

TEACHERS

Manual

Global Kids

UKG

Term-3

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ENGLISH

1. Myself

ALL IN ONE – UKG Course Book - Term-3 - Page (5 - 6)

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

Teaching Aids: Multimedia video clips related to the concept.

Teaching Methods: You should start the concept by the self introduction statement that is “I am Anuradha” and “My father’s name is Harish”.

Call a student and ask “what is your name?”. And teach the student to tell his name which is similar to “my name is Ramesh”.

Call another student and ask “what is your father’s name?”. And teach the student to tell his father’s name which is similar to “my father’s name is Suresh”.

Call another student and ask “what is your sister’s name?”. And teach the student to tell his sister’s name which is similar to “my siser’s name is Priya”.

Call another student and ask “what is your age?” Or “How old are you?”. And teach the student to tell his age which is similar to “I am five years old”.

Call another student and ask “which class are you studying?”. And teach the student to tell his class which is similar to “I am in U.K.G”.

Call another student and ask “where is your school?”. And teach the student to tell his school location which is similar to “my school is near to my house”.

Call another student and ask “where do your family live?”. And teach the student to tell his brief address which is similar to “we live at Teacher’s colony, Chennai”.

Note: In the above the student’s name, father’s name, age, class, house location, school location etc. are relative to each student so it may differ.

Display multimedia video associated with self introduction.

Test: Ask the following questions to each student.

What is your name?

What is your father’s name?

What is your sister’s name?

What is your age?

Which class are you studying?

Where is your school?

Where do your family live?

Interactive Section

ALL IN ONE – UKG Course Book - Term-3 – Page 5:

1. Who are you?

Ans: I am Geeta.

2. What is your age?

Ans: I am 5 years old.

ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 6:

Answer the following questions:

1. What is your name?

Ans. My name is Gopal.

2. How old are you?

Ans. I am five years old.

3. Which class are you studying in?

Ans. I am studying in class UKG.

4. What is your father's name?

Ans. My father's name is Shankar.

5. What is your mother's name?

Ans. My mother's name is Swarupa.

6. What is your teacher's name?

Ans. My teacher's name is Vimala.

7. Where do you live?

Ans. I live in Hyderabad.

8. What is the name of your school?

Ans. The name of my school is Gautham E.M School.

9. Which game do you play?

Ans. I play Kabaddi.

10. What do you like to eat?

Ans. I like to eat Ice cream.

2. Verb – ing form

ALL IN ONE – UKG Course Book - Term-3 - Page (7 - 9)

Objective of the Chapter: In this chapter students will learn the ing form of verbs. And which is mostly used in continuous-tense.

Teaching Aids: Multimedia video clips related to the concept.

Teaching Methods: Teach the student that the verbs with ing form are used to form sentence of continuous tense (prefer to use present continuous). Teach them how to make verbs of continuous tense or how to add ing to a verb.

Verb	Add “ing”
------	-----------

Jump	Jumping
------	---------

Drink	Drinking
-------	----------

Eat	Eating
-----	--------

By showing to the picture you can say

He is crying

He is laughing

And you can ask question “what is the boy doing” and you can expect the answer from the student “The boy is playing”. If they do not say the answer, you can say the correct answer.

And you can ask question “what is Kapil doing” and you can expect the answer from the student “Kapil is sleeping”. If they do not say the answer, you can say the correct answer.

And you can ask question “what is Neha doing” and you can expect the answer from the student “Neha is skipping”. If they do not say the answer, you can say the correct answer.

By showing any particular student you can ask question, what is Arun doing? Here instead of Arun you should use the name of the student.

Repeat this kind of questions.

Test: By pointing to each picture on page-8, you can ask

What is the boy doing?

What is the girl doing?

By showing flash cards or chart, you can ask similar questions.

Interactive Section

ALL IN ONE – UKG Course Book - Term-3 – Page 7:

1. What is the ing form of eat?

Ans: The ing form of eat is eating.

2. What is the ing form of read?

Ans: The ing form of read is reading.

ANSWERS

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

A. Look at the pictures and tick (✓) suitable action words.

1. The baby is Sleeping.



Sleeping



Jumping



2. Anu is Skipping.



Eating



Skipping

3. The boy is Drinking water.



Reading



Drinking



4. Anil is Jumping.



Jumping



Sleeping

5. Rani is Reading.



Drinking



Reading



3. Opposites

ALL IN ONE – UKG Course Book - Term-3 - Page (10 - 11)

Objective of the Chapter: In this chapter students will learn antonyms or opposite words.

Teaching Aids: Multimedia video clips related to the concept, Flash card, Chart and etc.

Teaching Methods:

Big and Small

By pointing to the elephant (page-10) you can say, the elephant is big and pointing to the rat, you can say, the rat is small. And while saying big or small you can express your feelings using your hands.

The opposite of big is small.

Hot and Cold

Similarly, teach that “Tea is hot” and “Ice-cream is cold”. You can add some additional examples of hot and cold (like: iron box, sun, cool drink etc).

The opposite of hot is cold.

Fat and Thin

Teach the students that the opposite of fat is thin. Pointing to the pictures on page-10, you can explain. (do not say examples of fat, thin etc from the students of the class).

Heavy and Light

Teach the concept of heavy by pointing to the table. Attempt to move the table and express your difficulty. And say this table is heavy. In the same way attempt to move a duster or a pen and express how easily you can move it. Say the student that it is light.

Tell them we can lift light items easily whereas we can lift heavy items with difficulty. And we cannot lift some heavy items also.

You can say “heavy” by pointing to the picture page-8, 2-Kg.

You can say “Light” by pointing to the picture page-8, 1-Kg.

The opposite of heavy is light.

Tall and Short

By using two sticks, you can teach the concept of tall and short. By showing the tall stick, you can say “This stick is tall”. By showing the small stick, you can say “this stick is short”.

Note: always use vertical or standing mode while teaching tall or short.

Draw two lines on blackboard, (one tall line and one short line)

Pointing to the tall line you say, “this is a tall line”.

Pointing to the short line you say, “this is a short line”.

You can show the tall tree (page-10), you can say “this tree is tall”

You can show the short tree (page-10), you can say “this tree is short”

The opposite of tall is short.

Black and White

Collect some black and white items like: crayons, colour pencil, chalks, colour papers.

By pointing to the black circle from the picture (page-10), “this circle is black”.

By pointing to the white circle from the picture (page-10), “this circle is white”.

By showing a black crayon, you can say, “black” or “this crayon is black”.

By showing a white crayon, you can say, “white” or “this crayon is white”.

You can give some additional examples using flash cards, chart or other black and white items.

The opposite of black is white.

Test: By pointing to a bag and a pencil pouch, you can ask, “which one is big?”

By drawing two lines on the board, you can ask, “which line is tall and which line is short”

Similar type of questions, you can ask to students, to check students understanding skill.

Interactive Section

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

1. What is the opposite of old? **Ans:** The opposite of old is new.
2. What is the opposite of full? **Ans:** The opposite of full is empty.

ANSWERS

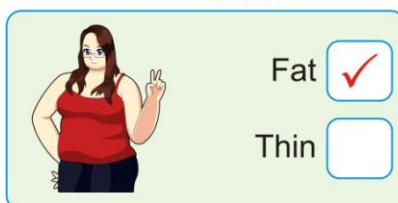
ALL IN ONE – UKG Course Book - Term-3 - Page 11:

I. Tick (✓) the correct answer:

1. The ice cream is cold / hot.



2. The Girl is fat / thin.



3. The Rat is big / small.



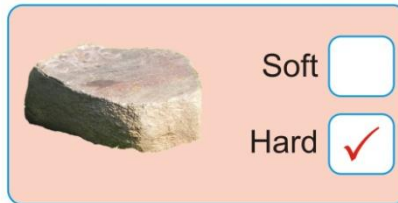
4. The Tree is tall / short.



5. The Boy is **sad / happy**.



6. The Rock is **soft / hard**.



II. Colour these cups with different coloured crayons.



4. Have and Has

ALL IN ONE – UKG Course Book - Term-3 - Page (12 - 14)

Objective of the Chapter: In this chapter students will learn the use of “Have” and “Has”.

Teaching Aids: Multimedia video clips related to the concept, Flash cards etc.

Teaching Methods:

HAVE

“Have” is used for I, You, We, They and plural third persons.

Teach the concept by pointing to the pictures of page-12.

Example:

In the first picture (page-12), the girl is saying, “I have a book”.

In the second picture (page-12), the girl is saying to the boy, “You have a balloon”.

In the third picture, the girl is saying, “I have a crayon”.

In the fourth picture, the girl with a ball, saying, “I have a ball”.

In the fourth picture, the girl with a ball saying to the other girl, “You have a bag”.

In the fifth picture, the boy saying to the other boy, “They have kites”.

Similar type of examples can be given to students to understand well.

For Example,

By holding a chalk piece, you can say, “I have a chalk piece”.

By holding your purse, you can say, “I have a purse”.

By pointing to a girl holding a book, you can say to the girl, “you have a book”.

Test: By holding a pen, you say, I have a pen. Then just keep the pen and hold a pencil, and say, I, let the students to continue. You can ask similar questions.

You can write, I _____ a ball. (on the blackboard) and ask the students, to fill in the blanks.

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

HAS

“Has” is used for he, she, it and other singular third persons.

Teach the concept by pointing to the pictures of page-13.

Example:

By pointing to the elephant, you can say, “The elephant has a trunk”.

By pointing to the giraffe, you can say, “The giraffe has a long neck”.

By pointing to the parrot, you can say, “The parrot has a red beak”.

By pointing to the boy, you can say, “The boy has a bag”.

By pointing to the cow, you can say, “The cow has two horns”.

By pointing to the girl, you can say, “The girl has a crayon”.

By pointing to the boy with ice-cream, you can say, “The boy has an ice-cream”.

By pointing to the boy with balloons, you can say, “The boy has balloons”.

Similar type of examples can be given to students to understand well.

