

TEACHERS

Manual

Global Kids

UKG

Term-1

CONTENT

S.No.	ENGLISH	Pg.No.
1	Alphabet	3
2	Vowels and Consonants	4
3	Short 'a', 'e', 'i', 'o', 'u' Sound	6
4	Use of 'A' and 'AN'	7
5	One and More than One	8
6	This and That	10
7	These and Those	11
8	Conversational Skills	12
	MATHEMATICS	
1	Recall Numbers 1 to 10	14
2	Recall Numbers 1 to 100	16
3	Concept of Zero	18
4	The Number Line	19
5	Smallest and Biggest	21
6	Before, Between and After	22
7	Number Names (11 to 30)	24
8	Numbers from 101 to 200	25
9	Ascending and Descending Order	25
10	Comparison of Numbers	26
11	Ordinal Numbers	28
12	Numbers from 201 to 300	29

S.No.	ENGLISH	Pg.No.
	EVS	
1	My Family	30
2	Body Parts	31
3	Uses of My Body	32
4	Sense Organs	32
5	Health Care	34
6	My House	35
7	My School	37
8	Things Around Us	38
9	People Who Help Us	39
	RHYMES	
1	After a Bath	41
2	Ding Dong Bell	41
3	Hot Cross Bun	41
4	Two Little Dicky Birds	42
5	Cobbler, Cobbler	42
6	Raise Your Hands	42
	STORIES	
1	The Cap Seller and the Monkey	43
2	The Ant and the Grasshopper	43
	COLOURING	
1	Ice-Cream	44
2	Pineapple, Candy	44
3	Fruit Basket	45

ENGLISH

1. Alphabet

ALL IN ONE – UKG Course Book - Term-1 - Page (5 - 9)

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

1. Revision of Capital Letters
2. Revision of Small Letters

Teaching Aids: Collect pictures of Apple, Axe, Ball, Bat, Car, Cat, Duck, Dog, Egg, Elephant, Fish, Fan, Grapes, Goat, Hat, Hen, Ink, Ice cream, Jug, Jeep, Keys, Kite, Lamp, Lion, Mango, Mug, Next, Net, Ox, Orange, Pineapple, Parrot, Queue, Queen, Rose, Ring, Sun, Soap, Table, Tiger, Umbrella, Uniform, Van, Vase, Whale, Watch, X mass tree, X ray, Yam, Yak, Zebra, Zip.

Teaching Methods: The English Alphabet has 26 letters.

Recap of letters '**A – Z**' and '**a – z**' **Course Book Term-1 Page no 5.**

Recap the letters through the course book and encourage students to read aloud the names of the pictures that begin with each letter.

Teach all the letters of alphabet one by one by writing on the blackboard. Teach both Capital letters and small letters as they appear in the book page-5. Do not teach all the letters in one day. Encourage students to write the same on the slate.

You can display charts or flash cards.

By pointing to the apple, you can say "A for apple"

By pointing to the axe, you can say "A for axe"

By pointing to the ball, you can say "B for ball" and etc. upto the letter Z.

Test: Make an oral test of each student by asking "Tell from A to Z". And make writing test of each student "write A to Z and a to z on blackboard" or on their notebook.

Question Sample:

Ask the students to complete the sentence.

A for _____

B for _____ and etc.

Student should tell A for Apple. And B for Ball and etc.

You can ask the spelling of simple words. For example

Tell the spelling of apple

Tell the spelling of rose and etc.

Interactive Section

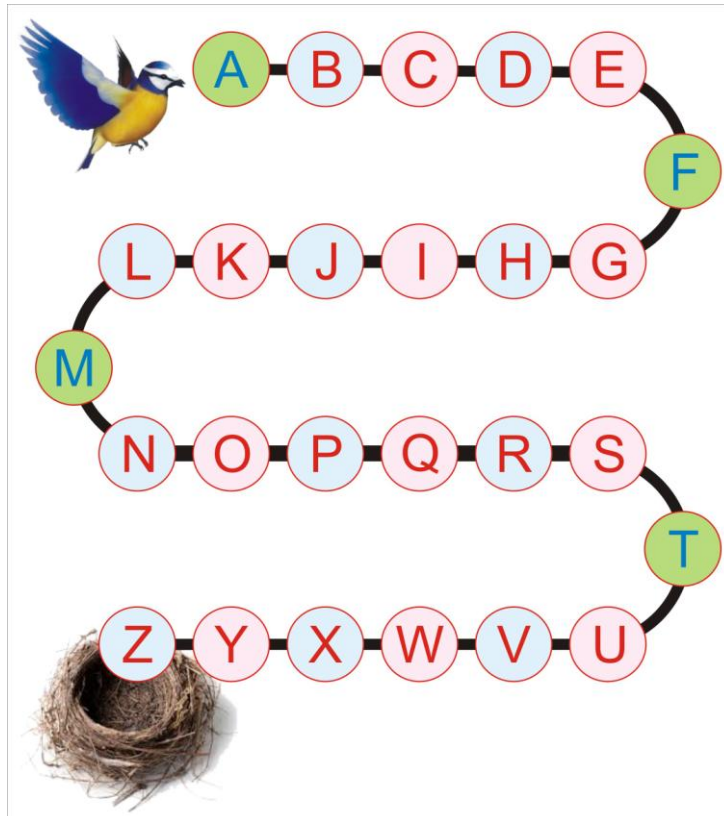
Course Book Term-1 Page 8:

1. What is the first letter of the English alphabet? **Ans: A**
2. What is the last letter of the English alphabet? **Ans: Z**

ANSWERS

Course Book Term-1 Page 9:

Fill from A to Z in the alphabet chain.



2. Vowels and Consonants

ALL IN ONE – UKG Course Book - Term-1 - Page (10 - 11)

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

1. Vowels
2. And Consonants

Teaching Aids: Flash cards of alphabet, Alphabet Chart and etc.

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

Teach the vowels (in page-10) and encourage the students to remember the vowels. You can call five students and name them with different vowels.

You can teach the student by showing flash cards of vowels.

Test: Show flash a flash card of an alphabet and ask whether it is a vowel or not. And you can also write an alphabet on the board and ask the students whether it is a vowel or consonant.

Question Sample:

What is this – Vowel or Consonant (by showing an alphabet flash card)

What is this – Vowel or Consonant (by pointing to an alphabet on the chart)

What is this – Vowel or Consonant (by pointing to an alphabet on the board)

Interactive Section

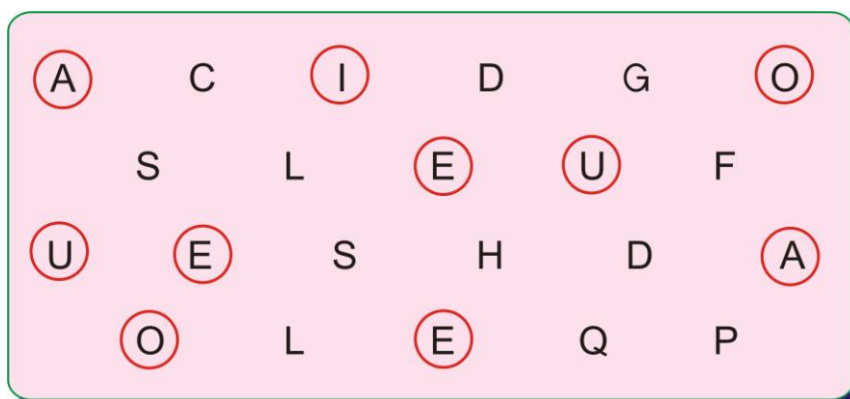
Course Book Term-1 Page 11:

1. Is 'a' a vowel? **Ans:** Yes
2. Is 'f' a vowel? **Ans:** No
2. What are the vowel? **Ans:** a, e, i, o, u are vowels.

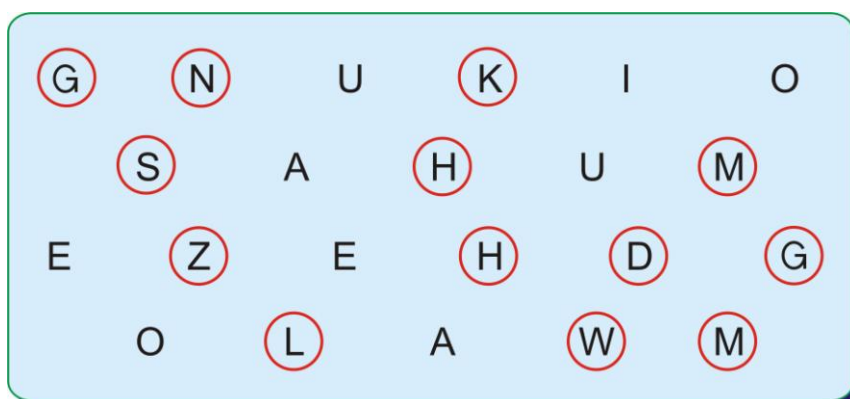
ANSWERS

Course Book Term-1 Page 11:

Circle the vowels.



Circle the consonants.



