

TEACHERS

Manual

Global Kids

LKG

Term-3

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ENGLISH

1. Let's Repeat 'A' to 'Z'

ALL IN ONE – LKG, Course Book - Term-3 - Page 5

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

Teaching Aids: Flash cards, chart of alphabet and multimedia of alphabet.

Teaching Methods: Already students learnt letters from A to Z. Here you have to revise each letter one by one. Teach the students by writing (A to Z) on the blackboard.

Test: You can ask questions to the students, like

What is this? (By showing an alphabet flash card)

You can call a student and say him/her to write alphabets from (A to Z) on the blackboard.

What is this? (By pointing an alphabet in a chart)

2. Let's Repeat 'a' to 'z'

ALL IN ONE – LKG, Course Book - Term-3 - Page 6

Objective of the Chapter: In this chapter students will revise small alphabet from a to z.

Teaching Aids: Flash cards, chart of alphabet and multimedia of alphabet.

Teaching Methods: Already students learnt letters from a to z. Here you have to revise each letter one by one. Teach the students by writing (a to z) on the blackboard.

Test: You can ask questions to the students, like

What is this? (By showing an alphabet flash card)

You can call a student and say him/her to write alphabets from (a to z) on the blackboard.

What is this? (By pointing an alphabet in a chart)

3. The Alphabet

ALL IN ONE – LKG, Course Book - Term-3 - Page (7 – 8)

Objective of the Chapter: In this chapter students will learn some nouns starting with each alphabet.

Teaching Aids: Flash cards, chart, multimedia files related to the pictures names starting with A to Z.

Teaching Methods: Already students learnt letters from A to Z. Here you have to revise each letter one by one. You can teach the concept by creating your own rhyme like A for apple, B for butterfly, C for cat, D for dinosaur, E for elephant, F for fish, G for goat, H for horse, I for igloo, J for jeep, K for kangaroo, L for lamp, M for monkey, N for nest, O for owl, P for parrot, Q for queen, R for rabbit, S for sun, T for tiger, U for umbrella, V for van, W for watermelon, X for x-mas tree, Y for yak, Z for zoo. Show flash cards or charts. Teach the students four names starting with each letter.

Test: You can ask questions to the students, like

A for

D for

V for

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

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 9:

Trace and write the letters from Aa to Zz.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
----	----	----	----	----	----	----

Hh	Ii	Jj	Kk	Ll	Mm	Nn
----	----	----	----	----	----	----

Oo	Pp	Qq	Rr	Ss	Tt	Uu
----	----	----	----	----	----	----

Vv	Ww	Xx	Yy	Zz
----	----	----	----	----

I know my Alphabet (Aa to Zz).

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

ALL IN ONE – LKG Course Book - Term-3 – Page 10:

Write the letter that comes after.

a b

v w

m n

e f

n o

k l

w x

o p

l m

r s

b c

d e

Write the letter that comes before.

o p

h i

t u

w x

e f

x y

s t

f g

i j

p q

g h

b c

4. Vowels and Consonants

ALL IN ONE – LKG, Course Book - Term-3 - Page 11

Objective of the Chapter: In this chapter students will learn vowels and consonants.

Teaching Aids: Flash cards, chart, multimedia files related to the concept etc.

Teaching Methods: There are 26 letters in English alphabet. They are divided into vowels and consonants. There are 5 vowels and 21 consonants in English alphabet.

Teach the vowels (a, e, i, o and u) by writing on the blackboard and encourage the students to remember the vowels. You can call five students and name them with different vowels. And teach the remaining alphabet are consonants.

Test: You can ask questions to the students, like

Is it a vowel? (by showing an alphabet of a flash card)

Is it a consonant? (by pointing an alphabet in a chart)

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

5. Short A, E, I, O, U Sound

Short sound of 'a'

ALL IN ONE – LKG Course Book - Term-3 - Page 12

Objective of the Chapter: In this chapter students will learn about short sound of 'a'.

Teaching Aids: Flash cards of alphabet, Alphabet chart, Global Kids Multimedia

Teaching Methods: Learning pronunciation in English is highly required to speak English fluently. And students must master this skill as early as possible and teacher must take care to teach proper pronunciation and phonetics.

Teacher should write the words on the board and read aloud, such that student can repeat. The same thing can be done using Audio Visual content. In every case students must be allowed to repeat.

Test: By showing various flash cards, teacher can ask the students to read aloud. By pointing to various words on the chart teacher can ask the students to read aloud. Teacher can write some words on the board and ask the students to read them aloud by pointing one by one.

Short sound of 'e'

ALL IN ONE – LKG Course Book - Term-3 - Page 13

Objective of the Chapter: In this chapter students will learn about short sound of 'e'.

Teaching Aids: Flash cards of alphabet, Alphabet chart, Global Kids Multimedia

Teaching Methods: Learning pronunciation in English is highly required to speak English fluently. And students must master this skill as early as possible and teacher must take care to teach proper pronunciation and phonetics.

Teacher should write the words on the board and read aloud, such that student can repeat. The same thing can be done using Audio Visual content. In every case students must be allowed to repeat.

Test: By showing various flash cards, teacher can ask the students to read aloud. By pointing to various words on the chart teacher can ask the students to read aloud. Teacher can write some words on the board and ask the students to read them aloud by pointing one by one.

Short sound of 'i'

ALL IN ONE – LKG Course Book - Term-3 - Page 14

Objective of the Chapter: In this chapter students will learn about short sound of 'i'.

Teaching Aids: Flash cards of alphabet, Alphabet chart, Global Kids Multimedia

Teaching Methods: Learning pronunciation in English is highly required to speak English fluently. And students must master this skill as early as possible and teacher must take care to teach proper pronunciation and phonetics.

Teacher should write the words on the board and read aloud, such that student can repeat. The same thing can be done using Audio Visual content. In every case students must be allowed to repeat.

Test: By showing various flash cards, teacher can ask the students to read aloud. By pointing to various words on the chart teacher can ask the students to read aloud. Teacher can write some words on the board and ask the students to read them aloud by pointing one by one.

Short sound of 'o'

ALL IN ONE – LKG Course Book - Term-3 - Page 15

Objective of the Chapter: In this chapter students will learn about short sound of 'o'.

Teaching Aids: Flash cards of alphabet, Alphabet chart, Global Kids Multimedia

Teaching Methods: Learning pronunciation in English is highly required to speak English fluently. And students must master this skill as early as possible and teacher must take care to teach proper pronunciation and phonetics.

Teacher should write the words on the board and read aloud, such that student can repeat. The same thing can be done using Audio Visual content. In every case students must be allowed to repeat.

Test: By showing various flash cards, teacher can ask the students to read aloud. By pointing to various words on the chart teacher can ask the students to read aloud. Teacher can write some words on the board and ask the students to read them aloud by pointing one by one.

Short sound of 'u'

ALL IN ONE – LKG Course Book - Term-3 - Page 15

Objective of the Chapter: In this chapter students will learn about short sound of 'u'.

Teaching Aids: Flash cards of alphabet, Alphabet chart, Global Kids Multimedia

Teaching Methods: Learning pronunciation in English is highly required to speak English fluently. And students must master this skill as early as possible and teacher must take care to teach proper pronunciation and phonetics.

Teacher should write the words on the board and read aloud, such that student can repeat. The same thing can be done using Audio Visual content. In every case students must be allowed to repeat.

Test: By showing various flash cards, teacher can ask the students to read aloud. By pointing to various words on the chart teacher can ask the students to read aloud. Teacher can write some words on the board and ask the students to read them aloud by pointing one by one.

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 17:

Choose and write the correct vowel in each blank



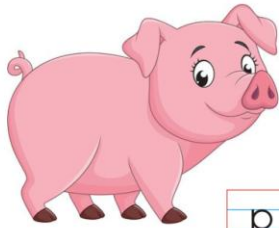
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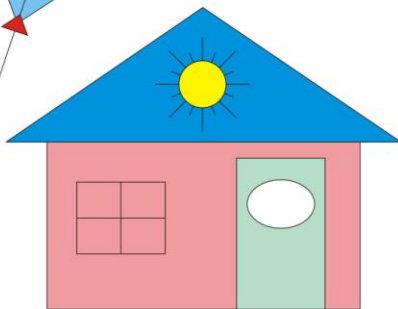
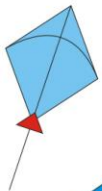
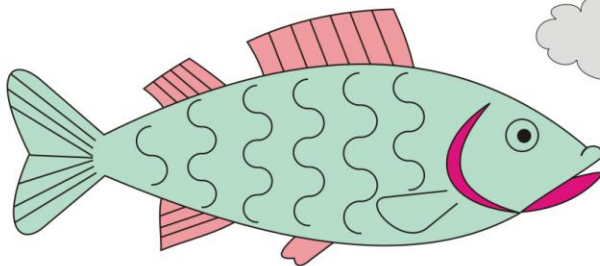
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Trace and colour the pictures.



6. One and Many

ALL IN ONE – LKG Course Book - Term-3 - Page (19 - 20)

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

1. Singular nouns
2. Plural nouns

Teaching Aids: Flash cards of singular and plural, chart of singular and plural

Teaching Methods: Singular means one. Plural means many. This is the very simple concept that has to be conveyed the students. Introduce this concept by drawing one line in one side of the board and many lines in other side. And explain the concept.

We use singular nouns when we are talking about only one item, thing or anything else. We use plural nouns when we are talking about a group of things, that is more than one. In English the most common way to convert singular to plural is by adding 's'.

For example

The plural of ball is ball + s → balls

The plural of doll is doll + s → dolls

By pointing to the pictures in page-19 you can say

1 ball → many balls

1 doll → many dolls

1 cake → many cakes

1 rat → many rats

1 balloon → many balloons

Note: Do not teach the plural words which are formed differently and exceptionally. For example: the plural of ox is oxen. Plural of man is men and etc. And this concept need not to be explained to the students.

