapter students will learn the number 18.

Teaching Aids: Collect some sticks (upto 18)

Teaching Methods: The number 18 consists of a bundle of 10 and eight single units.

Make a bundle of 10 sticks and keep eight sticks out side. Now you have 1 bundle and eight sticks. So one bundle and eight sticks make 18. Explain this concept by

opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 10 sticks in a match box and eight sticks outside and ask the students how many sticks are there.

Instead sticks you can use stones and repeat the same question.

Number - 19

ALL IN ONE – LKG Course Book - Term-2 - Page 40

Objective of the Chapter: In this chapter students will learn the number 19.

Teaching Aids: Collect some sticks (upto 19)

Teaching Methods: The number 19 consists of a bundle of 10 and nine single units.

Make a bundle of 10 sticks and keep nine sticks out side. Now you have 1 bundle and nine sticks. So one bundle and nine sticks make 19. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 10 sticks in a match box and nine sticks outside and ask the students how many sticks are there.

Instead sticks you can use stones and repeat the same question.

Number - 20

ALL IN ONE – LKG Course Book - Term-2 - Page 41

Objective of the Chapter: In this chapter students will learn the number 20.

Teaching Aids: Collect some sticks (upto 20)

Teaching Methods: The number 20 consists of two bundles of 10.

Make two bundles of 10 sticks each. Now you have 2 bundles of sticks. So two bundles of sticks make 20. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 10 sticks in a match box and keep 10 sticks in another match box and ask the students how many sticks are there.

Instead sticks you can use stones and repeat the same question.

ACTIVITY

Course Book Term-2, Page 42:

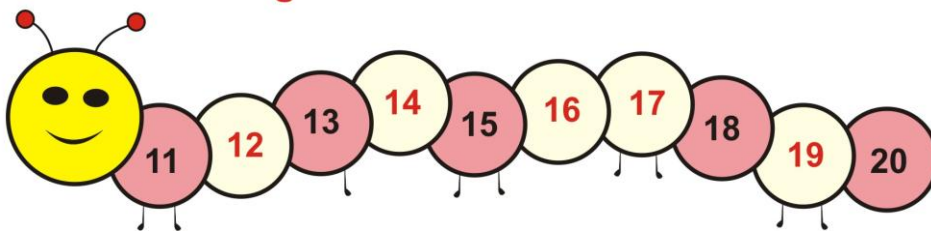
A. Trace and write from 11 to 20.

Tens	Ones
1	1
1	2
1	3
1	4
1	5
1	6
1	7
1	8
1	9
2	0

Tens	Ones
1	1
1	2
1	3
1	4
1	5
1	6
1	7
1	8
1	9
2	0

Tens	Ones
1	1
1	2
1	3
1	4
1	5
1	6
1	7
1	8
1	9
2	0

B. Write the missing numbers.



C. Count and write the numbers.



and



12



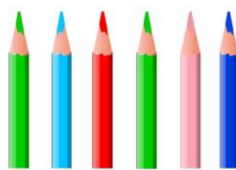
and



14



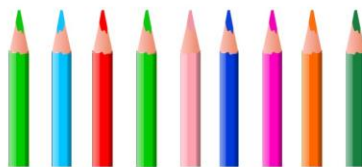
and



16



and



19

Number Names 1 to 5

ALL IN ONE – LKG Course Book - Term-2 - Page 44

Objective of the Chapter: In this chapter students will learn the spellings of numbers from 1 to 5.

Teaching Aids: Flash cards of numbers with spelling, chart of numbers with spelling and etc.

Teaching Methods: Write each number on the board and write its spelling on its right side. You say the spelling of each number and allow the students to repeat. You can show flash cards of spellings, and charts of spelling to students. And ask them to read the spelling aloud.

Test: Write a number between 1 to 5, and ask the spelling to each student. Showing flash card or chart you can ask student. You can ask questions like:

Sample Questions:

Tell the spelling of 5.

What is the spelling of 4?

Tell the spelling of 3. And etc.

Numbers 21 to 25

ALL IN ONE – LKG Course Book - Term-2 - Page 45

Objective of the Chapter: In this chapter students will learn the number 21 to 25.

Teaching Aids: Collect some sticks (upto 25)

Teaching Methods:

Number 21

Make two bundles of 10 sticks each and keep one stick out side. Now you have 2 bundles and one stick. So two bundles and one stick make 21. Explain this concept by opening the bundles and counting the sticks.

Number 22

Make two bundles of 10 sticks each and keep two sticks out side. Now you have 2 bundles and two sticks. So two bundles and two sticks make 22. Explain this concept by opening the bundles and counting the sticks.

Number 23

Make two bundles of 10 sticks each and keep three sticks out side. Now you have 2 bundles and 3 sticks. So two bundles and 3 sticks make 23. Explain this concept by opening the bundles and counting the sticks.

Number 24

Make two bundles of 10 sticks each and keep 4 sticks out side. Now you have 2 bundles and 4 sticks. So two bundles and 4 sticks make 24. Explain this concept by opening the bundles and counting the sticks.

Number 25

Make two bundles of 10 sticks each and keep 5 sticks out side. Now you have 2 bundles and 5 sticks. So two bundles and 5 sticks make 25. Explain this concept by opening the bundles and counting the sticks.

Test:

Keep 2 bundles and 3 sticks outside and ask the students how many sticks are there.

Similar type of questions can be asked to taste the students understanding skill.

Numbers 26 to 30

ALL IN ONE – LKG Course Book - Term-2 - Page 46

Objective of the Chapter: In this chapter students will learn the numbers 26 to 30.

Teaching Aids: Collect some sticks (upto 30)

Teaching Methods:

Number 26

Make two bundles of 10 sticks each and keep 6 sticks out side. Now you have 2 bundles and 6 sticks. So two bundles and 6 sticks make 26. Explain this concept by opening the bundles and counting the sticks.

Number 27

Make two bundles of 10 sticks each and keep 7 sticks out side. Now you have 2 bundles and 7 sticks. So two bundles and 7 sticks make 27. Explain this concept by opening the bundles and counting the sticks.

Number 28

Make two bundles of 10 sticks each and keep 8 sticks out side. Now you have 2 bundles and 8 sticks. So two bundles and 8 sticks make 28. Explain this concept by opening the bundles and counting the sticks.

Number 29

Make two bundles of 10 sticks each and keep 9 sticks out side. Now you have 2 bundles and 9 sticks. So two bundles and 9 sticks make 29. Explain this concept by opening the bundles and counting the sticks.