For Example,

She has a balloon. (by showing a flash card containing a girl with a balloon)

He has a bat. (by pointing to a “boy holding a bat” picture in a chart) and etc.

Test: By pointing to a dog, you say, it has a tail. Then by pointing to a cat, and say, the cat has four legs. You can ask questions like,

Ramesh _____ a bicycle. (on the blackboard) and ask the students, to fill in the blanks.

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

Interactive Section

ALL IN ONE – UKG Course Book - Term-3 – Page 14:

1. The elephant _____ a trunk (have, has)

Ans: Has

2. I _____ a pen. (have, has)

Ans: Have

ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 14:

Fill in the blanks with 'Have' or 'Has':



1. You **Have** a pencil.



2. I **Have** a pen.



3. They **Have** a house.



4. She **Has** a book.



5. It **Has** a trunk.



6. I **Have** a big ball.

5. Can and Cannot

ALL IN ONE – UKG Course Book - Term-3 - Page (15 - 16)

Objective of the Chapter: In this chapter students will learn the use of “Can” and “Cannot”.

Teaching Aids: Multimedia video clips related to the concept, Flash cards etc.

Teaching Methods:

CAN

“Can” is used for possible actions.

Teach the concept by pointing to the pictures of page-15.

Example:

Pointing to the first picture (page-15), you can say, “Monkey can climb a tree”.

Pointing to the second picture (page-15), you can say, “Birds can fly”.

Pointing to the third picture, you can say, “Fish can swim”.

Pointing to the fourth picture, you can say, “Hen can lay eggs”.

Similar type of examples can be given to students to understand well.

For Example,

By showing a cheetah (flash card), you can say, “Cheetah can run very fast”.

By pointing to a cat in a chart, you can say, “Cat can climb a tree”.

By pointing to a parrot in a chart, you can say, “Parrot can talk”. And etc.

Test: You can test the students understanding skill by asking questions like:

Dog walk.

Man lift a chair.

Similar type of questions can be asked to the students.

CANNOT

“CANNOT” is used for impossible actions.

Teach the concept by pointing to the pictures of page-15.

Example:

By pointing to the first picture in second column, you can say, “Dog cannot climb a tree”.

By pointing to the second picture in second column, you can say, “Man cannot fly”.

By pointing to the third picture in second column, you can say, “Sheep cannot swim”.

By pointing to the fourth picture in second column, you can say, “Cat cannot lay eggs”.

Similar type of examples can be given to students to understand well.

For Example,

By showing a cow (flash card), you can say, “Cow cannot fly”.

By pointing to a dog in a chart, you can say, “Dog cannot lay eggs”. And etc.

Test: You can test the students understanding skill by asking questions like:

Cat _____ fly.

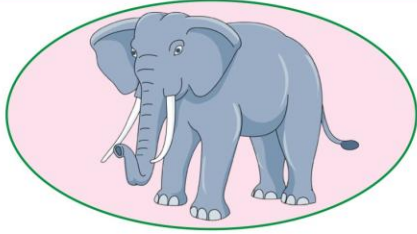
Tree _____ move.

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

ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 16:

Fill in the blanks with 'can' or 'cannot'.



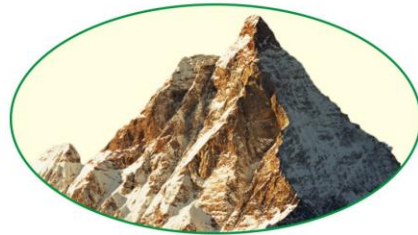
Elephant can move.



House cannot move.



We can lift a chair.



We cannot lift a hill.



We can cut with a knife.



We cannot cut with a roller.



Tree can grow.



Stone cannot grow.

6. Word Pairs

ALL IN ONE – UKG Course Book - Term-3 - Page (17 - 18)

Objective of the Chapter: In this chapter students will learn some word pairs.

Teaching Aids: Multimedia video clips related to the concept, Flash cards, Chart etc.

Teaching Methods: Some words are used in pair. Teach the concept by pointing to the pictures of page-17.

Example:

Bread and Butter	Stove and Lighter
Pencil and Sharpener	Shoes and Socks
Needle and Thread	Cup and Saucer
Chalk and Blackboard	Bat and Ball

You can teach the pairs by showing pair flash cards and charts also.

Test: You can test the students understanding skill by asking questions like:

Bread and _____ (say the pair word)

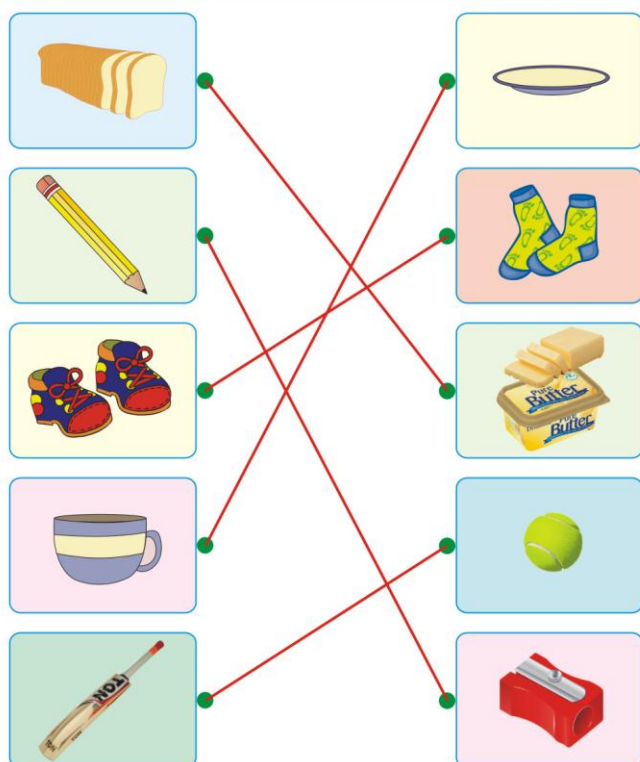
Bat and _____ (say the pair word)

You can ask similar type of questions.

ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 18:

Match the following.



7. What Colour

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

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

Teaching Aids: Multimedia video clips related to the concept, Flash cards, Chart, colour papers, and etc.

Teaching Methods: Colours make the things beautiful. Teach the name of colours by pointing to the pictures of page-19.

Example:

Pointing to the car, you can say, "The car is blue in colour".

Pointing to the rose, you can say, "The rose is red in colour".

Pointing to the parrot, you can say, "The parrot is green in colour".

Pointing to the slate, you can say, "The slate is black in colour".

Pointing to the cap, you can say, "The cap is yellow in colour".

You can show different objects (flash cards) and teach the colour of those objects.

Test: You can test the students understanding skill by asking questions like:

What colour is the lady's finger? (by showing a flash card of a lady's finger)

What colour is it? (by showing a colour flash card)

What colour is the banana? (by pointing a banana on a chart)

What colour is the chalk? (by showing a chalk)

What colour is the pen? (by showing a pen)

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

ANSWERS

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

Fill in the blanks.



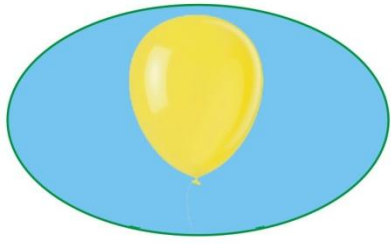
What colour is the cabbage?

The cabbage is green in colour.

What colour is the crow?

The crow is black in colour.



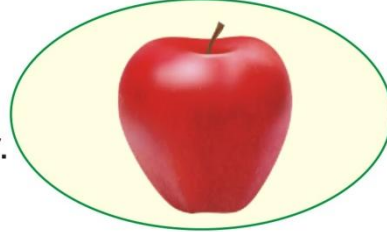


What colour is the balloon?

The balloon is yellow in colour.

What colour is the apple?

The apple is red in colour.



What colour is the umbrella?

The umbrella is blue in colour.

8. Conversational Skills

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

Objective of the Chapter: In this chapter students will learn, conversational skill to say about themselves and to answer various queries.

Teaching Aids: Multimedia video clips related to the concept.

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

Teach the students to answer various questions by teaching one by one. For example you can ask the questions.

How do you wish everyone in the morning?

Ans: I wish “good morning”.

How do you greet your friend?

Ans: I say “hello” and greet my friend by shaking hands.

How do you take permission to enter the classroom?

Ans: Madam / teacher, may I come in?

How do you take permission if you want to go to the washroom?

Ans: Please, may I go to the washroom?

How do you take permission to drink water?

Ans: Please, may I drink some water madam / teacher?

What do you say if you want borrow a pencil / an eraser?

Ans: Please, may I have a pencil / an eraser?

What do you say if somebody gives you something to eat?

Ans: I say, "thank you".

What do you say if you hurt somebody?

Ans: I say, "I am very sorry".

Note: The answers in the above queries may be different. You can manage accordingly.

Test:

You can ask some questions like:

How do you greet your friend?

What do you say if you hurt somebody?

9. Fun Time

ALL IN ONE – UKG, Course Book - Term-3 - Page 22:

Objective of the Chapter: In this chapter students will learn the rhyme "Good Morning Song" and "Good Bye Song" with action.

Teaching Aids: Multimedia software

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

Test: Start the rhyme with just "Good Morning, Good Morning" and let the students to complete it. Ask the students to tell rhyme with action.

Start the rhyme with just "It's time to go home" and let the students to complete it. Ask the students to tell rhyme with action.

MATHEMATICS

1. Looking Back

ALL IN ONE – UKG Course Book - Term-3 - Page 24:

Objective of the Chapter: In this chapter students will revise smallest number, biggest number, before number, after number and between number.

Teaching Aids: Flash card of Number line.

Teaching Methods:

Students already learn the concept of comparing numbers, and finding the numbers that come before, after and between numbers. And in this chapter teacher has to revise the above mentioned concept and can also incorporate higher order thinking skills to find the bigger and smaller numbers.

Test: By asking various questions related to the concept, like

Which is big? (9, 7)

Which is small? (10, 12)

What comes after 13?