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

ALL IN ONE – UKG Course Book - Term-1 - Page (12 - 14)

Objective of the Chapter: In this chapter students will learn about vowel sounds for a, e, i, o, 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 of page-12, 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. And you teach the proper phonic of the words and let them to repeat after you.

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.

Question Sample:

Read aloud (by showing word - flash card)

Read aloud (by pointing to a word on the board)

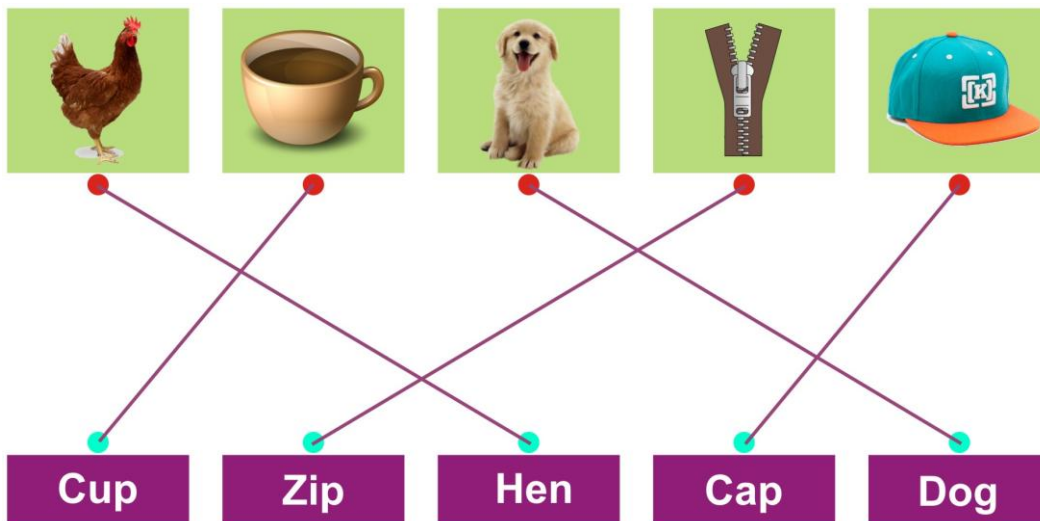
Read aloud (by pointing to a word on the chart)

Tell the name (by showing image - flash card, select suitable image that matches)

ANSWERS

Course Book Term-1 Page 14:

Match the following.



4. Use of 'A' and 'An'

ALL IN ONE – UKG Course Book - Term-1 - Page (15 - 17)

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.

Write all the vowels (i.e. a, e, i, o & u) on the blackboard and teach the students to memorize the vowels. There are 5 vowels in English alphabet. And teach them that 'A' is used before nouns that begin with a consonant and 'An' is used before nouns that begin with a vowel. For example: That is a boy. This is an apple. Etc.

Pointing to each picture in page-15, you can say, "a bag", "a cat", "a dog" ... and etc. and teach the students that, here the words: bag, cat, dog ... etc. start with a consonant, so, before the words "a" is used.

Pointing to each picture in page-16, you can say, "an apple", "an egg", "an inkpot", and etc. and teach the students that, here the words: apple, egg, inkpot, ... etc. start with a vowel, so, before the words "an" is used.

Test: Test the students understanding skill by showing a flash card and asking whether it is a consonant or vowel. Charts also can be used or teacher can write any letter on the blackboard and ask the student whether the letter is vowel or consonant. And teacher can write a word on the board and ask the students whether the word starting with a vowel or a consonant.

Teacher can write some fill in the blanks type questions on the board like the given to check the students understanding of 'a' and 'an'.

Question Sample:

What is this – Vowel or Consonant (by showing a flash card of 'C')

What is this – Vowel or Consonant (by pointing to a letter on the chart)

What is this – Vowel or Consonant (by pointing to a letter on the board)

Fill in the blanks using 'a' or 'an'

This is cat.

That is orange.

Interactive Section

Course Book Term-1 Page 17:

1. What should you say? "A day" or "An day"

Ans: A day

2. What should you say? "A elephant" or "An elephant"

Ans: An elephant

ANSWERS

Course Book Term-1 Page 17:

A. Fill in the blanks with 'a' or 'an'.

		
1. <u>A</u> cat.	2. <u>An</u> orange.	3. <u>A</u> dog.
		
4. <u>A</u> bat	5. <u>An</u> umbrella.	6. <u>A</u> van

B. Put a tick (✓) mark for the correct and cross (✗) for the wrong.

1. A egg	☐	5. A owl	☐
2. A cat	☒	6. An engine	☒
3. An axe	☒	7. An pen	☐
4. A car	☒	8. An tree	☐

5. One and More Than One

ALL IN ONE – UKG Course Book - Term-1 - Page (18 - 19)

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 to 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 dog is dog + s → dogs

The plural of cat is cat + s → cats

You can give examples from book page-18.

By pointing to the one dog, you can say, “dog”

By pointing to four dogs, you can say, “dogs”

By pointing to the one flower, you can say, “flower”

By pointing to the three flowers, you can say, “flowers”

By pointing to the one bag, you can say, “bag”

By pointing to the four bags, you can say, “bags” and etc.

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.

Question Sample:

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 understand well.

Interactive Section

Course Book Term-1 Page 18:

1. Tell the singular form of cows. **Ans:** cow
2. Tell the plural form of pen. **Ans:** pens
3. Tell the plural of cat. **Ans:** cats

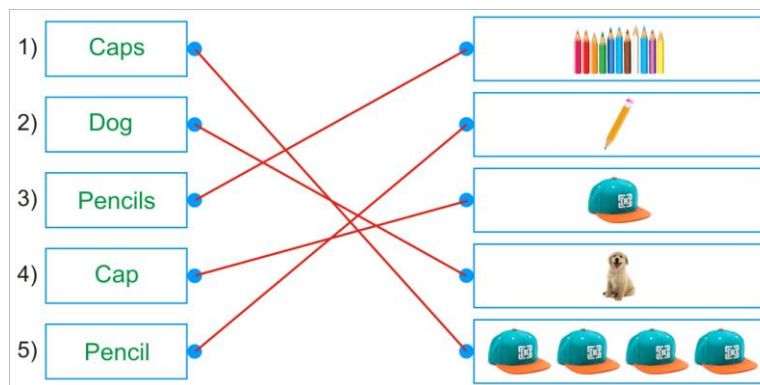
ANSWERS

Course Book Term-1 Page 19:

Write the plural of the following.

1)	Umbrella	Umbrellas	
2)	Duck	Ducks	
3)	Dog	Dogs	
4)	Ring	Rings	
5)	Plant	Plants	

Match the following.



6. This and That

ALL IN ONE – UKG Course Book - Term-1 - Page (20 - 21)

Objective of the Chapter: In this chapter students will learn about use of this and use of that.

Teaching Aids: Flash cards of this and that, chart of this and that, some toys, books, pens and pencils, duster etc.

Teaching Methods: We use 'this' to point at a thing or a person which is near. We use 'that' to point at a thing or a person which is far.

Introduce this concept by pointing very close to an object and pointing from far distance to an object. And explain the concept. By holding a chalk piece say this is a chalk piece. And by holding a duster say this is a duster. Similarly, pointing to an object far away from you for pointing to a fan say that is a fan, by pointing to a dustbin say that is a dustbin. Mostly try to use objects available in the classroom. And ask each student to say something by using 'this' and 'that'.

By pointing to each picture in the book, page-20, you can also teach the concept.

By pointing to the picture "girl pointing to a ball", you can say, "this is a ball". Because, the ball is very close to the girl.

By pointing to the picture "boy pointing to a bat", you can say, "that is a bat", because the bat is far from the boy. And etc.

Test: Taste the students understanding skill by asking questions like 'what is this' or 'what is that'.

Question Sample:

What is this? (by holding a book)

What is that? (by pointing to the window)

Interactive Section

Course Book Term-1 Page 21:

1. What should we use for a thing near us (this or that)?

Ans: This

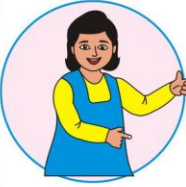
2. What should we use for a thing far away from us (this or that)

Ans: That

ANSWERS

Course Book Term-1 Page 21:

Fill in the blanks with 'This' or 'That'.

1) Example: <u> This </u> is a cat. <u> That </u> is a dog.		
2) <u> That </u> is a parrot. <u> This </u> is a pigeon.		
3) <u> That </u> is a tiger. <u> This </u> is a zebra.		
4) <u> That </u> is a mango tree. <u> This </u> is a banana plant.		
5) <u> This </u> is a pot. <u> That </u> is a book.		

7. These and Those

ALL IN ONE – UKG Course Book - Term-1 - Page (22 - 23)

Objective of the Chapter: In this chapter students will learn about use of these and those.

Teaching Aids: Flash cards of these and those, chart of these and those, some toys, books, pens and pencils, dusters etc.

Teaching Methods: We use 'these' for the near objects. We use 'those' for the far objects.