Number 30

Make three bundles of 10 sticks each. Now you have 3 bundles. So 3 bundles of sticks make 30. Explain this concept by opening the bundles and counting the sticks.

Test:

Keep 2 bundles and 6 sticks outside and ask the students how many sticks are there.

Similar type of questions can be asked to taste the students understanding skill.

ACTIVITY

Course Book Term-2, Page 47:

A. Trace and write from 21 to 30.

Tens	Ones
2	1
2	2
2	3
2	4
2	5
2	6
2	7
2	8
2	9
3	0

Tens	Ones
2	1
2	2
2	3
2	4
2	5
2	6
2	7
2	8
2	9
3	0

Tens	Ones
2	1
2	2
2	3
2	4
2	5
2	6
2	7
2	8
2	9
3	0

Course Book Term-2, Page 48:

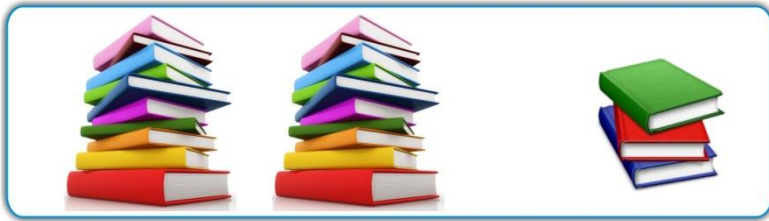
Count and write the numbers.



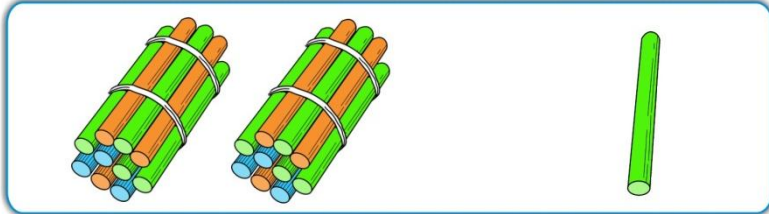
25



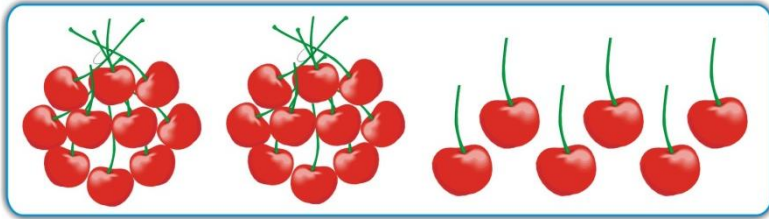
22



23



21



26

ENVIRONMENTAL STUDIES

1. Flowers

ALL IN ONE – LKG Course Book - Term-2 - Page (50 - 51)

Objective of the chapter: In this chapter students will learn name of some flowers.

Teaching Aids: Flower Flash cards, Charts containing flowers, real flowers and etc.

Teaching Methods: Flowers look very beautiful. We use flowers while praying to God. Flowers are of different colours.

Teach all the names of flowers in page-50, by writing on the blackboard. You can also point to each flower in page-50, and say its name. You can say some additional information related to the flower (for example: its colour, size and etc) to create more interest. And teach the students the names of some flowers that grow on water and land.

Test: Pointing to each flower in a flash card or chart; Ask what is it? Students can say one word answer. Like: "Rose". Do not expect a full sentence from the students. And ask the students what is the colour of "Rose". Similarly by showing different flowers you can ask to know the understanding skill of the students.

Question Sample:

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

What is the colour of Sunflower? (by showing a sun flower)

Note:

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

Interactive Section

Course Book Term-2 Page 51:

1. Which flower grows in water?

Ans: Lily grows in water.

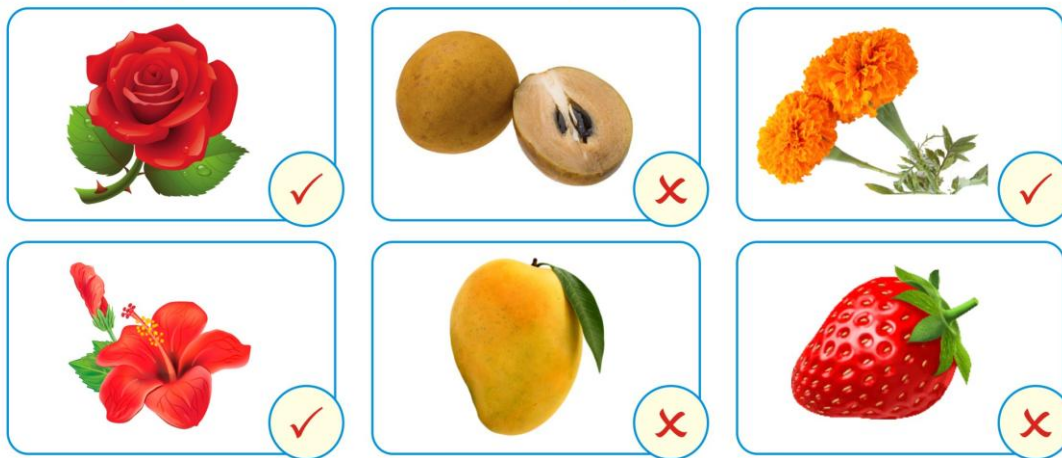
2. What is the color of Jasmine?

Ans: The color of Jasmine is white.

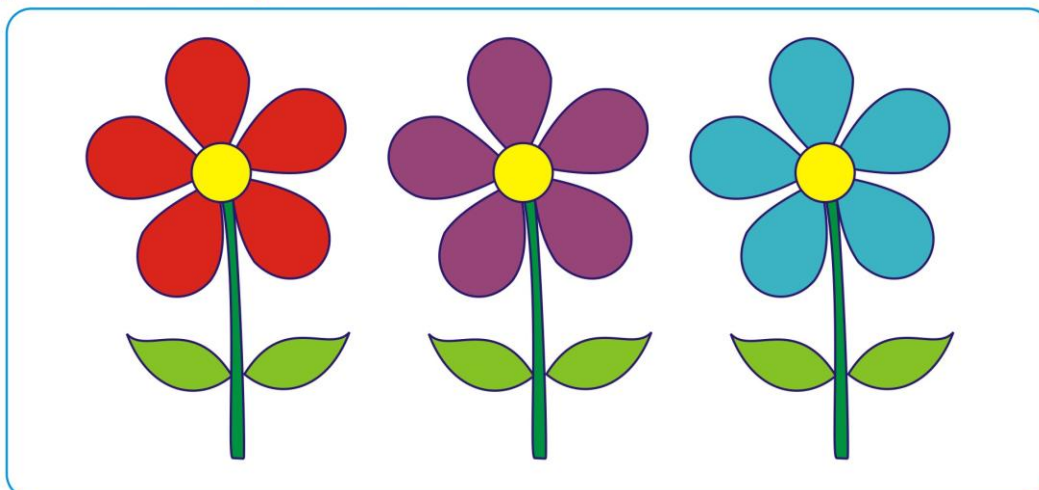
ANSWER

Course Book Term-2, Page 51:

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



B) Colour these pictures.



