

# ***Kalippattam***

**Preschool Activity Book**

Teacher Text



Government of Kerala  
Department of Education

*Prepared by*

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Kalippattam: Preschool Activity Book  
(English)

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Education Department  
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## Preface

Childhood is to be seen as the most significant phase of life. It is the stage of rapid mental and physical growth. The nurture and education at this stage should be taken care of very seriously. We need an action plan that is creative, vibrant, true to life and socially relevant. Preprimary education system should be conducive to the scientific studies with the changing social needs and child development.

With this objective, a perspective and curriculum have been framed by SCERT. This is a handbook prepared on these lines for preschool teachers.

Child development is the combined product of intricate changes that happen at various levels. Positive changes that occur in the fields of sports, knowledge, language, emotion, aesthetic enjoyment, creativity and the like, equip the individual to make remarkable contributions to different areas of social life. The children acquire knowledge, aptitude and attitude as they undergo different experiences and indulge in the varied processes of observation, experiment and analysis. This depends on the age and nature of children and their living conditions. The preschool teachers should prepare the background for them by encouraging them positively. A congenial atmosphere of love and effective communication, in the local language (dialect) the child speaks and hears, are essential.

Every child has the right to self development and to act in the society in a unique way. The difference in economic status, family background, cultural surroundings, etc. must not be a barrier to the growth and development of the child.

This text is prepared considering all children of a particular age limit. The preschool teachers should proceed with the children preparing notes on the activities based on this. Experts in the field of child care and education have worked selflessly to prepare this activity text. Hope you will use this activity text fruitfully.

Regards,

**Dr. J. Prasad**

**Director**





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# Activity Book: Perspective and Application

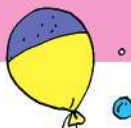


This workbook has been prepared on the basis of a scientific perspective on the child as well as on the process of learning. The present approach corresponds to the development of children of age three and four. The learning experiences of pre-school cannot be designed after the methodology of higher classes. Pre-school has to focus upon aspects like gathering experiences through games, acquiring knowledge, skills and values through experiences and providing experiences through concrete and familiar objects.

This book details how to design learning activities by considering areas of child development and aspects of multiple intelligence. The method adopted here is the slow gradation from familiar themes to other themes. Knowledge related to themes should be provided according to the developmental stage of the child. Importance has to be given to the primary phase of the knowledge that the child acquires through activities. The theme "rain" can be enriched with descriptions related to rain i.e, through *mazhappaattukal* (songs on rain) and *mazhayanubhavgal* (experiences related to rain). The cause of rain is an abstract idea for the child. It should not be presented as it is for the child to imbibe. Every theme must have a similar sensible approach. When activities are designed for children aged three and four, proper development of the theme should be ensured. This can be made possible by

providing a variety of experiences and opportunities for keen observation. Concepts related to a theme may occur more than once. For example, the theme of plants can later be related to flowers, fruits and garden and the theme of animals can be related to domestic animals, birds, small animals, wild animals, aquatic animals, insects and reptiles at a later stage. Gradually, the domain of experience of the child has to be guided to distinct and micro aspects. The configuration of themes should therefore be rational. This book does not suggest any theme that does not fall within the experiential orbit of the child.

The book deals with the skills that children of age three and four have to acquire. Activities have to be planned in such a way that they get configured gradually through different themes. All skills need not be acquired through a single activity. Possibilities of providing repeated experiences have to be considered. Continuous assessment is to be done to ensure that each child acquires the specific skills. Providing a scaffold to the child to overcome the difficulties while engaging in activities is also an important part of this assessment. For instance, height will be a problem for a child who wants to consume the nectar of the plantain flower. He or she may not be able to use a hooked rod to pluck it. We will have to pluck it for him/her. But we need

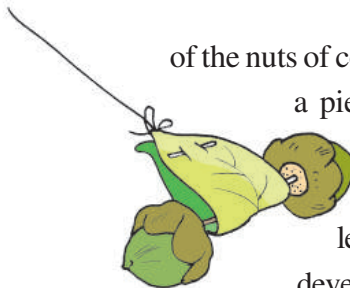


to allow the child to taste the nectar, lifting the petals. The child should accomplish the things that he or she can do. We should do things for the child only when necessary. We need not force the child to achieve perfection. All these aspects are to be considered while planning activities.

The book offers various learning strategies, with suitable examples. The variety of the learning strategies and their presentation are equally important. Hints have also been given. Learning strategies can effectively be applied, retaining the interest and attention of children, only by strengthening the expertise of teachers. By nature, children pay attention only to those things in which they are interested.

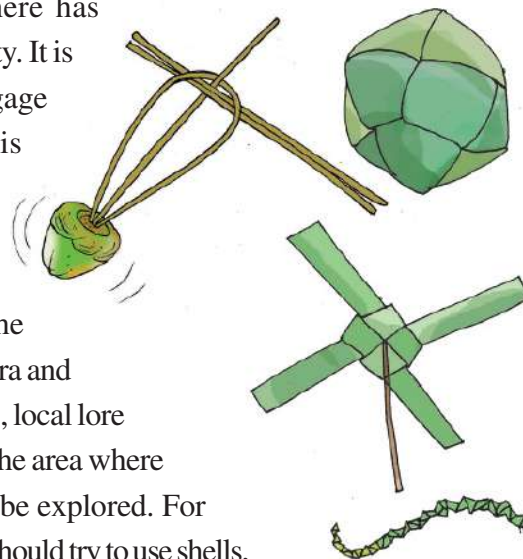
*The attention of the children is diverted when the presentation by the teachers fail to kindle their interest and when their attention is caught by things other than those in the presentation. This challenge has to be taken up creatively. Excellence in planning is essential for successful implementation of learning strategies. While planning, special consideration must be given to differently-abled children. There must be continuous evaluation, enabling microlevel planning that ensures benefits to everyone. Activity Manual has to be prepared with precision, envisioning things beyond what is given in this workbook. Every question posed by the teacher should trigger curiosity in the child.*