Introduce this concept by pointing very close to a group of objects and pointing from far distance to a group of objects. And explain the concept. By holding some chalk piece, you can say, "these are chalk pieces". And by holding some pens, you can say, "these are pens".

Similarly, pointing to a group of books far away from you, say, “those are books”, by pointing to a group of balls, say, “those are balls”. Mostly, try to use objects available in the classroom. And ask each student to say something by using ‘these’ and ‘those’.

By pointing to each picture in the book, page-22, you can also teach the concept.

By pointing to the picture “girl pointing to flower”, you can say, “these are flowers”. Because, the flowers are very close to the girl.

By pointing to the picture “boy pointing to apples”, you can say, “those are apples”. Because, the apples are far away from the boy. And etc.

Test: Taste the students understanding skill by asking questions like ‘what are these?’ or ‘what are those?’

Question Sample:

What are these? (by holding three books)

What are those? (by pointing to the flowers)

ANSWERS

Course Book Term-1 Page 21:

Fill in the blanks with 'These' or 'Those'.

1)	Example: <u>These</u> are bees. <u>Those</u> are caps.	
2)	<u>These</u> are books. <u>Those</u> are eggs.	
3)	<u>These</u> are vegetables. <u>Those</u> are animals.	
4)	<u>These</u> are balls. <u>Those</u> are capsicums.	
5)	<u>These</u> are carrots. <u>Those</u> are balloons.	

8. Conversational Skills

ALL IN ONE – UKG Course Book - Term-1 - Page (24)

Objective of the Chapter: In this chapter students will learn about, Inviting Someone.

Introduction: Conversation is the most important aspect in our daily life. And as an early learner each student should learn how to invite guest and friends in their day to day life and it is highly important when we need to invite for some party, function etc. And teacher should teach various ways of inviting guests.

Teaching Aids: Display Videos containing inviting someone. Teacher can use audio recordings also.

Teaching Methods: Teach the students the following

- i) inviting guest
- ii) inviting for a party or function
- iii) offering chair or mat to sit
- iv) offering water and etc

Test: Arrange action plays in this play one student will act like a guest and other student will act like a host. The guest visits the hosts house and the conversation begins.

Student1 (Host) : Good morning friend. (you can use name)

Student2 (Guest) : Good morning. (you can use name)

Student1 (Host) : Please, come in.

Student2 (Guest) : Comes inside.

Student1 (Host) : You can sit (pointing to sofa or chair)

Student2 (Guest) : Sits on the chair

Student1 (Host) : Do you need, water.

Student2 (Guest) : No, thanks

.....

.....

By using the above kind of action plays student can learn and you can also test their communication skills.

Question Sample:

What do you say when somebody helps you? (Thank you or Sorry)

What do you say when you want to get somebody's attention? (Bye or Excuse me)

MATHEMATICS

1. Recall Numbers 1 to 10

ALL IN ONE – UKG Course Book - Term-1 - Page (26 - 27)

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

1. Recall 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 learn numbers from 1 to 10 in these chapters. Introduce numbers from 1 to 10 freshly. Because some students might have not studied LKG or from some other place/school.

Write the numbers 1 to 10 on the board. By pointing to each number, read the number and let the students repeat after you.

And write the number names on the board to the right of the respective number on the board. And read each number name with spelling and let the student repeat after you.

By pointing to 1 from book, page-26, you can say, “one”, and pointing to the flower, you can say, “one flower”.

By pointing to 2 from book, page-26, you can say, “two”, and pointing to the two mangoes, you can say, “two mangoes”.

.....

.....

By pointing to 10 from book, page-26, you can say, “ten”, and pointing to the ten balloons, you can say, “ten balloons”.

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. Write the number on the board. And show the pictures in the course book and relate them with the value of the number. Give many examples for better understanding. Emphasize on the value of the number.

Test:

- **Test using Sticks:**

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

Question Sample 1: How many sticks (by showing 3 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.

- **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 4 fingers)

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

Question Sample:

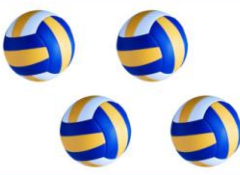
Call a student and say write number 5 on blackboard.

Call a student and say write the spelling of number seven.

ANSWERS

Course Book Term-1 Page 21:

I. Count and circle the correct number. The first one is done for you.

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

II. Count the fingers and write both the number and number name.

1	One		6	Six	
2	Two		7	Seven	
3	Three		8	Eight	
4	Four		9	Nine	
5	Five		10	Ten	

2. Recall Numbers 1 to 100

ALL IN ONE – UKG Course Book - Term-1 - Page (28 - 29)

Objective of the Chapter: In this chapter students will learn numbers 1 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. Let us learn numbers from 1 to 100 in this chapter. Introduce numbers from 1 to 100 freshly. Because some students might have not studied LKG or from some other place/school.

Teach the concept (page-28) of numbers step by step. First teach the numbers 1 to 10, then teach next 10 numbers (i.e. 11 to 20). Similarly teach 10 numbers each time. Do not teach at a time 1 to 100. 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.

Test: Taste the students understanding skill writing the number on the blackboard and ask the students, what is this? And telling a number to each student and tell them to write on the blackboard. Number flash cards can be used to test students.

Question Sample:

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.

Interactive Section

Course Book Term-1 Page 28:

1. How many ears do you have? **Ans: 2**
2. Count and say how many fingers do you have in your right hand? **Ans: 5**

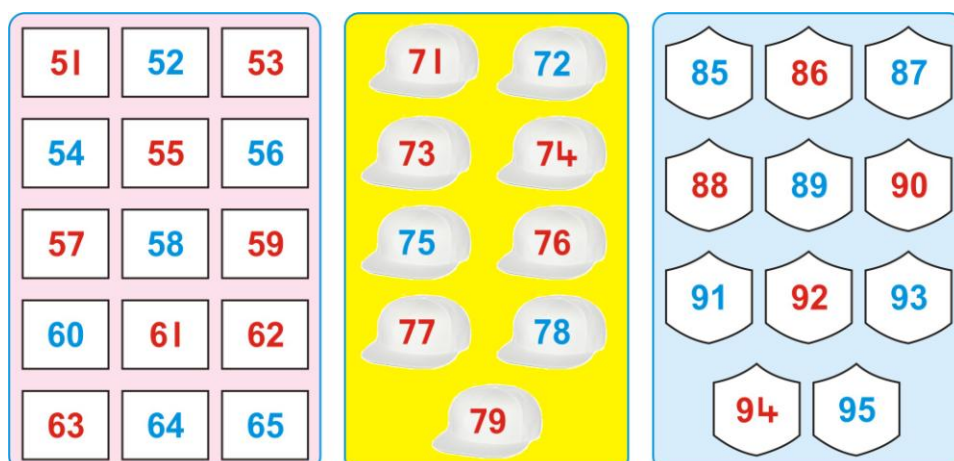
ANSWERS

Course Book Term-1 Page 29:

A. Fill the missing numbers upto 50.



B. Fill the missing numbers.



3. Concept of Zero

ALL IN ONE – UKG Course Book - Term-1 - Page (30 - 31)

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

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

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

You can teach the concept of zero by showing the pictures of page-30,

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

Give 2 chalk pieces to a student and take back 2 chalk pieces from him. And ask to student how many chalk pieces remained with you?

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

Test: Taste the students understanding skill by asking many questions.

Question Sample:

Raju have 3 chocolates, He gave 3 chocolates to his sister. How many chocolates remained with Raju?

Rani has 2 bananas. She ate the 2 bananas. How many bananas remained with Rani?

Interactive Section

Course Book Term-1 Page 31:

1. I had five pens, from that I gave five pens to Hari. How many pens do I have now?

Ans: 0

2. Three birds were sitting on a tree. Three birds flew away. How many birds remained on the tree?

Ans: 0

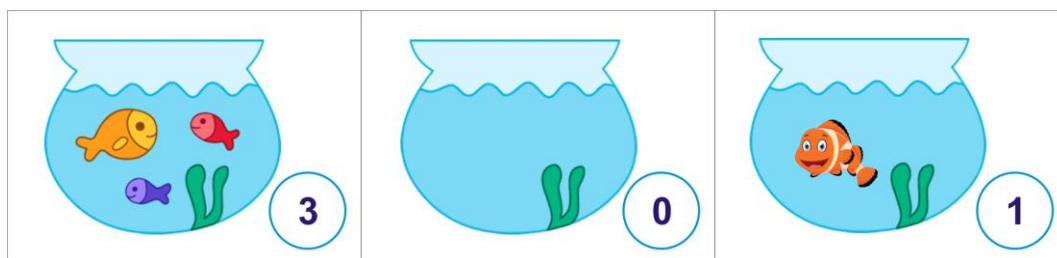
ANSWERS

Course Book Term-1 Page 31:

A. Count the number of flowers and write in the circle.



B. Count the number of fishes and write in the circle.



C. Count the number of eggs and write in the circle.



4. The Number Line

ALL IN ONE – UKG Course Book - Term-1 - Page (32 - 33)

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

Teaching Aids: Number line flash card, Number line chart

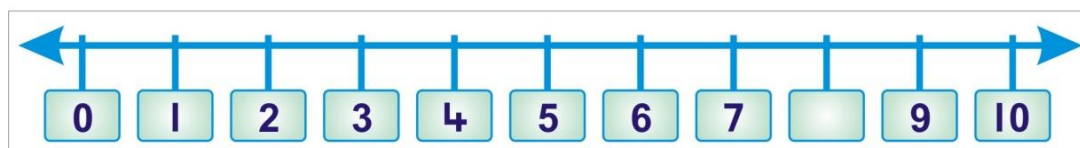
Teaching Methods: Number line is just like a measuring scale with numbers. It is very interesting to learn numbers using number line. You can represent numbers on the number line. You can compare numbers and you can add and subtract.