2. Trees

ALL IN ONE – LKG Course Book - Term-2 - Page (52 - 53)

Objective of the chapter: In this chapter students will learn name of some trees.

Teaching Aids: Flash cards of trees, Charts containing trees, multimedia and etc.

Teaching Methods: We see different trees near our house. Trees make the air clean. And they give us shadow. Some trees give us fruits (e.g. mango tree, orange tree, banana tree, coconut tree, papaya tree etc).

Teach all the names of trees in page-52, by writing on the blackboard. You can also point to each tree in page-52, and say its name. You can say some additional information related to the tree (for example: its fruit, leaf and etc) to create more interest. And teach the students the names of some trees that give us fruits.

You can use flash cards while teaching the names of trees.

Test: Pointing to each tree in a flash card or chart; Ask what is it? Students can say one word answer. Like: "Mango tree". Do not expect a full sentence from the students. And ask the students it gives us fruit. Similarly by showing different trees you can ask to know the understanding skill of the students.

Question Sample:

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

What is this? (by pointing a tree on the chart)

Note:

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

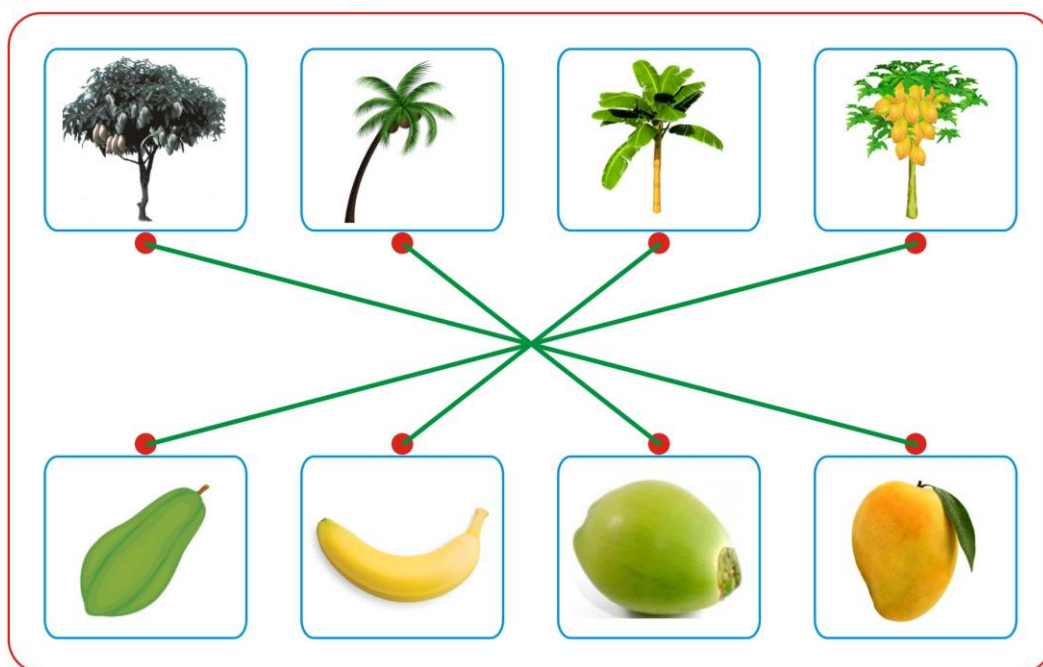
ANSWER

Course Book Term-2, Page 53:

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



B) Match the following.



3. Birds

ALL IN ONE – LKG Course Book - Term-2 - Page (54 - 55)

Objective of the chapter: In this chapter students will learn names of some birds.

Teaching Aids: Flash cards of birds, Charts containing birds, multimedia and etc.

Teaching Methods: We see different birds everyday. Birds are of different colours.

Teach all the names of birds in page-54, by writing on the blackboard. You can also point to each bird in page-54, and say its name. You can say some additional information related to the bird (for example: its colour, it can talk or not, when it sleeps and etc) to create more interest.

And teach the students the names of bird, which can talk, which have beautiful feathers, which bird sleeps at day time and awakes at night.

Test: Ask the students the name of the bird by showing a flash card of a bird. Students can say one word answer. Like: "Pigeon". Do not expect a full sentence from the students. Similarly, you can ask the students name of the bird, by pointing a bird on a chart. And ask the students "which bird can talk", "which bird has beautiful feather", "Which bird is black in color" and etc. to test students understanding.

Question Sample:

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

What is this? (by pointing a bird on the chart)

Note:

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

Interactive Section

Course Book Term-2 Page 55:

1. Which bird is black in colour?

Ans: Crow is black in colour.

2. Which bird can talk?

Ans: Parrot can talk.

3. Which bird has very beautiful feathers?

Ans: Peacock has very beautiful feathers.

4. Which bird sleeps in day time and awakes in night?

Ans: Owl sleeps in day time and awakes in night.

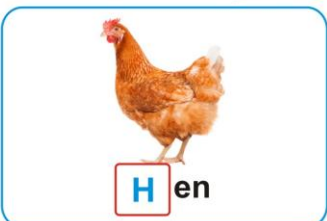
ANSWER

Course Book Term-2, Page 55:

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



B) Write the first letter of the following birds.



4. Insects

ALL IN ONE – LKG Course Book - Term-2 - Page (56 - 57)

Objective of the chapter: In this chapter students will learn names of some insects.

Teaching Aids: Flash cards of insects, Charts containing insects, multimedia and etc.

Teaching Methods: We see different insects everyday.

Show a flash card containing an insect and teach the name of the insect. Write the name of the insect on the blackboard. Similarly teach the all the insect names (of Course Book, Term-2, page 56) one by one. You can use chart while teaching the names of insect. And teach the students the names of insects and discuss about it (ex: have you seen it, how does it look like, what does it do, and etc). And teach the students to stay away from poisonous insects.

