

TEACHERS

Manual

Global Kids

UKG

Term-2

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ENGLISH

1. I, You and We

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

Objective of the Chapter: In this chapter students will learn to form sentence using I, You and We.

Teaching Aids: Multimedia video clips related to the concept.

Teaching Methods: By pointing to self teach the concept of “I” and tell each student to say sentence using “I”. For example you can say I am Anuradha (your name) and students should say their name using “I” like: I am Gopal, I am Rohit and repeat the same with some more students.

By pointing to a student you can teach the concept of “you”. For example by pointing a student you can say you are Hari, you are Geeta and etc.

Teach the concept of “we” by making a small group of three students and making statements about themselves like: we are students, we are boys, we are sitting, we are eating, and etc.

Teach the students the given concepts:

- “Am” is used after I.
- “Are” is used after you and we.

Note: You use proper actions to create more interest on the concepts.

Use of I:

You can do the action play as per given below. Then call a girl student and tell her to reproduce the same action with the given dialogues. You can repeat the same for some more students.

For Girl

I am Vani (instead of Vani the girl should say her name)

I am a girl.

I am a student.

You can do the same action play as per given below (as a doctor or teacher). Then call a boy student and tell him to reproduce the same action with the given dialogues. You can repeat the same for some more students.

For Boy

I am Yogesh (instead of Yogesh the boy should say his name)

I am a man.

I am a doctor.

Use of You:

Call a girl student and do the action play as per the given dialogues. Then you can repeat the same with some more students.

Teacher:

You are Meera. (Instead of Meera, use the girl's name)

You are a girl.

You are a student.

And teach the students to make use of the word “you” by talking a few lines using “you”. Call a student and teach him say the given dialog by pointing you (to the teacher).

Student:

You are Ms Anuradha.

You are a teacher.

Use of We:

Teach the students to make use of the word “We” by talking a few lines using “we”. Call three boys and tell them to do the action play as per the given dialogues by pointing themselves.

We are boys.

We are playing.

Call three students and tell them to do the action play as per the given dialogues by pointing themselves.

We are students.

We are reading

Test: By pointing the picture on page-6 you can ask questions like:

1. _____ am Archana.
2. _____ am Sanjay.
3. _____ are Girija.

Here I is used before am, so the answer for the first question is “I”. and similarly the answer for the second question is also “I”. The answer for the third question is “you”. Similarly you can ask this type of questions using flash cards charts.

Interactive Section**ALL IN ONE – UKG Course Book - Term-2 – Page 6:**

1. Who am I?

Ans: I am

2. Who are you?

Ans: I am a student.

ANSWERS

ALL IN ONE – UKG Course Book - Term-2 - Page 6:

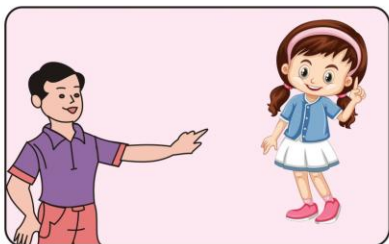
Fill in the blanks with I (or) You (or) We.



I am Archana.



I am Sanjay.



You are Girija.



You are Dinesh.



We are playing.



We are students.

2. He, She, It and They

ALL IN ONE – UKG Course Book - Term-2 - Page (7 - 8)

Objective of the Chapter:

In this chapter students will learn to form sentence using He, She, It and They.

Teaching Aids: Flash cards of persons or things, Multimedia video clips related to the concept.

Teaching Methods: Teach the given concepts with proper action.

We use “He” for a boy or a man.

We use “She” for a girl or a woman.

We use “It” for places, things or animals.

We use “They” for many persons.

By pointing to a student you can say He is Mr. Rakesh. And repeat the same by pointing many students. And pointing to each picture on Page-7, you can teach the concept of using He, She, It and They.

You can teach the same concept by using flash cards and charts. For example by pointing a flash card you can say She is Mounika, She is a student. And etc.

Test: By pointing to the questions on Page-8, you can ask

1. _____ is my father. (He or They)

Here the answer is "He". Because we use "is" after "He". And we use "are" after "they". So "they" is not the right answer.

2. _____ is my mother. (She or They)

Here the answer is "She". Because we use "is" after "She". And we use "are" after "they". So "they" is not the right answer.

3. _____ are my parents. (She or They)

Here the answer is "They". Because we use "are" after "They". And we use "is" after "She". So "She" is not the right answer.

4. _____ is a cow. (It or They)

Here the answer is "It". Because we use "is" after "It". And we use "are" after "they". So "they" is not the right answer.

Interactive Section

ALL IN ONE – UKG Course Book - Term-2 - Page 8:

1. What is it? (Pointing to a book)

Ans: It is a book.

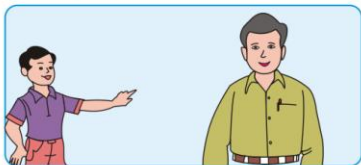
2. Who is she? (Pointing to a girl)

Ans: She is a student.

ANSWERS

ALL IN ONE – UKG Course Book - Term-2 – Page 8:

Tick (✓) the correct answer:



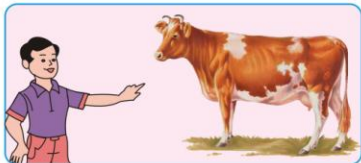
He is my father.
☒ He ☐ They



She is my mother.
☒ She ☐ They



They are my parents.
☐ She ☒ They



It is a cow.
☒ It ☐ They

3. Use of What, Where and How many

ALL IN ONE – UKG Course Book - Term-2 - Page (9 - 10)

Objective of the Chapter:

In this chapter students will learn to form questions using What, Where and How many. And answering the questions.

Teaching Aids: You can collect some items like: pencils, pencil box, pen, crayons, sharpener, book and etc.

Teaching Methods:

What:

Teach the word “What” by asking questions as below:

What is this? (by pointing to the duster)

Ans: This is a duster.

You can repeat the same using various objects like pencil, book and etc.

What are those? (by pointing to the books away from you)

Ans: Those are books.

You can repeat the same using objects around you.

You can teach the concepts by pointing the picture on Page-9 (Rabbit and Parrots).

Where:

Teach the word “where” by asking questions as below:

Where is the duster?

Ans: The duster is on the table.

You can repeat the same using various objects like chart, dustbin and etc.

Where is the chalk piece?

Ans: The chalk piece is on the table.

You can teach the concepts by pointing the picture on Page-9 (book and apple).

How many:

Teach the students to form questions using “How many”. How many is mostly used to find the quantity (number of items).

Teach “how many” by asking questions as below:

How many chalk pieces are on the table?

Ans: There are 5 chalk pieces on the table.

How many flowers are on the plant?

Ans: There are 3 flowers on the plant.

You can teach the concepts by pointing the picture on Page-9 (birds, boys).

Test: First, you ask questions using what, where and how many

What

What is this? (pointing to a table)

What is that? (pointing to a dust bin)

And the students must answer the questions as below:

What is this? (pointing to a table) **Ans:** This is a table.

What is that? (pointing to a dust bin) **Ans:** That is a dust bin.

They you can ask the students to make questions using what. And you answer their questions.

Where

Where is the duster?

Where is the ball? (showing a flash card of ball inside a basket)

And the students must answer the questions as below:

Where is the duster? **Ans:** The duster is on the table.

Where is the ball? (showing a flash card of ball inside a basket)

Ans: The ball is in the basket.

They you can ask the students to make questions using where. And you answer their questions.

How Many

How many windows are there in this room?

How many fans are there in this room?

And the students must answer the questions as below:

How many windows are there in this room?

Ans: There are three windows in this room.

How many fans are there in this room?

Ans: There are two fans in this room.

They you can ask the students to make questions using how many. And you answer their questions.

ANSWERS

ALL IN ONE – UKG Course Book - Term-2 – Page 10:

Answer the following questions.

What

1. What is this?

Ans: This is a ball.



2. What are those?

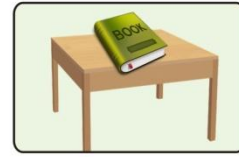
Ans: Those are books.



Where

3. Where is the book?

Ans: The book is on the table.



4. Where is the apple?

Ans: The apple is in the basket.



How many

5. How many boys are playing in the ground?

Ans: There are 2 boys playing in the ground.



6. How many birds are sitting on the branch?

Ans: There are 6 birds sitting on the branch.



4. IN and ON

ALL IN ONE – UKG Course Book - Term-2 - Page (11 - 12)

Objective of the Chapter:

In this chapter students will learn to form questions using on and in.

Teaching Aids: You can collect some items like: pencils, pencil box, pen, crayons, sharpener, book and etc.

Teaching Methods:

IN:

Teach the concept of “in” using some item-container pair. For example: pencil and pencil box, book and bag and etc.

Explain them the book is in the bag. (by keeping the book inside the bag)

The pen is in the bag. (by keeping the pen inside the bag)

The phone is in the purse.

By pointing the pictures on page-11, you can explain the concept of in. You can also use flash cards and charts to teach the concept more deeply.

Test: You can ask questions using where to test the students’ understanding. For example, you can ask:

Where is the eraser? (by keeping the eraser in the box)

Ans: The eraser is in the box.

Where is the pencil? (by keeping the pencil inside the bag)

Ans: The pencil is in the bag.

You can ask similar type questions to test the students.

ON:

Teach the concept of “on” using some items. For example pen, pencil, book, table, desk and etc.

Explain them the book is on the table. (by keeping the book on the table)

The pen is in the desk. (by keeping the pen on the desk)

By pointing the pictures on page-11, you can explain the concept of on. You can also use flash cards and charts to teach the concept more deeply.

Test: You can ask questions using “where” to test the students’ understanding. For example, you can ask:

Where is the cat? (by showing the picture in page-11)

Ans: The cat is on the mat.

Where is the baby? (by showing the picture in page-11)

Ans: The baby is on the bed.

You can ask similar type questions to test the students.

ANSWERS

ALL IN ONE – UKG Course Book - Term-2 – Page 12:

Look at the picture and fill in the blanks with on or in.

1. Where is the pot?

The pot is on the cot.



2. Where are the chocolates?

The chocolates are in the jar.



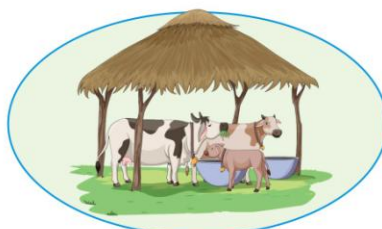
3. Where is the bat?

The bat is On the stool.



4. Where is the apple?

The apple is in the basket.



5. Where are the cows?

The cows are in the shed.

5. UNDER and ABOVE

ALL IN ONE – UKG Course Book - Term-2 - Page (13 - 14)

Objective of the Chapter:

In this chapter students will learn to form sentence using under and above.

Teaching Aids: You can collect some flash cards, chart related to the concept. And some multimedia video files can be used. And can be used pictures of UKG-Course book, Term-2, Page-13.

Teaching Methods:

UNDER:

Teach the concept of “under” using the pictures of page-13.

Explain them,

The girl is under the table. (By pointing the picture of page-13)

The girl is under the tree. (By pointing the picture of page-13)

The dog is under the table. (By pointing the picture of page-13)

You can also use flash cards and charts to teach the concept more deeply.

Test: You can ask questions using where to test the students’ understanding. For example, you can ask:

Where is the rat? (By pointing the picture of page-14)

Ans: The rat is under the table.