What comes before 25?

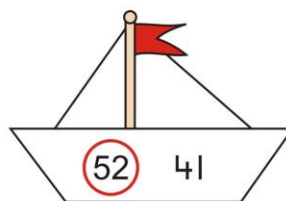
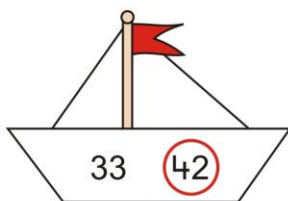
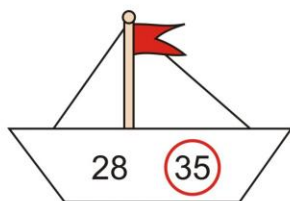
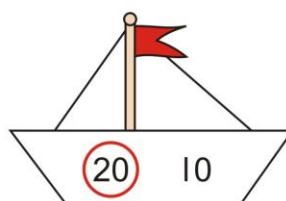
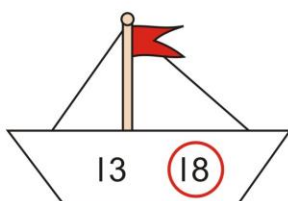
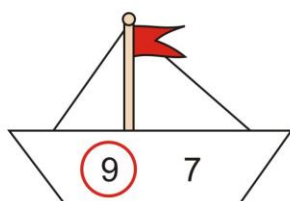
What comes between 33 and 35?

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

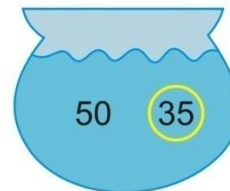
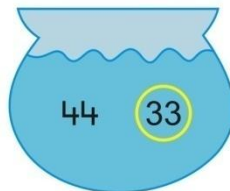
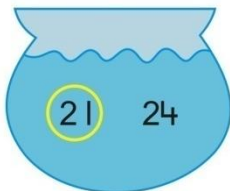
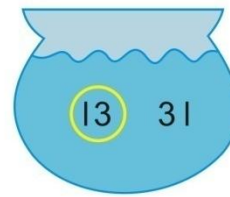
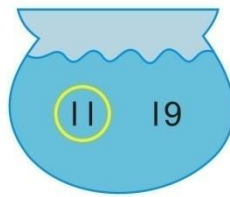
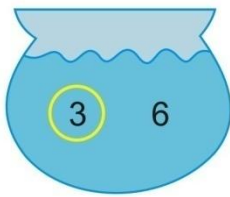
ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 24:

A. Circle the bigger number.

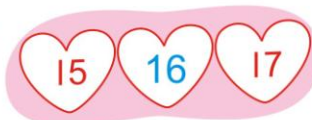
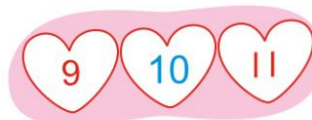
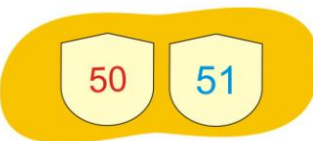
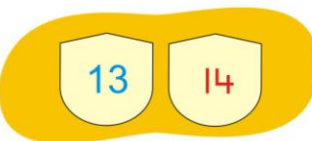
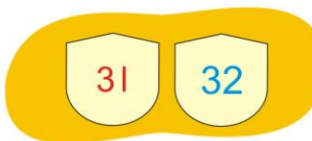
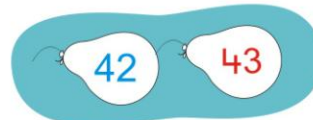
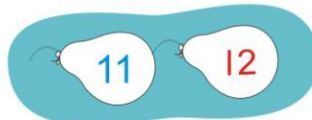
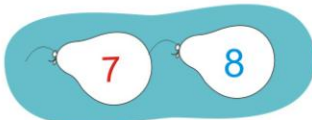


B. Circle the smaller number.

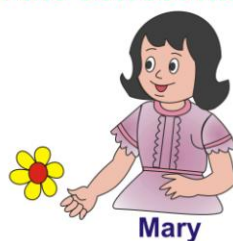


ALL IN ONE – UKG Course Book - Term-3 - Page 25:

C. What comes before, after, and between?



D. Help Mary to circle the correct number. One is done for you.



$$\begin{array}{c} \text{1 flower} \\ \boxed{1} \end{array} + \begin{array}{c} \text{2 flowers} \\ \boxed{2} \end{array} = 5 \quad \text{3} \quad 2$$

$$\begin{array}{c} \text{2 flowers} \\ \boxed{2} \end{array} + \begin{array}{c} \text{3 flowers} \\ \boxed{3} \end{array} = 3 \quad 4 \quad \text{5}$$

$$\begin{array}{c} \text{3 flowers} \\ \boxed{3} \end{array} + \begin{array}{c} \text{3 flowers} \\ \boxed{3} \end{array} = 7 \quad 3 \quad \text{6}$$

$$\begin{array}{c} \text{3 flowers} \\ \boxed{3} \end{array} + \begin{array}{c} \text{4 flowers} \\ \boxed{4} \end{array} = \text{7} \quad 8 \quad 9$$

2. Numbers from 401 to 500

ALL IN ONE – UKG Course Book - Term-3 - Page 26:

Objective of the Chapter: In this chapter students will learn numbers from 401 to 500.

Teaching Aids: Charts containing numbers, Flash cards with numbers, 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 400. Here we will learn numbers from 401 to 500.

Teach the students numbers 401 to 500 (page-26). 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 401 to 500 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-3 – Page 26:

1. Which number comes after 415? **Ans:** 416
2. Which number comes after 483? **Ans:** 484

3. Number Names 51 to 100

ALL IN ONE – UKG Course Book - Term-3 - Page 27:

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

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

Teaching Methods: Already students learnt spelling from 1 to 50. 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 51 to 100.

Write each number on the board and write its spelling on its right side. Continue this from 51 to 60. After teaching the spelling from 51 to 60, next, teach 61 to 70. You say the spelling of each number and allow the students to repeat. Only after successful teaching upto 60, be sure students learned it. Then start to teach spelling from 61 to 70. 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 51 to 100, and ask the spelling to each student. Showing flash card or chart you can ask student.

Question Sample:

What is the spelling of 59? (orally)

What is the spelling of 73? (showing flash card)

What is the spelling of 95? (showing chart)

4. Subtraction

ALL IN ONE – UKG Course Book - Term-3 - Page 28-29:

Objective of the Chapter: In this chapter students will learn the concept of subtraction which is just the opposite of addition.

Teaching Aids: Collect some items like, stones, pebbles, marbles, stick or anything similar (10 to 12 number)

Teaching Methods: First show 5 sticks. Then take out two sticks. Now ask, “how many sticks are with me”, surely, students will respond it with “three”, by counting the sticks with you. Else you may say, “Three”, by counting the sticks with you.

Explain them that $5 - 2 = 3$.

Pointing to the trees with 5 oranges (page-28), you can say,

“5 oranges are on a tree” (Pointing to the trees with 5 oranges)

Two oranges fall down. (Pointing to second tree)

Now, 3 oranges are left on the tree. (Pointing to the third tree)

Teach the student that the symbol for subtraction is “-”. And it is called “Minus”.

Repeat the same way of teaching by using the second segment of page-28 (tree with ten flowers)

By pointing 10 pebbles on the table, you can say, "10 pebbles"

Take out 4 pebbles (i.e. move away 4 pebbles) Say, "4 pebbles are taken out".

Now, 6 pebbles are remained.

Hence, we can say that $10 - 4 = 6$

Note: Teach the concept by taking example of other tools and other numbers.

Test: Ask them questions like,

$$4 - 1 = ?$$

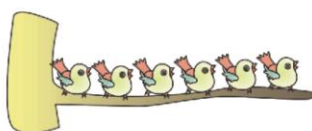
$$3 - 2 = ?$$

Tell the students to do it using crayons or pencils if possible.

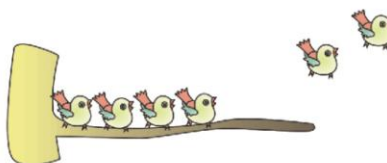
ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 29:

Subtract and write the number.

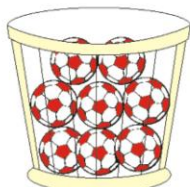


6 birds are sitting
on a branch.

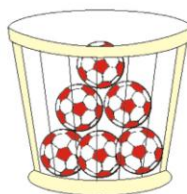


2 birds flew away.

$$6 - 2 = \boxed{4} \text{ birds remained.}$$



There are 8 balls
in the basket.



A player took 2 balls
from the basket.



$$8 - 2 = \boxed{6} \text{ balls remained.}$$



There are 5 mangoes
in the plate.



3 mangoes are
taken away.



$$5 - 3 = \boxed{2} \text{ mangoes remained.}$$

5. Subtraction Using Fingers

ALL IN ONE – UKG Course Book - Term-3 - Page 30 - 31:

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

Teaching Methods: We can solve subtraction sums using fingers. Let us do the subtraction $8 - 3$.

First keep the first number (8) in mind. Open as many fingers as the second number (3). Now, count upto 3 fingers backward from the number before the first number, that is 8. As you count each number close one finger. Count back from 7, till all the fingers are closed.

Say like this → 7, 6 and 5.

Now the answer is 5. So, $8 - 3 = 5$

Test: By asking subtraction of various numbers, you can test the students understanding skill. You can ask questions from page-31 also.

ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 31:

Subtract the following using fingers.

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1) | 8 | - | 1 | = | 7 |  |
| 2) | 6 | - | 2 | = | 4 |  |
| 3) | 4 | - | 3 | = | 1 |  |
| 4) | 9 | - | 4 | = | 5 |  |
| 5) | 7 | - | 5 | = | 2 |  |
| 6) | 8 | - | 6 | = | 2 |  |
| 7) | 9 | - | 7 | = | 2 |  |
| 8) | 9 | - | 8 | = | 1 |  |

6. Subtraction by Striking

ALL IN ONE – UKG Course Book - Term-3 - Page 32 - 33:

Objective of the Chapter: In this chapter students will learn subtraction by striking.