Test: Ask the students the name of the insect by showing a flash card of an insect. Students can say one word answer. Like: “Ant”. Do not expect a full sentence from the students. Similarly, you can ask the students name of the insect, by pointing an insect on a chart. And ask the students “which insect gives us honey”, “which insect is very colourful”, “Which insect is very dangerous” and etc. to test students understanding.

Question Sample:

What is this? (showing an insect in a flash card)

What is this? (by pointing an insect on the chart)

Note:

At the end of this chapter students must able to know about various insect. Students need not remember the spellings of all the insects.

Interactive Section

Course Book Term-2 Page 57:

1. Do you like butterfly?

Ans: Yes, I like butterfly.

2. Do you like to play with scorpion?

Ans: No, I do not like to play with scorpion.

3. Which insect is very colourful?

Ans: Butterfly is very colourful.

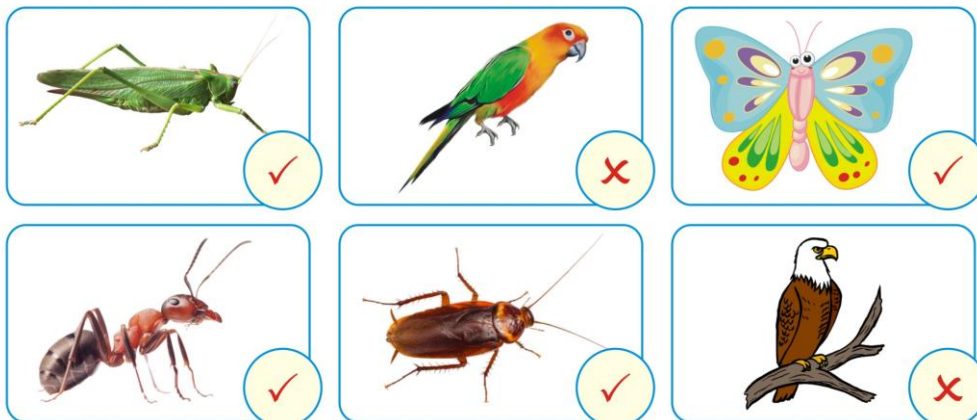
4. Which insect collects honey?

Ans: Honey bee collects honey.

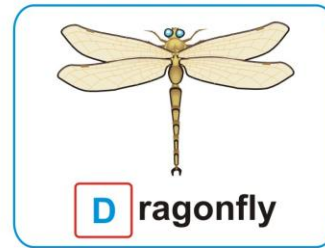
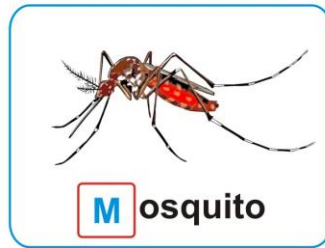
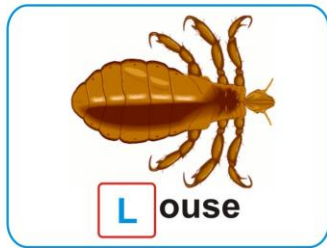
ANSWER

Course Book Term-2, Page 57:

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



B) Write the first letter of the following insects.



5. Land Transport

ALL IN ONE – LKG Course Book - Term-2 - Page (58 - 59)

Objective of the chapter: In this chapter students will learn names of some land transport.

Teaching Aids: Flash cards of land transport, Charts containing land transport, multimedia and etc.

Teaching Methods: To move from place to place we need vehicles. Vehicles move on land are called land transport.

Show a flash card containing a land transport and teach the name of it. Write the name of the vehicle on the blackboard. Similarly teach all the land transport names (of Course Book, Term-2, page 58) one by one. You can use chart while teaching the names of land transport. And discuss about it (ex: how many wheels does it have, size of the vehicle, and etc).

Test: Ask the students the name of the land transport by showing a flash card of a land transport. Students can say one word answer. Like: “Bus”. Do not expect a full sentence from the students. Similarly, you can ask the students name of the land transport, by pointing a land transport on a chart. And ask the students “which land transport has 2 or 3 wheels”, “which land vehicle can carry many people”, and etc. to test students understanding.

Question Sample:

What is this? (showing a land transport in a flash card)

What is this? (by pointing a land transport on the chart)

Note:

At the end of this chapter students must able to know about various land transport. Students need not remember the spellings of all the land transports.

Interactive Section

Course Book Term-2 Page 59:

1. How many wheels do you find in a bicycle?

Ans: We find 2 wheels in a bicycle.

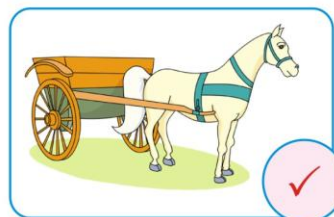
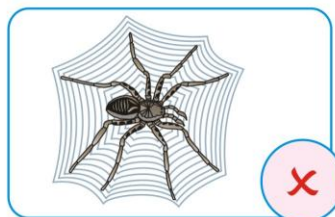
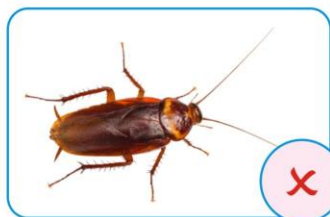
2. How many wheels do you find in an auto rickshaw?

Ans: We find 3 wheels in an auto rickshaw.

ANSWER

Course Book Term-2, Page 59:

A) Tick (✓) the land transport and cross (✗) the others.



B) Write the first letter of the following vehicles.



6. Air & Water Transport

ALL IN ONE – LKG Course Book - Term-2 - Page (60 - 61)

Objective of the chapter: In this chapter students will learn names of some air and water transport.

Teaching Aids: Flash cards of air and water transport, Charts containing air and water transport, multimedia and etc.

Teaching Methods: To go very long distance, we use air transport (e.g. from one country to other country). Vehicles move on air are called air transport. And vehicles move on water are called water transport.

Air Transport

Vehicle fly on air are called air transport.

Show a flash card containing an air transport and teach the name of it. Write the name of the vehicle on the blackboard. Similarly teach the all the air transport names (of Course Book, Term-2, page 60) one by one. You can use chart while teaching the names of air transport.

Test: Ask the students the name of the air transport by showing a flash card of an air transport. Students can say one word answer. Like: “aeroplane”. Do not expect a full sentence from the students. Similarly, you can ask the students name of the air transport, by pointing an air transport on a chart.