Teachers must have a rich collection of learning materials. They need not purchase all the learning materials. The value that children attach to these is important. Though a top made of palm leaf (*olappambaram*), toy cart made

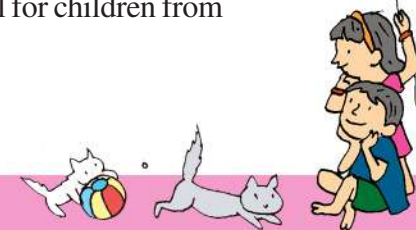


of the nuts of coconut (*macchingavandi*) and mask made of a piece of sheath of palm leaf (*paala*) are not expensive, they are interesting to the child and have an added value. Making play and learning materials from things in nature will help develop love for nature and help understanding it in its variety and its influence on human life. Therefore, the scope of such learning materials should be explored by the teachers.

The curriculum prescribed here has regional relevance and flexibility. It is necessary for the teacher to engage in activities, internalising this workbook which has been prepared at the state level. In this case, one should take the liberty of his/her own creativity. The geographical characteristics, flora and fauna, local games, celebrations, local lore and proverbs, and materials of the area where the pre-school is located must be explored. For example, in the coastal areas we should try to use shells, parts of coconut palms and fishing equipment in making learning materials based on the sub themes.



Some activities in this workbook have been tried out and their practicability has been ensured. Still, they need not be equally useful for children from various socio-cultural backgrounds.





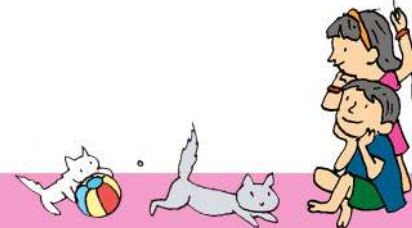
Therefore, we need to accept these with required modifications. Teachers design activities with a fixed goal in mind. It may not be possible to get the desired result always. Therefore, the insights gained at the end of each activity is important. These should be noted down and the points are to included in planning to improve the themes that follow. When teaching plans are examined, we come across teachers who renew themselves continuously with a research-oriented attitude. When the activities that had been carried out in one year are planned for the next year the insights of previous experience should reflect. This will definitely upscale the quality of the pre-school experience.

*This workbook has been divided into three parts. In the first part, the necessity of preschool education, the significance of a scientific preschool education, areas of development, levels of multiple intelligence and the desired abilities that children should acquire are comprehensively stated. In Part 2, areas such as strategies devised for children's activities, techniques, themes, learning experiences, methods of planning of theme, adaptation of activities for children with special needs, range of continuous evaluation, and responsibilities of parents at preschool level are included. In Part 3, resources that can be used by teachers as part of theme activity (stories, songs, creative activities, puppetry, role play) are included.*

The curriculum envisions teachers who are inquisitive. They may face external pressure. There should not be a situation in which teachers concede to external pressure to dilute the learning approach and discard the scientific approach to preschool education. They should withstand the temptations of the policies of business-minded educational institutions. The support of parents and society is needed. The book contains solutions to such problems. Mother tongue is the medium of instruction at the preschool level. Most of the leading countries in the world follow a learning method which uses the mother tongue as the medium of instruction. Therefore, preschool teachers should try, in their own way, to make the public aware of the role of the mother tongue in the proper growth and development of the child as well as the society.

All preschool teachers should become activists of education. They should also intervene positively to create a conducive learning environment for the child at home. Preschool teachers have to perform various roles. They have to behave as a parent/guardian as well as a friend to the children. They should be the incarnation of love and care. They should also be seekers, researchers and problem-solvers. A child who comes to preschool from home should feel that it as his own home. The child should get security, consideration, proper care of their interests, encouragement and intimacy.

The success of the curriculum is ensured by the teachers who understand the proper preschool approach and intervene effectively. We can elevate ourselves and society by intervening creatively in preschool learning activities.





## Domains of Development and Multiple Intelligence

The important principles to be followed in designing preschool education have been formulated on the basis of exhaustive research inputs from all over the world.

The four significant aspects emerging from these are:

- 1) A child's development is a continuous and acquired process. The experiences gathered in the beginning influence the ones that follow. The developmental needs at each sub-stage from prenatal stage to primary stage should be addressed.
- 2) Physical (health, nutrition), cognitive and emotional developments function in a complementary manner. Hence, a comprehensive approach is essential.
- 3) A learning plan through activities related to games is necessary.
- 4) Optimum development is reached when interventions are made considering the life situations of the child.

The preschool curriculum has been prepared, considering all this. Preschool education should aim at the child's comprehensive development, optimising their abilities, equipping them for formal education, and providing a support system for the parent and the child.

The learning activities prescribed for preschool education should be appropriate to the age of the child. It should have a comprehensive approach

as well as an integrated nature. It should be based on games; and on experiences, flexible and congenial to regional contexts. The following points are important in curriculum transaction.

- Making games and art the foundation of learning
- Considering the unique thought process of children
- Giving primary importance to direct experience
- Utilising the familiar and challenging situations in daily life
- Using formal and informal ways of intervention in a mixed manner
- Utilising locally available materials, regional art forms and indigenous information
- Recognising variety (children, activities)
- Focusing on health, healthy habits, and the welfare of the child

### Domains of development

While thinking about the comprehensive development of the child, two things have to be considered - domains of development and the theory of multiple intelligence. Therefore, activities are to be planned by combining the ideas of developmental domains and multiple intelligence. Developmental domains have to be examined in relation with preschool education.