Where is the book? (By pointing the picture of page-14)

Ans: The book is under the chair.

You can ask similar type questions to test the students.

ABOVE:

Teach the concept of “above” using the pictures of page-13 & 14.

Explain them,

The fan is above the boy. (By pointing the picture of page-13)

You can also use flash cards and charts to teach the concept more deeply.

Test: You can ask questions using “where” to test the students’ understanding. For example, you can ask:

Where is the apple? (By pointing the picture of page-13)

Ans: The apple is above the boy.

Where is the butterfly? (By pointing the picture of page-14)

Ans: The butterfly is above the plant.

You can ask similar type questions to test the students.

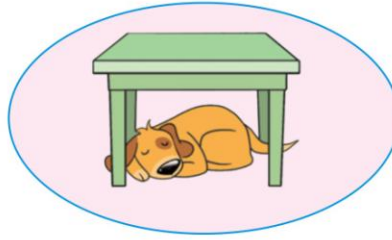
ANSWERS

ALL IN ONE – UKG Course Book - Term-2 – Page 14:

Look at the picture and fill in the blanks with **Under** or **Above**.

1. Where is the dog?

The dog is under the table.



2. Where is the butterfly?

The butterfly is Above the plant.

3. Where is the aeroplane?

The aeroplane is Above the donkey.



4. Where is the book?

The book is under the chair.

5. Where is the rat?

The rat is under the table.



6. In Front Of and Behind

ALL IN ONE – UKG Course Book - Term-2 - Page (15 - 16)

Objective of the Chapter:

In this chapter students will learn to form sentence using in front of and behind.

Teaching Aids: You can collect some flash cards, chart related to the concept. And some multimedia video files can be used. And can be used pictures of UKG-Course book, Term-2, Page-15 & 16.

Teaching Methods:

In Front Of:

Teach the concept of “In Front Of” using the pictures of page-15 & 16.

Explain them,

The car is in front of the house. (By pointing the picture of page-15)

The dog is in front of the cat. (By pointing the picture of page-15)

The girl is in front of the boy. (By pointing the picture of page-15)

You can also use flash cards and charts to teach the concept more deeply.

Test: You can ask questions using “where” to test the students’ understanding. For example, you can ask:

Where is the dog? (By pointing the picture of page-16)

Ans: The dog is in front of the boy.

Where is the boy? (By pointing the picture of page-16)

Ans: The boy is in front of the tv.

You can ask similar type questions to test the students.

BEHIND:

Teach the concept of “behind” using the pictures of page-15 & 16.

Explain them,

Tom is behind Jerry. (By pointing the picture of page-15)

You can also use flash cards and charts to teach the concept more deeply.

Test: You can ask questions using “where” to test the students’ understanding. For example, you can ask:

Where is the lion? (By pointing the picture of page-15)

Ans: The lion is behind the deer.

Where is the car? (By pointing the picture of page-16)

Ans: The car is behind the bus.

You can ask similar type questions to test the students.

ANSWERS

ALL IN ONE – UKG Course Book - Term-2 – Page 16:

Look at the picture and fill in the blanks with ‘In Front of’ or ‘Behind’.

1. Where is the dog?

The dog is in front of the boy.



2. Where is the table?

The table is in front of the chair.

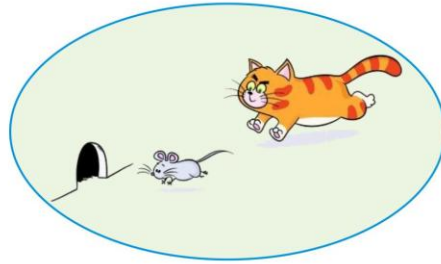
3. Where is the boy?

The boy is in front of the T.V.



4. Where is the car?

The car is behind the bus.



5. Where is the cat?

The cat is behind the rat.

7. Use of BETWEEN

ALL IN ONE – UKG Course Book - Term-2 - Page (17 - 18)

Objective of the Chapter:

In this chapter students will learn to form sentence using between.

Teaching Aids: You can collect some flash cards, chart related to the concept. And some multimedia video files can be used. And can be used pictures of UKG-Course book, Term-2, Page-17 & 18.

Teaching Methods: Teach the concept of “between” using the pictures of page-17 & 18.

Explain them,

The orange is between the apples. (By pointing the picture of page-17)

The pigeon is between a monkey and a donkey. (By pointing the picture of page-18)

The boy is between the dog and the cat. (By pointing the picture of page-18)

You can also use flash cards and charts to teach the concept more deeply.

Test: You can ask questions using “where” to test the students’ understanding. For example, you can ask:

Where is the dog? (By pointing the picture of page-18)

Ans: The dog is between two girls.

Where is the fan? (By pointing the picture of page-18)

Ans: The fan is between two pots.

You can ask similar type questions to test the students.

ANSWERS

ALL IN ONE – UKG Course Book - Term-2 – Page 18:

Tick (✓) the correct and cross (X) the wrong answer:

1. The boy is between the dog and the cat.

Eg:



2. The dog is between two girls.



3. The pigeon is between a monkey and donkey.



4. The chair is between a ball and a bag.



5. The fan is between two pots.



8. Action Words

ALL IN ONE – UKG Course Book - Term-2 - Page (19 - 20)

Objective of the Chapter: In this chapter students will learn about various action words. Like write, read, play and etc.

Teaching Aids: You can collect some flash cards, chart related to various actions. And some multimedia video files can be used. And you can use pictures of UKG- Course book, Term-2, Page-19-20.

Teaching Methods: By doing action of each word you can teach the concept. Similarly you can call three students and let them to do actions when you say the word. You can show posters, flash cards or picture on the book page-19 to explain each action word.

Test: You can act yourself and ask “what am I doing”, for example, you can act like writing and ask students “what am I doing?”.

Similarly by showing flash cards and chart you can ask about the actions.

For example:

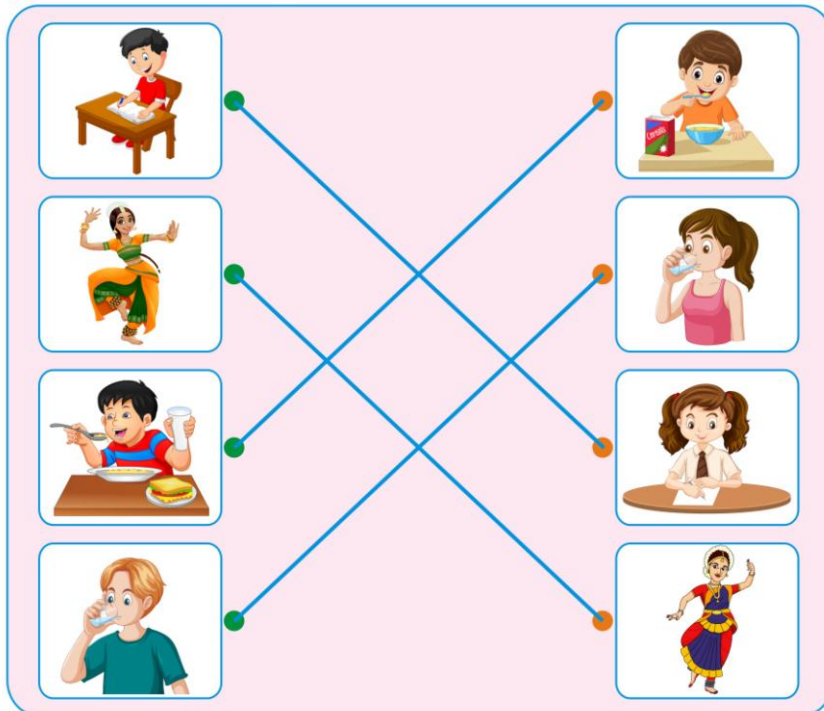
Pointing to a girl walking, you can ask, the action word (what is she doing?)

Note: do not expect or emphasize to use the word in ing form, just use the word in simple present form. For example, do not emphasize to say that “she is walking”, just say “walk”. It is enough.

ANSWERS

ALL IN ONE – UKG Course Book - Term-2 – Page 21:

Match the following.



Write the action verbs.

(Hints: Drink, Run, Fly, Write)



Fly



Drink



Write



Run

9. Use of 'Yes' and 'No'

ALL IN ONE – UKG Course Book - Term-2 - Page (22 - 23)

Objective of the Chapter: In this chapter students will learn about use of 'Yes' and 'No'.

Teaching Aids: You can collect some items like duster, pen, pencil, book, box, eraser and etc. You can have flash cards of any picture.

Teaching Methods:

We say "Yes" when it is right (or we accept)

We say "No" when it is wrong (or we don't accept)

YES:

Teach the above concept using various questions, like: by showing a pencil you can say "Is it a pencil?". Then answer yourself "Yes, it is." Or "Yes, it is a pencil".

Repeat the same using some more items with same answer.

NO:

By showing a chalk you can ask, "Is it a book?". Then answer yourself "No, it is not" or "No, it is not a book."

Repeat the same using some more items with same answer.

Test: You can ask questions by showing various flash cards or things, you can use charts with pictures to ask questions.

Is this a pen? (By showing a pen)

Is this a pencil? (By showing a duster)

Is this a car? (By showing a flash card of car)

You can ask similar type of questions by showing pictures on page-22.

Interactive Section

ALL IN ONE – UKG Course Book - Term-2 – Page 22:

- | | |
|-----------------------|---|
| 1. Are you a boy? | Ans: Yes, I am a boy. Or No, I am not a boy. |
| 2. Are you a girl? | Ans: Yes, I am a girl. Or No, I am not a girl. |
| 3. Is the cow a bird? | Ans: No cow is not a bird. |
| 4. Do you eat rice? | Ans: Yes, I eat rice. |

ANSWERS

ALL IN ONE – UKG Course Book - Term-2 – Page 23:

I. Look at the pictures. Write the correct word in the box.

Read the sentences aloud.



Is this a pin?
No, it is not.



Is this a tap?
Yes, it is.



Is this a cap?
No, it is not.



Is this a penguin?
Yes, it is.

II. Read the statement and tick the right option.

1) This is a **Boy**.



Yes ☒ No ☐

2) This is a **Cat**.



Yes ☐ No ☒

3) This is a **fan**.



Yes ☒ No ☐

4) This is a **shirt**.



Yes ☒ No ☐

5) This is a **mango**.



Yes ☐ No ☒

6) This is a **book**.



Yes ☐ No ☒

10. Conversation Skills

ALL IN ONE – UKG Course Book - Term-2 – Page (24 – 25)

Objective of the Chapter: In this chapter students will learn, conversational skill to say about themselves and their school, and basic conversation inside home.

Introduction: 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. And student should learn the skill of answering various questions.

Teaching Aids: Display Videos containing greetings explained in page 25. Teacher can use audio recordings also.

Teaching Methods: Teach the students to answer various questions by teaching one by one. For example you can ask the question, "What is your name?" and with a pause, you can answer yourself, "My name is Anuradha." Similar way you can complete the first segment of page-24 (About Myself). Similarly teach concept about my school by using the questions in page-24.

Conversation inside home: You can call two students for making the action play using the given conversation.

Conversation 1

Student 1: Good morning, Mummy.

Student 2: Good morning, Sonu.

Conversation 2

Student 1: Mummy, please give me an apple.

Student 2: Sure, here it is for you.