Test: Taste the students understanding skill by showing a flash card and asking whether it is a singular or plural. Charts also can be used. Teacher can also write a singular noun and ask them to tell the plural form.

What is this? (by showing a flash card of a dog)

What is this? (by showing a flash card of cats)

What is this? (by pointing an image on a chart)

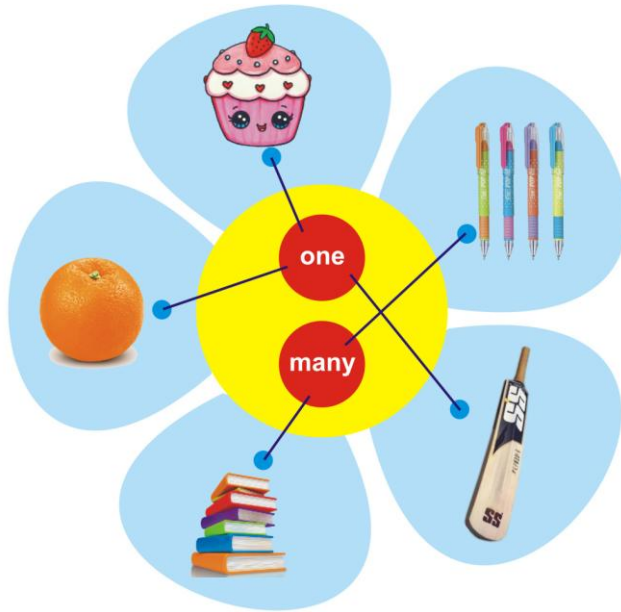
What is the plural form of cow? (by asking orally)

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

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 20:

Match the pictures to the words “one” or “many”.



7. Use of A and An

ALL IN ONE – LKG Course Book - Term-3 - Page (21 - 23)

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

1. Where to use 'A'.
2. Where to use 'An'.

Teaching Aids: Flash cards of vowels and consonants, chart of vowels and consonants.

Teaching Methods: This is the chapter where students will utilize the knowledge of vowels and consonants. So teacher should confirm that students have knowledge of vowels and consonants. Else the teacher can explain about vowels and consonants once again.

Teach the students to memorize the list of vowels and consonants.

Use of A

Teach the students that 'A' is used before nouns that begin with a consonant and A is used for one object.

By pointing the van on page-21, say, a van

By pointing the cat on page-21, say, a cat

By pointing the lion on page-21, say, a lion

By pointing the book on page-21, say, a book

By pointing the kite on page-21, say, a kite

By pointing the dog on page-21, say, a dog

By pointing the net on page-21, say, a net
By pointing the bag on page-21, say, a bag
By pointing the jug on page-21, say, a jug

Use of An

Teach the students that 'An' is used before nouns that begin with a vowel sound and An is used for one object.

By pointing the ant on page-22, say, an ant
By pointing the apple on page-22, say, an apple
By pointing the elephant on page-22, say, an elephant
By pointing the ice cream on page-22, say, an ice cream
By pointing the owl on page-22, say, an owl
By pointing the igloo on page-22, say, an igloo
By pointing the aeroplane on page-22, say, an aeroplane
By pointing the engine on page-22, say, an engine
By pointing the umbrella on page-22, say, an umbrella
Similar type of examples can be given using flash card and chart.

Test: Taste the students understanding skill by asking questions like

_____ umbrella. (by showing flash card of umbrella)

_____ rabbit.

_____ cat

Similar type of questions can be asked.

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 23:

Put a (✓) in the appropriate box.



a boy ☒

an boy ☐



a cat ☒

an cat ☐



a aeroplane ☐

an aeroplane ☒



a icecream ☐

an icecream ☒



a eye ☐

an eye ☒



a bag ☒

an bag ☐



a umbrella ☐
 an umbrella ☒



a fox ☒
 an fox ☐



a orange ☐
 an orange ☒

8. Use of 'And'

ALL IN ONE – LKG Course Book - Term-3 - Page (21 - 23)

Objective of the Chapter: In this chapter students will learn the use of 'And'.

Teaching Aids: Multimedia related to the concept.

Teaching Methods: 'And' is used between two objects.

Teach the students the use of 'and', you can say

A tub and a mug (by pointing to the tub and mug in page-24)

A pen and a book (by pointing to the pen and book in page-24)

A boy and a girl (by pointing to the boy and girl in page-24)

A hen and a chick (by pointing to the hen and chick in page-24)

A lion and a cub (by pointing to the lion and cub in page-24)

An eagle and an owl (by pointing to the eagle and owl in page-24)

You can teach similar type of example by showing flash card or chart.

Test: Taste the students understanding skill by asking questions like

----- (by showing two objects)

----- (by showing two objects of flash cards)

Similar type of questions can be asked.

9. Simple Sentences using 'This'

ALL IN ONE – LKG Course Book - Term-3 - Page (21 - 23)

Objective of the Chapter: In this chapter students will learn forming simple sentence using 'this'.

Teaching Aids: Multimedia related to the concept. Flash card, chart

Teaching Methods: 'This' is used when the thing is near and when there is only one thing.

Teach the students the use of 'this', you can say

This is a box. (by pointing to the box in page-25)

This is a van. (by pointing to the van in page-25)

This is a bag. (by pointing to the bag in page-25)

This is a top. (by pointing to the top in page-25)

This is a umbrella. (by pointing to the umbrella in page-25)

You can teach similar type of example by showing flash card or chart.

Test: Taste the students understanding skill by asking questions like

What is this? (by showing a flash card of an object)

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

Similar type of questions can be asked.

10. Conversation – In School

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

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 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.

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?

May I go to the toilet, teacher?

Similarly, making request and telling thanks 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)

Could you please lend me your book? (when you ask somebody's book)

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 30

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

Objective of the Chapter: In this chapter students will revise, numbers 1 to 30.

Introduction: 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 30 in this chapters.

Teaching Aids: Charts containing numbers. Flash cards with numbers. Video or multimedia files can also be used sticks (30 numbers). Some sticks, pencils or cubes and etc

Teaching Methods: 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 be 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.

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 28:

Practice numbers from 1 to 30.						Say & Write		
1	1	1	11	11	11	21	21	21
2	2	2	12	12	12	22	22	22
3	3	3	13	13	13	23	23	23
4	4	4	14	14	14	24	24	24
5	5	5	15	15	15	25	25	25
6	6	6	16	16	16	26	26	26
7	7	7	17	17	17	27	27	27
8	8	8	18	18	18	28	28	28
9	9	9	19	19	19	29	29	29
10	10	10	20	20	20	30	30	30

2. Numbers 31 to 40

Number - 31

ALL IN ONE – LKG Course Book - Term-2 - Page 30

Objective of the Chapter: In this chapter students will learn the number 31.

Introduction: The number 31 consists of 3 bundles of 10 and 1 single unit.

Teaching Aids: Collect some sticks (upto 31)

Teaching Methods: Make 3 bundles of 10 sticks each and keep 1 stick out side. Now you have 3 bundles and 1 stick. So, 3 bundles and 1 stick make 31. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 30 sticks in 3 match boxes (each match box contains 10 sticks) and keep 1 stick outside. Now, ask the students how many sticks are there.

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

Number - 32

ALL IN ONE – LKG Course Book - Term-2 - Page 30

Objective of the Chapter: In this chapter students will learn the number 32.

Introduction: The number 32 consists of 3 bundles of 10 and 2 single units.

Teaching Aids: Collect some sticks (upto 32)

Teaching Methods: Make 3 bundles of 10 sticks each and keep 2 sticks out side. Now you have 3 bundles and 2 sticks. So, 3 bundles and 2 sticks make 32. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 30 sticks in 3 match boxes (each match box contains 10 sticks) and keep 2 sticks outside. Now, ask the students how many sticks are there.

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

Number - 33

ALL IN ONE – LKG Course Book - Term-2 - Page 30

Objective of the Chapter: In this chapter students will learn the number 33.

Introduction: The number 33 consists of 3 bundles of 10 and 3 single units.

Teaching Aids: Collect some sticks (upto 33)

Teaching Methods: Make 3 bundles of 10 sticks each and keep 3 sticks out side. Now you have 3 bundles and 3 sticks. So, 3 bundles and 3 sticks make 33. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 30 sticks in 3 match boxes (each match box contains 10 sticks) and keep 3 sticks outside. Now, ask the students how many sticks are there.

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

Number - 34

ALL IN ONE – LKG Course Book - Term-2 - Page 30

Objective of the Chapter: In this chapter students will learn the number 34.

Introduction: The number 34 consists of 3 bundles of 10 and 4 single units.

Teaching Aids: Collect some sticks (upto 34)

Teaching Methods: Make 3 bundles of 10 sticks each and keep 4 sticks out side. Now you have 3 bundles and 4 sticks. So, 3 bundles and 4 sticks make 34. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 30 sticks in 3 match boxes (each match box contains 10 sticks) and keep 4 sticks outside. Now, ask the students how many sticks are there.

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

Number - 35

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

Objective of the Chapter: In this chapter students will learn the number 35.

Introduction: The number 35 consists of 3 bundles of 10 and 5 single units.

Teaching Aids: Collect some sticks (upto 35)

Teaching Methods: Make 3 bundles of 10 sticks each and keep 5 sticks out side. Now you have 3 bundles and 5 sticks. So, 3 bundles and 5 sticks make 35. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 30 sticks in 3 match boxes (each match box contains 10 sticks) and keep 5 sticks outside. Now, ask the students how many sticks are there.

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

Number - 36

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

Objective of the Chapter: In this chapter students will learn the number 36.

Introduction: The number 36 consists of 3 bundles of 10 and 6 single units.

Teaching Aids: Collect some sticks (upto 36)

Teaching Methods: Make 3 bundles of 10 sticks each and keep 6 sticks out side. Now you have 3 bundles and 6 sticks. So, 3 bundles and 6 sticks make 36. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 30 sticks in 3 match boxes (each match box contains 10 sticks) and keep 6 sticks outside. Now, ask the students how many sticks are there.