Draw a number line (see page-32) on the blackboard. (at least upto 10) and explain it. And teach them that the number increases when you move forward (towards right). Similarly, when you move backward (towards left) the number decreases.

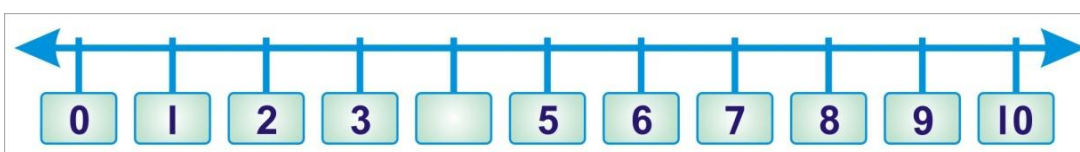
Test: Draw a number line on blackboard with some empty boxes, and ask the students to fill the empty boxes. You just ask the numbers by pointing to the empty box. Repeat the above for some more times.

Question Sample:

1. Fill the empty box.



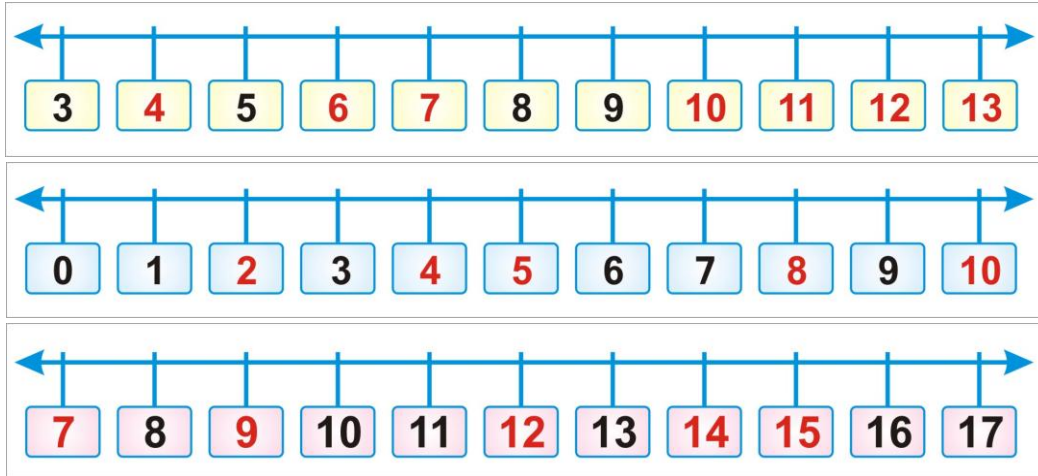
2. Tell the number for the empty box.



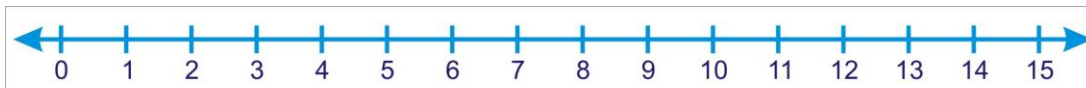
ANSWERS

Course Book Term-1 Page 32:

Write the missing numbers on the number line.



Look at this number line and read the numbers on it. Now write numbers 0 to 15 in forward order and then in backward order.



Numbers in
Forward order

0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

Numbers in
Backward order

15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0



5. Smallest and Biggest

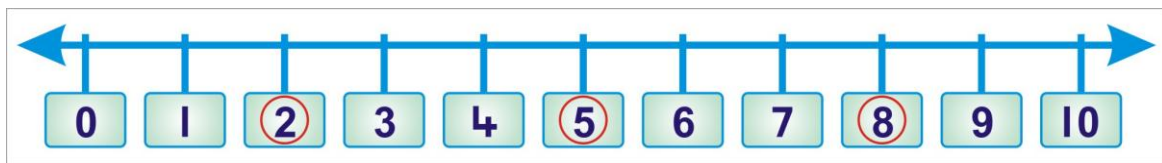
ALL IN ONE – UKG Course Book - Term-1 - Page (34 - 35)

Objective of the Chapter: In this chapter students will learn about Smallest and Biggest.

Teaching Aids: Number line flash card, Drawing number line on blackboard etc.

Teaching Methods: To find which number is big, we should learn to compare the numbers. Here the number line gives support to compare numbers. Using number line we can compare numbers.

Draw the number line on the blackboard. Here we are going to compare three numbers and we have to find the biggest and smallest number. The three numbers are 2, 5, 8.



First circle the given numbers on the number line.

Among these 3 numbers, 2 comes before all other numbers. So 2 is the smallest number and 8 comes after all the other numbers, so 8 is the biggest number.

You can teach the concept smallest and biggest using the example in page-34. And similar type of more examples can be taught to students to understand well.

Test: Write 3 numbers on the blackboard and draw a number line on blackboard, and ask each student to come and find out the smallest and greatest number.

Question Sample:

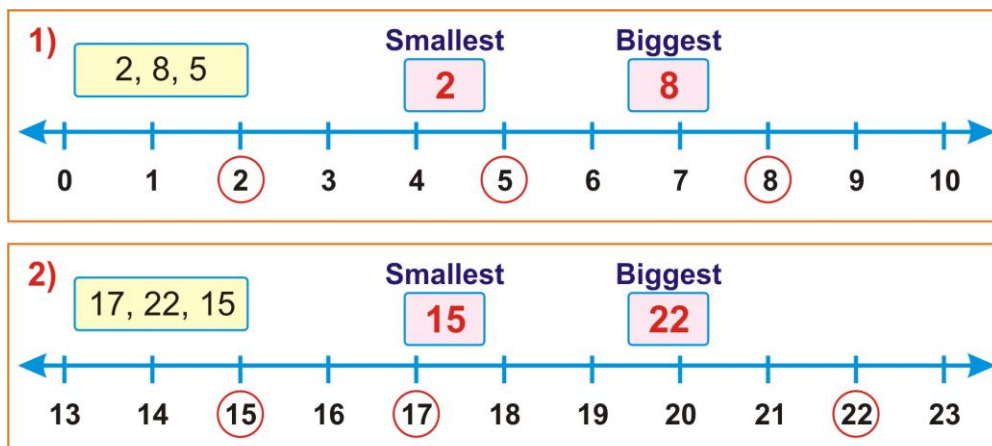
Find the smallest and greatest of 13, 16, 19.

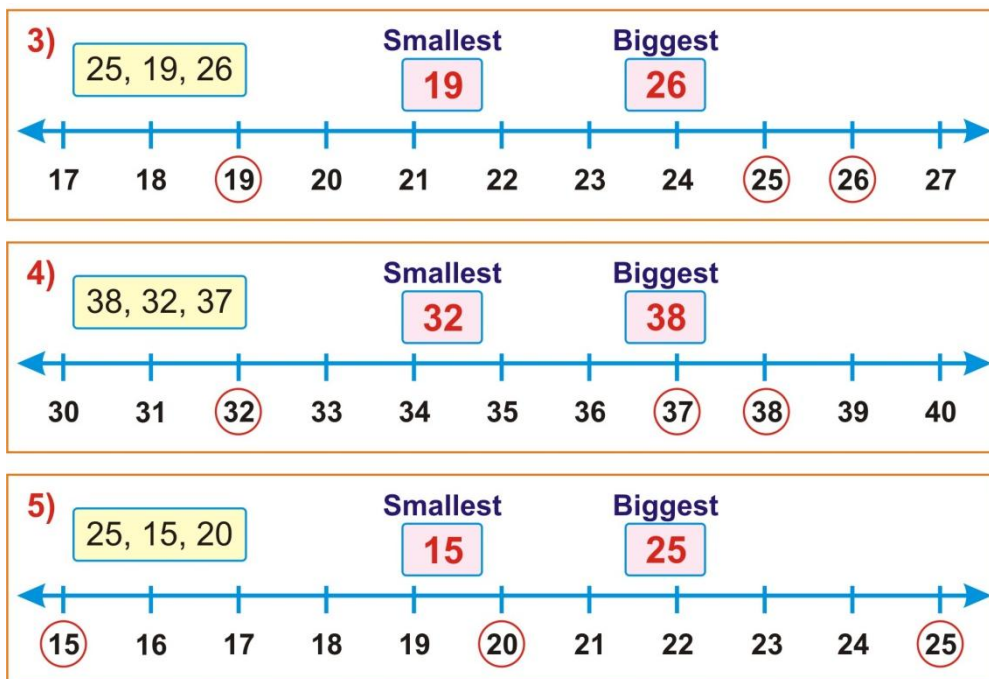
Find the smallest and greatest of 21, 24, 27.