Water Transport

Vehicle move on water are called water transport.

Show a flash card containing a water transport and teach the name of it. Write the name of the vehicle on the blackboard. Similarly teach all the water transport names (of Course Book, Term-2, page 60) one by one. You can use chart while teaching the names of water transport.

Test: Ask the students the name of the water transport by showing a flash card of a water transport. Students can say one word answer. Like: “boat”. Do not expect a full sentence from the students. Similarly, you can ask the students name of the water transport, by pointing a water transport on a chart.

Question Sample:

What is this? (showing an air transport in a flash card)

What is this? (by pointing a water transport on the chart)

Note:

At the end of this chapter students must able to know about various air and water transport. Students need not remember the spellings of all the air and water transports.

Interactive Section

Course Book Term-2 Page 55:

1. Which vehicle we use to fly in the sky?

Ans: We use Aeroplane to fly in the sky?

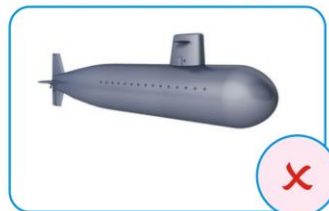
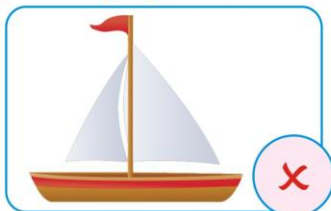
2. Which vehicle we use to sail in the water?

Ans: We use boat to sail in the water.

ANSWER

Course Book Term-2, Page 61:

A) Tick (✓) the air transport and cross (✗) the water transport.



B) Colour the given pictures.



7. Household Articles

ALL IN ONE – LKG Course Book - Term-2 - Page (62 - 63)

Objective of the chapter: In this chapter students will learn names of some household articles. And it's use.

Teaching Aids: Flash cards of household articles, Charts containing household articles, multimedia and etc.

Teaching Methods: Things we use everyday in our house are called household article.

Show a flash card containing a household article and teach the name of it. Write the name of the household article on the blackboard. Similarly teach all the household article names (of Course Book, Term-2, page 62) one by one. You can use chart while teaching the names of household article.

Test: Ask the students the name of the household article by showing a flash card of a household article. Students can say one word answer. Like: "Table". Do not expect a full sentence from the students. Similarly, you can ask the students name of the household article, by pointing a household article on a chart.

Question Sample:

What is this? (showing a household article in a flash card)

What is this? (by pointing a household article on the chart)

Note:

At the end of this chapter students must able to know about various household articles. Students need not remember the spellings of all the household articles.

Interactive Section

Course Book Term-2 Page 63:

1. Which device is used to preserve food? (Refrigerator or Clock)

Ans: Refrigerator is used to preserve food.

2. Which device gives cool wind? (Cooler or Chair)

Ans: Cooler gives cool wind.

3. On which do we sleep? (Cot or Almirah)

Ans: We sleep on cot.

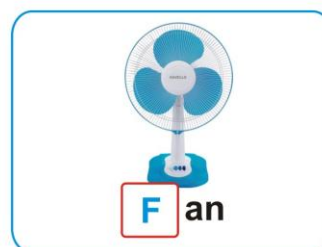
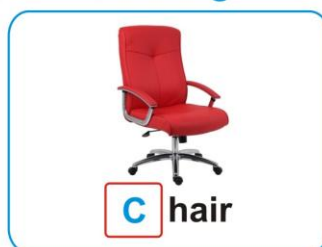
ANSWER

Course Book Term-2, Page 63:

A) Tick (✓) the household articles and cross (✗) the others.



B) Write the first letter of the following articles.



8. Kitchen Articles

ALL IN ONE – LKG Course Book - Term-2 - Page (64 - 65)

Objective of the chapter: In this chapter students will learn names of some kitchen articles. And it's use.

Teaching Aids: Flash cards of kitchen articles, Charts containing kitchen articles, multimedia and etc.

Teaching Methods: Things we use in kitchen to prepare food are called kitchen articles.

Show a flash card containing a kitchen article and teach the name of it. Write the name of the kitchen article on the blackboard. Similarly teach the all the kitchen article names (of Course Book, Term-2, page 64) one by one. You can use chart while teaching the names of food items.

Test: Ask the students the name of the kitchen article by showing a flash card of a kitchen article. Students can say one word answer. Like: "mixer". Do not expect a full sentence from the students. Similarly, you can ask the students name of the kitchen article, by pointing a kitchen article on a chart.

Question Sample:

What is this? (showing a kitchen article in a flash card)

What is this? (by pointing a kitchen article on the chart)

Note:

At the end of this chapter students must able to know about various kitchen articles. Students need not remember the spellings of all the kitchen articles.

Interactive Section

Course Book Term-2 Page 65:

1. Which tool has sharp edge? (knife or bowl)

Ans: Knife has sharp edge.

2. Where do we place useless things? (dustbin, oven)

Ans: We place useless things in dustbin.

3. Which device gives a whistle sound? (Pressure cooker or Basket)

Ans: Pressure cooker gives a whistle sound.

ANSWER

Course Book Term-2, Page 65:

A) Tick (✓) the kitchen articles and cross (✗) the others.



B) Write the first letter of the following articles.



9. Food We Eat

ALL IN ONE – LKG Course Book - Term-2 - Page (66 - 67)

Objective of the chapter: In this chapter students will learn names of some food we eat.

Teaching Aids: Flash cards of different food items, Charts containing different food items, multimedia and etc.

Teaching Methods: We get energy from food. Without food, we cannot live.

Show a flash card containing a food item and teach the name of it. Write the name of the food item on the blackboard. Similarly, teach all the food item names (of Course Book, Term-2, page 66) one by one. You can use chart while teaching the names of food items. And teach their taste also.

Test: Ask the students the name of the food item by showing a flash card of a food item. Students can say one word answer. Like: “Dosa”. Do not expect a full sentence from the students. Similarly, you can ask the students name of the food item, by pointing a food item on a chart.

Question Sample:

What is this? (showing a food item in a flash card)

What is this? (by pointing a food item on the chart)

Note:

At the end of this chapter students must able to know about various food items. Students need not remember the spellings of all the food items.

Interactive Section

Course Book Term-2 Page 67:

1. What is your favourite food?

Ans: My favourite food is Chapati.