Teaching Methods: We can find out the number of objects left, by striking out the objects. Let's see how to do it.

Gopal has 7 pencils.

He gives 3 pencils to Kavya.

So, cross out 3 pencils.

How many pencils are left with Gopal now?

Count the remaining pencils.

Now, 4 pencils are left with Gopal.

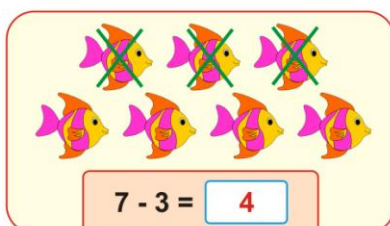
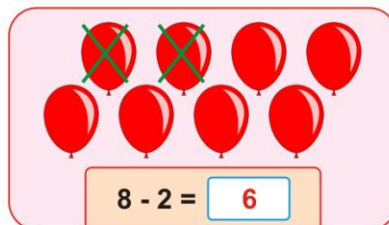
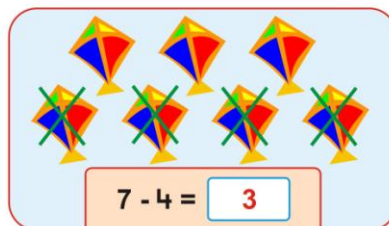
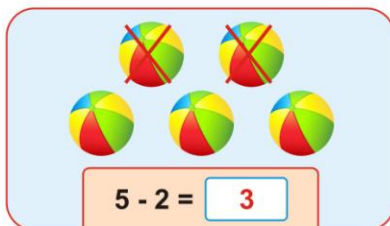
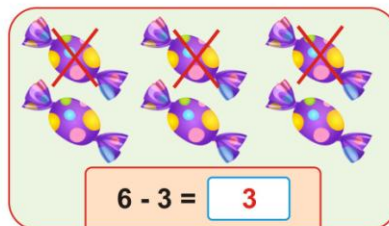
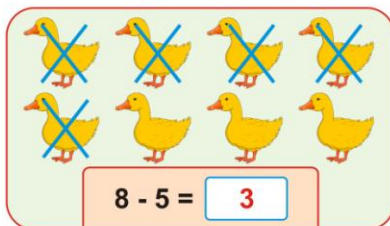
So, $7 - 3 = 4$

Test: By asking similar type of questions, you can test the students understanding skill. You can ask questions from page-33 also.

ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 33:

Subtract by crossing out and write the answer in the boxes.



7. Subtraction Using Lines

ALL IN ONE – UKG Course Book - Term-3 - Page 34 - 35:

Objective of the Chapter: In this chapter students will learn subtractions using lines.

Teaching Methods: We can subtract two numbers by drawing lines and crossing out.

Let us subtract 4 from 9.

Step 1: Write the big number.

Write the small number below the big number.

Step 2: Draw as many lines as the big number is.

Cut as many lines as the small number from the already drawn lines.

Step 3: Count the remaining lines that are not cut. The remaining lines are 5.

So, $9 - 4 = 5$

Test: By asking similar type of questions, you can test the students understanding skill. You can ask questions from page-35 also.

ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 35:

Subtract the following using lines. The first one is done for you.

$$\begin{array}{r} 7 \\ - 2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 8 \\ - 3 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 6 \\ - 2 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 7 \\ - 3 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 8 \\ - 6 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 7 \\ - 4 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 8 \\ - 2 \\ \hline 6 \end{array}$$

8. Subtraction Using Number Line

ALL IN ONE – UKG Course Book - Term-3 - Page (36 – 37):

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

Teaching Methods: We can subtraction using a number line.

Let us see how this can be done.

Example: $7 - 3$.

Step 1: Draw a number line and mark 0 to 10 on it.

Step 2: Circle the first number (bigger number) on the number line.

Step 3: Next, move backward as the smaller number on the number line. Here the smaller number is 3. Now, we reached at 4.

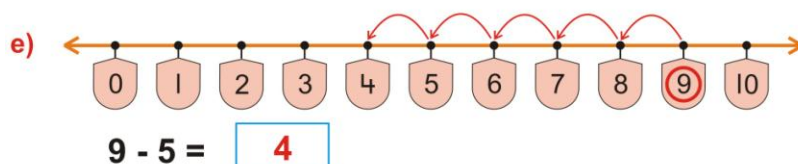
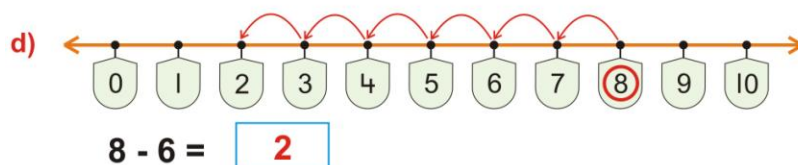
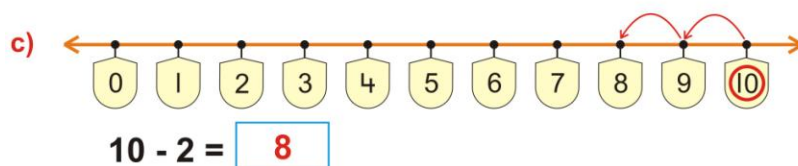
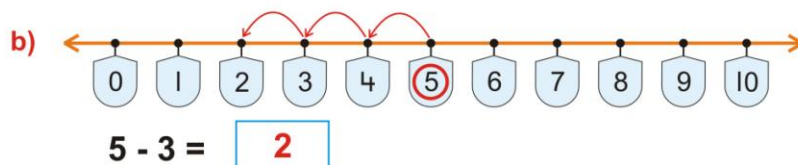
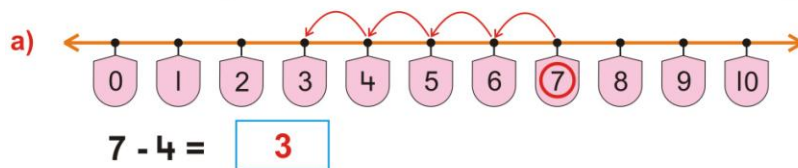
$$\text{So, } 7 - 3 = 4$$

Test: By asking similar type of questions, you can test the students understanding skill. You can ask questions from page-37 also.

ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 37:

Subtraction using the number line. The first one is done for you.



9. Subtracting Zero

ALL IN ONE – UKG Course Book - Term-3 - Page (38 – 39):

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

Teaching Methods: If we subtract 0 from any number, we get the same number as a result.

Example:

There are 5 birds. No bird flies away. How many birds remained on the tree?

We can say,

5 birds are on the tree.

0 bird flies away.

5 birds are on the tree yet.

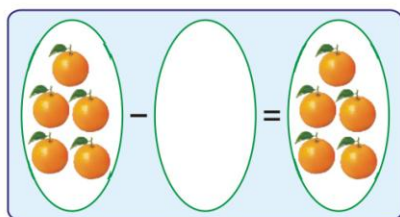
This can be written as: $5 - 0 = 5$

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

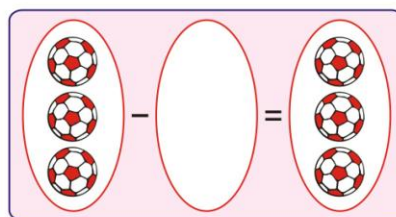
ANSWERS

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

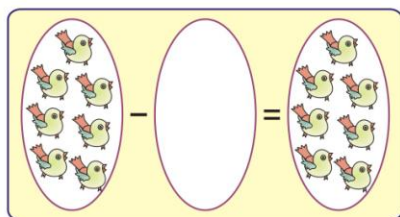
A. Subtract the following. One is done for you.



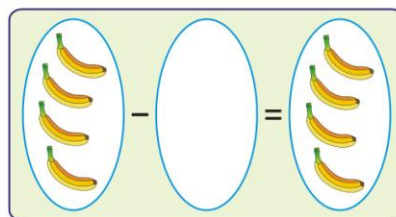
$$5 - 0 = 5$$



$$3 - 0 = 3$$



$$7 - 0 = 7$$



$$4 - 0 = 4$$

B. Subtract the following. One is done for you.

$$7 - 0 = 7$$

$$6 - 0 = 6$$

$$1 - 0 = 1$$

$$3 - 0 = 3$$

$$5 - 0 = 5$$

$$2 - 0 = 2$$

$$9 - 0 = 9$$

$$4 - 0 = 4$$

10. Subtracting Word Problems

ALL IN ONE – UKG Course Book - Term-3 - Page 40:

Objective of the Chapter: In this chapter students will learn subtractions with the help of drawing lines and striking out lines.

Teaching Methods:

By Drawing Lines and Striking out

Example:

3 boys are playing in the ground. 1 boy leaves. How many boys are remaining in the ground?

Sol: Draw 3 lines (for 3 boys playing in the ground)
Strike out 1 line from the drawn lines. (for 1 boy leaves)
Now, count all lines, that are without striking. Here, it is 2.
So, 2 boys are remaining in the ground?

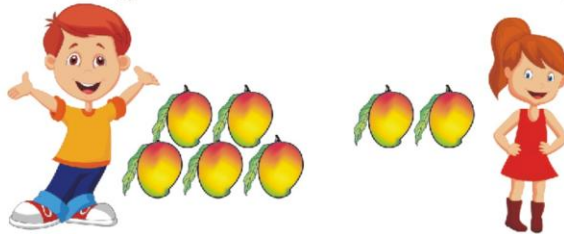
Test: By asking similar type of questions, you can test the students understanding skill. You can ask questions from page-40 also.

ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 40:

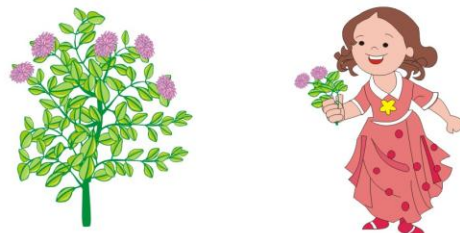
1. Sonu has 5 mangoes. He gives 2 mangoes to his sister. How many mangoes are left with Sonu?

$$\boxed{5} - \boxed{2} = \boxed{3}$$



2. 5 flowers are in a plant. Geeta plucks 2 flowers. How many flowers are remained in the plant?

$$\boxed{5} - \boxed{2} = \boxed{3}$$



3. Kamal has 4 pens. He gives 2 pens to his friend. How many pens are remained with Kamal?

$$\boxed{4} - \boxed{2} = \boxed{2}$$



11. Shapes

ALL IN ONE – UKG Course Book - Term-3 - Page 40:

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

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

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

Square:

Draw a square shape on the blackboard. And teach the students, a square has 4 sides. And all 4 sides are equal.

We see some objects which are in the shape of a square:

“Carom board is square in shape”. (By pointing to the carom board on page-41)

“Wall clock is square in shape”. (By pointing to the wall clock on page-41)

“Chess board is square in shape”. (By pointing to the chess board on page-41)

You can give some more examples of square shapes.

Rectangle:

Draw a rectangle shape on the blackboard. And teach the students, a rectangle has 4 sides. Its two sides are big and the other two sides are small.

We see some objects which are in the shape of a rectangle:

“Book is rectangular in shape”. (By pointing to the book on page-41)

“Scale is rectangular in shape”. (By pointing to the scale on page-41)

You can give some more examples of rectangular shapes.

Triangle:

Draw a triangle shape on the blackboard. And teach the students, a triangle has 3 sides.

We see some objects which are in the shape of a triangle:

“Set Square is triangular in shape”. (By pointing to the set square on page-41)

“Samosa is triangular in shape”. (By pointing to the samosa on page-41)

“Pizza is triangular in shape”. (By pointing to the pizza on page-41)

You can give some more examples of triangular shapes.

Circle

Draw a circle shape on the blackboard. And teach the students, It is made up of one curved line. It is round in shape.

We see some objects which are in the shape of a circle:

“Bangle is circular in shape”. (By pointing to the bangle on page-42)

“Coin is circular in shape”. (By pointing to the coin on page-42)

“Wheel is circular in shape”. (By pointing to the wheel on page-42)

You can give some more examples of circular objects.

Oval

Draw an oval shape on the blackboard. And teach the students, It is an egg like shape. It is made up of one curved line.

We see some objects which are in the shape of an oval:

“Egg is oval in shape”. (By pointing to the egg on page-42)

“Papaya is oval in shape”. (By pointing to the papaya on page-42)

“Water melon is oval in shape”. (By pointing to the water melon on page-42)

You can give some more examples of circular objects.

Test:

What is the shape? (pointing to the square, rectangle, triangle, circle and oval from the book, page-41&42)

What is the shape of carom board?

What is the shape of chess board?

What is the shape of watermelon?

What is the shape? (by showing flash cards of square, rectangle, triangle, circle and oval)

What is the shape? (by pointing to a shape in a chart)

What is the shape? (by drawing a shape on the blackboard)

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

ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 42:

Name the shapes



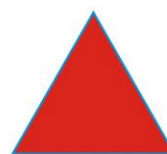
Square



Rectangle



Circle



Triangle

12. Time And Clock

ALL IN ONE – UKG Course Book - Term-3 - Page 43-45:

Objective of the Chapter: In this chapter students will learn about time and clock.

Teaching Aids: Flash card of clock, a wall clock or wall clock model

Teaching Methods: Showing the model of clock you can explain the time and teach the concept of finding time, if possible you can use a working clock.

First teach how to find the hour by observing the hour hand. Next, teach how to find the minute by observing the minute hand. Ignore the second hand.

Give example of 1 o' clock, 2 o' clock, upto 12 o' clock

You can represent the time by drawing on the blackboard also.

Test:

What is time now? (by pointing to the wall clock)

What is time now? (by pointing to the clock on page 44 or 45)

What is time now? (by pointing to a clock drawing on the board)

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

ANSWERS

ALL IN ONE – UKG Course Book - Term-3 - Page 45:

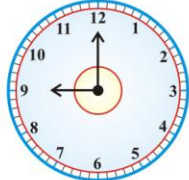
A. What is the time? The first one is done for you.



Short hand :	4
Long hand :	12
Time :	4 o' Clock

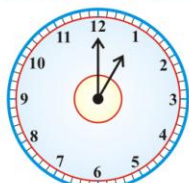


Short hand :	7
Long hand :	12
Time :	7 o' Clock



Short hand :	9
Long hand :	12
Time :	9 o' Clock

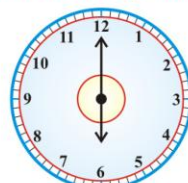
B. Draw the short and long hand for the following times.



1 o' clock



8 o' clock



6 o' clock

Money

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

Objective of the Chapter: In this chapter students will learn about coins and currency notes.

Teaching Aids: Some coins, currency notes, flash card or chart of coins and currency notes.

Teaching Methods: We use money in the form of coins and notes to buy things.

By pointing to each coin and notes, teach their denomination (value). For example:

By pointing to the one rupee coin, you can say, “one rupee coin”

By pointing to the two rupee coin, you can say, “two rupee coin”

By pointing to the five rupee coin, you can say, “five rupee coin”

By pointing to the ten rupee coin, you can say, “ten rupee coin”

By pointing to the five rupee note, you can say, “five rupee note”

By pointing to the ten rupee note, you can say, “ten rupee note”

By pointing to the twenty rupee note, you can say, “twenty rupee note”

By pointing to the fifty rupee note, you can say, “fifty rupee note”

By pointing to the hundred rupee note, you can say, “hundred rupee note”

By pointing to the two hundred rupee note, you can say, “two hundred rupee note”

By pointing to the five hundred rupee note, you can say, “five hundred rupee note”

By pointing to the two thousand rupee note, you can say, “two thousand rupee note”

You can use flash cards, chart and etc. while teaching.

Test:

What is the value of this coin? (by pointing to a coin on page-46)

What is the value of this note? (by pointing to a note on page-46)

What is the value of this? (by showing a flash card of coin or note)

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

1. Birds

ALL IN ONE – UKG Course Book - Term-3 – Page (48 – 49)

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

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

Teaching Methods: Animals with wings and two legs are called birds. Birds are the only animals with feathers. They have wings to fly in the air. They have a beak to eat with.

By pointing to parrot in page-48, you can say,
It is a parrot, it is a pet bird, It mimics our voice.

By pointing to crow in page-48, you can say,
It is a crow, it is a clever bird.

By pointing to hen in page-48, you can say,
It is a hen, it lays eggs, we eat these eggs.

By pointing to duck in page-48, you can say,
It is a duck, it can swim in water.

By pointing to peacock in page-48, you can say,
It is a peacock, it is our national bird.

By pointing to eagle in page-48, you can say,
It is an eagle, it flies very high and very fast.

Teach the students, that some birds cannot fly at all. And teach the name of the birds, that cannot fly.

By pointing to ostrich in page-48, you can say,
It is an ostrich, it cannot fly.

By pointing to penguin in page-48, you can say,
It is a penguin, it cannot fly.

By pointing to kiwi bird in page-48, you can say,
It is a kiwi, it cannot fly.

Test:

By pointing to each bird, you can ask questions like:

What is this? (by pointing to parrot)

Which bird mimics our voice?

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

What is our national bird?

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

ANSWER

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

I. Answer the following questions.

1. What is our national bird?

Ans: Peacock is our national bird.

2. Name two birds that cannot fly.

Ans: Ostrich, Penguin

II. Fill in the blanks.

1. _____ is a clever bird. (crow / hen)

Ans: Crow

2. _____ can swim in the water. (parrot / duck)

Ans: Duck

III. Say Yes or No.

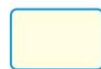
1. Birds have wings

Ans: True

2. All birds can fly.

Ans: No

IV. Tick (✓) the birds that you see in your surroundings.



2. Insects

ALL IN ONE – UKG Course Book - Term-3 – Page (50 – 51)

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

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

Teaching Methods: Very small animals with six legs are called insects. They are found everywhere. There are many kinds of insects.

By pointing to the mosquito in page-50, you can say, this is a mosquito.

By pointing to the housefly in page-50, you can say, this is a housefly.

Teach the students that, the mosquito and the housefly can make us sick.

By pointing to the butterfly in page-50, you can say, this is a butterfly.

The butterfly is a pretty insect. It goes from flower to flower.

By pointing to the honey bee in page-50, you can say, this is a honey bee.

The honey bee makes honey for us.

By pointing to the cockroach in page-50, you can say, this is a cockroach.

We can see the cockroach in the kitchen.

Teach the students that, some insects cannot fly. Teach the name of the insects that cannot fly.

Keep your house clean and fresh, otherwise insects come into your house. They spread diseases.

Test:

By pointing to each insect, you can ask questions like:

What is this? (by pointing to mosquito)

How many legs does an insects have?

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

What is this? (by pointing to an insect in a chart)

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

ANSWER

ALL IN ONE – UKG Course Book - Term-3 – Page 51:

I. Fill in the blanks.

1. _____ makes honey. (honey bee / butterfly) **Ans:** Honey bee

2. Insects have _____ legs. (two / six) **Ans:** Six

II. Say Yes or No.

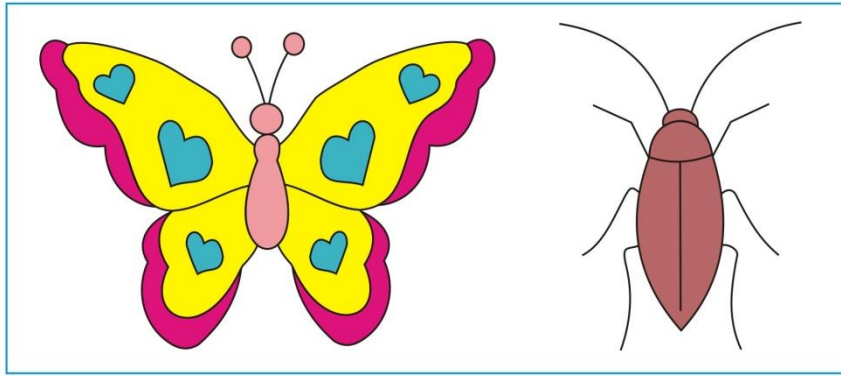
1. Ant can fly. **Ans:** No

2. We see cockroach in the kitchen. **Ans:** Yes

III. Tick (✓) the insects that you see in your surroundings.



IV. Colour these pictures.



3. Games We Play

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

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

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

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

Indoor games

Teach the names of each indoor game. Example:

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

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

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

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

Outdoor games

Teach the names of each outdoor game. Example:

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

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

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

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

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

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

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

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

What is your favourite game?