ANSWERS

Course Book Term-1 Page 35:

A. Find the smallest and biggest number.





6. Before – Between - After

ALL IN ONE – UKG Course Book - Term-1 - Page (36 - 37)

Objective of the Chapter: In this chapter students will learn about Before, Between and After.

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

Teaching Methods: Sometimes it is necessary to find the preceding number and the following number, and the number between two numbers. When three things are in sequence then the thing which is between the first and third is the between number.

Before: 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 call 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 36, you can explain. You can also use flash cards or charts to explain the same thing.

After: 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 1, 2, and 3 on the blackboard and explain the same concept. By seeing the pictures of Course book Page 36, you can explain. You can also use flash cards or charts to explain the same thing.

Between: 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 the rectangle. Similarly you can call 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 36, you can explain. You can also use flash cards or charts to explain the same thing.

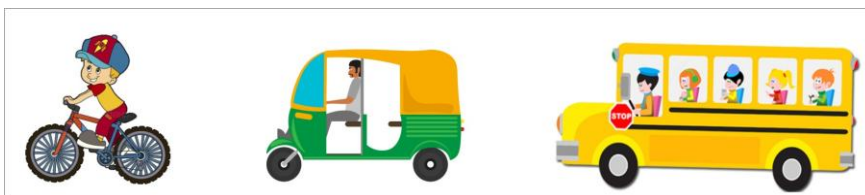
Test: Taste the students understanding skill by calling each student one by one and explaining with many examples.

Question Sample:

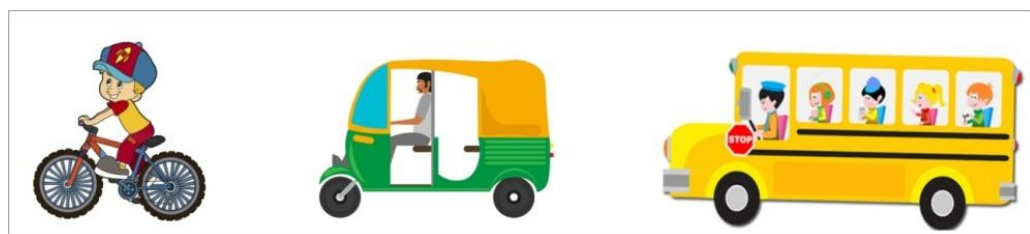
Where is the dog?



Where is the bicycle?



Where is the bus?



ANSWERS

Course Book Term-1 Page 37:

A. Colour the flower 'before' the leaf in **red** and the flower 'after' the leaf in **yellow**.



B. Write the number that comes before, between and after.

Before	Between	After
2 3	8 9 10	8 9
14 15	15 16 17	2 3
12 13	7 8 9	4 5
10 11	3 4 5	10 11
19 20	18 19 20	16 17
8 9	11 12 13	15 16

7. Number Names 11 to 30

ALL IN ONE – UKG Course Book - Term-1 - Page (38 - 39)

Objective of the Chapter: In this chapter students will learn about the spelling of numbers from 11 to 30.

Teaching Aids: Flash card, Chart, Multimedia

Teaching Methods: In our day to day life in many places we find numbers written in the form of text. Even in mathematics and arithmetic it is highly prevalent. So students must learn the spelling of numbers.

Write each number on the board and write its spelling on its right side. Continue this from 11 to 20. After teaching the spelling from 11 to 20, next teach 21 to 30. You say the spelling of each number and allow the students to repeat. Only after successful teaching upto 20, be sure students learned it. Then start to teach spelling from 21 to 30. You can show flash cards of spellings, and charts of spelling to students. And ask them to read the spelling aloud.

Similarly, you can call a student. Tell him to read the spelling of number names from page-31 & page-39 and let the students repeat after him.

Test: Write a number between 11 to 30, and ask the spelling to each student. Showing flash card or chart you can ask student.

Question Sample:

What is the spelling of 13? (orally)

What is the spelling of 15? (showing flash card)

What is the spelling of 24? (showing chart)

8. Numbers from 101 to 200

ALL IN ONE – UKG Course Book - Term-1 - Page 40

Objective of the Chapter: This chapter students will learn about numbers from 101 to 200.

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 100. Here we will learn numbers from 101 to 200.

Teach the students numbers 101 to 200. You can write the numbers on blackboard also. If available you can use charts/multimedia also to display. And by showing from flash cards you can teach the same concept.

You can also teach the numbers from page-40.

Test: Write a number from 101 to 200 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)

Interactive Section

Course Book Term-1 Page 40:

1. Which number comes after 103? **Ans:** 104

2. Which number comes after 198? **Ans:** 199

9. Ascending and Descending Order

ALL IN ONE – UKG Course Book - Term-1 - Page 41

Objective of the Chapter: In this chapter students will learn about Ascending and Descending order.

Teaching Aids: Use flash card and blackboard, students roll numberwise.

Teaching Methods: When we count numbers generally we use numbers in ascending orders. Similarly sometimes we say numbers in countdown sequence, for example in quiz completion etc where time remaining important we use numbers in descending orders like 5 seconds remaining, 4 seconds remaining, 3 seconds remaining etc.

Teach the concept by using blackboard, write numbers from 1 to 10 to teach numbers in ascending order. You can use chart also for this. You can also use flash cards and show numbers one by one from 1 to 10 in ascending order. You can call 10 students from roll number 1 to 10 and tell them to stand in a queue in ascending order. Similarly you can teach descending order. Write numbers from 10 to 1 to teach number in descending order. You can use chart or flash cards for this.

Test: Ask the students to tell numbers from 1 to 10 (in ascending order). Similarly, ask the students tell the numbers from 10 to 1 (in descending order).

Question Sample:

Tell numbers from 1 to 10 in ascending order.

Tell numbers from 10 to 1 in descending order.

ANSWERS

Course Book Term-1 Page 41:

1. Write the numbers from 1 to 10 in ascending order.

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

2. Write the number from 10 to 1 in descending order.

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

10. Comparison of numbers

ALL IN ONE – UKG Course Book - Term-1 - Page (42 - 44)

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

Teaching Aids: Number Flash cards, Number Chart and etc.

Teaching Methods: Sometimes, it is necessary to compare numbers. Comparison is a basic prerequisite in arithmetic and computation. In our daily life we compare numbers in many places. In this chapter we will learn comparison and various comparison symbols.

By showing a big book and a small book, explain the concept. And by drawing a big circle and a small circle on the board, you can explain the concept. Then explain the greater than, less than and equal to symbol by using different pairs of numbers. Teach them where to use the greater than symbol and where to use the less than symbol. And the rule that,

Opening side of the symbol is towards the bigger number. And closed end of the symbol is always towards the smaller number. Similarly, “equal to” symbol is used, when both the numbers are same.

You can use flash cards (two flash cards at a time of different numbers) and explain the concept.

You can use the examples from the course book, page - 42 & 43, to teach the concept of comparison of numbers.

Test: By showing two flash cards of different numbers you can test the students understanding skill. And sometimes you can use two flash cards of same number.

Question Sample:

Which one is big (by showing two flash cards 5 and 6)

Which one is small (by writing two numbers 10 and 12 on blackboard)

What symbol comes in between 10 15?

What symbol comes in between 16 16?

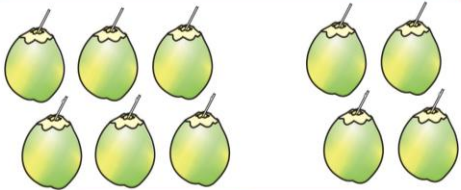
ANSWERS

Course Book Term-1 Page 44:

A. Write each statement given under using symbols ">, < or =".

Statement	Symbolic form
4 is greater than 2	4 > 2
7 is less than 9.	7 < 9
6 is equal to 6	6 = 6
2 is less than 8	2 < 8
6 is greater than 1	6 > 1

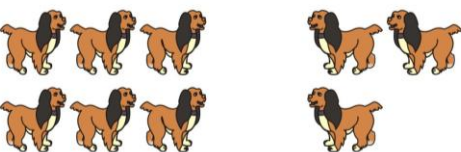
B. Fill the boxes using symbols ">, < or =".



6 > 4



3 < 4



6 > 3



5 = 5

11. Ordinal Numbers

ALL IN ONE – UKG Course Book - Term-1 - Page (45 - 46)

Objective of the Chapter: In this chapter students will learn about ordinal numbers 1st to 5th.

Teaching Aids: Ordinal Number Flash cards, Ordinal Number Chart and etc.

Teaching Methods: Ordinal numbers show the order or position of an object in a series of objects.