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

Test:

You can ask questions from the book page-24. For example:

What is your name?

What is your pet name?

How old are you?

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

ANSWERS

ALL IN ONE – UKG Course Book - Term-2 – Page 24:

About Myself:

1. What is your name?

Ans: My name is Madhu Sudan.

2. What is your pet name?

Ans: My pet name is Tommy.

3. Are you a boy or a girl?

Ans: I am a boy. (or) I am a girl.

4. How old are you?

Ans: I am 5 years old.

5. In which class are you studying?

Ans: I am studying in UKG class.

About My School

1. What is the name of your school?

Ans: The name of my school is Little Angels School?

2. What is your principal's name?

Ans: My principal's name is _____

3. What is your teacher's name?

Ans: My teacher's name is _____

MATHEMATICS

1. Numbers from 301 to 400

ALL IN ONE – UKG Course Book - Term-2 - Page 27:

Objective of the Chapter:

In this chapter students will learn about numbers from 301 to 400.

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. Already we learnt number upto 300. Here we will learn numbers from 301 to 400.

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

Teaching Methods: Teach the students numbers 301 to 400. 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.

Test: Write a number from 301 to 400 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

ALL IN ONE – UKG Course Book - Term-2 – Page 27:

1. Which number comes after 355?

Ans: 356 comes after 355.

2. Which number comes after 387?

Ans: 388 comes after 387.

2. Addition

ALL IN ONE – UKG Course Book - Term-2 - Page (28 - 30)

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

Teaching Aids: collect some items like stones, pebbles, small balls, beads and etc.

Teaching Methods: You can keep two stones on your table, then one stone add to the group. Now you can count the number of stones on the table. The answer is 3. You can say $2 + 1 = 3$.

Repeat the same by using different tools, like sticks, pebbles, pens and etc.

Note: Care must be taken such that the result must be single digit.

By showing the pictures on the book page-28, you can teach the concept that, Four ducks are swimming, by pointing to the first picture, page-28.

Then explain two more ducks are coming to join. (by pointing to the second picture, page-28)

Now, you can count the number of ducks in picture three. You can start counting 1, 2, 3, 4, 5, 6. (by pointing to each duck in the picture-3)

Now the answer is 6.

So, you can say $4 + 2 = 6$

By pointing to the pictures of page-29, you can teach the concept of addition. For example:

3 apples + 2 apples = 5 apples

That means: $3 + 2 = 5$

2 dolls + 1 doll = 3 dolls

That means: $2 + 1 = 3$

3 balls + 3 balls = 6 balls

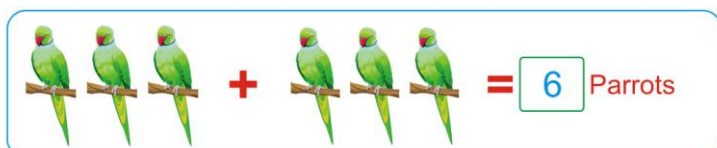
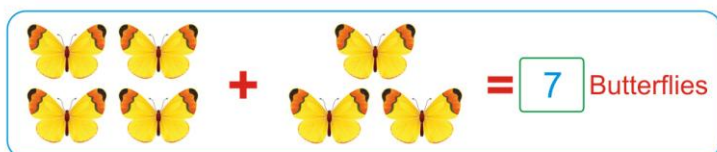
That means: $3 + 3 = 6$

Test: You can keep four stones in a group and two stones little far. And tell the student to count and tell the total number of stones. By counting you can ask the total number of roses in picture, page-30. Similar way you can test the students understanding. You can repeat the questions by using the pictures of page-30.

ANSWER

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

Add and write the correct answer.





3. Addition using Fingers

ALL IN ONE – UKG Course Book - Term-2 - Page (31 - 32)

Objective of the Chapter: In this chapter students will learn addition using fingers.

Teaching Methods: We can use fingers to add two numbers. Let us add 6 and 3. First keep the greater number 6 in mind. Open as many fingers are the smaller number. Here the smaller number is 3.

Now count the fingers forward after the greater number 6 one by one. As you count each number close one finger. Count till all the fingers are closed. Say after 6 → 7, 8, and 9.

Now the answer is 9

So $6 + 3 = 9$

Test: By asking additions of various numbers, you can test the students understanding skill. You can ask questions from page-32 also.

ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 32:

Add the following using fingers.

- 1) $6 + 2 = 8$ 
- 2) $4 + 3 = 7$ 
- 3) $5 + 3 = 8$ 
- 4) $6 + 4 = 10$ 
- 5) $7 + 2 = 9$ 

6)	5	+	2	=	7	
7)	6	+	3	=	9	
8)	6	+	1	=	7	

4. Addition using Lines

ALL IN ONE – UKG Course Book - Term-2 - Page (33 - 34)

Objective of the Chapter: In this chapter students will learn addition by drawing lines.

Teaching Methods: We can add numbers by drawing lines. Let us add 4 and 3.

Step 1 : Write the two numbers one below the other on the blackboard.

Step 2 : Draw lines for both the numbers.

Step 3 : Now, count the lines altogether and write the answer in the box below the second number. (here, the lines altogether is 7)

$$\text{So, } 4 + 3 = 7$$

Similarly, you can teach the students many additions to understand well.

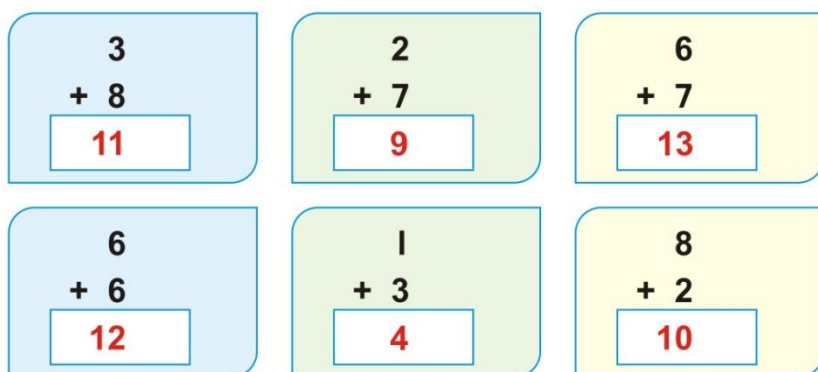
Test: By asking additions of various numbers, you can test the students understanding skill. You can ask questions from page-33 & 34 also.

ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 34:

Add the following using lines.

$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$	$\begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline 9 \end{array}$
$\begin{array}{r} 2 \\ + 5 \\ \hline 7 \end{array}$	$\begin{array}{r} 7 \\ + 4 \\ \hline 11 \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$
$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$	$\begin{array}{r} 4 \\ + 2 \\ \hline 6 \end{array}$	$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$



5. Addition using Number Line

ALL IN ONE – UKG Course Book - Term-2 - Page (35 - 36)

Objective of the Chapter: In this chapter students will learn addition by using number line.

Teaching Methods: We can add two numbers with the help of number line. Let's see how we can do this.

Example: $5 + 4$

First draw a number line (numbered 0 to 10) on the blackboard.

First circle the greater number (5) on the number line.

Then move forward as many numbers as the smaller number. Here 4 is the smaller number. So move forward 4 numbers on the number line.

Now, we reached at 9.

So, $5 + 4 = 9$

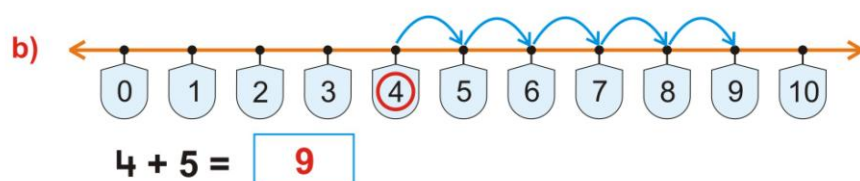
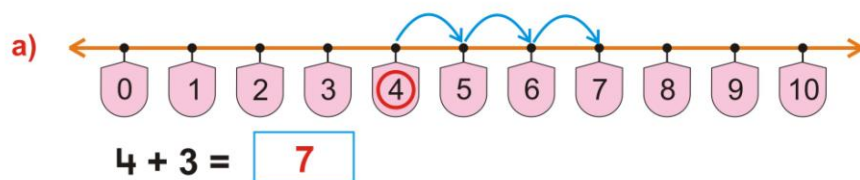
Similarly, you can teach the students many additions to understand well.

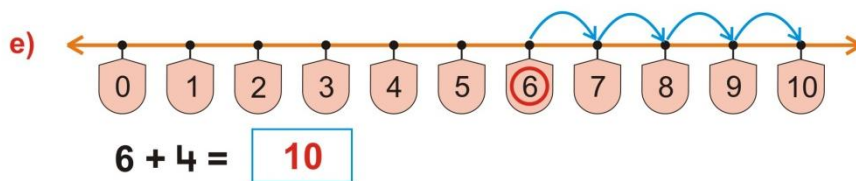
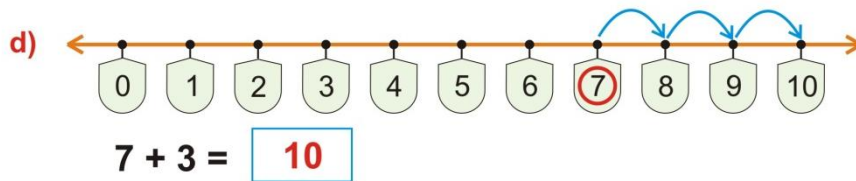
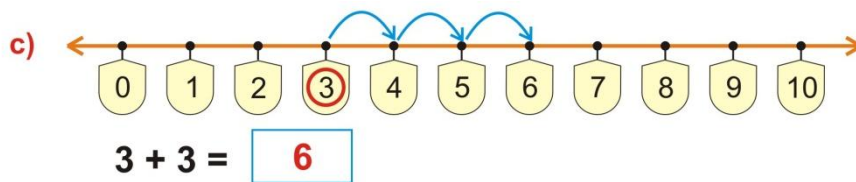
Test: By asking additions of various numbers, you can test the students understanding skill. You can ask questions from page-36 also.

ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 36:

Add the numbers on the number line and write the answer in the box.





6. Addition with Zero

ALL IN ONE – UKG Course Book - Term-2 - Page (37 - 38)

Objective of the Chapter: In this chapter students will learn addition with zero.

Teaching Methods: Teach the students, when you add any number to zero, the answer is the same number.

Example:

There are 5 apples in one plate.

There is no apple in the other plate.

Let us count how many apples are in both the plates.

By counting 1, 2, 3, 4, 5, the total number of apples in both the plates are 5.

So, $5 + 0 = 5$

Zero means nothing.

When you add any number to zero, the answer is the same number.

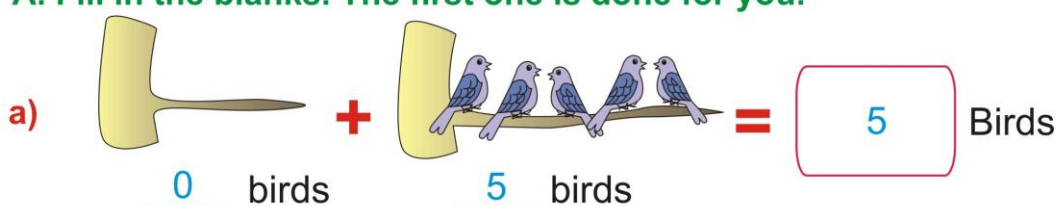
Similarly, you can teach the students many examples of addition to understand well.