1. Psychomotor development domain
2. Language development domain
3. Cognitive development domain
4. Socio-emotional development domain
5. Creative, aesthetic development domain

These developmental domains are inter-related. For example, let us examine a situation in which a story is narrated to three-year old children. The interest and listening skill of children will develop when a story is narrated using dolls and using rhythmic sentences, words and rhymes. This will be helpful in understanding the order of events in a story and imbibing the linguistic characteristics. The child relates the emotional moments of the story to his own emotional situations. The characters, events and context of the story enhance the knowledge of the child. There will be thoughts and responses from the child from the perspective of the characters. By this the realisation that any activity in the preschool will help in more than one area of development should follow. However, in each activity, any one area of development should be given importance. The only thing is that we should consider other possibilities also.

## Multiple Intelligence

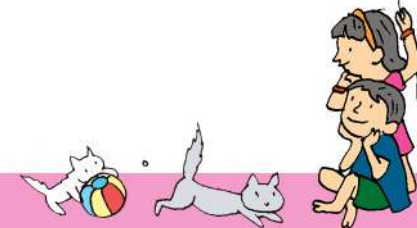
In Howard Gardner's opinion, intelligence is the ability to solve real problems in life. The ability to think of ways to solve problems, the ability to create novel ideas and the ability to create new objects are a part of the ability to solve problems. The child's learning takes place through social and psychological processes. This is how Howard Gardner, the psychologist,

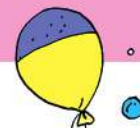
has presented the improvement in the areas of development in 1983. 'Intelligence is not a single entity but it is multifaceted'.

1. Verbal - Linguistic Intelligence
2. Logical and Mathematical Intelligence
3. Visual - Spatial Intelligence
4. Bodily - Kinaesthetic Intelligence
5. Musical - Rhythmic Intelligence
6. Interpersonal Intelligence
7. Intrapersonal Intelligence
8. Naturalistic Intelligence

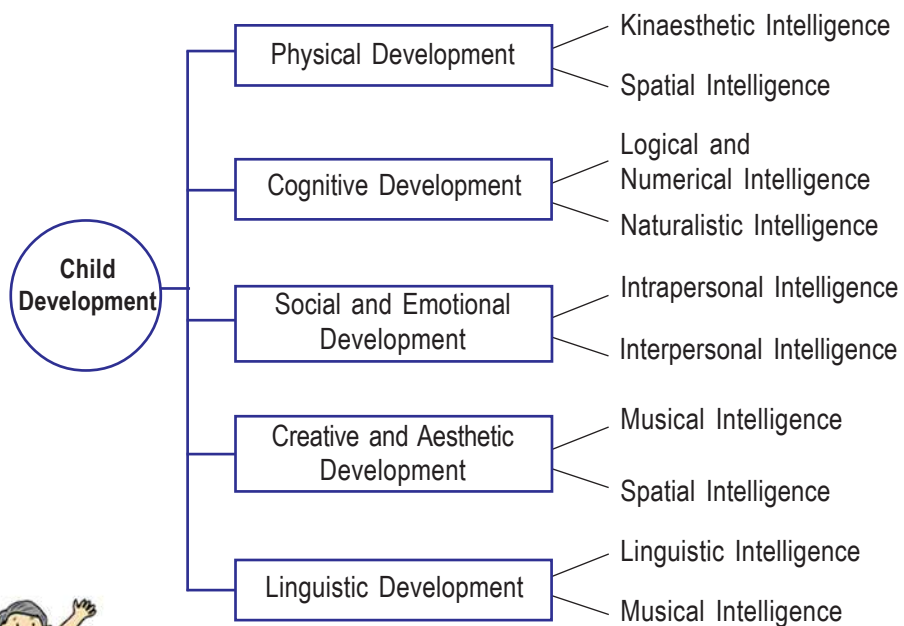
All these areas of intelligence will be present in each person but at varied levels. To nurture each area, the child has to be given a variety of experiences. Here, it is important to give prominence to the child's thought process and ability to take initiative.

While a theme is considered through the different levels of multiple intelligence, it is understood in a comprehensive manner. Diversity of experiences enhances the depth of concept formation. Learning experiences based on multiple intelligence are beneficial to those who have different learning styles.





Formal learning methods and content are forcibly imparted for 'cognitive development' at the cost of other areas of development at our preschool level. This is to be changed. It happens due to a wrong concept of intelligence and a misinterpretation of it. A lesson plan based on the concept of multiple intelligence aims at the overall development of children as well as the corrections in the misconceptions of the parents regarding the intelligence of their children. Education is the process that gives children the ability to understand and analyse and interact with the world around them. For this, activities based on multiple intelligence theory, developmental needs and an integrated method are preferable. Let's take a look at how multiple intelligence and developmental areas can be related.

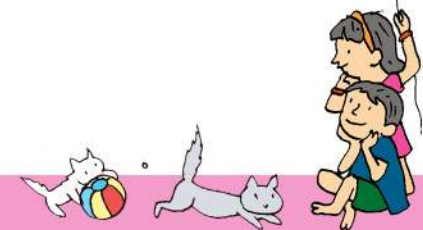


## Experiences related to Age

Abilities and needs of each age group vary. Development is an unending process. Therefore, activities conducive to age are essential. For example, a three-year old child likes to listen and speak. He likes to engage in activities and mobility. He finds happiness in building activities and muscular activities such as running and jumping frolicking.

When the child reaches four years it begins to enjoy muscular activities. The child tries to draw carefully and to cut using a pair of scissors. The child is able to observe objects and focus on their characteristics (colour, shape, size) and remember them. The child is able to make use of mathematical concepts and to engage in problem solving activities.

Three-year olds like engaging in parallel game activities. But four-year olds like to play co-operatively in groups. They have the ability to compare and contrast, and to remember events and experiences and to learn from there. Rather than teaching letters and words, importance should be given to learning language in a print rich environment. Children like to write what is interesting to them. They may wish to write their names. When they read or write on their own we can allow that. The ways of communication that children prefer should be encouraged.





## The child's needs

Have you noticed the special features of the child's needs?