Teach the students ordinal numbers from 1st to 5th. Call 5 students and make them stand in a queue. Then instruct them like the first student raise up hand and repeat this one randomly. Then students will understand the concept. Similarly you can draw various shapes on the board horizontally and explain the concept like circle is first, line is second, triangle is third and etc.

You can teach the concept from page-45 also.

Test: Tell all the students of first bench, raise up your hands. Similar concept, you can use upto 5th bench.

Question Sample:



What is the position of the Cat?
What is the position of the Frog?
What is the position of the Duck?

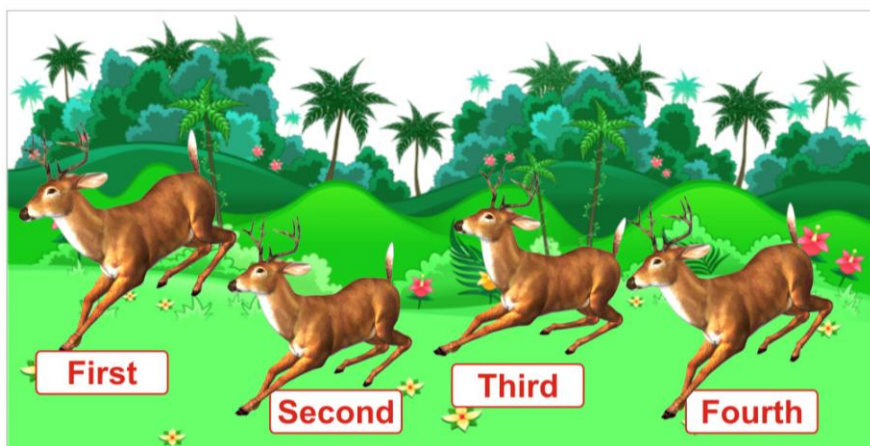
ANSWERS

Course Book Term-1 Page 44:

I. Circle the object according to the position mentioned.

First flower	
Fourth mango	
Second book	
Fifth ball	
Third pencil	

II. Write the position of the deer running out of fear from the lion.



12. Numbers from 201 to 300

ALL IN ONE – UKG Course Book - Term-1 – Page – 47

Objective of the Chapter: In this chapter students will learn about numbers from 201 to 300.

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 200. Here we will learn numbers from 201 to 300.

Teach the students numbers 201 to 300. You can write the numbers on blackboard also. If available you can use charts/multimedia also to display. And by showing from flash cards you can teach the same concept.

You can also teach the numbers from page-47.

Test: Write a number from 201 to 300 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)

Interactive Section

Course Book Term-1 Page 47:

- | | |
|----------------------------------|-----------------|
| 1. Which number comes after 204? | Ans: 205 |
| 2. Which number comes after 296? | Ans: 297 |

1. My Family

ALL IN ONE – UKG Course Book - Term-1 - Page (49 - 52)

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

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

Teaching Aids: Family Flash Cards, Family Charts etc.

Teaching Methods: Parents and children make a family. Some families are small, some families are large and some are joint. A family that has father, mother and one or two children is a small family. A family with parents and more than two children is called a large family. A family where grandparents, uncle, aunt, cousins live together with parents and children is called a joint family.

Introduce concept of family by taking example of any one student. Explain them “what is a small family” and “what is a large family”. Explain about member of a family like father, mother, brother and sister. And also teach them about various member of a joint family. (viz grand parents, uncle, and cousins)

You can use images (page-49 & page-50) while teaching the concept.

Test: Test the students’ performance by asking oral question like how many member are there in your family?

Question Sample:

What is the name of your father?

How many brothers do you have?

Interactive Section

Course Book Term-1 Page 52:

1. Who is the head of your family?

Ans: Father

2. How many members are there in your family?

Ans: 4

3. Is your family big or small?

Ans: Small

ANSWERS

Course Book Term-1 Page 51:

1. What is your name?

Ans: My name is

2. What is your father's name?

Ans: My father's name is

3. What is your mother's name?

Ans: My Mother's name is

4. How many members are there in your family?

Ans: There are Members in your family.

5. How many uncles do you have?

Ans: I have uncles.

2. Body Parts

ALL IN ONE – UKG Course Book - Term-1 - Page 53

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

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

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

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

You can point to each part while teaching about the parts of the body. By pointing the pictures of page-53, you can also teach the students.

Test: Test the students' awareness by asking to name the body parts by pointing to them. You can use Flash Cards and charts.

Question Sample:

What is this (Pointing to head)?

What is this (pointing to nose)?

Interactive Section

Course Book Term-1 Page 53:

1. Which part of our body do we use to see?

Ans: eyes

2. Which part of our body do we use to hear?

Ans: ears

3. Uses of My Body

ALL IN ONE – UKG Course Book - Term-1 - Page 54

Objective of the Chapter: In this chapter students will learn about, use of hand and uses of legs

Teaching Aids: Flash Carts, Charts and Multimedia

Teaching Methods: Our daily activity, we use our hands and legs.

Raising up one of your hand, say this is my hand and by holding a pen, say, I hold a pen using my hand. Act like writing, and say, I write using my hand. Act like eating and explain, I eat using my hand and finally clap your hands and say, I clap using my hands. And teach the student to repeat the same after you. Pointing the legs you can say this is my leg. Act like walking and say I walk using my legs. Act like running, and say I run using my legs. Act like climbing and say I climb using my legs, act like jumping and say I jump using my legs, act like dancing and say I dance using my legs.

You can teach the uses of my body, by pointing to the picture of page-54,

Test: Ask the students understanding by asking questions like what am I doing. Act like writing. Similar way you can taste the students. By showing flash cards or chart you can ask question.

Question Sample:

What do you use to eat? (hand or leg)

What do you use to write? (hand or leg)

4. Sense Organs

ALL IN ONE – UKG Course Book - Term-1 - Page 55

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

1. Five sense organs
2. And uses of sense organs

Teaching Aids: Flash cards, Charts, multimedia and etc.

Teaching Methods: Sense organs are most important parts of our body. We must take care of these organs.

Teach the students about the names of five sense organs. And each sense organ has unique use.

Eye:

Call any one student and let him stand in front of you and tell him to close the eyes. By holding a pen ask him what is this? The student should say with closed eyes. If necessary hold something unusual. Surely the student cannot say. There after explain them that by closing eyes we cannot see anything and we see with our eyes.

Ear:

Tell a student to close the ears with hands. And say a name of a student to him and ask him, what did I say? Surely he cannot say. Now tell him to open the ears and tell the same name of the student, and ask. He can now answer. Now explain that we can hear with our ears.

Nose:

By pointing your nose, you can say, "this is my nose or this is nose". In the same way, by pointing to the nose in a chart or by showing a flash card, you can say "this is nose". Teach them that, we smell using our nose.

Tongue:

By pointing your tongue, you can say, "this is my tongue or this is tongue". In the same way, by pointing to the tongue in a chart or by showing a flash card, you can say "this is tongue". Teach them that, we use our tongue to taste.

Skin:

By pointing your skin, you can say, "this is my skin or this is skin". In the same way, by pointing to the skin in a chart or by showing a flash card, you can say "this is skin". Teach them that, we feel with our skin.

By pointing the pictures of page-55, you can teach the sense organs one by one.

Test:

Ask the students, to close the eyes.

Tell them to blink the eyes.

Tell them to point their nose.

Tell them to point their ears.

What is this? (By pointing to the ear in a chart)

Question Sample:

Which organ helps us to smell?

Which organ is used to see?

Interactive Section

Course Book Term-1 Page 56:

1. Which organ do we use to see?

Ans: eyes

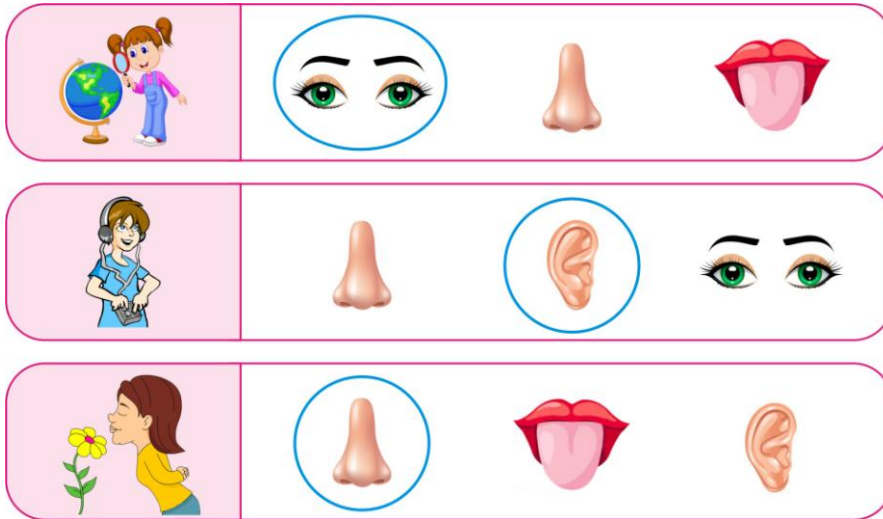
2. Which organ do we use to hear?