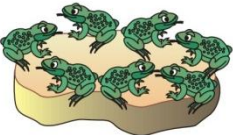
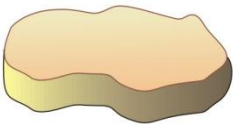
Test: By asking additions of various numbers with zero, you can test the students understanding skill. You can ask questions from page-38 also.

ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 38:

A. Fill in the blanks. The first one is done for you.



b)  +  = 7 Frogs
7 frogs 0 frogs

c)  +  = 3 Balls
3 balls 0 balls

d)  +  = 2 Tops
0 tops 2 tops

B. Add and write in the box. The first one is done for you.

a) $5 + 0 =$ 5	d) $8 + 0 =$ 8
b) $0 + 6 =$ 6	e) $0 + 3 =$ 3
c) $7 + 0 =$ 7	f) $10 + 0 =$ 10

7. Addition – Word Problems

ALL IN ONE – UKG Course Book - Term-2 – Page 39:

Objective of the Chapter: In this chapter students will learn addition with the help of drawing lines or by counting also.

Teaching Methods: Teach the students by giving some examples.

By Drawing Lines

Example:

Sony has 3 chocolates. She gets 2 more chocolates from her mother. How many chocolates does she have altogether?

Sol: Draw 3 lines (for Sony has 3 chocolates)

Draw 2 lines (for she gets 2 more chocolates from her mother)

Now, count all lines together. Here, it is 5.

So, Sony has now 5 chocolates.

Test: Teach the students by giving many similar type of problems from text book, page-39 to understand well.

By Counting

Example:

Sony has 3 chocolates. She gets 2 more chocolates from her mother. How many chocolates does she have altogether?

Sol: Sony has 3 chocolates
She gets 2 more chocolates from her mother
Now, count the chocolates altogether. Here, it is 5.
So, Sony has now 5 chocolates.

Test: By asking similar type of word problems you can test the students understanding. You can ask questions from page-39 also.

ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 39:

1. Ankita has 4 bananas. Rani has 3 bananas. How many bananas do they have altogether?

$$\begin{array}{|c|} \hline \text{||||} \\ \hline 4 \\ \hline \end{array} + \begin{array}{|c|} \hline \text{||||} \\ \hline 3 \\ \hline \end{array} = \begin{array}{|c|} \hline 7 \\ \hline \end{array}$$



2. There are 4 flowers in a bunch and 5 flowers in another bunch. How many flowers are there altogether?

$$\begin{array}{|c|} \hline \text{||||} \\ \hline 4 \\ \hline \end{array} + \begin{array}{|c|} \hline \text{|||||} \\ \hline 5 \\ \hline \end{array} = \begin{array}{|c|} \hline 9 \\ \hline \end{array}$$



3. Sonu has 3 pens and his sister Muni has 5 pens. How many pens do they have altogether?

$$\begin{array}{|c|} \hline \text{||||} \\ \hline 3 \\ \hline \end{array} + \begin{array}{|c|} \hline \text{|||||} \\ \hline 5 \\ \hline \end{array} = \begin{array}{|c|} \hline 8 \\ \hline \end{array}$$



8. Ones and Tens

ALL IN ONE – UKG Course Book - Term-2 – Page (40 – 41)

Objective of the Chapter: In this chapter students will learn addition of single digit number with ten.

Teaching Aids: collect some stones, pebbles and sticks (20 numbers).

Teaching Methods: You should teach the students the concept by pictorial represent of numbers.

By pointing to one circle you can say one.

Pointing two circles you can say two ones

Pointing three circles you can say three ones

.....

.....

Pointing ten circles you can say ten ones

Similarly

by drawing one line on the blackboard, you can say one.

by drawing two lines on the blackboard, you can say two ones.

.....

.....

by drawing ten lines on the blackboard, you can say ten ones.

Now, introduce the concept of ten. By drawing ten lines or ten circles on the blackboard or showing flash card of ten circles and etc.

Gradually, teach the concept of addition with single digit number with ten. Here teach the student that

one ten and one make 11

one ten and two ones make 12

repeat the same for upto last.

Here, teach the concept that one ten and N (any single digit number makes one N). teach the concept with logic.

Example

1 ten + 7 = 17 (here, N=7)

Test: Pointing to the examples on page-41, you can ask questions randomly or serial. For example:

1 ten + 4 ones make

Ans: 14

Similarly, you can draw pictures on the blackboard and ask

1 ten + 6 ones make

Ans: 16

9. Counting in Tens

ALL IN ONE – UKG Course Book - Term-2 – Page (42 – 43)

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

Teaching Aids: Collect 100 matchsticks.

Teaching Methods: Tie 10 matchsticks 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 1st picture on page-43, you can ask, how many bundles (answer will be 5)

$$10 \times 5 = 50$$

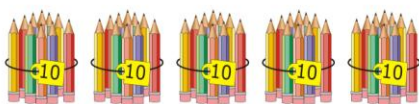
Students can write 50 on the box.

Similarly, repeat the remaining questions on page-43.

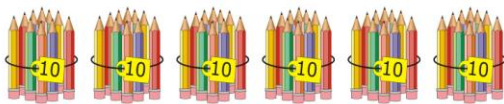
ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 43:

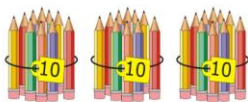
Count and Write.



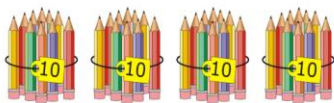
50



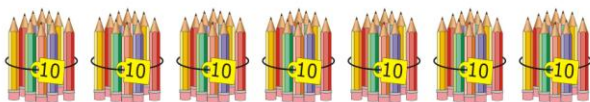
60



30



40



70

10. Bundle and Apart

ALL IN ONE – UKG Course Book - Term-2 – Page (44 – 45)

Objective of the Chapter: In this chapter students will learn about formation of two digit numbers with the help of bundles and part of bundles.

Teaching Aids: Collect 100 matchsticks or any other stick.

Teaching Methods: Make bundles with 10 sticks and keep some nine sticks without bundle. This chapter is mostly based on logic of forming numbers and you can give practical approach to the logic. For example:

You can say

4 bundles and 5, which is equal to 40 and 5, make 45

Explanation: Here, 4 bundles contain 40 sticks and five open stick: total 45 sticks.

Similarly

5 bundles and 2, which is equal to 50 and 2, make 52

So, 5 tens + 2 = 52

You can show some flash cards relevant to the concept and teach.

Test:

Showing the picture, 4 tens + 3 =

Answer is 40 and 3 = 43

And pointing to the second picture you can ask

3 tens + 7 =

Answer is 30 and 7 = 37

Pointing to the third picture you can ask

2 tens and 8 =

Answer is 20 and 8 = 28

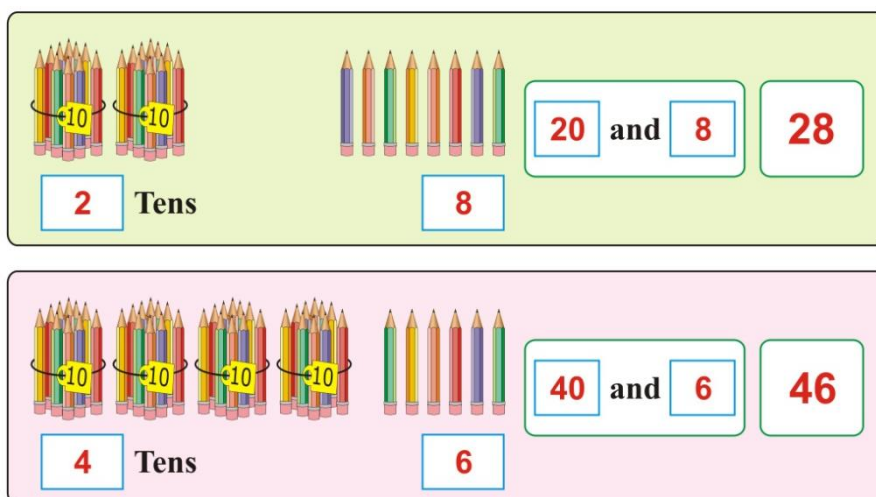
ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 45:

Count and Write

4 Tens 3 40 and 3 43

3 Tens 7 30 and 7 37



11. Number Names from 1 - 50

ALL IN ONE – UKG Course Book - Term-2 – Page 46:

Objective of the Chapter: In this chapter students will revise the spellings of numbers from 1 to 30 and to learn the spelling of numbers from 31 to 50.

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

Teaching Methods: Already students learnt spelling from 1 to 30. So revise it once again by using flash cards and charts or by writing on the board. And test students skill, then teach the spellings of numbers from 31 to 50.

Write each number on the board and write its spelling on its right side. Continue this from 31 to 40. After teaching the spelling from 31 to 40, next teach 41 to 50. You say the spelling of each number and allow the students to repeat. Only after successful teaching upto 40, be sure students learned it. Then start to teach spelling from 41 to 50. 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 31 to 50, and ask the spelling to each student. Showing flash card or chart you can ask student.

Question Sample:

What is the spelling of 35? (orally)

What is the spelling of 42? (showing flash card)

What is the spelling of 48? (showing chart)

1. Plants Around Us

ALL IN ONE – UKG Course Book - Term-2 – Page (48 – 51)

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

- Trees and name of some trees
- Shrubs and name of some shrubs
- Herbs and name of some herbs
- Climbers and name of some climbers
- Creepers and name of some creepers

Introduction: We see different types of plants around us. Plants are living things. Plants are very useful to us. Most of our foods come from plants.

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

Teaching Methods:

Trees:

Trees are big, tall plants and they have strong terms.

Teach all the names of trees in page-48, by writing on the blackboard. You can also point to each tree on page-48, and say it's name. You can say some additional information related to the tree (for example: it's fruit, flower, leaf, size and etc) to create more interest. You can give examples of the trees available in the school campus to create a better practical teaching environment. You can teach the students by showing a flash card of tree also.

Test:

By pointing to a particular tree on page-48, you can ask questions about the name of the tree. For example:

By pointing to the Neem tree, "What is the name of the tree?"

By showing a flash card, "What is the name of the tree?"

Shrubs

Small and bushy plants are called shrubs.

Teach all the names of shrubs in page-49, by writing on the blackboard. You can also point to each shrub on page-49, and say it's name. You can say some additional information related to the shrubs (for example: it's fruit, flower, leaf, size, appearance and etc) to create more interest. You can give examples of the shrubs available in the school garden to create a better practical teaching environment. You can teach the students by showing a flash card of shrubs also.

Test:

By pointing to a particular shrub on page-49, you can ask questions about the name of the shrub. For example:

By pointing to the Rose plant, "What is the name of the plant?"

By showing a flash card, “What is the name of the plant?”.

Herbs

Small plants are called herbs. They have soft, thin stems.

Teach all the names of herbs in page-49, by writing on the blackboard. You can also point to each herb on page-49, and say it's name. You can say some additional information related to the herbs (for example: it's fruit, flower, leaf, size, appearance and etc) to create more interest. You can give examples of the herbs available in the school garden to create a better practical teaching environment. You can teach the students by showing a flash card of herbs also.

Test:

By pointing to a particular herb on page-49, you can ask questions about the name of the herb. For example:

By pointing to the Tulasi plant, “What is the name of the plant?”.