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

Number - 37

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

Objective of the Chapter: In this chapter students will learn the number 37.

Introduction: The number 37 consists of 3 bundles of 10 and 7 single units.

Teaching Aids: Collect some sticks (upto 37)

Teaching Methods: Make 3 bundles of 10 sticks each and keep 7 sticks out side. Now you have 3 bundles and 7 sticks. So, 3 bundles and 7 sticks make 37. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 30 sticks in 3 match boxes (each match box contains 10 sticks) and keep 7 sticks outside. Now, ask the students how many sticks are there. Instead sticks you can use stones and repeat the same question.

Number - 38

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

Objective of the Chapter: In this chapter students will learn the number 38.

Introduction: The number 38 consists of 3 bundles of 10 and 8 single units.

Teaching Aids: Collect some sticks (upto 38)

Teaching Methods: Make 3 bundles of 10 sticks each and keep 8 sticks out side. Now you have 3 bundles and 8 sticks. So, 3 bundles and 8 sticks make 38. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 30 sticks in 3 match boxes (each match box contains 10 sticks) and keep 8 sticks outside. Now, ask the students how many sticks are there. Instead sticks you can use stones and repeat the same question.

Number - 39

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

Objective of the Chapter: In this chapter students will learn the number 39.

Introduction: The number 39 consists of 3 bundles of 10 and 9 single units.

Teaching Aids: Collect some sticks (upto 39)

Teaching Methods: Make 3 bundles of 10 sticks each and keep 9 sticks out side. Now you have 3 bundles and 9 sticks. So, 3 bundles and 9 sticks make 39. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 30 sticks in 3 match boxes (each match box contains 10 sticks) and keep 9 sticks outside. Now, ask the students how many sticks are there.

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

Number - 40

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

Objective of the Chapter: In this chapter students will learn the number 40.

Introduction: The number 40 consists of 4 bundles of 10.

Teaching Aids: Collect some sticks (upto 40)

Teaching Methods: Make 4 bundles of 10 sticks each. Now you have 4 bundles of sticks. So, 4 bundles of sticks make 40. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 40 sticks in 4 match boxes (each match box contains 10 sticks). Now, ask the students how many sticks are there.

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

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 32:

Trace and write from 31 to 40.

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

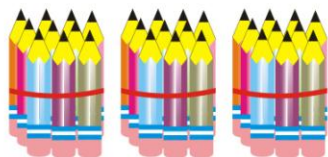
Count and write the number.



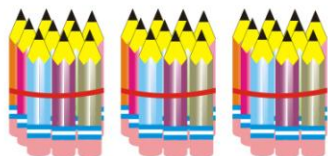
38



36



37



32



40

3. Numbers 41 to 50

Number - 41

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

Objective of the Chapter: In this chapter students will learn the number 41.

Introduction: The number 41 consists of 4 bundles of 10 and 1 single unit.

Teaching Aids: Collect some sticks (upto 41)

Teaching Methods: Make 4 bundles of 10 sticks each and keep 1 stick out side. Now you have 4 bundles and 1 stick. So, 4 bundles and 1 stick make 41. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 40 sticks in 4 match boxes (each match box contains 10 sticks) and keep 1 stick outside. Now, ask the students how many sticks are there.

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

Number - 42

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

Objective of the Chapter: In this chapter students will learn the number 42.

Introduction: The number 42 consists of 4 bundles of 10 and 2 single units.

Teaching Aids: Collect some sticks (upto 42)

Teaching Methods: Make 4 bundles of 10 sticks each and keep 2 sticks out side. Now you have 4 bundles and 2 sticks. So, 4 bundles and 2 sticks make 42. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 40 sticks in 4 match boxes (each match box contains 10 sticks) and keep 2 sticks outside. Now, ask the students how many sticks are there.

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

Number - 43

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

Objective of the Chapter: In this chapter students will learn the number 43.

Introduction: The number 43 consists of 4 bundles of 10 and 3 single units.

Teaching Aids: Collect some sticks (upto 43)

Teaching Methods: Make 4 bundles of 10 sticks each and keep 3 sticks out side. Now you have 4 bundles and 3 sticks. So, 4 bundles and 3 sticks make 43. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 40 sticks in 4 match boxes (each match box contains 10 sticks) and keep 3 sticks outside. Now, ask the students how many sticks are there.

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

Number - 44

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

Objective of the Chapter: In this chapter students will learn the number 44.

Introduction: The number 44 consists of 4 bundles of 10 and 4 single units.

Teaching Aids: Collect some sticks (upto 44)

Teaching Methods: Make 4 bundles of 10 sticks each and keep 4 sticks out side. Now you have 4 bundles and 4 sticks. So, 4 bundles and 4 sticks make 44. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 40 sticks in 4 match boxes (each match box contains 10 sticks) and keep 4 sticks outside. Now, ask the students how many sticks are there.

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

Number - 45

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

Objective of the Chapter: In this chapter students will learn the number 45.

Introduction: The number 45 consists of 4 bundles of 10 and 5 single units.

Teaching Aids: Collect some sticks (upto 45)

Teaching Methods: Make 4 bundles of 10 sticks each and keep 5 sticks out side. Now you have 4 bundles and 5 sticks. So, 4 bundles and 5 sticks make 45. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 40 sticks in 4 match boxes (each match box contains 10 sticks) and keep 5 sticks outside. Now, ask the students how many sticks are there.

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

Number - 46

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

Objective of the Chapter: In this chapter students will learn the number 46.

Introduction: The number 46 consists of 4 bundles of 10 and 6 single units.

Teaching Aids: Collect some sticks (upto 46)

Teaching Methods: Make 4 bundles of 10 sticks each and keep 6 sticks out side. Now you have 4 bundles and 6 sticks. So, 4 bundles and 6 sticks make 46. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 40 sticks in 4 match boxes (each match box contains 10 sticks) and keep 6 sticks outside. Now, ask the students how many sticks are there. Instead sticks you can use stones and repeat the same question.

Number - 47

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

Objective of the Chapter: In this chapter students will learn the number 47.

Introduction: The number 47 consists of 4 bundles of 10 and 7 single units.

Teaching Aids: Collect some sticks (upto 37)

Teaching Methods: Make 4 bundles of 10 sticks each and keep 7 sticks out side. Now you have 4 bundles and 7 sticks. So, 4 bundles and 7 sticks make 47. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 40 sticks in 4 match boxes (each match box contains 10 sticks) and keep 7 sticks outside. Now, ask the students how many sticks are there. Instead sticks you can use stones and repeat the same question.

Number - 48

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

Objective of the Chapter: In this chapter students will learn the number 48.

Introduction: The number 48 consists of 4 bundles of 10 and 8 single units.

Teaching Aids: Collect some sticks (upto 48)

Teaching Methods: Make 4 bundles of 10 sticks each and keep 8 sticks out side. Now you have 4 bundles and 8 sticks. So, 4 bundles and 8 sticks make 48. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 40 sticks in 4 match boxes (each match box contains 10 sticks) and keep 8 sticks outside. Now, ask the students how many sticks are there.

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

Number - 49

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

Objective of the Chapter: In this chapter students will learn the number 49.

Introduction: The number 49 consists of 4 bundles of 10 and 9 single units.

Teaching Aids: Collect some sticks (upto 49)

Teaching Methods: Make 4 bundles of 10 sticks each and keep 9 sticks out side. Now you have 4 bundles and 9 sticks. So, 4 bundles and 9 sticks make 49. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 40 sticks in 4 match boxes (each match box contains 10 sticks) and keep 9 sticks outside. Now, ask the students how many sticks are there. Instead sticks you can use stones and repeat the same question.

Number - 50

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

Objective of the Chapter: In this chapter students will learn the number 50.

Introduction: The number 50 consists of 5 bundles of 10.

Teaching Aids: Collect some sticks (upto 50)

Teaching Methods: Make 5 bundles of 10 sticks each. Now you have 5 bundles of sticks. So, 5 bundles of sticks make 50. Explain this concept by opening the bundle and counting the sticks. Similarly you can use crayons and pencils as additional examples.

Test: keep 50 sticks in 5 match boxes (each match box contains 10 sticks). Now, ask the students how many sticks are there. Instead sticks you can use stones and repeat the same question.

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 36:

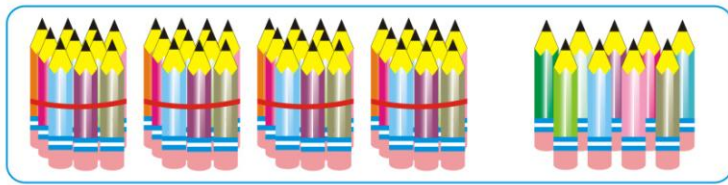
Trace and write from 41 to 50.

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

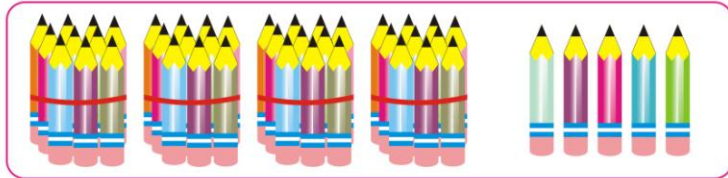
Tens	Ones
4	1
4	2
4	3
4	4
4	5
4	6
4	7
4	8
4	9
5	0

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

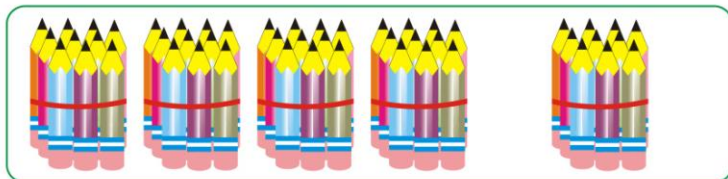
Count and Write the Numbers.