Let's summarize them:

- The child's greatest interest is in play activities
- Children have the desire to be free to observe, to engage in experiments and to take up challenges
- Children wish to derive pleasure from opportunities, with the help and security of essential guidelines
- They are willing and eager to create a world of togetherness
- The child shows interest in listening to others, to share and empathise with friends.

All these are important; they will bring about a qualitative change. Experiences that support such contexts should be created

What other things should the teachers who transact this curriculum take care of?

- Lesson plan should lay stress on activities based on games

- Instead of forcing them to follow instructions, the children can be enabled to take up activities by inspiring them, by encouraging them and giving due recognition.
- The child should be given the opportunity to express the thoughts and ideas in mind. Conversation and narration are important. Various possibilities for self-expression and presentation must be thrown open.
- Help them to complete the activities successfully
- Create opportunities to interact with others, so as to develop self-awareness in them
- A free, fearless and friendly atmosphere should be created
- The imaginative power of the child should be analysed and encouraged creatively.

The age of the child, his needs, and the approach towards him are significant when activities are prepared. The chapters that follow contain the details. Practical instructions for activities are also given. As teachers who construct knowledge and activities for children we should carry out the mission with insight, internalising these guidelines and utilising our own creativity and thirst for knowledge.





# Domains of Development and Abilities

According to the National Curriculum Framework (2005), the first eight years, which lay the foundation for the lifelong development of the child and the complete fulfilment of his/her abilities, are crucial. It is in the first three years that 85% of the brain development takes place. As the growth and development of the child is a continuous and rapid process, the best kinds of essential support systems should be ensured. At this stage the learning experience is of paramount importance as brain development is at its fastest.

## Nature of the child

Children are very agile and curious about natural phenomena and the human beings and other creatures around them. They are interested in gathering knowledge of their surroundings, and tend to ask questions. Appropriate learning experiences and activities can be formulated only when one truly understands the needs and traits of children of this age group.

It was Rousseau who first argued for an education that takes into account the nature of the child and ensures his natural development. John Dewey also strongly argued for due consideration of the nature of the child and his innate abilities. Constructivism, a philosophy which recognises and nurtures

the ability of the child to construct knowledge and regulate himself, lays focus on preparing experiences that take into consideration the nature of the child.

## Characteristics of the child's nature at the preschool level

- The feeling of self and of possession (I and my feeling)
- Limitless interest in games
- Boundless curiosity
- Agility
- Need for love and recognition
- Love of liberty. Protest in the face of loss
- Imagination and creativity
- Involvement in games, group activities
- Tendency to imitate
- Tendency to look at things from the perspective of the self
- Limited attention span
- Desire to think freely and to live without fear
- Love of stories and rhymes



- Tendency to communicate with objects in one's surroundings, considering them as living things
- Yearning to possess whatever one likes
- Impulsive behaviour, without a second thought
- Interest in dismantling and reassembling things, and the tendency to create new things
- Tendency to ask questions and make enquiries
- Limited flexibility of fine muscles
- Limited ability to coordinate the organs of the body
- Limited ability to regulate emotions (Intense and momentary expression of emotions such as sadness, anger and happiness)
- Limited ability to comprehend abstract ideas.

Activities should be designed in such a way as to optimise the innate abilities that are present in the child. Activities that are learner-centred can be designed only if child behaviour is understood. A proper understanding of the child is essential to prepare learning activities that are learner-centred, democratic and life-related.

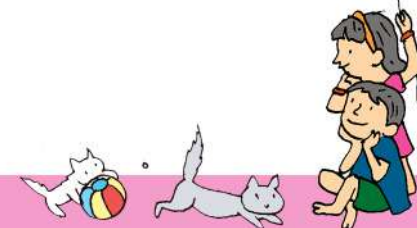
### **Necessity of preparing ability statements for three and four year old children**

General learning approach should consider the growth and development of children in a learner-centred atmosphere. Children of different age groups have different developmental needs. Therefore, children aged three and four

need different learning activities. The importance of the activities can be realised if the characteristics of children of this age group are understood. The experiences from activities should be related to ability and should help the children to participate freely. The learning activities used to encourage and develop different abilities of the child will be taken up by three-year old and four-year old at different levels.

### **Three year group [3+]**

- Children acquire a stable nature by the age of three
- The child acquires an idea of his age and gender by this age
- The attention and interest of three-year old extend from the family atmosphere to the surroundings and to the neighbourhood and children of the same age
- At this stage, family atmosphere alone does not provide inspiration to the child
- This is the stage in which the child establishes his freedom over his surroundings. He acquires the ability to run freely and climb steps
- Children do not like obstacles in utilising their newly acquired skills
- The child expresses his or her protest without considering the time and the context. He or she is interested in moving objects
- At this stage, fine muscular abilities develop; learn to button their dress and wear their slippers and wash their hands by themselves



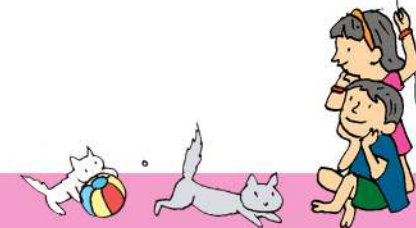


- The child develops interest in using crayons and pencils. He/She is able to draw geometrical figures such as vertical and horizontal lines and circles
- The child shows a natural interest in drawing a circle and to mark the eyes and nose to make a human face
- In a congenial atmosphere, the child advances further
- At this stage, the speaking/vocal ability of the child increases tremendously. He/she is able to count to three and to say a complete sentence. The child develops interest in listening to stories
- Narrating a story with the help of pictures is even more inspirational. This increases the child's skill of observation and his gift of the gab
- The child observes the games of peers and prefers to engage in parallel games individually. He/she might not have developed the habit of sharing toys with peers and playing with friends
- This is the stage at which the child become obstinate to get his interests and wishes fulfilled.

### Four year group [4+]

- Children at this stage of physical development advance to the ability to stand on one leg and to hop and jump.