2. Tell any food made from rice.

Ans: Dosa, Idli

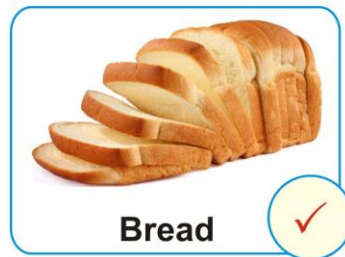
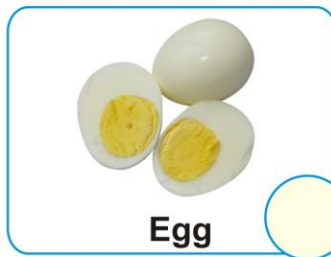
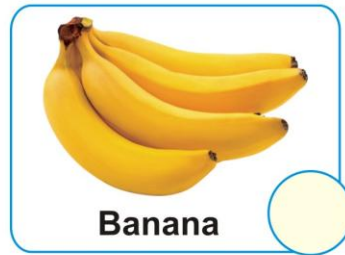
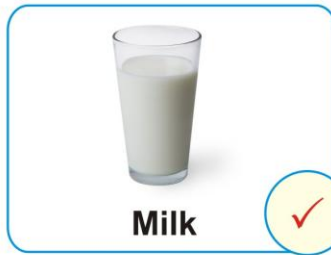
3. Tell any food made from wheat.

Ans: Chapati

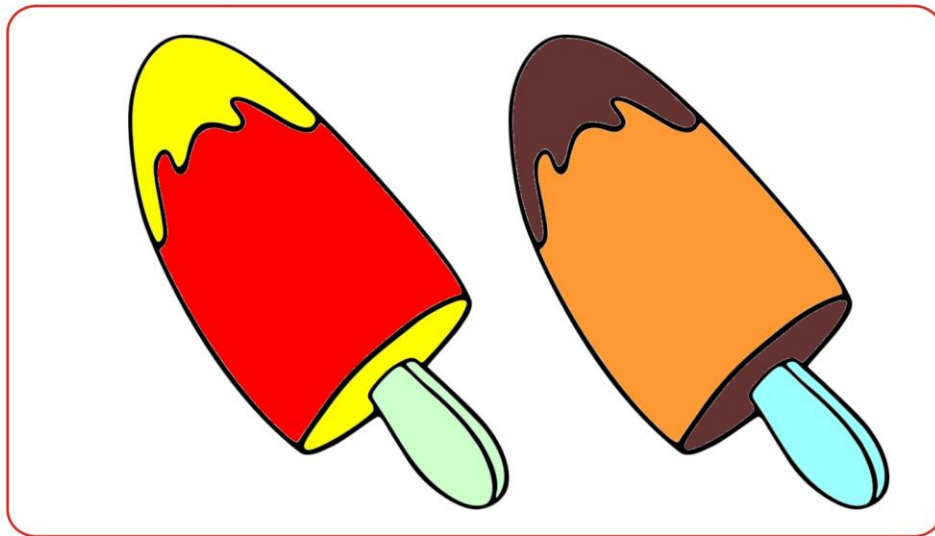
ANSWER

Course Book Term-2, Page 67:

A) Tick (✓) the food items you eat at breakfast.



B) Colour the given pictures.



10. Animals & Their Young Ones

ALL IN ONE – LKG Course Book - Term-2 – Page-68

Objective of the chapter: In this chapter students will learn names of some animals and their young ones.

Teaching Aids: Flash cards, Charts related to the concept, multimedia and etc.

Teaching Methods: Show a flash card containing an animal and its young one. Teach their names by writing on the blackboard. Similarly teach all the animals and their young one names (of Course Book, Term-2, page 68) one by one. You can use chart while teaching the names of animals and their young ones.

Test: Ask the students the name of the young one of an animal by showing a flash card of an animal. Students can say one word answer. Like: "Calf". Do not expect a full sentence from the students. Similarly, you can ask the students name of the young ones, by pointing an animal on a chart.

Question Sample:

What is the young one of the animal called? (showing an animal in a flash card)

What is the young one of the animal called? (by pointing an animal on the chart)

Note:

At the end of this chapter students must be able to know about various names of animal kids. Students need not remember the spellings of all the names of animal kids.

11. Animals Sounds

ALL IN ONE – LKG Course Book - Term-2 – Page-69

Objective of the chapter: In this chapter students will learn sounds of animals.

Teaching Aids: Multimedia clips

Teaching Methods: Show a flash card containing an animal and teach its sound by making yourself. Teach the names of the sound by writing on the blackboard. Similarly teach all the animal's sound (of Course Book, Term-2, page 69) one by one.

Test: Ask the students the sound of an animal by showing a flash card of an animal. Students can tell the name of sound by making. Similarly, you can ask the students sound of the animal, by pointing an animal on a chart.

Question Sample:

What does the animal say? (showing an animal in a flash card)

What does the animal say? (by pointing an animal on the chart)

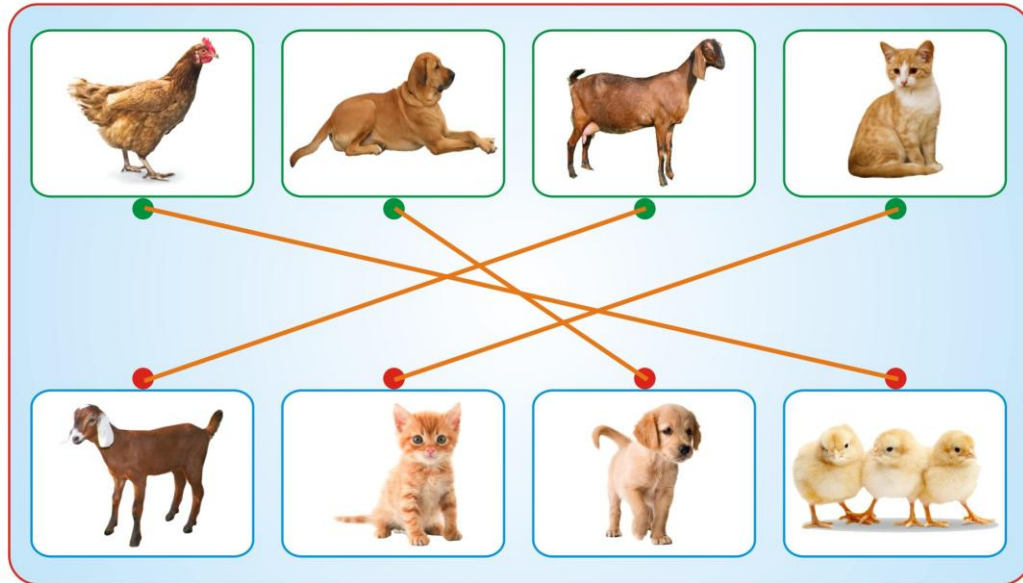
Note:

At the end of this chapter students must be able to know about various animal sounds. Students need not remember the spellings of all the animal sounds.