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

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

Is chess an indoor game?

Is football an outdoor game?

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

Interactive Section

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

1. What is your favourite game?

Ans: My favourite game is cricket.

2. Is chess an indoor game?

Ans: Yes, chess is an indoor game.

3. Is cricket an outdoor game?

Ans: Yes, cricket is an outdoor game.

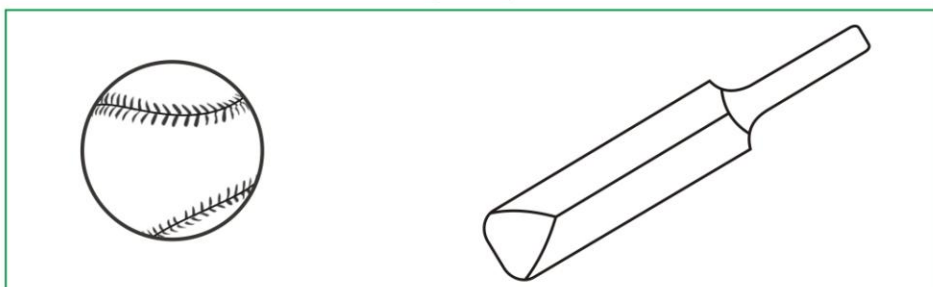
ANSWER

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

I. Tick (✓) the indoor games.



II. Colour the pictures using crayons.



4. Good Manners

ALL IN ONE – UKG Course Book - Term-3 – Page 54

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

Teaching Aids: Multimedia or voice recordings.

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

Good Morning, Good Afternoon, Good Evening, Good Night

We should use greetings like: good morning, good afternoon, good night to greet others according to the time of meeting.

When you meet somebody before 12 p.m., we say good morning.

When you meet somebody after 12 p.m. and before evening, we say good afternoon.

When you meet somebody in the evening, we say good evening.

When we depart or somebody else departs from us on or after evening and there is rarely any chance to meet him or her again on the same day, we say good night.

Sorry

We say sorry, when we hurt somebody. Or when we commit some mistake.

Thank you

We say thank you, when we receive something. we say thank you when we get any help of somebody.

Note: Some people prefer to say “thanks” instead of “thank you”.

Please

We should use “please” when we ask for something or some help. And also “Please” is used to make a polite request.

Example: Please, give me your pen.
Please, tell me your mobile number.
Please, sit silently.

Permission

You should take permission before entering the class.

You should get permission before you drink water.

Example: May, I come in teacher?
Teacher, may, I drink water?

We should help old persons to cross the roads

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

What do you say, if you want to drink water?

What do you say, if you want to come into the classroom?

What do you say, if you did some mistake?

How do you greet, when your uncle come to your house in the morning?

How do you greet, when your aunty depart from you at night?
Similar type of questions can be asked to the student to test their understanding skill.

5. Water

ALL IN ONE – UKG Course Book - Term-3 – Page (55 – 57)

Objective of the Chapter: In this chapter students will learn about various sources of water.

Teaching Aids: Flash cards, Chart, Multimedia or voice recordings.

Teaching Methods: We get water from various sources. Teach the sources to students. Like:

We get water from rain. Discuss something more about rain.

We get water from sea. Discuss about sea water, sea beach and names of cities with beach.

We get water from river. Discuss about some rivers. Like: Godavari, Krishna, Kaveri, Ganga, Narmada, Tapi, Mahanadi, Brahmaputra (don't discuss about all rivers, discuss only about rivers near your location).

We get water from lake. Discuss about some lakes. Like: Hussain Sagar lake, Chilika, Wular, Dal (don't discuss about all lakes, discuss only about lakes near your location).

We get water from well, pond, fountain and hand pump. Give examples of wells, pond, fountain and hand pumps nearby school or anywhere known to the students.

And tell the students to remember the following points:

Water is precious for living.

We should never waste water.

We should always drink boiled water.

We need water to live. Animals and plants also need water to live.

By pointing to the “boy drinking water”, say, we drink water to live.

By pointing to the “animals”, say, animals drink water to live.

By pointing the “girl watering plant”, say, plants need water to live.

Further more explain them that

We need water for bathing. (pointing to the bathing picture)

We need water for cleaning. (pointing to the cleaning picture)

We need water for washing. (pointing to the washing picture)

We need water for cooking. (pointing to the cooking picture)

We need water for boating. (pointing to the boating picture)

We need water for putting out a fire. (pointing the putting out a fire picture)

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

Tell any one use of water.

Do animals need water?

Do plants need water?

Do we need water?

Tell any two sources of water?

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

ANSWER

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

I. Answer the following questions.

1. Name two sources of water.

Ans: Rain, River

2. Name two uses of water.

Ans: Drinking, bathing

II. Fill in the blanks.

1. We need water to _____. (live / sleep)

Ans: live

2. We get _____ from rain. (oil / water)

Ans: water

III. Say Yes or No.

1. Animals do not need water.

Ans: No

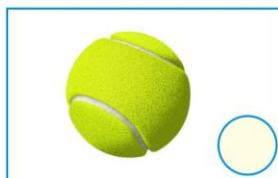
2. We get water from lake.

Ans: Yes

3. Impure water makes us sick.

Ans: Yes

IV. Tick (✓) the things which need water to live.



6. Air

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

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

Teaching Aids: Flash cards, Chart, Multimedia or voice recordings.

Teaching Methods: Tell the student that we need air to live. That means human being, animals, and plants need air to live. And explain them that air is everywhere. Blow a paper by holding it on hand and explain the students about the invisible movement of air (wind) and presence of air everywhere. By switching on the fan also you can explain about air (wind).

By pointing to each picture, you say about the use of air.

By pointing to breathe picture on page-58, say, we use air for breathing.

By pointing to the “fill things” picture on page-58, say, we use air for filling things like, balloons, bubbles and etc.

When the air moves fast, it is called wind. We feel the wind when we switch on the fan and when we travel in vehicle, we face the wind. Similarly due to the presence of wind we are able to fly kite.

Birds and butterflies use the presence of air to fly. Helicopters also use air for their movement.

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

Can you see air?

What is inside a balloon?

What do we breathe?

What is wind?

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

Interactive Section

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

1. Can you see air? **Ans:** No, we cannot see air?

2. What do require to breathe? (air or water) **Ans:** Air

ANSWER

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

I. Fill in the blanks.

1. We can _____ air. (feel / see)

Ans: feel

2. Birds _____ in air. (walk / fly)

Ans: fly

II. Say Yes or No.

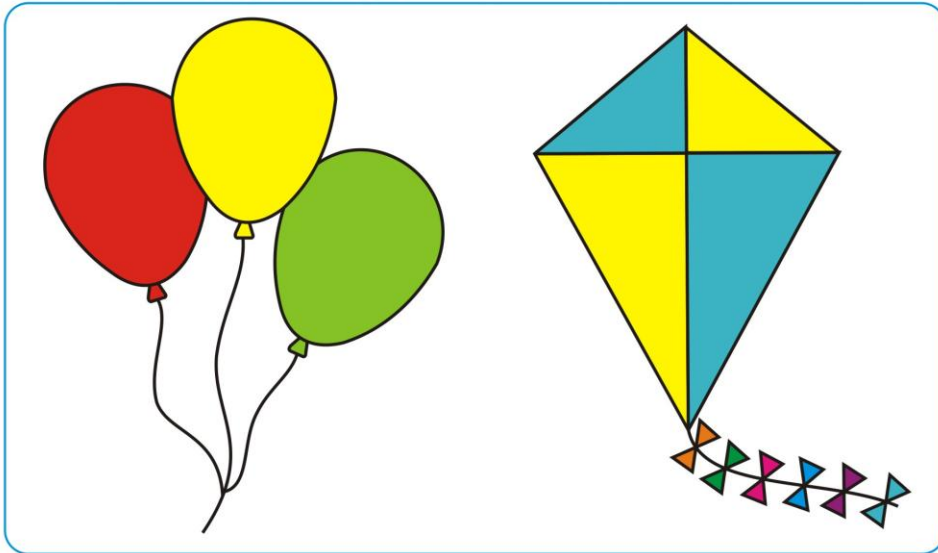
1. Air can move fast.

Ans: Yes

2. We can see air.

Ans: No

III. Colour these pictures.



7. The Sky

ALL IN ONE – UKG Course Book - Term-3 – Page (60 – 61)

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

Teaching Aids: Flash cards, Chart, Multimedia etc.

Teaching Methods: We see the sun, moon, stars and the clouds in the sky. During the day time the sky is blue in colour.

The Sun

By pointing to the picture of sun on page-60, say, this is the sun.

We see the sun during the day.

The sun is very big.

The sun gives us light and heat.

The Moon

By pointing to the picture of moon on page-60, say, this is the moon.

We see the moon at night.

The moon gives us light at night.

The moon changes its shape everyday.

The Stars

By pointing to the picture of stars on page-60, say, these are stars.

We see the stars at night.
There are many stars in the sky.
The stars twinkle in the night.

The Clouds

By pointing to the picture of clouds on page-60, say, these are clouds.
We see clouds in the sky.
The clouds give us rain.