- The children are able to cut paper with a pair of scissors. They are interested in cutting out pictures.
- The human face could be drawn at 3+. At this stage more features of the human body may added to the drawing. The child is able to draw geometrical figures like squares at this stage.
- He is able to hold and use the pencil and crayons more efficiently. Moreover, there is a natural interest to draw figures other than that of human beings from the surroundings. At this stage, books with the pictures of animals and birds and drawing materials can be provided.
- There is an increased interest in picture books and picture stories.
- They begin to ask questions looking at pictures and from memory. This is a unique way of acquiring experience.
- They show interest in listening to the same story again and again. With this, the ability to narrate and that to find the logic behind a story increases.
- At this stage the spirit of free enquiry in the child develops.
- Activities based on games grow from individual-centred to group activity based on give and take principles. Their interest is in playing imitation games with other children.
- In this stage, the child turns more obstinate to fulfil his needs.
- The children get toilet trained by this stage.





From what is stated above the difference between the three-year old and four-year old children is clear. Therefore, this growth should be reflected in the learning activities prepared for them and the abilities that are aimed at. The abilities and developmental areas that are considered for preschool should be in accordance with the concept of multiple intelligence levels. Many abilities that are targeted for three-year olds are applicable for four-year olds also. But the learning experiences that are prescribed for four-year olds need not be given for three-year olds.

## Areas of Development - Abilities

### Developmental abilities that can be completed at age 4+

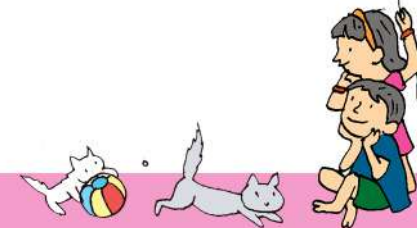
#### Physical Development

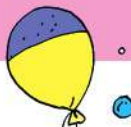
1. Able to act freely using almost all the muscles in the body
2. Able to do simple activities in a free or controlled manner using most of the muscles of the body. For example, they are able to use the free muscles of the face, shoulder, wrist, fingers, knees and feet
3. Engages in activities using kitchen tools food materials
4. Draws pictures freely using fingers, spine of coconut leaf (*eerkkil*), pencil, water, chalk, crayon and sketch pen

5. Able to draw pictures freely and colour them. (crayon, sketch pen, pencil, water colour, sawdust, paper, cloth...)
6. Able to fold, cut and paste paper and cloth
7. Able to cut with a pair of scissors
8. Engages in creative activities using locally available materials
9. Able to produce rhythmic sounds and to move the organs of the body freely
10. Use the body by bending, leaning, creeping, crawling, kneeling, walking and to shrink and expand the body shape as required
11. Engages in day-to-day activities by coordinating the micro and macro muscles of the body
12. Able to involve in activities using simple machines
13. Able to engage in pre-writing activities.

#### Linguistic Development

14. Able to preread, by looking at pictures, objects and nature
15. Able to see and listen attentively to the objects, events and experiences around oneself
16. Able to share with others the events, narratives and stories that have been seen or heard, without loss in transmission



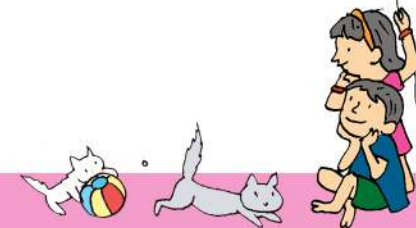


17. Able to present stories, songs and events with voice modulation, feeling, gesture, tune, rhythm and movement
18. Able to make stories from pictures
19. Able to retell stories by arranging pictures on the basis of what is narrated
20. Lines in ballads are sung by relating them to pictures
21. Able to present findings and details observing the pictures of objects and events
22. Able to connect one's own experiences with familiar objects, events and situations and to speak about them
23. Able to speak, understand and enquire about things that are of interest to them in a variety of real life situations (home, school, play groups and festivals)
24. Able to tell, friends and elders in public, their own observations, opinions and suggestions
25. Able to pretend to be something else, as in puppetry, roleplay and imitation games
26. Able to share one's thoughts, emotions and imagination in a way that is comprehensible to others
27. Able to engage in conversations as a team player, giving opportunity to others and taking one's turn

28. Vocabulary and model sentences related to different themes can be used in different contexts for communication
29. Able to read and understand simple books of children's literature and to present the facts in various ways (narration, acting out, using pictures).

### **Cognitive development**

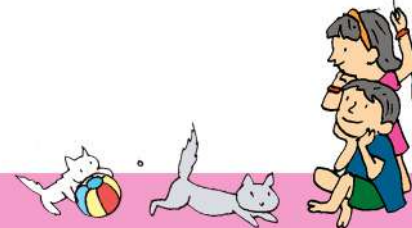
30. Capable of sensory perception of objects, flora and fauna and able to describe them verbally
31. Engage in creative activities and present inferences from experiences
32. Able to ask about the causes and reasons related to objects, flora and fauna
33. Observe objects/pictures, find the odd ones out, and explain the reason why they are odd
34. Able to identify and speak about insects, butterflies, domestic animals, wild animals, birds, etc.
35. Observe rain, realise the difference between summer and winter. Share experiences with others
36. Acquire healthy habits and good hygiene habits
37. Observe objects of various shapes in the surroundings (circular, square, round, flat, long) and engage in constructive activities and to draw and colour pictures