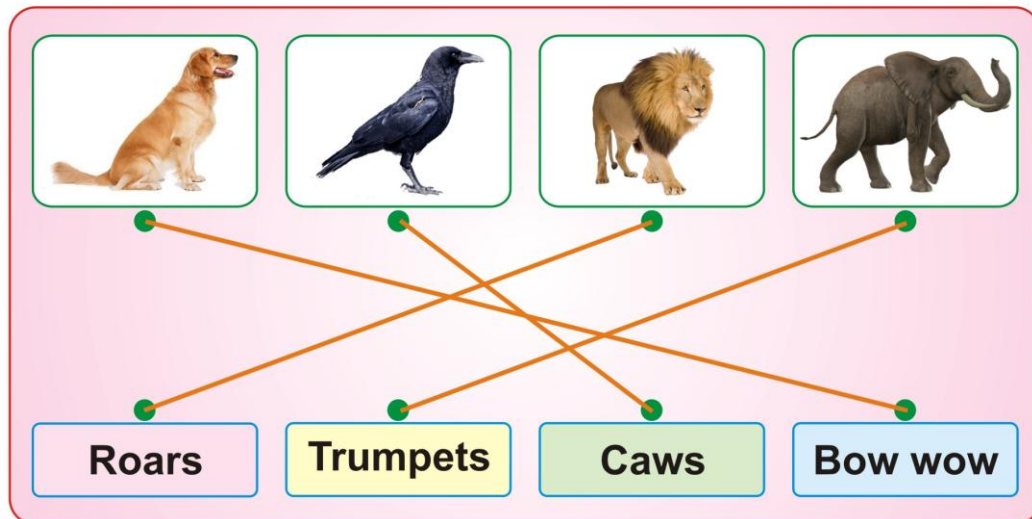
ANSWER

Course Book Term-2, Page 70:

A) Match the animals with their young ones.



B) Match the animal with their sounds.



12. Days & Months

ALL IN ONE – LKG Course Book - Term-2 – Page-71

Objective of the chapter: In this chapter students will learn sounds of animals.

Teaching Aids: Flash card of calendar with week days and months. You can use a calendar for this purpose.

Teaching Methods: Days of the Week

Teach the week days from Sunday to Saturday and tell the student to repeat after you. You can also write the week days on the blackboard and pointing to each week day you can say Sunday, Monday and etc. you can use Sunday, Monday rhymes to create interest on the concept.

Test: Ask the students to tell Sunday, Monday, ... Saturday. You can ask individually or in group. You can show flash card (day flash card) and ask question.

Questions:

What comes after Sunday?

What comes after Friday?

Months of the year

Teach the month names from January to December and tell the student to repeat after you. You can also write the month names on the blackboard and pointing to each month name you can say January, February and etc. you can use January, February ... rhymes to create interest on the concept.

Test: Ask the students to tell January, February.... December. You can ask individually or in group. You can show flash card (month name flash card) and ask question.

Questions:

What comes after January?

What comes after September?

Question Sample:

What comes after May?

What comes after July?

RHYMES

1. Pussy Cat, Pussy Cat

ALL IN ONE – Nursery Course Book - Term-1 - Page 73

Objective of the Chapter: In this chapter students will learn the rhyme “Pussy Cat, Pussy Cat” 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 “Pussy Cat, Pussy Cat” and let the students to complete it. Ask the students to tell the rhyme with action.

2. One, Two, Three, Four, Five

ALL IN ONE – Nursery Course Book - Term-1 - Page 73

Objective of the Chapter: In this chapter students will learn the rhyme “One, Two, Three, Four, Five” 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 “One, Two, Three, Four, Five” and let the students to complete it. Ask the students to tell the rhyme with action.

3. Jack and Jill

ALL IN ONE – Nursery Course Book - Term-1 - Page 74

Objective of the Chapter: In this chapter students will learn the rhyme “Jack and Jill” 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 “Jack and Jill” and let the students to complete it. Ask the students to tell the rhyme with action.

4. Teddy Bear, Teddy Bear

ALL IN ONE – Nursery Course Book - Term-1 - Page 74

Objective of the Chapter: In this chapter students will learn the rhyme “Teddy Bear, Teddy Bear” 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 “Teddy Bear, Teddy Bear” and let the students to complete it. Ask the students to tell the rhyme with action.

5. London Bridge

ALL IN ONE – Nursery Course Book - Term-1 - Page 75

Objective of the Chapter: In this chapter students will learn the rhyme “London Bridge” 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 “London Bridge” and let the students to complete it. Ask the students to tell the rhyme with action.

6. Two Little Hands

ALL IN ONE – Nursery Course Book - Term-1 - Page 75

Objective of the Chapter: In this chapter students will learn the rhyme “Two Little Hands” 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 “Two Little Hands” and let the students to complete it. Ask the students to tell the rhyme with action.

STORIES

1. Two Silly Goats

ALL IN ONE – Nursery Course Book - Term-1 - Page 34

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 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.

Test: You can ask the students some questions related to the story. Like, this story is about.... (two goats or two cats), what did the goats want to cross? (a bridge or a garden).

Question Sample:

What did the goats do on the bridge? (they fought or they slept)

What happened when the goats fought? (both fell into the river or the bridge broke)

What is the moral of the story?

2. The Crow and the Fox

ALL IN ONE – Nursery Course Book - Term-1 - Page 34

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 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.

Test: You can ask the students some questions related to the story. Like, who has a piece of bread on her beak? (pigeon or crow), who said to the crow to sing a song? (fox or dog).