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

What do you see in the night sky? (sun or moon)

Who gives us light in the day?

Who gives us rain?

Who gives us heat at day time?

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

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

Interactive Section

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

1. What do you see in the night sky? (moon or sun)

Ans: We see moon in the night sky.

2. Who give us light in the day?

Ans: Sun gives us light in the day.

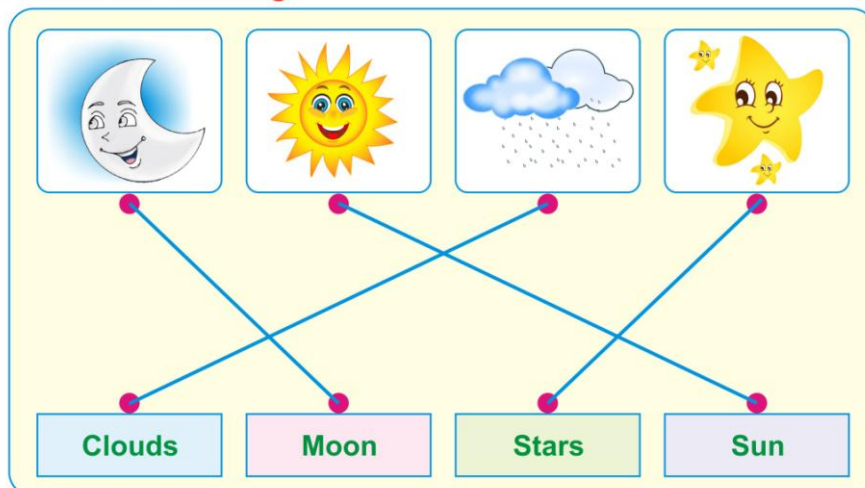
3. What is the shape of the earth? (Spherical or conical)

Ans: The shape of the earth is spherical.

ANSWER

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

I. Match the following.



II. Circle the things you see at night in the sky.



8. Means of Transport

ALL IN ONE – UKG Course Book - Term-3 – Page (62 – 65)

Objective of the Chapter: In this chapter students will learn various means of transport.

Teaching Aids: Flash cards, Chart, Multimedia etc.

Teaching Methods: We use different vehicles to travel from one place to another. They are called means of transport. Different kinds of vehicles move on land, water, and in the air.

Some vehicles carry many people

These vehicles are used for mass transport. That means, these vehicles carry many people. Example: in our day to day life we travel by bus, train, ship and etc. Give examples of each.

This is a bus. It can carry many people. (By pointing to the picture of bus)

This is an aeroplane. It can carry many people. (By pointing to the picture of aeroplane)

This is a train. It can carry many people. (By pointing to the picture of train)

This is a ship. It can carry many people. (By pointing to the picture of people)

Some vehicles carry few people

These vehicles are used for a small group of people. That means, these vehicles carry few people. Example: in our day to day life we travel by car, helicopter, auto rickshaw, boat and etc. Give examples of each.

This is a car. It can carry few people. (By pointing to the picture of car)

This is a helicopter. It can carry few people. (By pointing to the picture of helicopter)

This is an auto rickshaw. It can carry few people. (By pointing to the picture of helicopter)

This is a boat. It can carry few people. (By pointing to the picture of boat)

Some vehicles carry only 1 or 2 people

These vehicles are used for personal purpose. That means, these vehicles carry only 1 or 2 people. Example: in our day to day life we travel by bicycle, scooter, propeller aircraft, kayak and etc. Give examples of each.

This is a bicycle. Students generally use bicycle. (By pointing to the picture of bicycle)

This is a scooter. (By pointing to the picture of scooter)

This is a propeller aircraft. (By pointing to the picture of propeller aircraft)

This is a Kayak. (By pointing to the picture of kayak)

Some vehicles carry goods

These vehicles are used for carrying goods. Example: in our day to day life we use vehicle for carry goods by lorry, cargo ship, goods train and etc. Give examples of each.

This is a lorry. (By pointing to the picture of lorry)

This is a cargo ship. (By pointing to the picture of cargo ship)

This is a goods train. (By pointing to the picture of goods train)

Some Special vehicles

These vehicles are used for special. Example: in our day to day life we use vehicle for carrying patient, putting out fire, police and etc. Give examples of each.

This is an ambulance. (By pointing to the picture of ambulance)

It helps carry sick people to hospital.

This is a fire engine. (By pointing to the picture of fire engine)

It helps to put out fire.

This is a police van. (By pointing to the picture of police van)

It helps to transport thieves.

This is a Road Roller. (By pointing to the picture of Road Roller)

It helps to lay roads.

This is an earth mover. (By pointing to the picture of earth mover)

It helps to dig the ground.

This is a Dump Truck. (By pointing to the picture of Dump Truck)

It helps to transport sand, stone and etc.

This is a Tow Truck. (By pointing to the picture of Tow Truck)

It helps to tow vehicles.

This is a tractor. (By pointing to the picture of tractor)

It helps to plough fields.

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

Tell the name of any vehicle which we use to travel on road.

Tell the name of any one vehicle which we use to travel in the sky.

Which vehicle we use to carry sick people?

Which vehicle we use to plough fields?

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

Interactive Section

ALL IN ONE – UKG Course Book - Term-3 – Page 63:

1. Tell the name of any vehicle which we use to travel on road.

Ans: We use vehicles to travel on road are bus, car, train, bike etc.

2. Tell the name of any one vehicle which we use to travel in the sky.

Ans: Aeroplane

3. Tell the name of any one vehicle we use to travel on water.

Ans: Ship

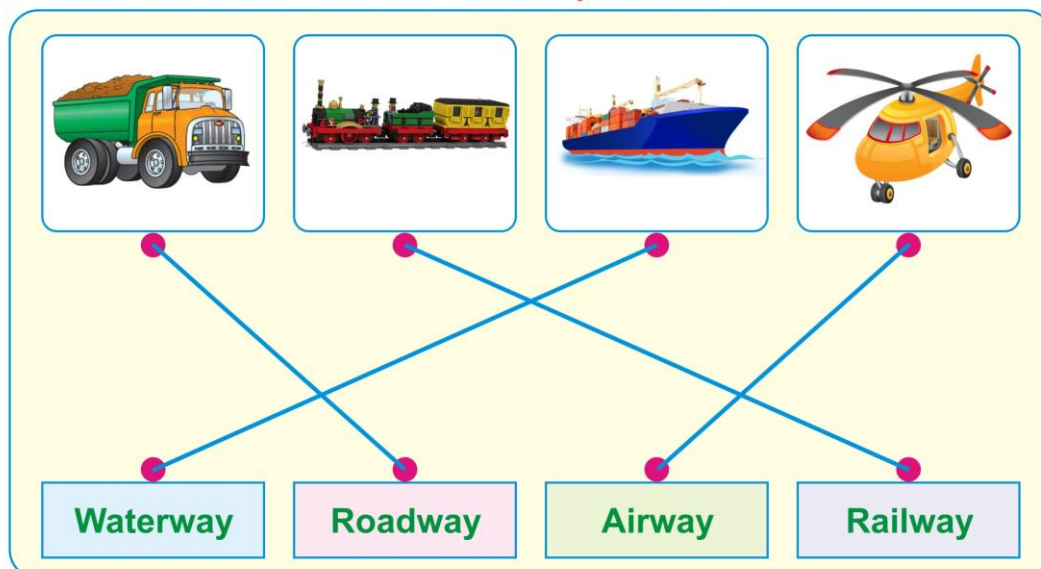
ANSWER

ALL IN ONE – UKG Course Book - Term-3 – Page 65:

I. Circle the land vehicles.



II. Match the words with the related pictures.



9. Food We Eat

ALL IN ONE – UKG Course Book - Term-3 – Page (66 – 68)

Objective of the Chapter: In this chapter students will learn various food items, we eat.

Teaching Aids: Flash cards, Chart

Teaching Methods: We eat food everyday. We eat many kinds of foods like rice, chapatti, idly, dosa, vegetables, etc. the food we eat helps us to grow. And it makes us strong and healthy.

Food We Eat

Teach the name of each food one by one. You can say

This is rice. (By pointing to the picture of rice)

This is idli. (By pointing to the picture of idli)

This is vegetable curry. (By pointing to the picture of vegetable curry)

This is dosa. (By pointing to the picture of dosa)

This is chapati. (By pointing to the picture of chapati)

This is roti. (By pointing to the picture of roti)

This is pulav. (By pointing to the picture of pulav)

This is mutton curry. (By pointing to the picture of mutton curry)

This is egg. (By pointing to the picture of egg)

This is cheese. (By pointing to the picture of cheese)

This is fish fry. (By pointing to the picture of fish fry)

We also eat some raw food like salads, fruits, etc.

These are fruits. (By pointing to the picture of fruits)

This is fruit salad. (By pointing to the picture of fruit salad)

We have three main meals a day.

In the morning, we have breakfast.

In the afternoon, we have lunch.

In the late evening, we have dinner.

Food We Drink

Teach the name of each food drinks one by one. You can say

This is milk. (By pointing to the picture of milk)

This is water. (By pointing to the picture of water)

This is soup. (By pointing to the picture of soup)

This is tea. (By pointing to the picture of tea)

This is coffee. (By pointing to the picture of coffee)

This is fruit juice. (By pointing to the picture of fruit juice)

Note: Children should drink at least 6 – 8 glasses of water daily.

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

What is your favourite food?

Do you like ice-cream?

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

Interactive Section

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

1. What is your favourite food?

Ans: Dosa is my favourite food.