Ans: ears

ANSWERS

Course Book Term-1 Page 56:

A. Circle the correct body part.



B. How many have you? Write its number in the box.



5. Health Care

ALL IN ONE – UKG Course Book - Term-1 - Page (57 - 59)

Objective of the Chapter: In this chapter students will learn about, steps we take to take care of our health

Teaching Aids: Flash card, Chart etc.

Teaching Methods: Our health is the most important thing in our life. So we must take care of our health.

Teach the following by using action,

Brushing teeth. By doing action of exercise, wearing clothes, combing hair, washing hands, eating food, sleeping and praying.

And if you have flash cards you can use or you can use the picture of the course book page 57.

Test: You do the action and ask the student to tell what you are doing.

Question Sample:

What am I doing now? (by acting like brushing teeth)

What am I doing now? (by acting like doing exercise)

What am I doing now? (by acting like combing hair)

ANSWERS

Course Book Term-1 Page 59:

I. Answer the following questions.

1. How many times do you brush your teeth?

Ans: 2 (or) I brush my teeth 2 times daily.

2. Do you have a bath daily?

Ans: Yes (or) Yes, I have a bath daily.

II. Fill in the blanks.

1. We should eat food. (junk, good)

Ans: good

2. We should have a Sleep. (good / bad)

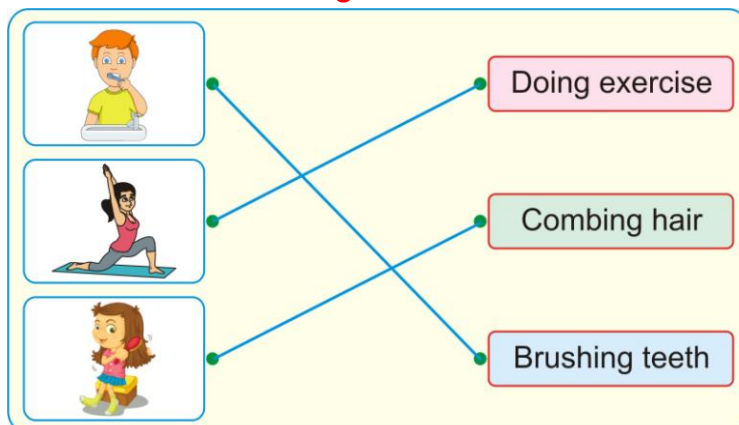
Ans: good

III. Say 'Yes' or 'No'.

1. We should do exercise. **Ans:** Yes

2. We should sit erect. **Ans:** Yes

IV. Match the following.



6. My House

ALL IN ONE – UKG Course Book - Term-1 - Page (60 - 62)

Objective of the Chapter: In this chapter students will learn about, various types of houses and good habits at home.

Teaching Aids: Flash Cards, Charts etc

Teaching Methods: We need a house to live in. There are many types of houses.

By pointing to each house in the book, you can explain various kind of houses, for example: you can say,

“this is a hut house” (by pointing to the hut picture in page-60)

Repeat the same thing upto igloo.

By showing flash cards or charts explain various types of houses. Teach the good habits one by one and explain properly

Do not climb on the bed with shoes
 Do not play in the kitchen
 Do not play in the wet bathroom
 Do not jump on the sofa

Test: ask some students, raise up your hands, who are staying in apartment.
 Similarly ask the students, raise up your hands, who are staying in individual houses.
 Showing flash card of various houses, ask them it's name.

Question Sample:

What type of house is it? (by showing a flash card of a house)

What type of house is it? (by pointing a house on a chart)

Do you climb on bed with shoes?

Do you play in the kitchen?

Interactive Section

Course Book Term-1 Page 61:

1. In which room do you take bath?

Ans: I take bath in bathroom.

2. In which room do you sleep?

Ans: I sleep in bed room.

ANSWERS

Course Book Term-1 Page 62:

Circle the things found in the given room.



7. My School

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

Objective of the Chapter: In this chapter students will learn about, good habits and good manners at school.

Teaching Aids: Flash Card, Charts etc

Teaching Methods: The school is the place where students get education. And it is also a place where students learn good habits and good manners.

Show the students of various rooms of your school, like office room, computer lab, class room and etc. and by pointing you can show the school playground. If above procedure is not possible use charts or flash cards to explain or you can use the pictures of course book page 63.

Test: By showing a flash card, ask what room is it.

Question Sample:

In your school, where do you play? (Playground or office room)

ANSWERS

Course Book Term-1 Page 64:

I. Tick (✓) the correct picture in the following.

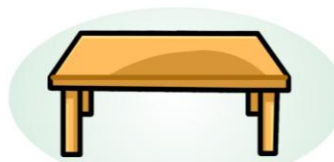
1. In the class-room, I sit on the



☐ Sofa



☒ Bench



☐ Desk

2. Our teacher writes on the black-board with



☐ Pen



☐ Pencil



☒ Chalk piece

8. Things Around Us

ALL IN ONE – UKG Course Book - Term-1 - Page (65 - 67)

Objective of the Chapter: In this chapter students will learn about, Living things and Non-living things.

Teaching Aids: Flash Cards, Charts etc

Teaching Methods: We see kinds of things around us. They are living things and non-living things.

By pointing the pictures (page-65), you can teach the concept of Living things. For example:

Pointing to the boy, you can say, “this is a boy”, and it has life so it is a living thing. Living things has life, or called as living beings. Repeat the same upto cow.

Living things need food, water and air. Explain the same concept by pointing the picture on page-65. For example, living beings need food, water and air to live.

Some living things can move and some living things cannot move. Pointing to the pictures on page-66, teach the concept, that Some living things can move and some living things cannot move.

By pointing to the boy, you can say, “boy is a living being”, it can move.

By pointing to the tree, you can say, “tree is a living being”, it cannot move.

By pointing to the bird, you can say, “bird is a living being”, it can move.

Explain about living things. How living things grow, feel, move. Use examples of human being, animals and plants. And explain how living things need food, water and air.

Teach about non-living things by using examples of ball, book, jeep, Television, bi-cycle, chart and etc. if necessary give examples of pictures of book (page-66). By showing flash cards or charts you can say examples of living things and non-living things.

Test: By showing flash cards ask questions whether it is a living thing or non-living thing.

Question Sample:

It is a living thing? (Pointing to the dust or blackboard)

Is it a living thing? (By showing a ball)

Tell the name of a living thing.

ANSWERS

Course Book Term-1 Page 67:

I. Answer the following questions.

1. Name any two living things. **Ans:** Tree, elephant

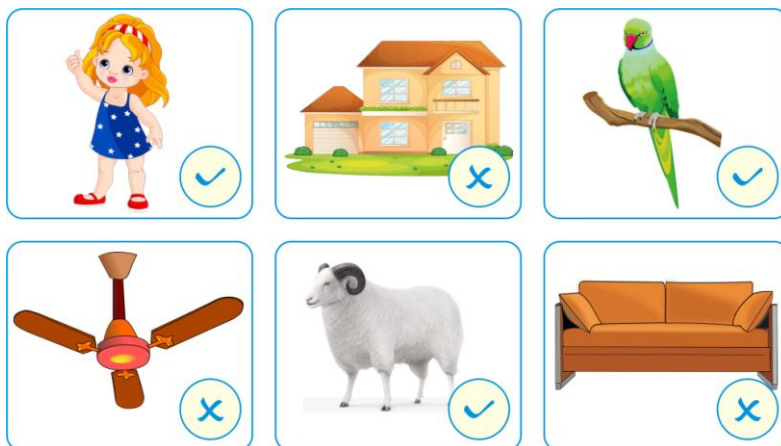
2. Name four non-living things. **Ans:** Ball, book, chair, bicycle

II. Say 'Yes' or 'No'.

1. Plants can move. **Ans:** No

2. Non-living things do not need food. **Ans:** Yes

III. Tick (✓) the living things and cross (✗) the non-living things.



9. People Who Help Us

ALL IN ONE – UKG Course Book - Term-1 - Page (68 - 69)

Objective of the Chapter: In this chapter students will learn about, the people surrounding us.

Teaching Aids: Flash Cards, Charts etc

Teaching Methods: There are many people who help us. And they work for us in many ways. We should be polite to them. In this chapter we will learn various people who help us like teacher, doctor, nurse, postman, cobbler, milkman, tailor and farmer.

By pointing to each picture in page-68, say

She is a teacher, A teacher teaches us.

He is a doctor, A doctor treats us when we are sick.

She is a nurse, A nurse takes care of the sick people.

He is a postman, A postman brings letters for us.

He is a cobbler, A cobbler mends our shoes.

He is a milkman, A milkman brings milk for us.

He is a tailor, A tailor stitches our clothes.

He is a farmer, A farmer grows crops for us to eat.