Question Sample:

What happened when the crow lifted her head up and opened her mouth and cawed? (the piece of bread fell down or the fox fell down)

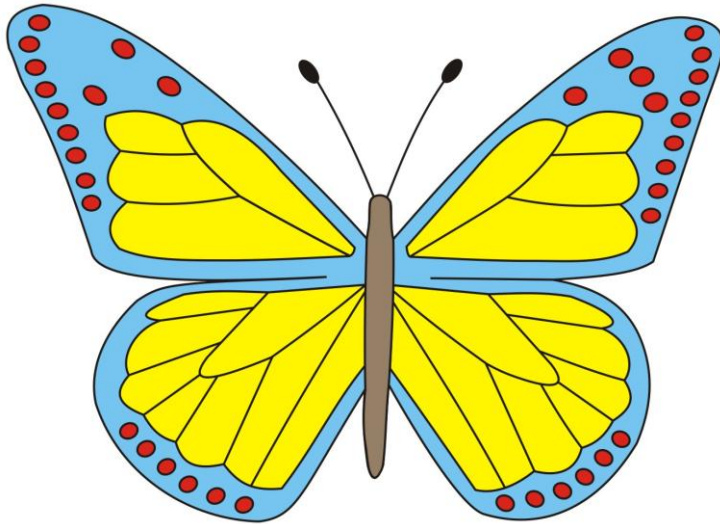
Who ate the piece of bread finally? (crow or fox)

What is the moral of the story?

COLOURING

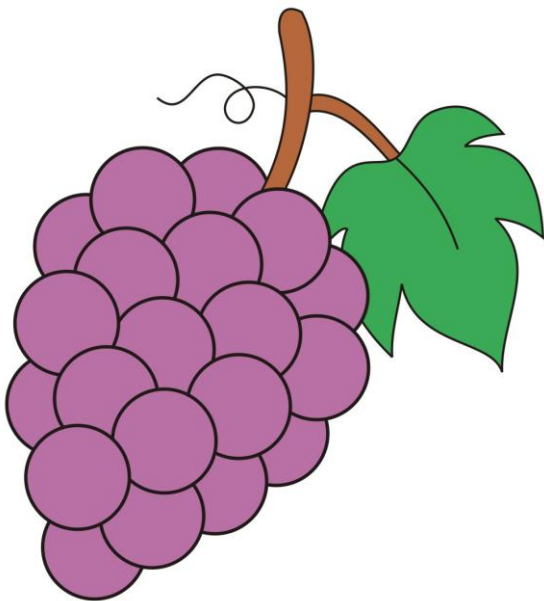
Course Book Term-1 Page 78:

Colour the butterfly using the colours given.



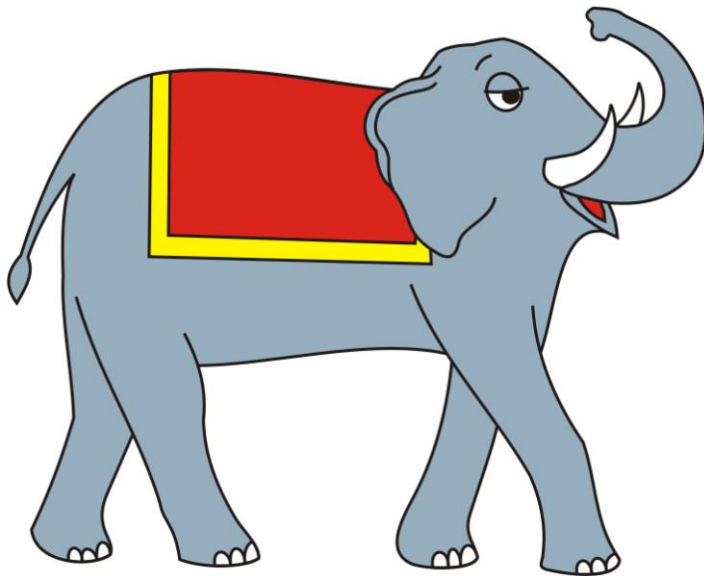
This is coloured using
crayon or colour pencil

Colour the grapes using the colours given.



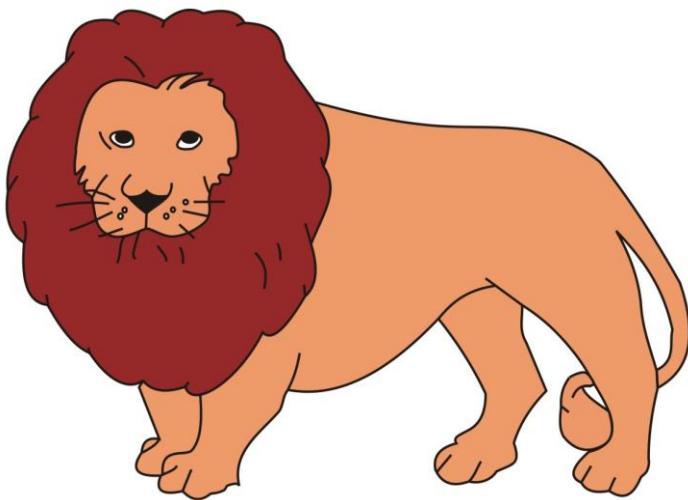
This is coloured using
crayon or colour pencil

Colour the elephant using the colours given.



This is coloured using
crayon or colour pencil

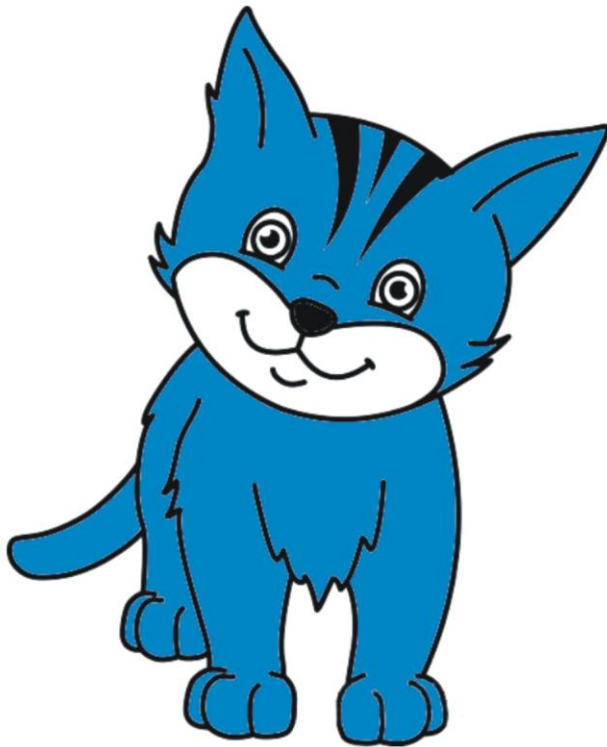
Colour the lion using the colours given.



This is coloured using
crayon or colour pencil

Course Book Term-1 Page 80:

Colour the cat using the colours given.



This is coloured using
crayon or colour pencil

Colour the dog using the colours given.



This is coloured using
crayon or colour pencil