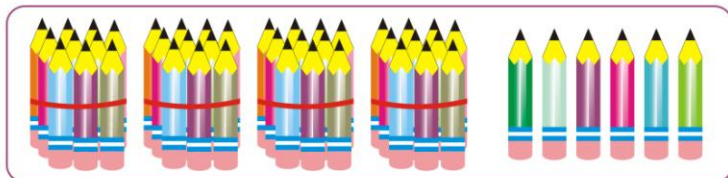
49



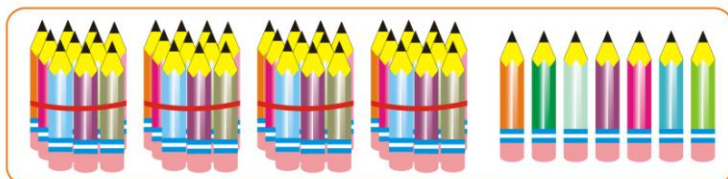
45



50



46



47

4. Number Counting of 10's

ALL IN ONE – LKG Course Book - Term-3 – Page (42 – 43)

Objective of the Chapter: In this chapter students will learn counting in tens.

Teaching Aids: Collect 100 match sticks.

Teaching Methods: Tie 10 match sticks and make a bundle. Now you have 10 such bundles.

By showing one bundle you can say, this is 10.

By showing two such bundles, you can say, this is 2 tens or 20.

And repeat the same up to end of the page.

Then teach the students the 10 table. That is

$$10 \times 1 = 10$$

$$10 \times 2 = 20$$

.....

.....

$$10 \times 10 = 100$$

Test:

Pointing to the 4st picture on page-38, you can ask, how many bundles (answer will be 40)

$$10 \times 4 = 40$$

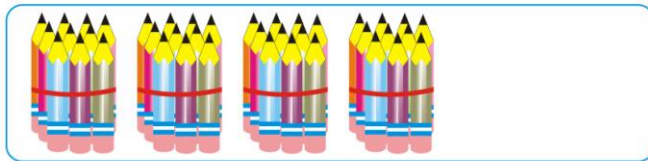
Students can write 40 on the box.

Similarly, repeat the remaining questions on page-38.

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 39:

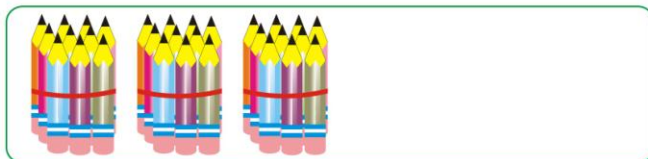
Count and write the number.



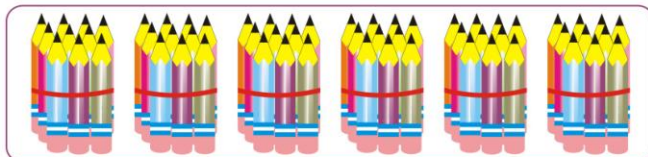
40



70



30



60



20

5. Number Names 6 to 10

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

Objective of the Chapter: In this chapter students will learn the spellings of numbers from 6 to 10.

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 10, 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 7?

Tell the spelling of 8. And etc.

6. Numbers 51 to 100

ALL IN ONE – LKG Course Book - Term-3 - Page 41 -- 46:

Objective of the Chapter: In this chapter students will learn about numbers from 51 to 100.

Teaching Aids: Charts containing numbers. Flash cards with numbers. Video or multimedia files.

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. Already we learnt number upto 50. Here we will learn numbers from 51 to 100.

Teach the students numbers 51 to 100. You can write the numbers on blackboard also. Read each number by pointing the number on page-41 and let the students repeat after you. If available you can use charts/multimedia also to display. And by showing from flash cards you can teach the same concept.

Test: Write a number from 51 to 100 and ask the students to tell the number. You can show a flash card and ask what is the number? By pointing to a number on a chart also you can test.

Question Sample:

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

What is this number? (By pointing to a number on a chart)

What is this number? (By pointing a number on the blackboard)

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 42

Number Practice 51 - 60

51 FIFTY ONE	51	51	51	51	51	51	51
52 FIFTY TWO	52	52	52	52	52	52	52
53 FIFTY THREE	53	53	53	53	53	53	53
54 FIFTY FOUR	54	54	54	54	54	54	54
55 FIFTY FIVE	55	55	55	55	55	55	55
56 FIFTY SIX	56	56	56	56	56	56	56
57 FIFTY SEVEN	57	57	57	57	57	57	57
58 FIFTY EIGHT	58	58	58	58	58	58	58
59 FIFTY NINE	59	59	59	59	59	59	59
60 SIXTY	60	60	60	60	60	60	60

Number Practice 61 - 70

61 SIXTY ONE	61	61	61	61	61	61	61
62 SIXTY TWO	62	62	62	62	62	62	62
63 SIXTY THREE	63	63	63	63	63	63	63
64 SIXTY FOUR	64	64	64	64	64	64	64
65 SIXTY FIVE	65	65	65	65	65	65	65
66 SIXTY SIX	66	66	66	66	66	66	66
67 SIXTYSEVEN	67	67	67	67	67	67	67
68 SIXTY EIGHT	68	68	68	68	68	68	68
69 SIXTY NINE	69	69	69	69	69	69	69
70 SEVENTY	70	70	70	70	70	70	70

Number Practice 71 - 80

71 SEVENTY ONE	71	71	71	71	71	71	71
72 SEVENTY TWO	72	72	72	72	72	72	72
73 SEVENTY THREE	73	73	73	73	73	73	73
74 SEVENTY FOUR	74	74	74	74	74	74	74
75 SEVENTY FIVE	75	75	75	75	75	75	75
76 SEVENTY SIX	76	76	76	76	76	76	76
77 SEVENTY SEVEN	77	77	77	77	77	77	77
78 SEVENTY EIGHT	78	78	78	78	78	78	78
79 SEVENTY NINE	79	79	79	79	79	79	79
80 EIGHTY	80	80	80	80	80	80	80

Number Practice 81 - 90

81 EIGHTY ONE	81	81	81	81	81	81	81
82 EIGHTY TWO	82	82	82	82	82	82	82
83 EIGHTY THREE	83	83	83	83	83	83	83
84 EIGHTY FOUR	84	84	84	84	84	84	84
85 EIGHTY FIVE	85	85	85	85	85	85	85
86 EIGHTY SIX	86	86	86	86	86	86	86
87 EIGHTY SEVEN	87	87	87	87	87	87	87
88 EIGHTY EIGHT	88	88	88	88	88	88	88
89 EIGHTY NINE	89	89	89	89	89	89	89
90 NINETY	90	90	90	90	90	90	90

Number Practice 91 - 100

91 NINETY ONE	91	91	91	91	91	91	91
92 NINETY TWO	92	92	92	92	92	92	92
93 NINETY THREE	93	93	93	93	93	93	93
94 NINETY FOUR	94	94	94	94	94	94	94
95 NINETY FIVE	95	95	95	95	95	95	95
96 NINETY SIX	96	96	96	96	96	96	96
97 NINETY SEVEN	97	97	97	97	97	97	97
98 NINETY EIGHT	98	98	98	98	98	98	98
99 NINETY NINE	99	99	99	99	99	99	99
100 HUNDRED	100	100	100	100	100	100	100

7. After

ALL IN ONE – LKG Course Book - Term-3 - Page 47

Objective of the Chapter: In this chapter students will learn about “After”.

Teaching Aids: Flash cards, Chart, Set of any three item

Teaching Methods: Sometimes it is necessary to find the following number or object.

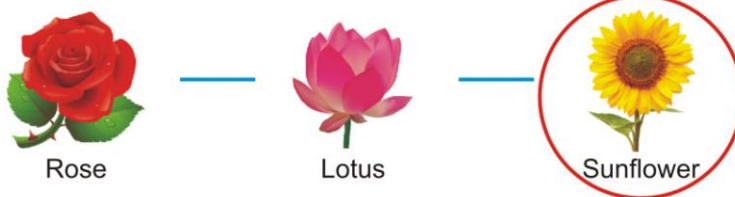
Draw three different shapes on the blackboard in sequence, Like one triangle, one square and one rectangle. Pointing to square explain the square is after the triangle and pointing to the rectangle explain the rectangle is after the square. Similarly you can call three students and let them to stand in a queue. And explain the same concept. And write number 4, 5, and 6 on the blackboard and explain the same concept. By seeing the pictures of Course book Page 47, you can explain. You can also use flash cards or charts to explain the same thing.

Test: Taste the students understanding skill by calling each student one by one and explaining with many examples.

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 47:

Circle the flower that is AFTER the lotus.



Circle the number that is AFTER 7.



8. Before

ALL IN ONE – LKG Course Book - Term-3 - Page 48

Objective of the Chapter: In this chapter students will learn about “Before”.

Teaching Aids: Flash cards, Chart, Set of any three item

Teaching Methods: Sometimes it is necessary to find the preceding number or before object.

Draw three different shapes on the blackboard in sequence, Like one circle, one line and one rectangle. Pointing to circle explain the circle is before the line and pointing to the line explain the line is before the rectangle. Similarly you can three students and let them to stand in a queue. And explain the same concept. And write number 7, 8, and 9 on the blackboard and explain the same concept. By seeing the pictures of Course book Page 48, you can explain. You can also use flash cards or charts to explain the same thing.

Test: Taste the students understanding skill by calling each student one by one and explaining with many examples.

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 48:

Circle the fruit that is **BEFORE** the orange.



Circle the number that is **BEFORE** 7.



9. Between

ALL IN ONE – LKG Course Book - Term-3 - Page 48

Objective of the Chapter: In this chapter students will learn about “Between”.

Teaching Aids: Flash cards, Chart, Set of any three item

Teaching Methods: Sometimes it is necessary to find the between number or between object.