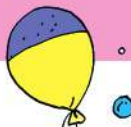






38. Acquire skill to place positions of objects on the basis of mathematical concepts
  39. Able to determine the comparative value of objects in mathematical language
  40. Able to explain the relation between the parts and the whole of an object
  41. Able to classify and arrange using more than one criterion such as colour, shape, size and length
  42. Able to display mathematical patterns and to arrange things aesthetically
  43. Able to share observations on time and age
  44. Able to count from 1 to 5 and to relate a number to the objects in order
  45. Engage in simple arithmetic projects
  46. Able to solve simple arithmetic problems
  47. Able to observe a pattern and predict the next in turn.
- Socio-emotional development**
48. Know more about health and hygiene
  49. Can do things suitable to one's age
  50. Able to introduce oneself to others, giving one's name, and the names of parents
  51. Able to share toys, food and other objects with others and to wait for one's turn (cooperative attitude)
  52. Able to act with cooperation and take up leadership by engaging in games, constructive activities and other activities individually and with friends and elders
  53. Encourage others' abilities and activities by clapping
  54. Able to speak pleasantly, looking at the faces of classmates and elders and to make friends with new classmates and elders without inhibition
  55. Able to communicate through gestures, facial expressions and with proper voice modulation
  56. Able to identify relationships and to behave in an appropriate manner (with father, mother, siblings, grandfather, grandmother, uncle, aunt etc.)
  57. Familiar with various food items served during festivals/celebrations and to share food with others
  58. Able to speak with respect to the elders in one's family and neighbourhood and to behave without inhibition
  59. Able to engage in activities that create happiness in others by narrating stories, events and situations
  60. Able to tend and care for plants and animals
  61. Able to engage in activities and games collectively





62. Able to interact with others with sympathy and compassion

63. Able to be punctual.

### **Creative - Aesthetic Development**

64. Able to listen to many types of songs attentively (group songs, folk refrains, riddle, songs ballads etc.)

65. Able to sing rhythmically

66. Able to find new songs of different themes for different situations and also to sing them by linking the words and lines musically

67. Able to encourage the performance of peers

68. Able to listen to songs on different occasions and to present the ones one likes

69. Able to handle musical instruments individually and in groups in an entertaining manner

70. Able to make toys

71. Able to make rhythmic sounds with a small stick by tapping on vessels turned upside down

72. Able to listen to stories and enjoy them

73. Able to narrate stories with emotion

74. Able to make stories, narrate them, and to enact the roles of characters

75. Able to perform the roles of characters in stories, experiences and situations

76. Able to present ideas by imagining one thing as something else (creatures, objects) and by imagining oneself as someone else

77. Able to present one's talents in arts in public platforms with confidence

78. Able to present simple ideas through various art forms

79. Able to imitate the sounds and movements of creatures, objects and people in the surroundings

80. Able to enjoy nature, express it in pictures, and to add colours to drawings

81. Able to understand picture stories, enjoy pictures and present an appreciation of the stories

82. Able to do printing and spray work on and with different objects

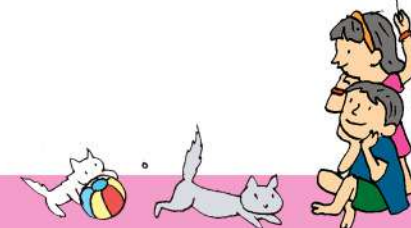
83. Able to engage in water games

84. Able to engage in construction activities of toys, interesting objects, collage, etc, using natural objects/waste materials

85. Collect pictures, leaves, interesting objects and pictures of artists and arrange them properly

86. Able to observe various art forms (paintings, songs, dance) and enjoy them

87. Able to present ideas through two dimensional and three dimensional constructs.



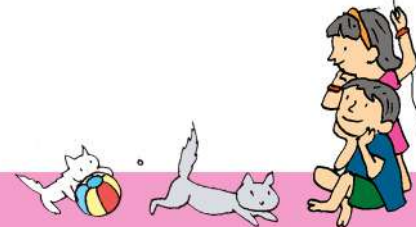


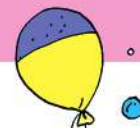
## Hints of activities which can be given to 3+, 4+ learners according to their skill

1. **Area of development** : Movement of the body  
**Facets of intelligence** : Kinesthetic Intelligence  
 Spatial intelligence

**Able to do the activities independently by moving most of the muscles of the body**

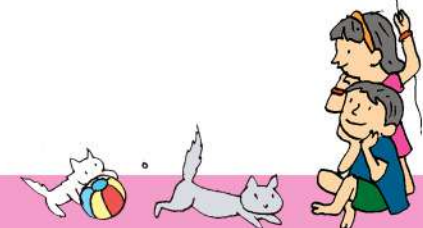
Activities 3+	Activities 4+
<p>Engage in independent play</p> <ul style="list-style-type: none"> <li>• Walking freely</li> <li>• Run</li> <li>• Jump</li> <li>• Jump over bricks</li> <li>• Walk</li> </ul> <ul style="list-style-type: none"> <li>• Crawl</li> <li>• Climb up and down the steps/pulling objects/lifting objects</li> </ul> <ul style="list-style-type: none"> <li>• Play in playing corners</li> <li>• Ride tricycle</li> <li>• Roll the balls</li> </ul> <ul style="list-style-type: none"> <li>• Swing on swings</li> <li>• Play with toys</li> </ul>	<p>Engage in independent play</p> <ul style="list-style-type: none"> <li>• Walk on bricks</li> <li>• Walk in a line</li> <li>• Walk on a rope</li> <li>• Free running</li> <li>• Jump up on two legs/hop</li> <li>• Jump over</li> <li>• Jump a specified distance/leap</li> </ul> <ul style="list-style-type: none"> <li>• Crawl</li> <li>• Climb up and down a ladder</li> <li>• Climb a tree</li> </ul> <ul style="list-style-type: none"> <li>• Play in playing corners</li> <li>• Riding tricycle</li> <li>• Throw a ball to a partner</li> <li>• Kick a ball</li> </ul> <ul style="list-style-type: none"> <li>• Swing</li> <li>• Play using toys (See-saw, merry go round...)</li> </ul>





**Able to perform activities (according to instructions) by moving most of the muscles in the body in an independent and controlled way. For example the child is able to perform simple activities by moving the fine muscles of face, shoulder, wrist, joints, fingers, knee and feet.**