By showing a flash card, “What is the name of the plant?”.

Climbers

Some plants need support to stand and grow, they are called Climbers.

Teach all the names of climbers in page-50, by writing on the blackboard. You can also point to each climber on page-49, and say it's name. You can say some additional information related to the climbers (for example: it's fruit, flower, leaf, size, appearance and etc) to create more interest. You can give examples of the climbers available in the school garden to create a better practical teaching environment. You can teach the students by showing a flash card of climbers also.

Test:

By pointing to a particular climber on page-49, you can ask questions about the name of the climber. For example:

By pointing to the money plant, “What is the name of the plant?”.

By showing a flash card, “What is the name of the plant?”.

Creepers

Some plants grow along the ground, they are called creepers.

Teach all the names of creepers in page-50, by writing on the blackboard. You can also point to each creeper on page-50, and say it's name. You can say some additional information related to the creeper (for example: it's fruit, flower, leaf, size, appearance and etc) to create more interest. You can give examples of the creepers available in the school garden to create a better practical teaching environment. You can teach the students by showing a flash card of creepers also.

Test:

By pointing to a particular creeper on page-50, you can ask questions about the name of the creeper. For example:

By pointing to the watermelon plant, “What is the name of the plant?”.

By showing a flash card, “What is the name of the plant?”.

Interactive Section

ALL IN ONE – UKG Course Book - Term-2 – Page 49:

1. Tell the name of a tall plant.

Ans: Coconut tree is a tall plant.

2. Tell the name of a shrub.

Ans: Rose plant is a shrub.

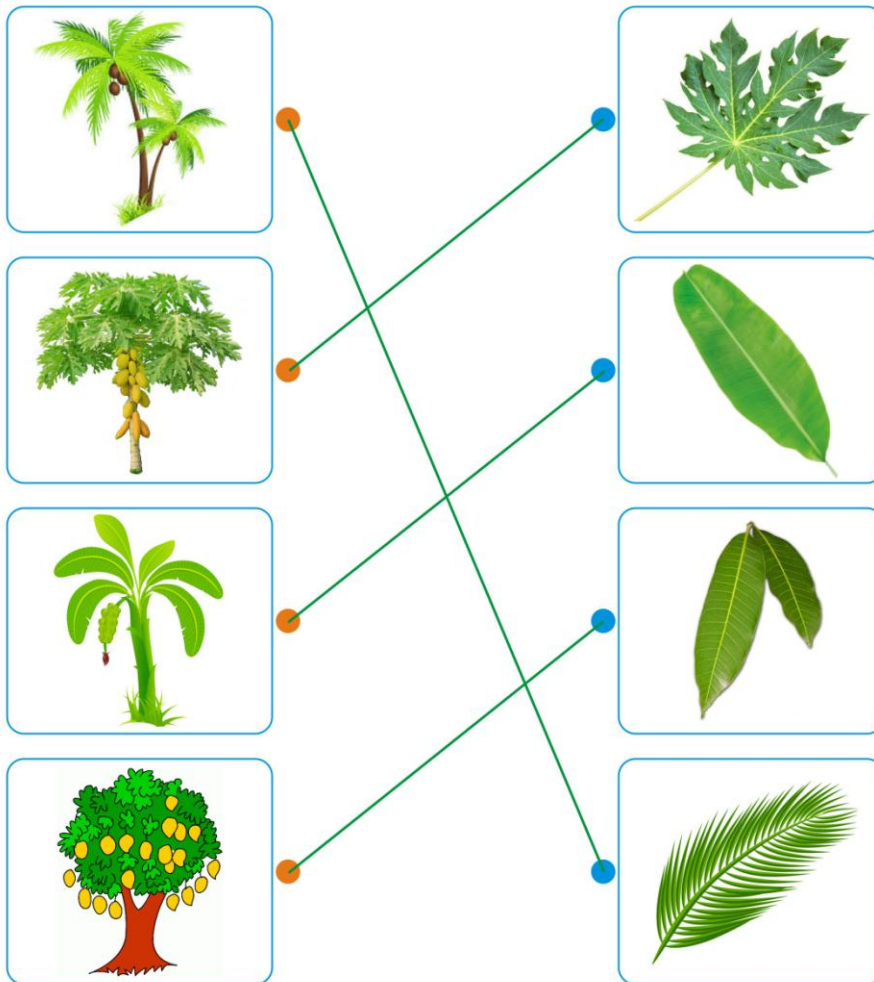
3. Tell the name of any one herb.

Ans: Tulasi plant is a herb.

ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 51:

Match the plants with their leaves.



2. Fruits

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

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

Teaching Aids: Flash cards, fruits Charts, Fruits and etc.

Teaching Methods: We all like fruits. Fruits are very sweet, tasty and juicy. We get fruits from trees and plants. Fruits are very good for health. We should eat them regularly.

Teach all the names of fruits in page-52, by writing on the blackboard. You can also point to each fruit on page-52, and say its name. You can say some additional information related to the fruit (for example: Its taste, colour, size, and etc) to create more interest.

Fruits with many seeds

Some fruits have many seeds. You can give examples of some fruits that have many seeds by pointing the pictures of guava, papaya and watermelon (page-52). You can use flash cards and charts for examples.

Fruits with few seeds

Some fruits have few seeds. You can give examples of some fruits that have few seeds by pointing the pictures of sapota, apple (page-52). You can use flash cards and charts for examples.

Fruits with one seed

Some fruits have one seed. You can give examples of some fruits that have one seed by pointing the pictures of mango, gooseberry (amla), cherry and peach (page-52). You can use flash cards and charts for examples.

Test:

By pointing to a particular fruit on page-52, you can ask questions about the name of the fruit. For example:

By pointing to guava, “What is the name of the fruit?”.

By showing a flash card of a fruit, “What is the name of the fruit?”.

Question Sample:

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

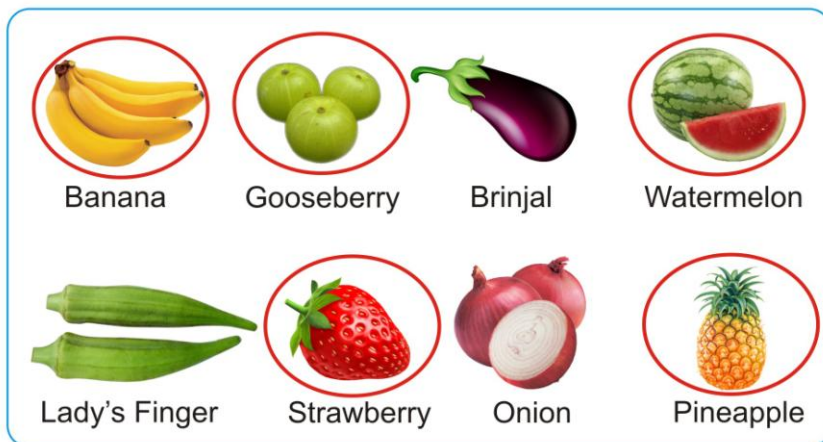
What is your favourite fruit?

What is this? (by point to a fruit from page-52)

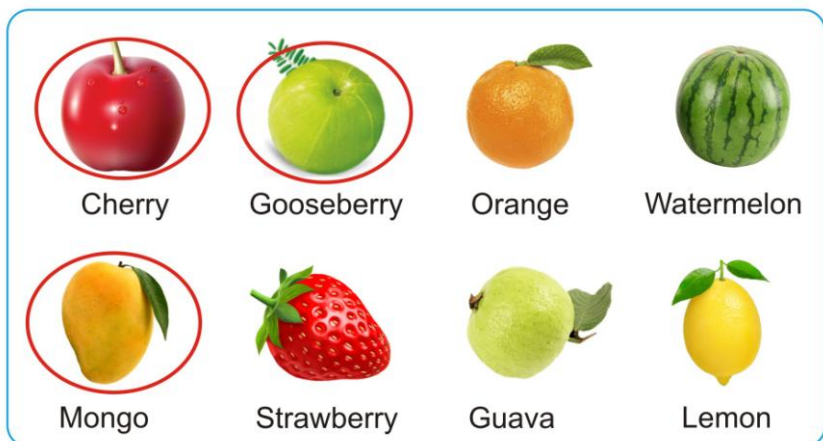
ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 53:

A. Circle the fruits.



B. Circle the fruits with one seed.



3. Vegetables

ALL IN ONE – UKG Course Book - Term-2 – Page (54 – 56)

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

Teaching Aids: Flash cards, vegetable Charts, vegetable-toys and etc.

Teaching Methods: Vegetables are good for our health.

Teach all the names of vegetables in page-54, by writing on the blackboard. You can also point to each vegetable on page-54, and say its name. You can say some additional information related to the vegetable (for example: leafy vegetable, colour, size, taste and etc) to create more interest.

Vegetables that can be eaten raw

Some vegetables can be eaten raw. You can give examples of some vegetables that can be eaten raw by pointing to the pictures of carrot, radish, cucumber, capsicum, tomato and onion (page-54). You can use flash cards and charts for more examples.

Vegetables that must be cooked before eating

Some vegetables can be eaten after cooking. You can give examples of some vegetables that can be eaten by cooking by pointing to the pictures of Lady's finger, pumpkin and bottle gourd (page-54). You can use flash cards and charts for more examples.

Some vegetable grow above the soil

You can give examples of some vegetables that grow above the soil by pointing to the pictures of brinjal, tomato, lady's finger, pumpkin and peas (page-55). You can use flash cards and charts for more examples.

Some vegetable grow below the soil

You can give examples of some vegetables that grow under the soil by pointing to the pictures of potato, onion, carrot, beetroot and ginger (page-55). You can use flash cards and charts for more examples.

Test:

By pointing to a particular vegetable on page-54 & 55, you can ask questions about the name of the vegetables.

For example:

By pointing to carrot, "What is the name of the vegetable?"

By showing a flash card of a vegetable, "What is the name of the vegetable?"

Do you eat raw carrot?

Which vegetable do you eat raw?

Which vegetable you eat after cooking?

Which vegetables grow above the soil?

Which vegetables grow below the soil?

Interactive Section

ALL IN ONE – UKG Course Book - Term-2 – Page 54:

1. Tell the name of vegetable that grows above the soil.

Ans: Brinjal, tomato, pumpkin grows above the soil.

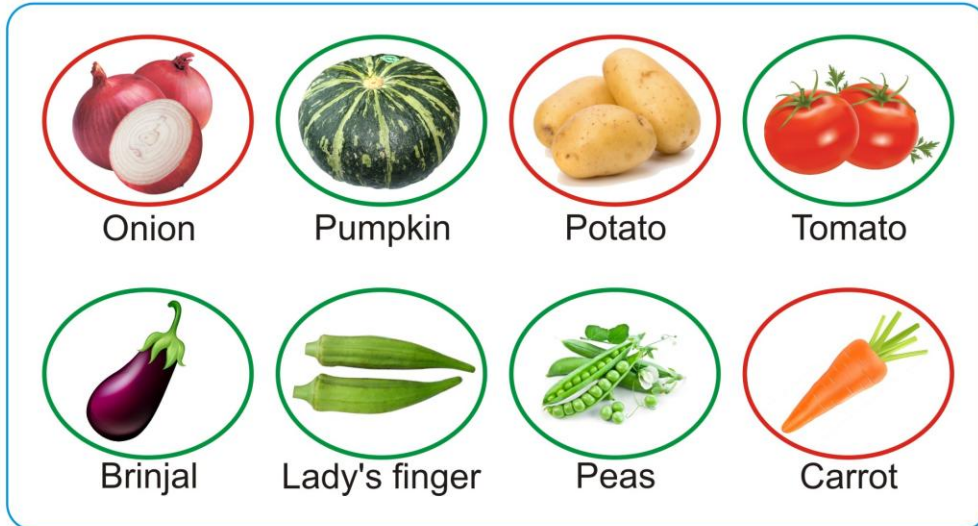
2. Tell the name of a vegetable that grows below the soil.