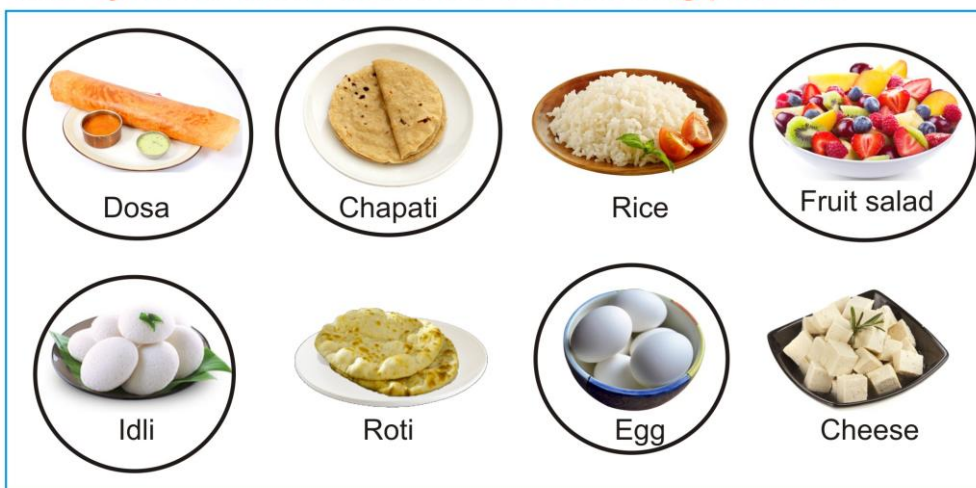
2. Do you like ice-cream?

Ans: Yes, I like ice-cream.

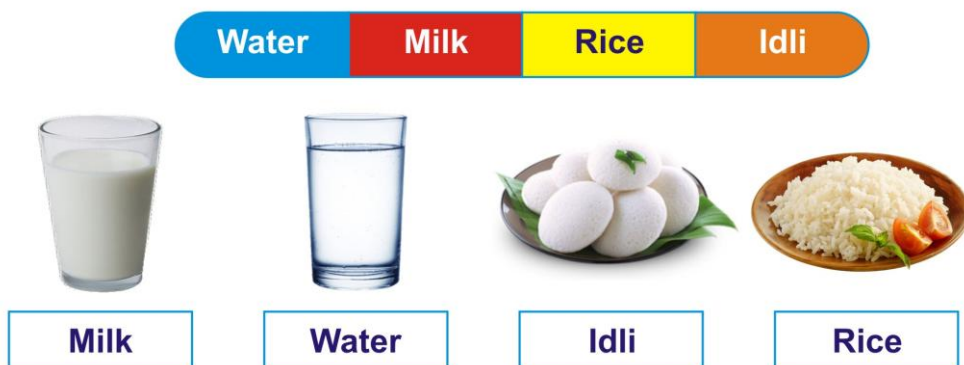
ANSWER

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

I. Circle your favourite item from the following pictures.



II. Name these items.



10. Our National Symbols

ALL IN ONE – UKG Course Book - Term-3 – Page (69 – 70)

Objective of the Chapter: In this chapter students will learn about the national emblem, national flag, national animal, national bird, national fruit and national flower of India.

Teaching Aids: Flash cards, Chart

Teaching Methods: By pointing to each picture you can explain the concept and to create interest you can add some additional statements.

For example:

This is our National Flag. (by pointing to the national flag).

We hoist our flag on 15th August and we should give respect to our national flag.

National Emblem

This is our national emblem. (by pointing to the national emblem)

Our national emblem is printed on all government documents and currency notes.

National Bird

This is peacock. (by pointing to the peacock)

This is our national bird.

The peacock is very beautiful and its feathers are also colourful.

National Flower

This is lotus. (by pointing to the lotus)

This is our national flower.

The lotus plant grows in water.

National Fruit

This is mango. (by pointing to the mango)

This is our national fruit.

The mango is very sweet and delicious.

National Animal

This is tiger. (by pointing to the tiger)

This is our national animal.

The tiger lives in forest.

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

What is our national flower?

What is our national fruit?

What is our national bird?

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

Interactive Section

ALL IN ONE – UKG Course Book - Term-3 – Page 70:

1. What is our national animal?

Ans: Tiger is our national animal.

2. What is our national bird?

Ans: Peacock is our national bird.

ANSWER

ALL IN ONE – UKG Course Book - Term-3 – Page 70:

Colour Our National Flag



RHYMES

1. Mummy and Daddy I Love You

ALL IN ONE – UKG, Course Book - Term-3 - Page 72:

Objective of the Chapter: In this chapter students will learn the rhyme “Mummy and Daddy I Love You” 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 “Mummy and daddy” and let the students to complete it. Ask the students to tell the rhyme with action.

2. Jingle Bells

ALL IN ONE – UKG, Course Book - Term-3 - Page 72:

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

3. My Red Balloon

ALL IN ONE – UKG, Course Book - Term-3 - Page 73:

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

4. Five Little Soldiers

ALL IN ONE – UKG, Course Book - Term-3 - Page 73:

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

5. Mary Had a Little Lamb

ALL IN ONE – UKG, Course Book - Term-3 - Page 74:

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

6. Thank You God

ALL IN ONE – UKG, Course Book - Term-3 - Page 74:

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

STORIES

1. The Greedy Farmer

ALL IN ONE – UKG, Course Book - Term-3 - Page 75:

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-75 while teaching the story.

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

Who used to lay golden egg everyday?

How many eggs the goose used to lay everyday?

What did the man do to the goose?

What is the moral of the story?

2. The Fox and the Goat

ALL IN ONE – UKG, Course Book - Term-3 - 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,

To whom a group of dogs were chasing?

What happened to the jackal when he fell into a vat of indigo?

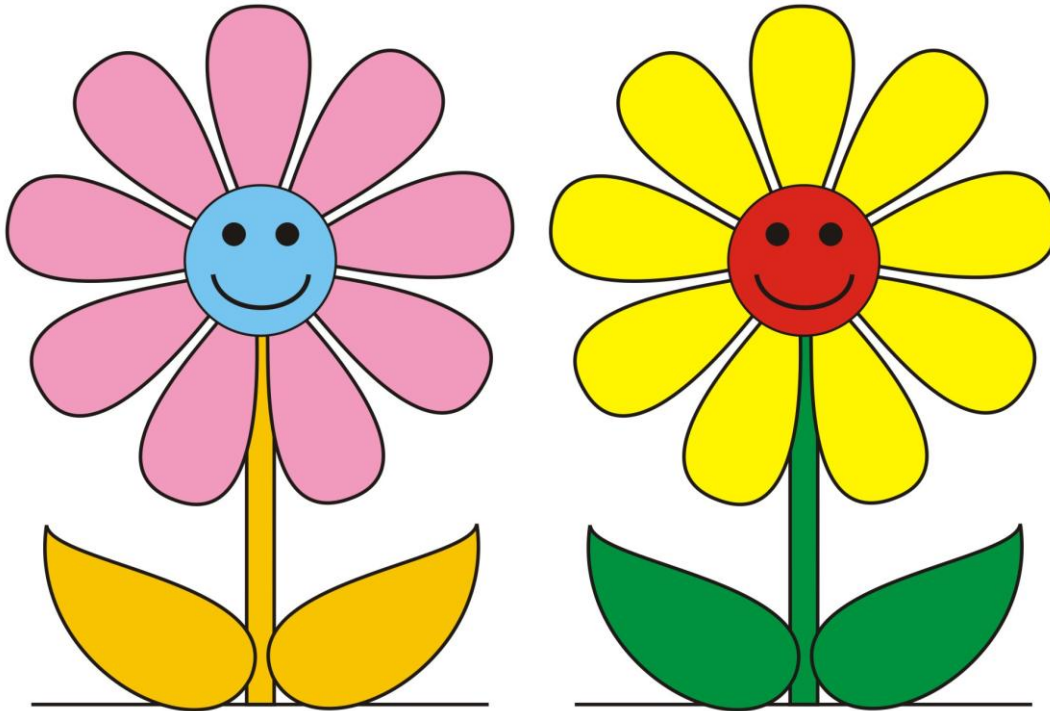
What did the fox proclaim after he stained blue?

What is the moral of the story?

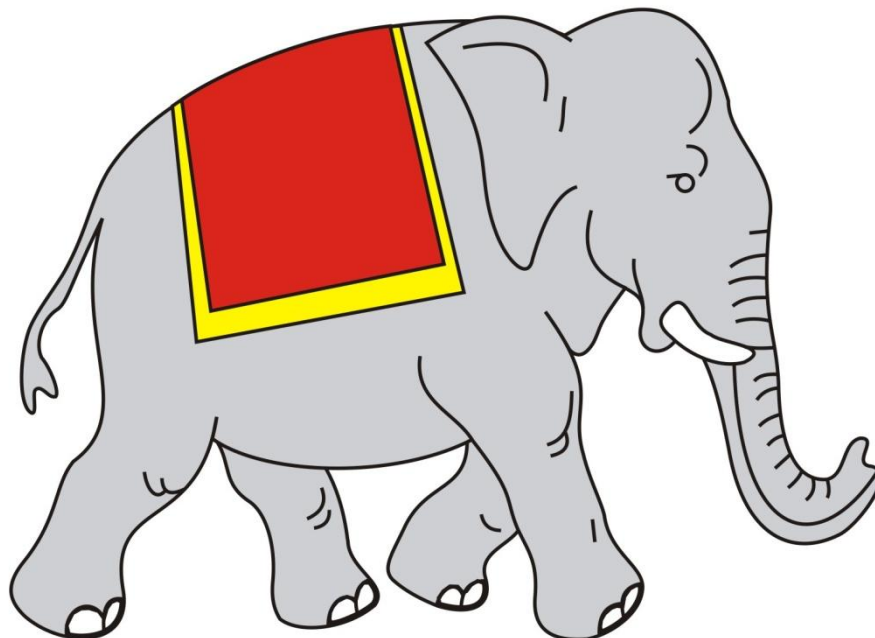
COLOURING

ALL IN ONE – UKG, Course Book - Term-3 - Page 78:

Colour the flowers using the colours given.



Colour the elephant using the colours given.



ALL IN ONE – UKG, Course Book - Term-3 - Page 79:

Colour the Tom using the colours given.



ALL IN ONE – UKG, Course Book - Term-3 - Page 80:

Colour the monkey using the colours given.