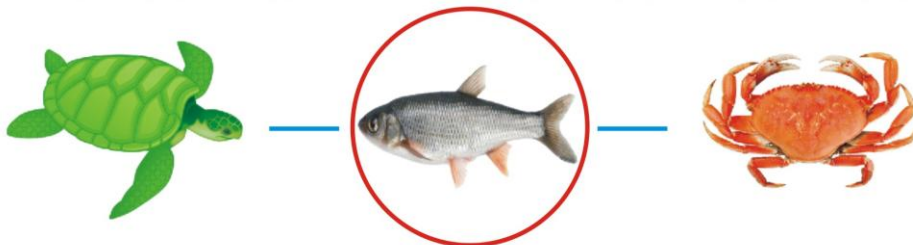
Draw three different shapes on the blackboard in sequence, Like one triangle, one square and one rectangle. Pointing to square explain the square is between the triangle and rectangle. Similarly you can three students and let them to stand in a queue. And explain the same concept. And write number 1, 2, and 3 on the blackboard and explain the same concept. By seeing the pictures of Course book Page 49, you can explain. You can also use flash cards or charts to explain the same thing.

Test: Taste the students understanding skill by calling each student one by one and explaining with many examples.

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 49:

Circle the animal which is in between two animals.



Write the number which is in between the two given numbers.

3	4	5	8	9	10	21	22	23
7	8	9	15	16	17	12	13	14

Write the missing numbers that comes **after**.

8	9	10	11	12
14	15	16	17	18
21	22	23	24	25
35	36	37	38	39

Write the missing numbers that comes **before**.

12	13	14	15	16
2	3	4	5	6
29	30	31	32	33
25	26	27	28	29

Write the missing numbers that comes **between**.

10	11	12	13	14
19	20	21	22	23
32	33	34	35	36
45	46	47	48	49

ENVIRONMENTAL STUDIES

1. Games

ALL IN ONE – LKG Course Book - Term-3 – Page (52 – 53)

Objective of the Chapter: In this chapter students will learn about different games we play.

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

Teaching Methods: Playing games is a lot of fun. There are two kinds of games, indoor and outdoor games. Games we play inside our house are called indoor games and games we play outside of our house are called outdoor games.

Outdoor games

Teach the names of each outdoor game. Example:

By pointing to the cricket game on page-52, you can say, this is cricket.

By pointing to the football game on page-52, you can say, this is football.

By pointing to the hockey game on page-52, you can say, this is hockey.

By pointing to the shuttlecock game on page-52, you can say, this is shuttlecock.

By pointing to the basketball game on page-52, you can say, this is basketball.

By pointing to the kho-kho game on page-52, you can say, this is kho-kho.

Indoor games

Teach the names of each indoor game. Example:

By pointing to the carom on page-52, you can say, this is carom.

By pointing to the chess on page-52, you can say, this is chess.

By pointing to the snake and ladder game on page-52, you can say, this is snake and ladder game.

By pointing to the skipping game on page-52, you can say, this is skipping.

Note: You can use flash cards, chart also while teaching. And you can discuss about the game (i.e. number of players in the game, tools required for the game, and etc.) to create interest while teaching.

Test: You can ask questions to the students, like:

What is your favourite game?

What is the name of this game? (by pointing to a game in a chart)

What is the name of this game? (by showing a flash card of a game)

Is chess an indoor game?

Is football an outdoor game?

Similar type of questions can be asked to the student to test their understanding skill.

Interactive Section

ALL IN ONE – LKG Course Book - Term-3 – Page 53:

1. Tell the name of any one outdoor game.

Ans: Cricket

2. In which game we kick the ball?

Ans: We kick the ball in football game.

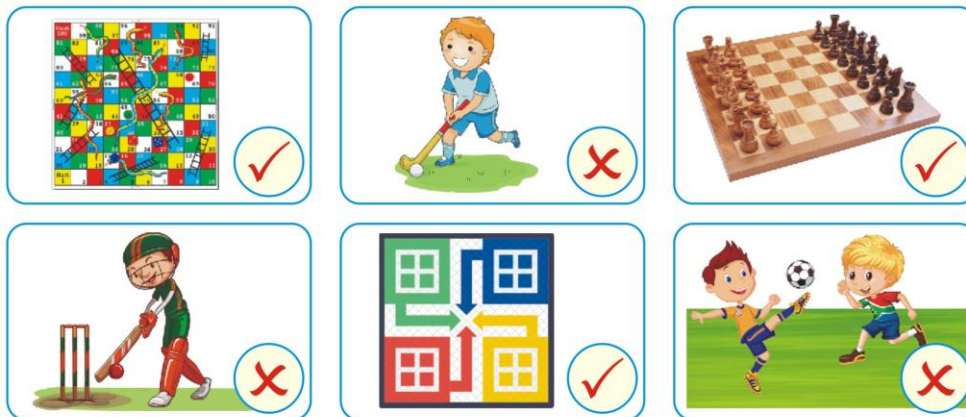
3. King, queen & bishop belong to which game?

Ans: Kind, queen & bishop belong to chess game.

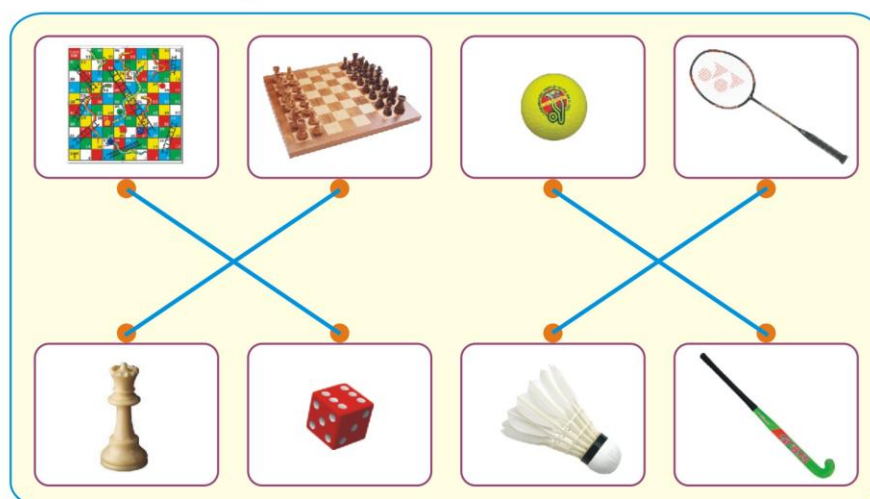
ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 53:

A) Tick (✓) the indoor games and cross (✗) the outdoor games.



B) Match the following.



2. People who help us

ALL IN ONE – LKG Course Book - Term-3 – Page (54 – 55)

Objective of the chapter: In this chapter students will learn about people who help us.

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

Teaching Methods: Some people help us in many ways. Here we learn their professions. So pointing to each picture on page-54 and explain about each people who help us. Like teacher, doctor, tailor, postman, milkman, police, cobbler, barber, driver, fireman, farmer and etc.

For example:

By pointing to the teacher picture in page-54, you can say, she is a teacher.
Teacher teaches us.

By pointing to the doctor picture in page-54, you can say, he is a doctor.
Doctor treats us when we are sick.

By pointing to the tailor picture in page-54, you can say, he is a tailor
Tailor stitches our clothes.

By pointing to the postman picture in page-54, you can say, he is a postman.
Postman brings our letter.

By pointing to the milkman picture in page-54, you can say, he is a milkman.
Milkman brings milk for us.

By pointing to the police picture in page-54, you can say, he is a police.
Police catches thieves.

By pointing to the cobbler picture in page-54, you can say, he is a cobbler.
Cobbler mends our shoes.

By pointing to the barber picture in page-54, you can say, he is a barber.
Barber crops our hair.

By pointing to the driver picture in page-54, you can say, he is a driver.
Driver drives our car (vehicle)

By pointing to the fireman picture in page-54, you can say, he is a fireman.
Fireman puts off fire.

By pointing to the farmer picture in page-54, you can say, he is a farmer.
Farmer grows crop in the field.

You can teach the profession of these peoples by showing flash cards also.

Test: By pointing to a particular picture on page-54, you can ask questions about their profession.

Who is he/she? (By showing a flash card of a teacher)

Who is he/she? (By pointing to the image of doctor in a chart)

Who is he? (By pointing to the image of tailor on page-54)

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

Interactive Section

ALL IN ONE – LKG Course Book - Term-3 – Page 55:

1. To whom do you meet, when you have bad health? (doctor / Postman)

Ans: We meet **doctor** when we have bad health.

2. Who cuts our hair? (Milkman / Barber)

Ans: Barbet cuts our hair.

3. Who teaches us? (Tailor / Teacher)

Ans: Teacher teaches us.

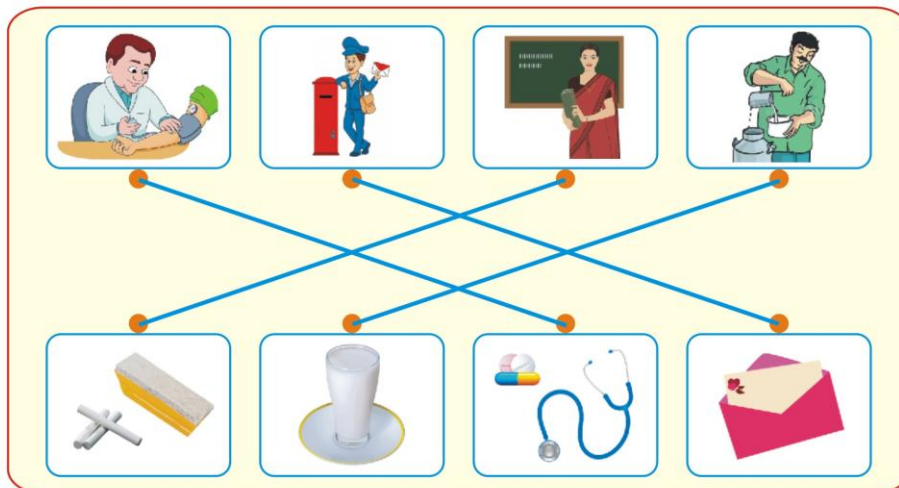
ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 55:

A) Tick (✓) the correct pairs and cross (✗) the wrong pairs.