Using your own personality you can teach them what a teacher is. Then teach them when we feel sick, we go to a doctor. And how the nurses take care of sick people in the hospital. We received letters with the help of postman. A cobbler mends our shoes. Similarly we get milk from milkman. A tailor stitches our clothes. A farmer grows clothes. By taking real life examples like somebody's father is a tailor and etc, you can make an impressive discussion on the topic.

Test: You can ask oral questions like who teach you, by showing flash card you can ask who is he/she. By pointing to chart you can ask who is he/she.

Question Sample:

Who treats you when you are sick?

Who teaches us?

Who stitches our clothes?

Who is she? (by showing a flash card of a nurse)

ANSWERS

Course Book Term-1 Page 69:

I. Answer the following questions.

1. Who teaches us? **Ans:** Teacher teaches us?

2. Who grows crops? **Ans:** Farmer grows crops?

II. Fill in the blanks.

1. Cobbler our shoes. (Mends / Grows) **Ans:** Mends

2. stitches clothes. (Tailor / Milkman) **Ans:** Tailor

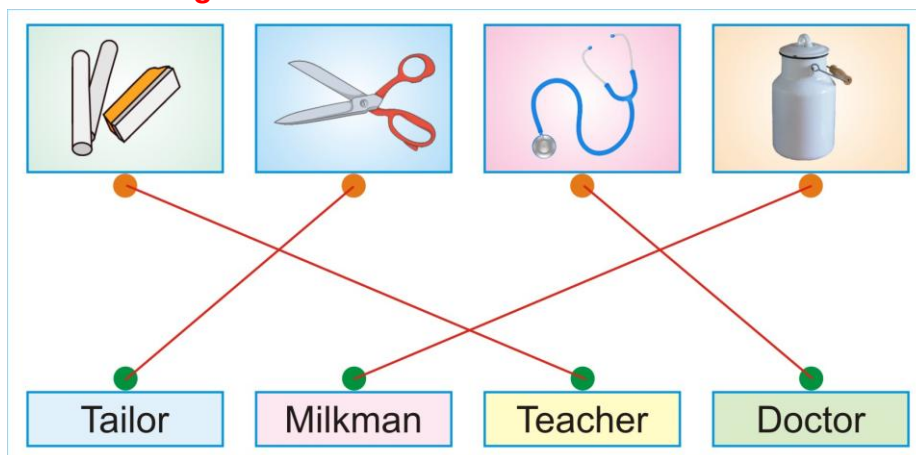
III. Say 'Yes' or 'No'.

1. Milkman brings milk. **Ans:** Yes

2. Nurse teaches lessons. **Ans:** No

3. Postman brings letters. **Ans:** Yes

IV. Match the following.



RHYMES

1. After a Bath

ALL IN ONE – UKG, Course Book - Term-1 - Page 71

Objective of the Chapter: In this chapter students will learn the rhyme “After a bath I try, try, try” 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 “After a bath I try, try, try” and let the students to complete it. Ask the students to tell the rhyme with action.

2. Ding Dong Bell

ALL IN ONE – UKG, Course Book - Term-1 - Page 71

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

3. Hot Cross Bun

ALL IN ONE – UKG, Course Book - Term-1 - Page 72

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

4. Two Little Dicky Birds

ALL IN ONE – UKG, Course Book - Term-1 - Page 72

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

5. Cobbler, Cobbler

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

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

6. Raise Your Hands

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

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

STORIES

1. The Cap Seller and the Monkeys

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

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.

And show the respective picture in page-76 while teaching the story.

Test: You can ask the students some oral questions related to the story. Like, in this story

Where did cap seller sleep? (under a tree, on a tree)

Who took the caps of the cap seller? (dogs, monkeys)

What happened when the cap seller threw away his cap? (the monkeys also threw away their caps, the monkeys took away the caps thrown by the cap seller)

What is the moral of the story?

2. The Ant and the Grasshopper

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

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

Teaching Aids: Multimedia software, Chart related to story.

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

And show the respective picture in page-77 while teaching the story.

Test: You can ask the students some oral questions related to the story. Like, in this story

Who was very lazy? (the ant, grasshopper)

Who was doing hard work to collect food? (Ant, Grasshopper)

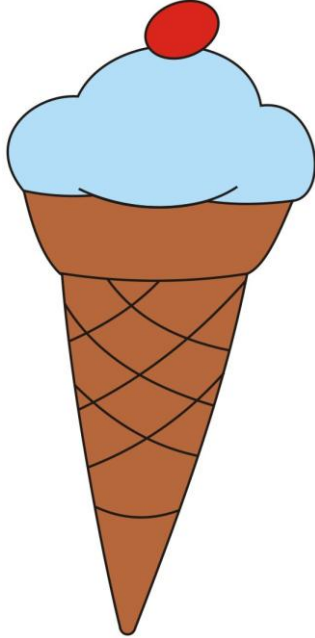
Who enjoyed the summer by eating and singing? (ant, grasshopper)

What is the moral of the story?

COLOURING

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

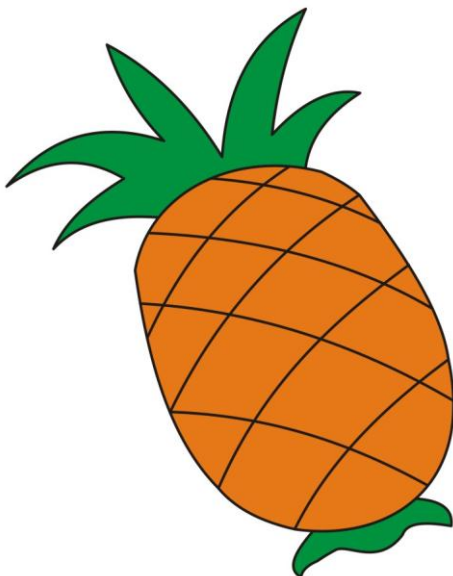
Colour the ice-cream using the colours given.



This is coloured using
crayon or colour pencil

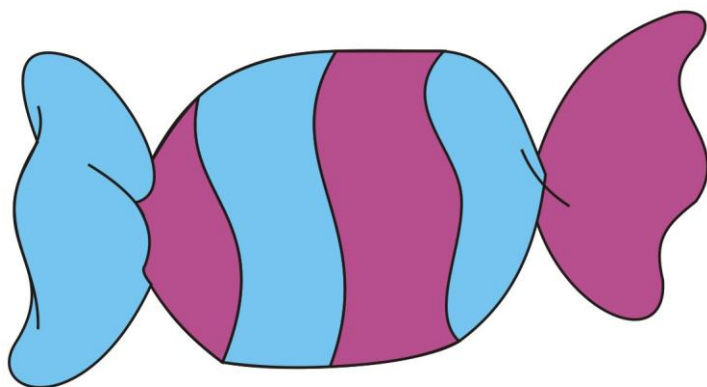
Page 79:

Colour the pineapple using the colours given.



This is coloured using
crayon or colour pencil

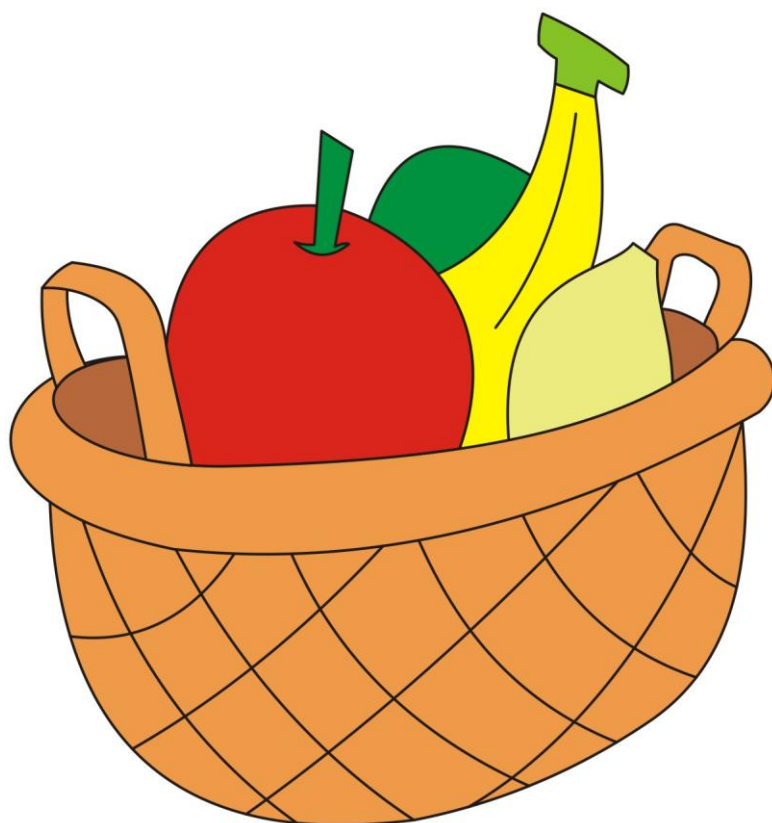
Colour the candy using the colours given.



**This is coloured using
crayon or colour pencil**

Page 80:

Colour the pineapple using the colours given.



**This is coloured using
crayon or colour pencil**