Activities 3+	Activities 4+
<ul style="list-style-type: none"> <li>• Apply coloured glue/Maida on a paper/draw pictures with fingers</li> <li>• Knead and roll clay, maida and plasticine</li> <li>• Dip palm in colours and make impressions on paper</li> <li>• Colour pictures using crayons</li> <li>• Printing (using finger, vegetables, twigs)</li> <li>• Drawing on board and floor</li> <li>• Rolling paper</li> <li>• Tearing paper (into small pieces)</li> <li>• Pasting the pieces of paper on another paper</li> <li>• Acting with emotion (using finger figures)</li> <li>• Rotate the picture using finger figures</li> <li>• Minute activities using hand               <ul style="list-style-type: none"> <li>- String flowers, big beads, cut pieces of stem of papaya leaf etc. using the spine of the coconut leaf (eerkil)</li> <li>- Picking up toffees.</li> </ul> </li> <li>• Blow milkweed, dry leaves, balloons, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Print on paper with a paper on which glue or maida is applied</li> <li>• Knead, roll and make shapes using clay, maida and plasticine</li> <li>• Draw a spot on a picture using a finger dipped in colour, and draw pictures</li> <li>• Colour drawings using crayons</li> <li>• Colour drawings using the brush like part of a coconuts bunch (klanjil)</li> <li>• Printing (using finger, vegetables, twigs, leaves, rolled paper)</li> <li>• Draw pictures on board and floor</li> <li>• Cut out pictures</li> <li>• Stick torn piece of paper</li> <li>• Tear small pieces of paper and stick them on the outline</li> <li>• Exercise by moving the wrist and palm</li> <li>• Aerobics</li> <li>• Rolling the spin top, rolling small pieces of cloth into lamp wicks</li> <li>• Making a paper fan</li> <li>• Fine activities using hands               <ul style="list-style-type: none"> <li>• String beads or flowers</li> <li>• Picking up beads</li> <li>• Separating grains</li> </ul> </li> <li>• Blowing off a candle</li> <li>• Blow paper, milkweed, dry leaf, etc.</li> </ul>





3 +

4 +

**Engage in activities related to utensils, food**

- Peel banana
- Cut banana
- Pour food particles from one bottle to another
- Opening the lid of a bottle
- Stir, using spoon to dissolve sugar/salt

- Peel and cut banana and eat using a fork
- Fill water
- Prepare a salad

**Can draw pictures freely using fingers, spine of coconut leaves, pencil, water, chalk, crayon and sketch pen**

- Draw pictures with fingers, water, chalk and crayon
- Draw on sand with fingers

- Draw pictures using fingers, water, chalk and crayon
- Draw with ear bud dipped in colour

**Draw and colour freely (Crayon, sketch pen, water colour, saw dust, paper, cloth...)**

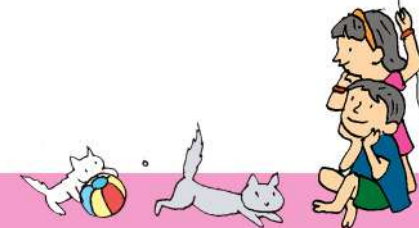
- Colour using crayon and sketch pen

- Draw pictures and colour using crayon, pencil, water colour, paper and cloth

**Can cut and paste paper and cloth**

- Fold paper
- Tear paper into big pieces
- Paste torn paper

- Fold paper, cloth, etc
- Tear paper as required
- Paste torn pieces of paper





3 +

4 +

**Can cut using Scissors**

- Cut using scissors

**Engage in construction using things from the surroundings**

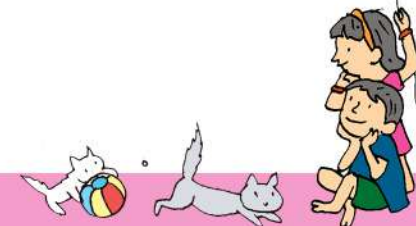
- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Construction using cardboard, match box, building box and wooden pieces</li> </ul> | <ul style="list-style-type: none"> <li>• Construction of small toys (match box train)</li> <li>• Making different figures using, paper, clay, leaves, twigs, thread, flower, beads, seeds, maida, etc.</li> </ul> |
|---|---|

**Can create sounds rhythmically and move body parts freely**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Action song</li> <li>• Clap rhythmically</li> </ul> | <ul style="list-style-type: none"> <li>• Dance, Aerobics</li> <li>• Create rhythmic sound using drums</li> </ul> |
|--|--|

**Can make use of the body as required to bend down, move sideways, crawl or walk on knees**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Narrating and acting scenes requiring bodily movements like bending down, crawling</li> <li>• Holding water in one's palm</li> <li>• Pouring water into bottles with narrow necks</li> <li>• Walk on bricks as though to escape from falling into water.</li> </ul> | <ul style="list-style-type: none"> <li>• Narrating and acting scenes requiring bodily movements like bending down, crawling</li> <li>• Taking water in one's palm and filling vessels</li> <li>• Coming out from under benches and desks and other furniture.</li> </ul> |
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### Can perform daily activities by using large and fine muscles

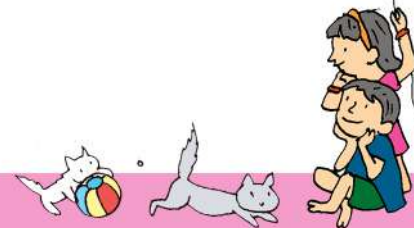
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| <ul style="list-style-type: none"><li>• Taking food</li><li>• Brush the teeth</li><li>• Undress oneself</li><li>• Put on one's dress</li></ul> | <ul style="list-style-type: none"><li>• Eat without spilling</li><li>• Brush the teeth</li><li>• Undress</li><li>• Put on one's dress</li><li>• Button the shirt and undo it</li><li>• Tie shoelaces</li></ul> |
|--|--|