B) Match the following.



3. Clothes

ALL IN ONE – LKG Course Book - Term-3 – Page (56 – 57)

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

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

Teaching Methods: We wear different clothes in different seasons. In summer we wear light and thin clothes. Similarly in winter we wear thick and warm clothes. In this chapter we learn various kinds of clothes like gents dress, ladies dress and kids dress.

Teach the students, the name of each dress by pointing to dress in page-56,

Example:

By pointing to the T-shirt picture in page-56, you can say, this is a T-shirt.
We wear it in summer.

By pointing to the Jacket picture in page-56, you can say, this is a Jacket.
We wear it in winter.

By pointing to the sweater picture in page-56, you can say, this is a sweater.
We wear it in winter.

By pointing to the coat picture in page-56, you can say, this is a coat.

By pointing to the shirt picture in page-56, you can say, this is a shirt.

By pointing to the sherwani picture in page-56, you can say, this is a sherwani.

By pointing to the saree-blouse picture in page-56, you can say, this is saree-blouse.
Women wear saree-blouse.

By pointing to the Anarkali picture in page-56, you can say, this is a Anarkali.

By pointing to the Trouser picture in page-56, you can say, this is a Trouser.

By pointing to the Jean picture in page-56, you can say, this is a jean.

By pointing to the Churidar picture in page-56, you can say, this is a churidar.
Girls wear churidar.

By pointing to the frock picture in page-56, you can say, this is a frock.
Girl kids wear frock.

By pointing to the Skirt picture in page-56, you can say, this is a skirt.

By pointing to the top picture in page-56, you can say, this is a top.

By pointing to the Raincoat picture in page-56, you can say, this is a raincoat.
We wear it in rainy.

You can teach the name of dresses by showing flash cards also.

Test: By pointing to a particular picture on page-56, you can ask questions about the dress.

What is this? (By showing a flash card of a dress)

What is this? (By pointing to the image of a dress in a chart)

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

Interactive Section

ALL IN ONE – LKG Course Book - Term-3 – Page 57:

1. In which season do we wear sweater? (summer / winter)

Ans: We wear sweater in winter season.

2. Who wear saree-blouse? (Men / Women)

Ans: Women wear saree-blouse.

3. In which season we wear rain coat? (Rainy / Summer)

Ans: We wear rain coat in rainy season.

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 57:

A) Tick (✓) for correct name and cross (✗) for wrong name.

 Frock 	 Skirt 	 Coat 
 Sherwani 	 Anarkali 	 Rain Coat 

B) Write the first letter of the following clothes.

 T op	 A narkali	 S hirt
 C oat	 J eans	 S herwani

4. Festivals

ALL IN ONE – LKG Course Book - Term-3 – Page (58 – 59)

Objective of the chapter: In this chapter students will learn about names of different festivals.

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

Teaching Methods: festivals are integral part of our life. Introduce festivals using the activities we do on festivals. Like

Diwali – Crackers, Pongal – Rangoli, Holy – Colours, Krishnashtami – Dahi handi and etc.

Teach the students, the name of each festival by pointing to the picture in page-58.

Example:

By pointing to the Ganesh chaturthi picture in page-56, you can say, this is Ganesh chaturthi.

By pointing to the Sankranthi picture in page-56, you can say, this is Santranthi.

By pointing to the Diwali picture in page-56, you can say, this is Diwali.

We crack crackers, on Diwali.

By pointing to the Krishnashtami picture in page-56, you can say, this is Krishnashtami,

By pointing to the Dussehra picture in page-56, you can say, this is Dussehra.

We pray to Goddess Durga on Dussehra.

By pointing to the Bakrid picture in page-56, you can say, this is Bakrid.

By pointing to the Christmas picture in page-56, you can say, this is Christmas.

By pointing to the Holy picture in page-56, you can say, this is Holy.

We play on colours on Holy.

By pointing to the Raksha Bandhan picture in page-56, you can say, this is Raksha Bandhan. This is a Rakhi festival. Sister ties rakhi on brother's hand.

You can teach the name of festivals by showing flash cards also.

Test: By pointing to a particular picture on page-58, you can ask questions about the festival.

What is this? (By showing a flash card of a festival)

What is this? (By pointing to the image of a festival in a chart)

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

Interactive Section

ALL IN ONE – LKG Course Book - Term-3 – Page 59:

1. On which festival we play with colours?

Ans: We play with colours on Holy festival.

2. On which festival sisters tie rakhi on the wrist of brothers?

Ans: On Raksha Bandhan festival sisters tie rakhi on the wrist of brothers.

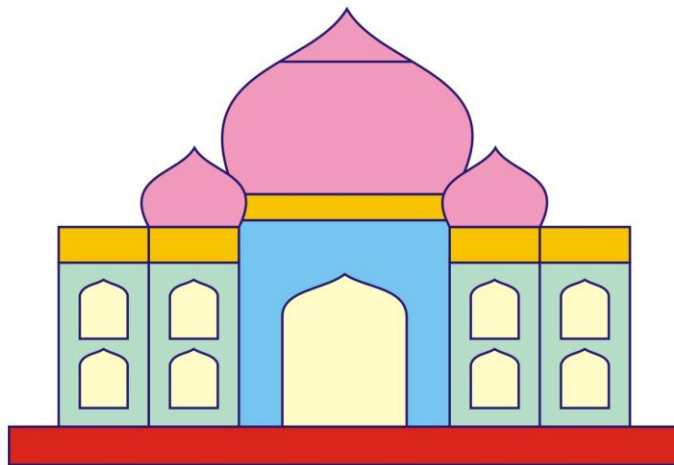
3. On which festival we play with cracker?

Ans: On Diwali festival we play with crackers.

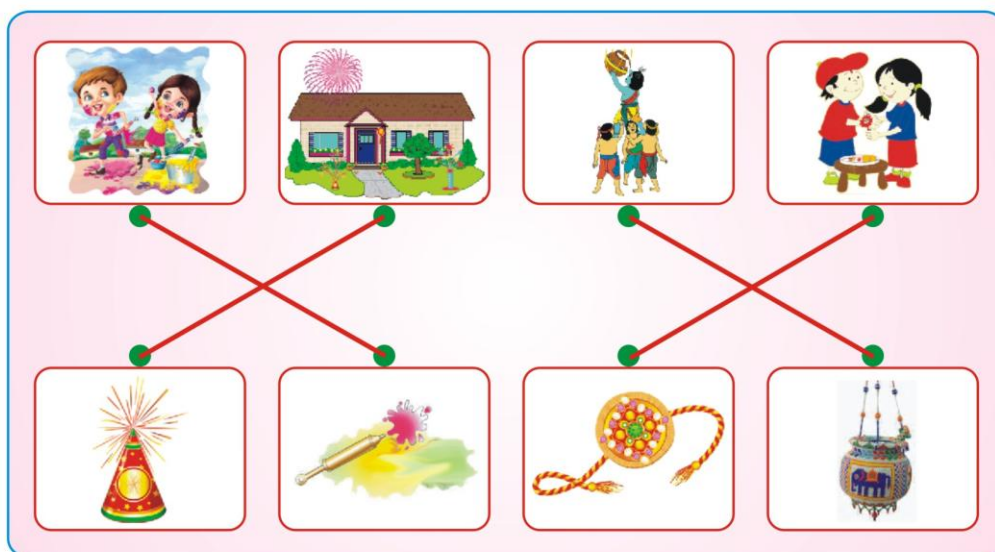
ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 59:

A) Colour the picture.



B) Match the following.



5. Seasons

ALL IN ONE – LKG Course Book - Term-3 – Page (58 – 59)

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

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

Teaching Methods: Teach the name of all the seasons and discuss about it with students.

Teach the students, the name of each season by pointing to the picture in page-60.

Example:

By pointing to the summer season picture in page-60, you can say, this is summer season. In summer season the day is very hot.

By pointing to the rainy season picture in page-60, you can say, this is rainy season. On rainy season we use umbrella and raincoat.

By pointing to the autumn season picture in page-60, you can say, this is autumn season.

By pointing to the winter season picture in page-60, you can say, this is winter season. We feel cold in winter season and we use woolen clothes and jacket to protect us from cool.

By pointing to the spring season picture in page-60, you can say, this is spring season. In this season climate is very good. Flowers grow, birds fly on sky etc.

You can teach the name of season by showing flash cards also.

Test: By pointing to a particular picture on page-60, you can ask questions about the season.

What is this season? (By showing a flash card of a season)

What is season? (By pointing to the image of a season in a chart)

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

Interactive Section

ALL IN ONE – LKG Course Book - Term-2 – Page 61:

1. In which season you feel very cool?

Ans: In winter season we feel very cool.

2. In which season we feel very hot?

Ans: In summer season we feel very hot.

3. In which season the climate is very wet?

Ans: In rainy season the climate is very wet.

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 61:

Colour the following picture.



6. Good Habits

ALL IN ONE – LKG Course Book - Term-3 – Page 62

Objective of the Chapter: In this chapter students will learn good habits.

Teaching Aids: Multimedia or voice recordings.

Teaching Methods: Good habits make good life. Teach this concept to students. Teach the students about the good habits they should have for their benefits. Do not emphasize good habits not related to their age group.