Ans: Potato grows below the soil.

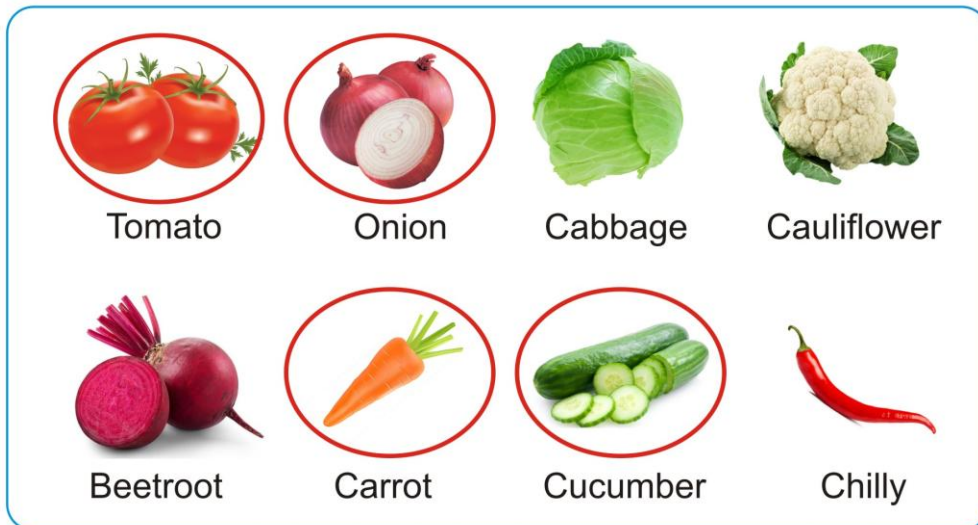
ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 56:

A. Circle the vegetables that grow above the soil in **green** and circle the vegetables that grow below the soil in **red**.



B. Some vegetables have to be cooked while other can be eaten raw. Circle the vegetables that can be eaten raw.



4. Flowers

ALL IN ONE – UKG Course Book - Term-2 – Page (57 – 58)

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

Teaching Aids: Flash cards, flower Charts and etc.

Teaching Methods: You can many kinds of flowers in a garden. Flowers are very beautiful. Flowers give out good smell. Flowers are in many colours.

Teach all the names of flowers in page-57, by writing on the blackboard. You can also point to each flower on page-57, and say its name. You can say some additional information related to the flower (for example: its smell, colour, size and etc) to create more interest. You can use flash cards and charts which teaching to the students.

Test:

By pointing to a particular flower on page-57, you can ask questions about the name of the flower. For example:

By pointing to rose flower, "What is the name of the flower?"

By showing a flash card of a flower, "What is the name of the flower?"

What is the colour of rose?

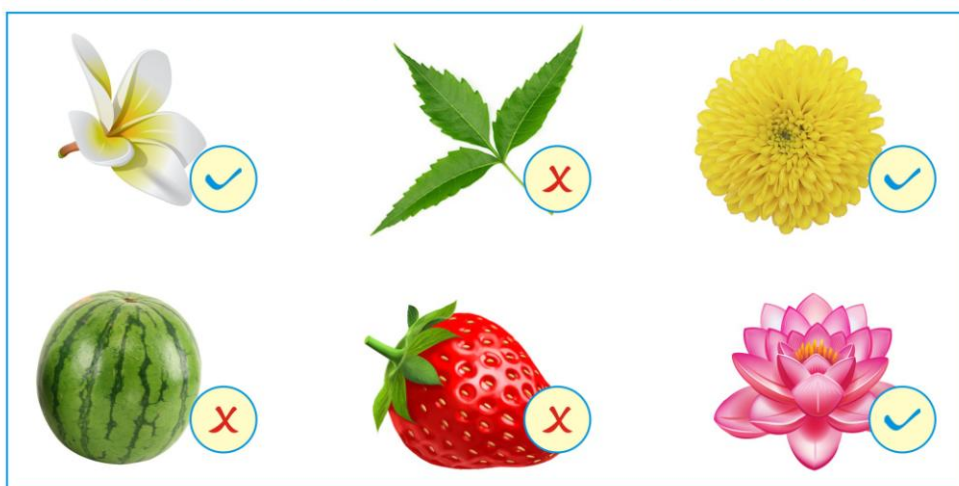
What is the colour of sunflower?

What is the colour of jasmine?

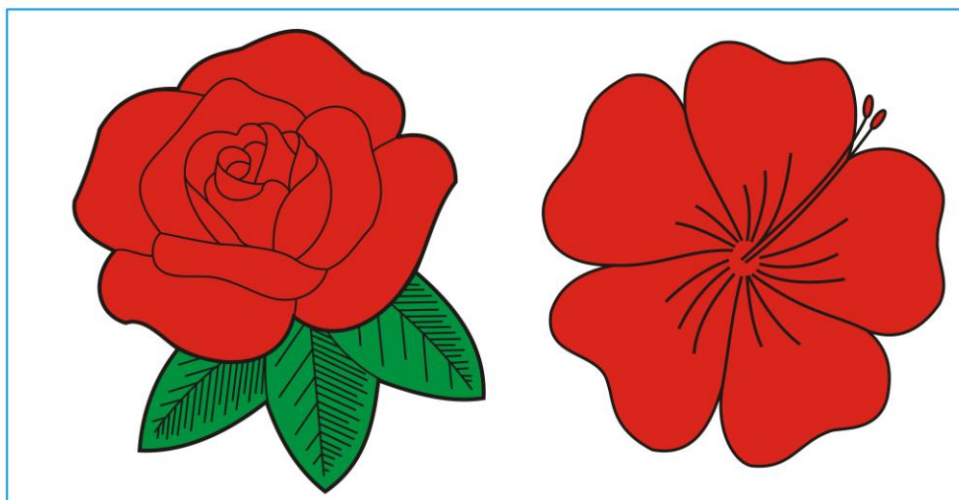
ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 58:

I. Put tick (✓) mark to the flowers and cross (X) to other pictures.



II. Colour the flowers.



5. Domestic Animals

ALL IN ONE – UKG Course Book - Term-2 – Page (59 – 60)

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

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

Teaching Methods: We keep some animals to do our work. They live near our home. Such animals are called domestic animals. They help us in many ways. Teach all the names of various domestic animals that help us or give us something.

Teach them:

The cow and the buffalo give us milk.

The sheep give us wool.

The hen and the duck give us eggs.

The donkey and the camel carry our load. Camel is the ship of the desert.

The horse draws our carriage.

The bullock draws our cart. They also plough the fields.

Note: While teaching the above, you can point the respective picture in page-59 (UKG, Course Book Term-2).

Test: By pointing to a particular animal on page-59, you can ask questions about the name of the animal.

Which animal gives us milk?

Which animal draws our cart?

ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 60:

I. Answer the following questions.

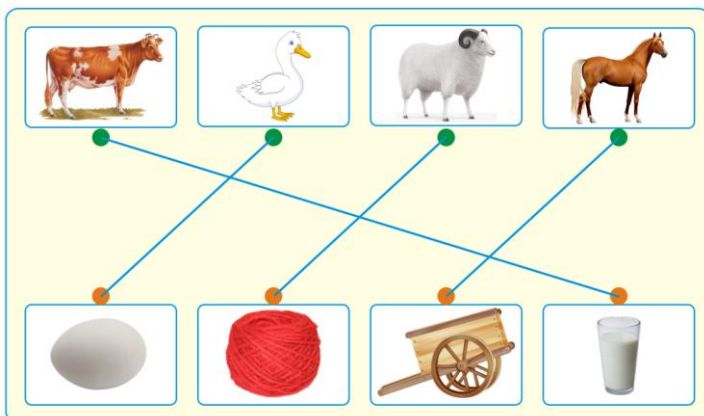
1. Name any two animals that give us milk. **Ans:** Cow and buffalo give us milk.

2. Which animal gives us wool? **Ans:** Sheep gives us wool.

II. Fill in the missing letters.

1. D O N K E Y 2. H E N 3. C O W 4. S H E E P

III. Match the following.



6. Pet Animals

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

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

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

Teaching Methods: We keep some animals with us as companion. They are called pet animals. We use these pets for fun and play. They are very lovable and affectionate to us. We love our pets.

Teach all the names of various pet animals that give us companion. Teach them:

The dog guards our house. The dog is a very faithful animal.

Cats like to chase and eat rats. Some people keep cats as pet.

The parrot can talk like you. It can fly.

The rabbit likes to eat carrot. It is very soft and friendly.

We must take care of our pets. We must keep them clean.

Note: While teaching the above, you can point the respective picture in page-61 (UKG, Course Book Term-2).

Test:

By pointing to a particular animal on page-61, you can ask questions about the name of the animal.

Which animal guards our house?

Which animal can talk like you?

7. Wild Animals

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

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

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

Teaching Methods: Some animals live in forest. They are called wild animals. It is not safe to keep them near our home. We can see some of them in Zoo.

Teach all the names of various wild animals that live in forest.

Teach them:

The tiger is our national animal.

The lion is called the king of the forest.

The cheetah is the fastest animal.

The elephant is the biggest land animal.

The giraffe is a very tall animal.

The fox is a cunning animal.

Note: While teaching the above, you can point the respective picture in page-62 (UKG, Course Book Term-2).

Test:

By pointing to a particular animal on page-62, you can ask questions about the name of the animal.

What is our national animal?

Which is the biggest land animal?

Who is the king of forest?

Which is the tallest animal?

ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 63:

A. Answer the following questions.

1. Name any two wild animals.

Ans: Lion and Tiger are wild animals.

2. Which is the biggest land animal?

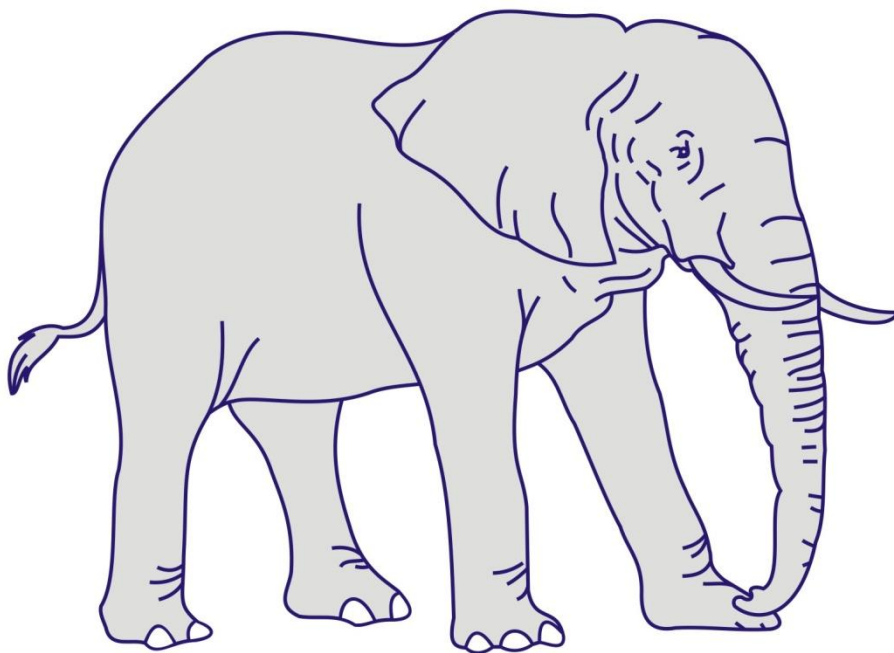
Ans: Elephant is the biggest land animal.