Teach the student all good habits one by one. Like

I get up early in the morning. (by pointing to the picture “getting up” on page-62)

I do exercise daily. (by pointing to the picture “exercise” on page-62)

I pray to God. (by pointing to the picture “praying” on page-62)

I do my homework in time. (by pointing to the picture “doing homework” on page-62)

I keep my surroundings clean. (by pointing to the picture “keeping surrounding clean” on page-62)

I water the plants daily. (by pointing to the picture “watering plant” on page-62)

I eat healthy food. (by pointing to the picture “eating” on page-62)

I go to bed on time. (by pointing to the picture “sleeping” on page-62)

You can show flash cards, chart related to the concept while teaching.

Test: You can ask questions to the students, like:

When do you get up?

Do you do exercise daily?

Should we pray to God daily?

Should we water the plants?

Should we eat healthy food?

Similar type of questions can be asked to the student to test their understanding skill.

7. Animal Abode

ALL IN ONE – LKG Course Book - Term-3 – Page 62

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

Teaching Aids: Flash cards, chart and multimedia etc.

Teaching Methods: The home of animals where they take rest are called abode.

Teach all the abode name of the animals one by one. Like

Dog → Kennel (by pointing to the dog-kennel picture on page-63)

Rabbit → Burrow (by pointing to the rabbit-burrow picture on page-63)

Honeybee → Hive (by pointing to the Honeybee-Hive picture on page-63)

Spider → Web (by pointing to the spider-web picture on page-63)

Lion → Den (by pointing to the lion-den picture on page-63)

Bird → Nest (by pointing to the bird-nest picture on page-63)

Horse → stable (by pointing to the horse=stable picture on page-63)

Cow → Shed (by pointing to the cow-shed picture on page-63)

Rat → Hole (by pointing to the Rat-hole picture on page-63)

You can show flash cards, chart related to the concept while teaching.

Test: You can ask questions to the students, like:

Which animal stay in a shed?

Which animal stay in a den?

Tell the name of the animal that stay in a hole.

Similar type of questions can be asked to the student to test their understanding skill.

Interactive Section

ALL IN ONE – LKG Course Book - Term-3 – Page 64:

1. Tell the name of the animal that stays in a den.

Ans: Lion stays in a den.

2. Which animal stays in a burrow?

Ans: Rabbit stays in a burrow.

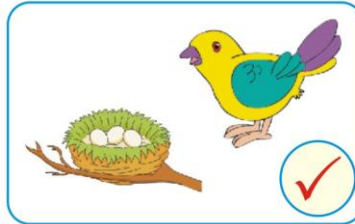
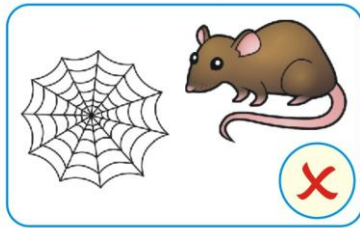
3. What do you call the abode of a cow?

Ans: The abode of a cow is called shed.

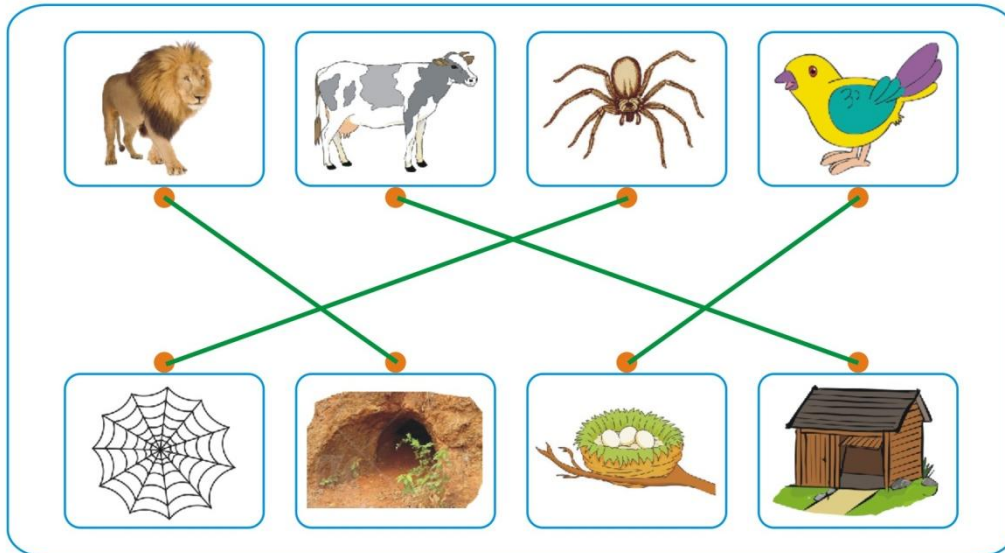
ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 64:

A) Tick (✓) for correct pair and cross (✗) for wrong pair.



B) Match the following.



8. Public Places

ALL IN ONE – LKG Course Book - Term-3 – Page (65 – 66)

Objective of the chapter: In this chapter students will learn name of some important public places.

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

Teaching Methods:

By pointing to each picture on page-65 and explain about each place. Like zoo, post office, park, market, stadium, bus station, hospital, museum, airport, railway station, library, bank and etc.

Discuss about similar kind of places that are around the school and around their home. We can discuss more about the importance or use of each place.

For example:

- | | |
|------------------------|---|
| Zoo | → We see different animals in the zoo |
| Post office | → We go to post office to deposit or withdraw money and to post letter. |
| Park | → We visit park to play and relax. |
| Market | → We go to market to purchase various items. |
| Stadium | → Games are conducted in stadium |
| Bus Station | → If you want to travel by bus, you have to go to bus station. |
| Hospital | → Sick people visit the hospital for health care or consultancy. |
| Museum | → We get old things in the museum |
| Airport | → Airport is the place where aeroplanes lands and takes over. |
| Railway Station | → If you want to travel by train, you have to go to railway station. |
| Library | → In library we get all kinds of books to study. |
| Bank | → We go to bank to deposit or withdraw money. Sometimes we go to bank for transfer amount to another account. |

Test: By pointing to a particular picture on page-65, you can ask questions about the name of the place.

What is this? (By pointing to the image of stadium on page-65)

What is this? (By pointing to the image of post office on page-65)

Interactive Section

ALL IN ONE – LKG Course Book - Term-3 – Page 66:

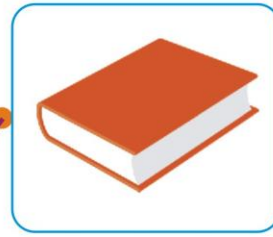
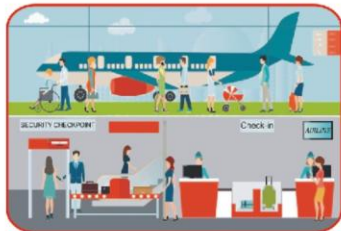
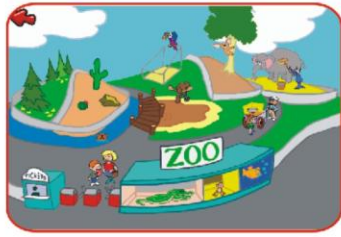
1. From which place you can borrow books and magazines for your reference?

Ans: From library, we can borrow books and magazines for our reference.

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 66:

Match the following.



9. Holy Places

ALL IN ONE – LKG Course Book - Term-3 – Page (67 – 68)

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

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

Teaching Methods:

By pointing to each picture on page-67, teach the name of each holy places and discuss about it.

For example:

Pointing to the temple, say, “this is a temple”. Hindus pray in the temple.

Pointing to the church, say, “this is a church”. Christians pray in the church.

Pointing to the mosque, say, “this is a mosque”. Muslims pray in the mosque.

Pointing to the vihar, say, “this is a vihar”. Buddhists pray in the vihar.

Pointing to the mandir, say, “this is a mandir”. Jains pray in the mandir.

Pointing to the Gurudwara, say, “this is a Gurudwara”. Sikhs pray in the gurudwara.

You can show flash cards, chart while teaching to the students.

Test: By pointing to a particular picture on page-67, you can ask questions about the name of the holy place.

What is this? (By pointing to the image on page-67)

What is this? (By pointing to a holy place in a chart)

Where do Hindus pray?

Where do Christians pray?

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

Interactive Section

ALL IN ONE – LKG Course Book - Term-3 – Page 68:

1. Where do the Muslims pray?

Ans: Muslims pray in Mosque.

2. Who prays in the Gurudwara?

Ans: Sikhs pray in the Gurudwara.

3. Where do the Hindus pray?

Ans: Hindus pray in the Temple.

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 68:

A) Write the first letter of the following.



Temple



Church

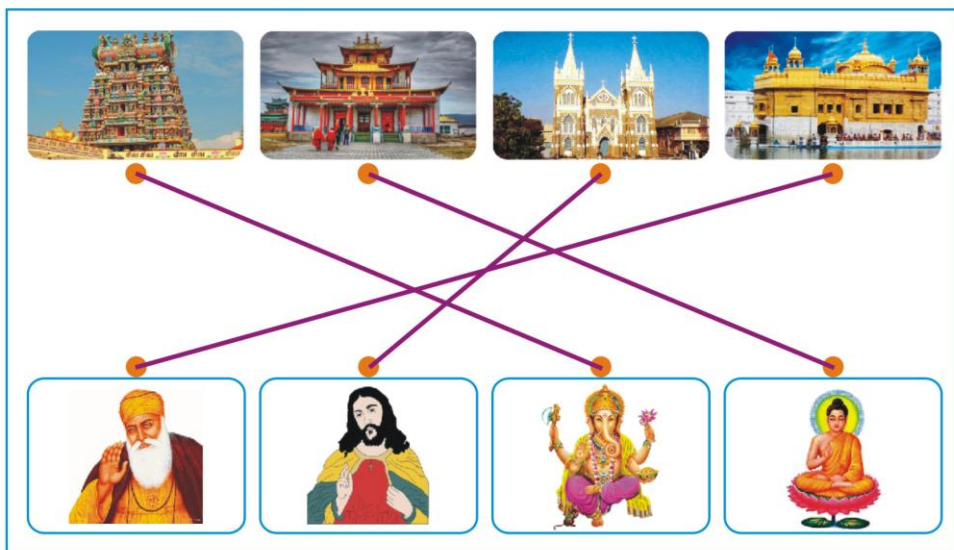


Mosque



Gurudwara

B) Match the following.



10. Good Manners (Social)

ALL IN ONE – LKG Course Book - Term-3 – Page 69

Objective of the Chapter: In this chapter students will learn good manners and behavior in practical life.

Teaching Aids: Multimedia or voice recordings.

Teaching Methods: Good manners is the most important aspect of personality. A good person must pose good manners. And it must be learned well.

By pointing to each picture on page-69, teach the good manners one by one. For example

I always respect my parents, teachers and elders. By pointing to the first picture in the first row.

I always help my parents and grandparents at home. By pointing to the second picture in the first row.

I welcome the guests in a well manner. By pointing to the third picture in the first row.

I respect to our national flag. By pointing to the first picture in the second row.

I walk on the footpath. By pointing to the second picture in the second row.

I eat food happily what my mother serves. By pointing to the third picture in the second row.

I offer place to elders to sit. By pointing to the first picture in the third row.

I play with my friends without any quarrel. By pointing to the second picture in the third row.

I ask permission of the teacher when I want to say something. By pointing to the third picture in the third row.

Similar type of other good manners, you can teach also.

Test: You can ask questions to the students, like:

Do you offer sit to elders?

Do you quarrel with your friends while playing?

Do you eat happily what your mother serves?

Similar type of questions can be asked to the student to test their understanding skill.

Interactive Section

ALL IN ONE – LKG Course Book - Term-3 – Page 69:

1. Do you help your parents?

Ans: Yes, we help our parents.

2. Should we quarrel with our friends?

Ans: We should not quarrel with our friends.

11. Musical Instruments

ALL IN ONE – LKG Course Book - Term-3 – Page (70 – 71)

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

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

Teaching Methods: Teach the students, the name of each musical instrument by pointing to pictures in page-56, example:

By pointing to the drum picture in page-70, you can say, this is a drum.

By pointing to the tabla picture in page-70, you can say, this is a tabla.

By pointing to the harmonium, picture in page-70, you can say, this is a harmonium.

By pointing to the mouth organ picture in page-70, you can say, this is a mouth organ.

By pointing to the dhamar picture in page-70, you can say, this is a dhamar.

By pointing to the sax-o-phone picture in page-70, you can say, this is a sax-o-phone.

By pointing to the veena picture in page-70, you can say, this is a veena.

By pointing to the sitara picture in page-70, you can say, this is a sitara.

By pointing to the ektara picture in page-70, you can say, this is an ektara.

By pointing to the violin picture in page-70, you can say, this is a violin.

By pointing to the guitar picture in page-70, you can say, this is a guitar.

By pointing to the flute picture in page-70, you can say, this is a flute.

By pointing to the trumpet picture in page-70, you can say, this is a trumpet.

By pointing to the shehnai picture in page-70, you can say, this is a shehnai.

You can teach the name of musical instruments by showing flash cards also.

Test: By pointing to a particular picture on page-70, you can ask its name.

What is this? (By showing a flash card of a musical instrument)

What is this? (By pointing to the image of a musical instrument in a chart)

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

Interactive Section

ALL IN ONE – LKG Course Book - Term-3 – Page 71:

1. Which musical instrument we play by blowing in mouth?

Ans: The musical instrument we play by blowing in mouth is mouth organ.

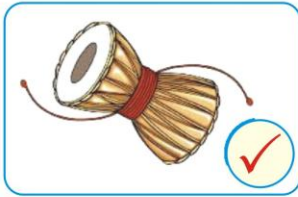
2. Tell the name of any one musical instrument with strings.

Ans: Violin

ANSWER

ALL IN ONE – LKG Course Book - Term-3 – Page 71:

A) Tick (✓) the musical instruments and cross (✗) the others.



B) Write the first letter of the following.



RHYMES

1. One, Two, Buckle my shoe

ALL IN ONE – LKG Course Book - Term-3 - Page 73

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

2. Chubby Cheeks

ALL IN ONE – LKG Course Book - Term-3 - Page 73

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

3. Engine Engine Number Nine

ALL IN ONE – LKG Course Book - Term-3 - Page 74

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

4. Rain, Rain, Go away..

ALL IN ONE – LKG Course Book - Term-3 - Page 74

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

5. Red Light, Red Light

ALL IN ONE – LKG Course Book - Term-3 - Page 75

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

6. Dip Dip Dip

ALL IN ONE – LKG Course Book - Term-3 - Page 75

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

STORIES

1. Lion and Rat

ALL IN ONE – LKG Course Book - Term-3 - 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,
One day who went to the lion's den?
Did the lion let the mouse to go?
Who trapped the lion?
Who cut the net into pieces and freed the lion?
What is the moral of the story?

2. The Monkey and the Cats

ALL IN ONE – LKG Course Book - Term-3 - 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.

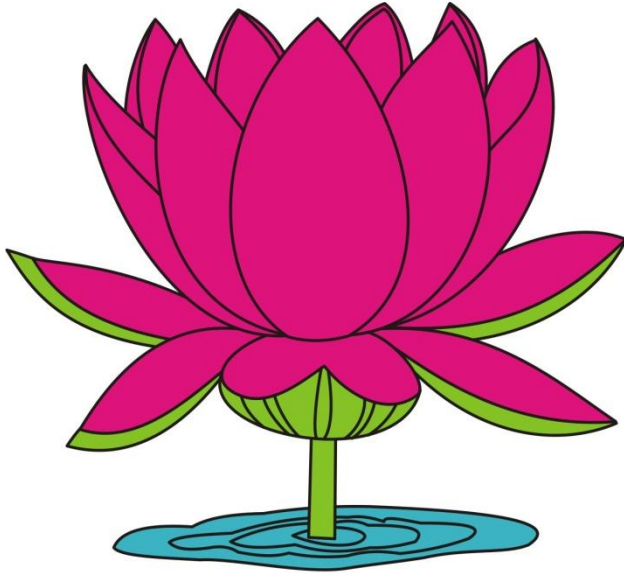
Teaching Methods: Say the story line by line with proper action and suitable face expression. You can have multimedia like video files, to create interest. And encourage the student to learn the story.

Test: You can ask the students some questions related to the story. Like,
Who came to share the cake with two cats?
Did the monkey help the cats to share the cake?
Who ate the whole cake?
What is the moral of the story?

COLOURING

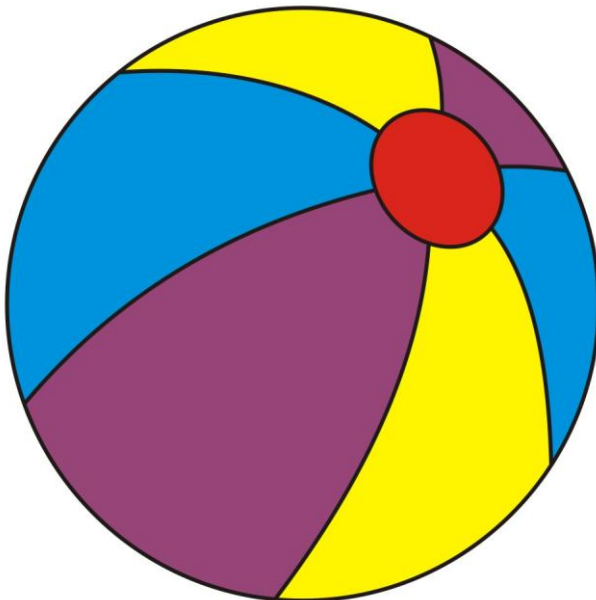
Course Book Term-3 Page 78:

Colour the lotus using the colours given.



This is coloured using
crayon or colour pencil

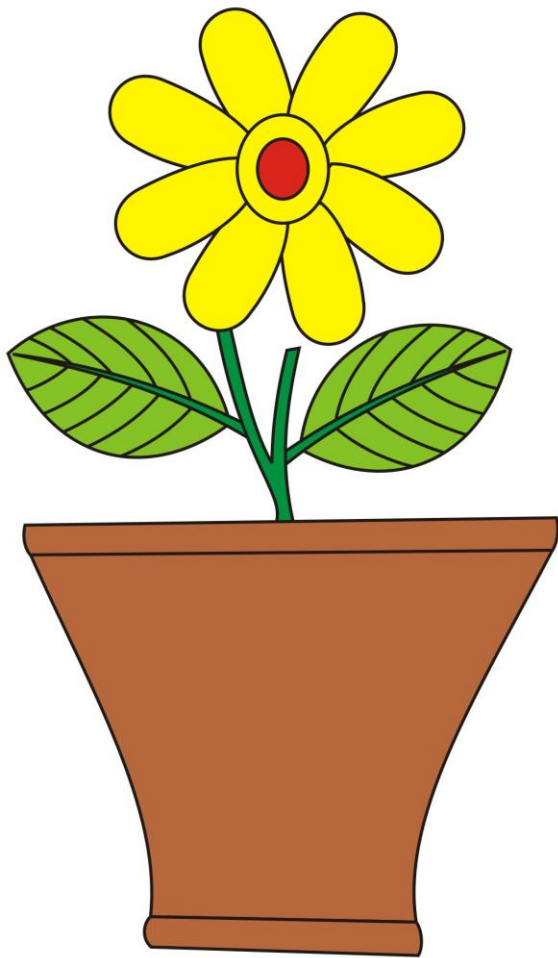
Colour the ball using the colours given.



This is coloured using
crayon or colour pencil

Course Book Term-3 Page 79:

Colour the plant pot using the colours given.



This is coloured using
crayon or colour pencil

Course Book Term-3 Page 80:

Colour the flag using the colours given.



This is coloured using
crayon or colour pencil

Colour the lamp using the colours given.



This is coloured using
crayon or colour pencil