B. Fill in the blanks.

1. Wild animals live in forest.

2. Giraffe is the tallest animal.

C. Colour the picture and name it.



E	L	E	P	H	A	N	T
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8. Water Animals and Amphibians

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

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

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

Teaching Methods:

Water Animals

Some animals live in water their whole life. These animals are called water animals. Teach all the names of water animals in page-64, by writing on the blackboard. You can also point to each water animal on page-64, and say its name. You can say some additional information related to the water animal (for example: its size, colour and etc) to create more interest. You can use flash cards and charts while teaching to the students.

Test:

By pointing to a particular water animal on page-64, you can ask questions about the name of the animal.

What is this? (by show a flash card of a fish)

What is this? (by pointing a water animal from page-64)

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

Amphibians

Some animals live both in water and on land. These animals are called amphibians. Teach all the names of amphibians in page-64, by writing on the blackboard. You can also point to each amphibian on page-64, and say its name. You can say some additional information related to the amphibian (for example: its size, colour and etc) to create more interest. You can use flash cards and charts while teaching to the students.

Test:

By pointing to a particular amphibian on page-64, you can ask questions about the name of the animal.

What is this? (by show a flash card of a crocodile)

What is this? (by pointing a amphibian from page-64)

ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 65:

I. Answer the following questions.

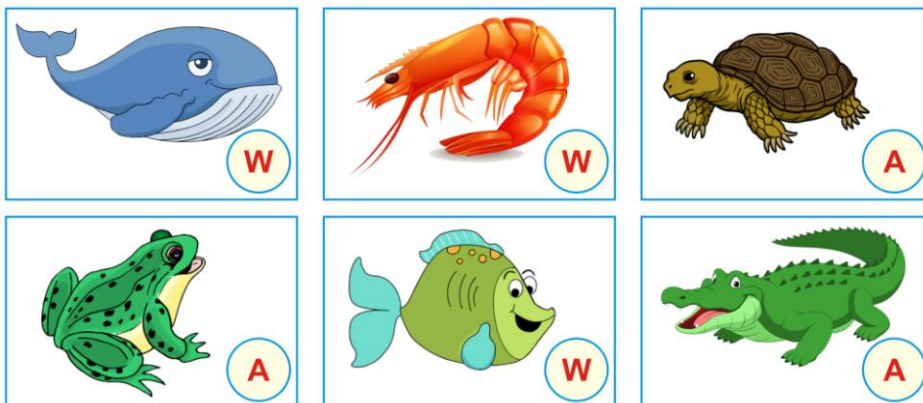
1. Name any two water animals.

Ans: Fish and Dolphin are water animals.

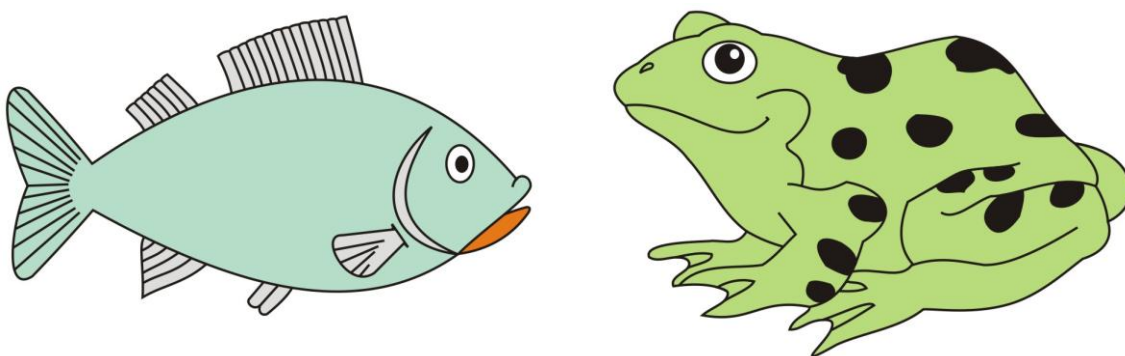
2. Name any two amphibians.

Ans: Frog and Crocodile are amphibians.

II. Write (W) for water animals and (A) for amphibians in the circle.



III. Colour these pictures.



9. Abodes of Animals

ALL IN ONE – UKG Course Book - Term-2 – Page 66:

Objective of the chapter: In this chapter students will learn about name of abodes of animals.

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

Teaching Methods: We all live in houses. Do you know that animal also live in houses?

Teach all the names of abodes of animals in page-66 one by one, by writing on the blackboard.

For example:

A cow lives in a shed.

A dog lives in a kennel.

A horse lives in a stable.

A hen lives in a coop.

A rabbit lives in a burrow.

A goat lives in a Hutch.

A lion lives in a den.

A snake lives in a hole.

A monkey lives in a tree.

Test:

By pointing to a particular animal on page-66, you can ask questions about the name of the abode.

The abode of cow is

The abode of dog is

The abode of lion is

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

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

10. Animals and their young ones

ALL IN ONE – UKG Course Book - Term-2 – Page (67 – 68)

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

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

Teaching Methods:**Domestic animals and their young ones.**

Teach all the names of domestic animals and their young ones in page-67 one by one, by writing on the blackboard. For example:

Cow → Calf

Goat → Kid

Dog → Puppy

Horst → Foal

Cat → Kitten

Sheep → Lamp

Wild animals and their young ones.

Teach all the names of wild animals and their young ones in page-67 one by one, by writing on the blackboard. For example:

Lion → Cub

Monkey → Infant

Elephant → Calf

Deer → Fawn

Kangaroo → Joey

Bear → Cub

Test:

By pointing to a particular animal on page-67, you can ask questions about the name of the young one.

The young one of cow is

The young one of goat is

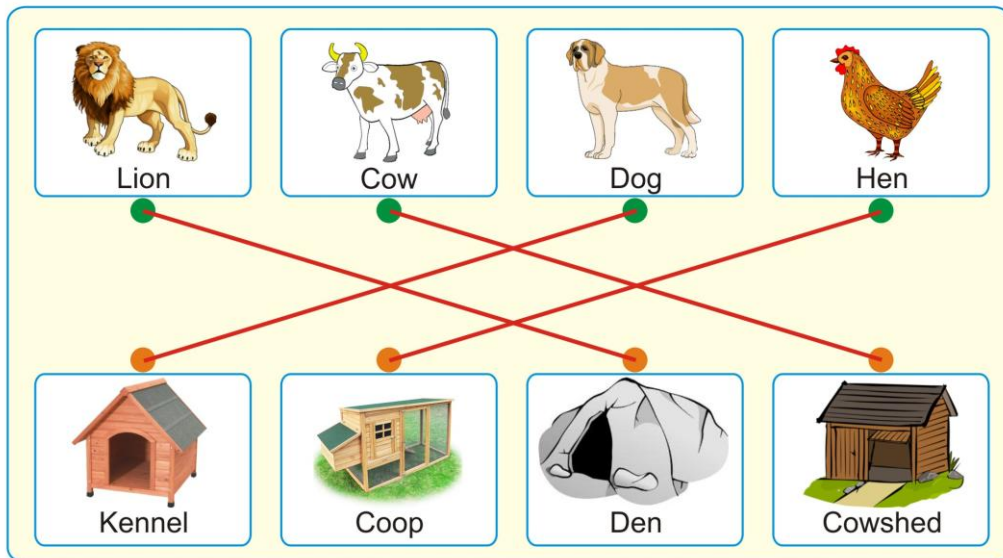
The young one of lion is

The young one of deer is

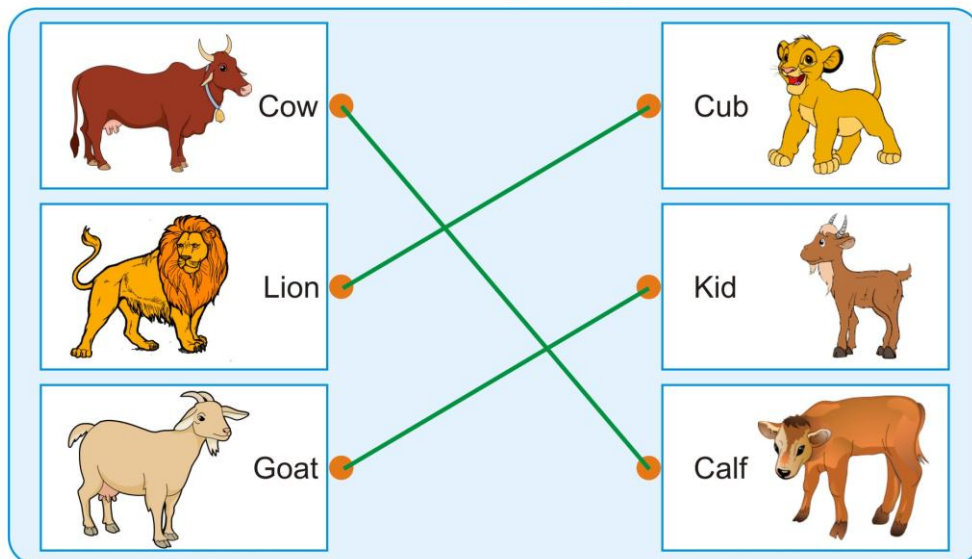
ANSWER

Course Book Term-2 Page 68:

I. Match the animals with their homes.



II. Match the animals with their young ones.



11. Our Neighbourhood

ALL IN ONE – UKG Course Book - Term-2 – Page (69 – 79)

Objective of the chapter: In this chapter students will learn about name of some important places in our neighbourhood.

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

Teaching Methods:

So pointing to each picture on page-69 and explain about each place. Like school, hospital, post office, shop, police station, market, bank ATM, park, café, restaurant, cinema theatre 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:

- | | |
|-----------------------|---|
| School | → We go to school for learning |
| Hospital | → Sick people visit the hospital for health care or consultancy. |
| Post office | → We go to post office to deposit or withdraw money and to post letter. |
| Shop | → We go to shop to purchase necessary goods. |
| Police Station | → We go to police station for giving complain. |
| Market | → We go to market to purchase various items. |
| Bank | → We go to bank to deposit or withdraw money. Sometimes we go to bank for transfer amount to another account. |
| ATM | → We go to ATM to withdraw money. |
| Park | → We visit park to play and relax. |
| Café | → We visit café to take tea, coffee and snacks. |
| Restaurant | → We go to restaurant for eating. |
| Cinema Theatre | → We go to cinema theatre to watch movies. |

Test: By pointing to a particular picture on page-69, you can ask questions about the name of the place.

What is this? (By pointing to the image of school on page-69)

What is this? (By pointing to the image of ATM on page-69)

Interactive Section

ALL IN ONE – UKG Course Book - Term-2 – Page 70:

1. Where do you go if you are sick?

Ans: We go to hospital if we are sick.

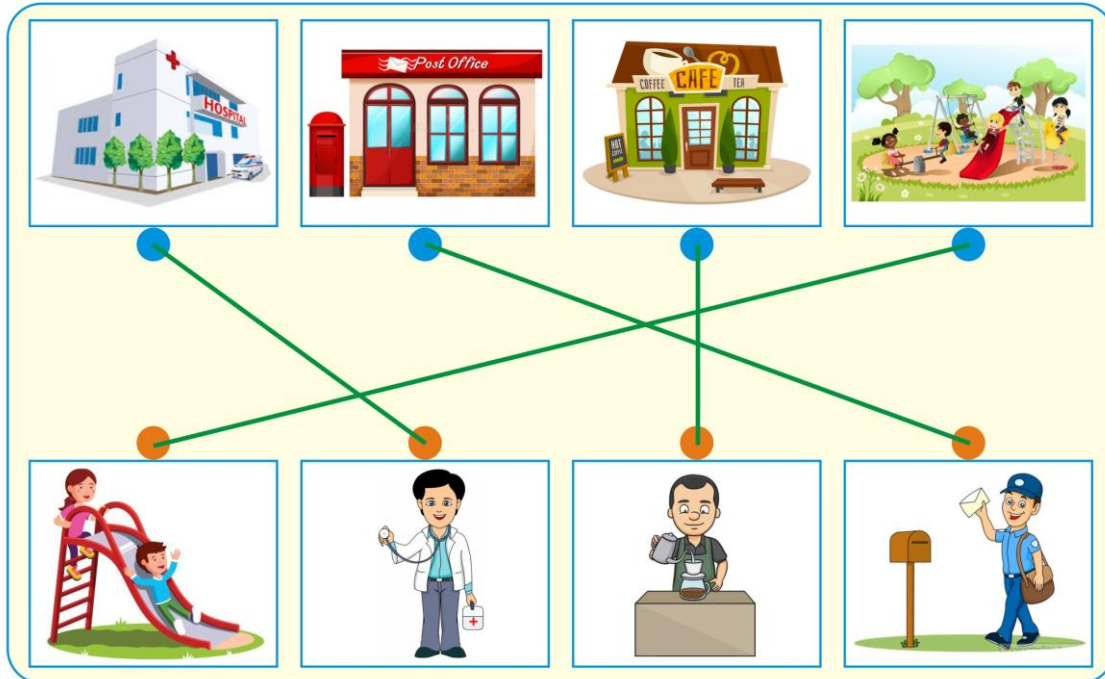
2. Where do you go for shopping?

Ans: We go to market for shopping.

ANSWER

ALL IN ONE – UKG Course Book - Term-2 – Page 70:

I. Match the following.



II. Fill in the missing letters with the help of the pictures.



12. Places of Importance

ALL IN ONE – UKG Course Book - Term-2 – Page 71:

Objective of the chapter: In this chapter students will learn about various important place in India.

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

Teaching Methods: We have many monuments in India. The monuments are located in various places. Those places are highly important due to the monuments. So pointing to each monument (place) picture on page-71 and explain about each monument and its location (place).

For Example:

- Red Fort** : The Red Fort is located in New Delhi
- Gate way of India** : The Gate way of India is located in Mumbai.
- India Gate** : The India Gate is located in New Delhi
- Qutub Minar** : The Qutub Minar is located in Delhi
- Sun temple** : The Sun temple is located in Konark
- Taj Mahal** : The Taj Mahal is located in Agra
- Charminar** : The Charminar is located in Hyderabad
- Hawa Mahal** : The Hawa Mahal is located in Jaipur
- Meenakshi temple** : The Meenakshi temple is located in Madurai

Test:

By pointing to a particular picture on page-69, you can ask questions about the name of the place.

What is this? (By pointing to the image of school on page-69)

What is this? (By pointing to the image of ATM on page-69)

RHYMES

1. The Dog says Bow-Wow

ALL IN ONE – UKG, Course Book - Term-2 - Page 73:

Objective of the Chapter: In this chapter students will learn the rhyme “The Dog says Bow-Wow” 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 “The Dog says Bow-Wow” and let the students to complete it. Ask the students to tell the rhyme with action.

2. I am a Little Tea Pot

ALL IN ONE – UKG, Course Book - Term-2 - Page 73:

Objective of the Chapter: In this chapter students will learn the rhyme “I am a Little Tea Pot” 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 “I am a Little Tea Pot” and let the students to complete it. Ask the students to tell the rhyme with action.

3. Row, Row, Row your boat

ALL IN ONE – UKG, Course Book - Term-2 - Page 74:

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

4. I Hear Thunder

ALL IN ONE – UKG, Course Book - Term-2 - Page 74:

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

5. Two little eyes

ALL IN ONE – UKG, Course Book - Term-2 - Page 75:

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

6. Lolly - Pop

ALL IN ONE – UKG, Course Book - Term-2 - Page 75:

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

STORIES

1. The Greedy Dog

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-76 while teaching the story.

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

What did the dog find in the forest? (a bone or a cake),

Is the dog greedy?

What happened when he opened his mouth to bark?

What is the moral of the story?

2. The Fox and the Goat

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

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

Teaching Aids: Multimedia software, Chart related to 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,

Where did the fox fall into?

Who said that the water inside the well was so sweet?

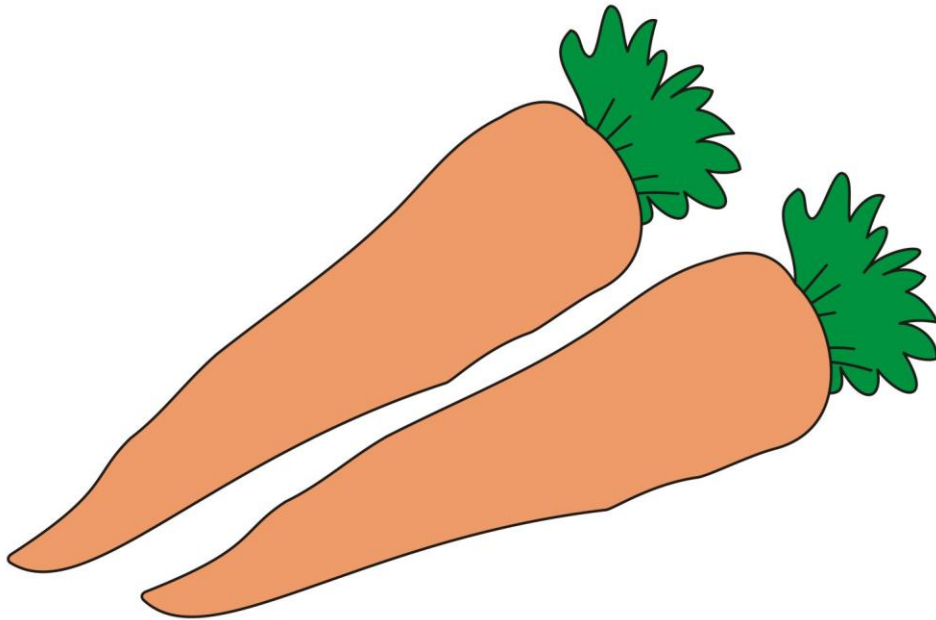
Who jumped into the well to taste the water?

What is the moral of the story?

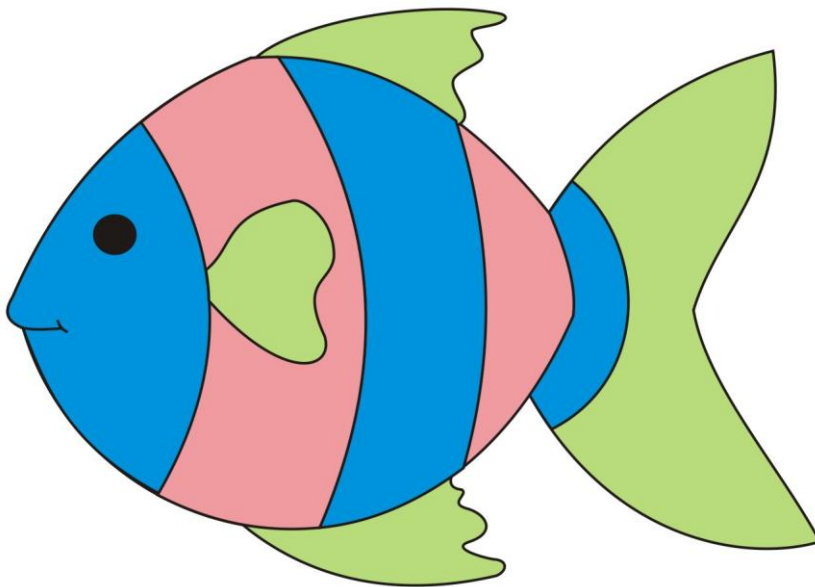
COLOURING

ALL IN ONE – UKG, Course Book - Term-2 - Page 78:

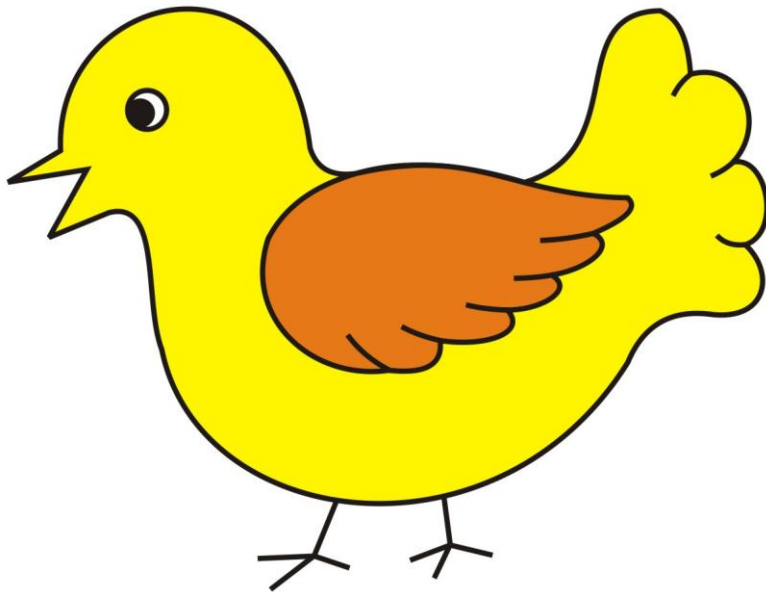
Colour the carrots using the colours given.



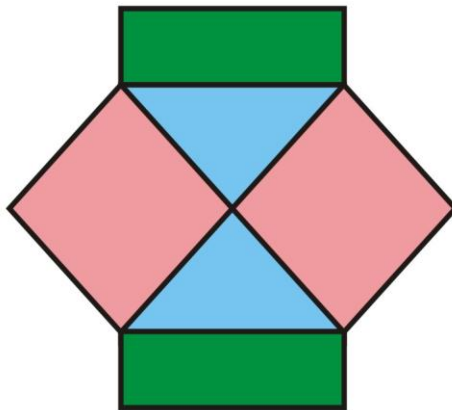
Colour the fish using the colours given.



Colour the bird using the colours given.



Colour the candle using the colours given.



Colour the Kite using the colours given.