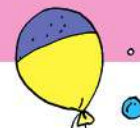
### Can conduct activities using simple things

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Removing the lid of a tin using a spoon</li></ul> | <ul style="list-style-type: none"><li>• Screw and unscrew a nail with a screw driver</li></ul> |
|---|--|

### Engage in (pre-writing) activities

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Colour between lines</li><li>• Draw directions</li><li>• Draw letter patterns</li></ul> | <ul style="list-style-type: none"><li>• Colour between the lines</li></ul> |
|---|--|





- 2. Area of development** - **Language development**  
**Facets of intelligence** - Linguistic Intelligence  
 - Musical Intelligence

**Can speak, understand pictures, objects and nature (prereading)**

**Can watch and listen to objects, events, experiences and stories in the surroundings**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Game to identify sounds (birds, animals, vehicles)</li> <li>• Listen to action songs</li> <li>• Listen to songs (ICT)</li> <li>• Listen to stories (ICT)</li> </ul> | <ul style="list-style-type: none"> <li>• Games to imitate sounds (birds...)</li> <li>• Listen to songs, stories, drama (ICT)</li> </ul> |
|--|---|

**Can share with others events, descriptions, stories that have been/heard**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Talk about those things they watch and hear</li> </ul> | <ul style="list-style-type: none"> <li>• Explain the process of a game</li> <li>• Narrate events in a story in the proper order</li> <li>• Narrate events in great detail</li> </ul> |
|---|--|

**Can perform stories, songs, events (with voice modulation, tone, gestures, rhythm, movements)**

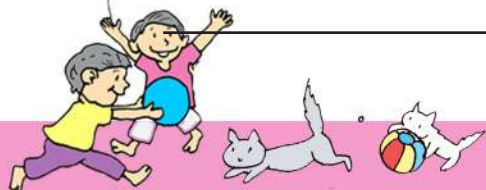
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|---|---|
| <ul style="list-style-type: none"> <li>• Sing action song</li> <li>• Story telling</li> </ul> | <ul style="list-style-type: none"> <li>• Sing and act with tone and rhythm</li> <li>• Narrate stories, events with proper voice modulation and expressions</li> </ul> |
|---|---|

**Narrate stories observing picture stories**

- Guess and narrate stories from observing pictures

**Narrate stories after listening to them and arranging pictures in the proper order**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Narrate favourite parts of a story read to them</li> </ul> | <ul style="list-style-type: none"> <li>• Narrate the story in the proper order</li> <li>• Arrange pictures and tell the story</li> </ul> |
|---|--|







**Link the lines of ballads with pictures**

- |                |   |
|----------------|---|
| • Sing ballads | • Sing ballads, finding pictures related to the lines of the song |
|----------------|---|

**Observe objects and events, note down facts and details, present the details**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Look at the picture and narrate a story</li> <li>• Speak about the objects one likes</li> </ul> | <ul style="list-style-type: none"> <li>• Narrate the events in a picture</li> <li>• Describe a picture</li> <li>• Connect a picture with a description</li> <li>• Create and tell stories</li> </ul> |
|--|--|

**Can connect and speak about the features of surrounding objects, events, situations from experience**

- |   |   |
|---|---|
| • Speak about one's favourite food, game, journey | • Describe a favourite food, game or journey in detail. |
|---|---|

**Experience of eating idli**

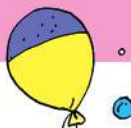
Idli is round  
Idli is white  
Easy to eat  
Not hard at all.

**Kitchen utensils, speak about the use of good for a kitchen set.**

**Enquire, understand, and speak about favourite topics and events in daily life (house, school, playgroups, festivals...)**

- |   |  |
|---|--|
| • Enquire to teachers and friends about objects/plants/seeds/flowers that attracts the child during nature walk | <ul style="list-style-type: none"> <li>• Enquire of parents, teacher, friends, elders</li> <li>• Enquire to teachers and friends about objects/plants/seeds/flowers that attracts the child during nature walk</li> <li>• Explain later the features learnt earlier</li> </ul> |
|---|--|





**The child can speak in detail opinions to friends and elders in public or otherwise on experiences, observations and instructions received so far**

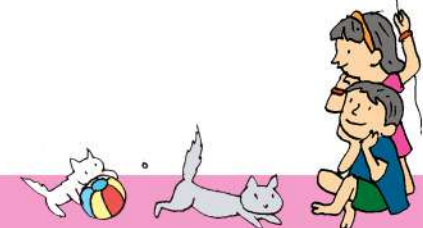
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|--|--|
| <ul style="list-style-type: none"> <li>Expressing one's opinion in group activities like decorating class rooms, cleaning, gardening...<br/>(How? When? What preparations to make?)</li> </ul> | <ul style="list-style-type: none"> <li>Expressing opinions, observations and suggestions to different groups on activities such as decorating class rooms, cleaning, gardening, etc.<br/>e.g. Making floral designs on the floor<br/>How to do it? What should be done? (Eliciting opinion)<br/>Where to place the flowers?<br/>How to decorate? (suggestions)<br/>Did you like the floral design? (judgment)</li> </ul> |
|--|--|

**Enact as other characters in puppetry, role-play and imitation games**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Talking about one's own qualities, boasting (fruits/vegetables...)</li> <li>Role presentation</li> </ul> | <ul style="list-style-type: none"> <li>Add dialogues to role play, puppetry, pretend and act</li> </ul> |
|---|---|

**Can share one's own thoughts, feelings, imagination, among others (peers, elders...)**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Express emotions on a given occasion</li> </ul> | <ul style="list-style-type: none"> <li>Frame and tell stories from imagination and share</li> <li>Express emotions (happiness, sadness, curiosity) on given occasions<br/>e.g. While telling the story of elephant the teacher says -<br/>- Elephant needs a pair of sandals.<br/>- What materials can be used to make a sandal for the elephant?<br/>- How does an elephant walk wearing sandals?</li> </ul> |
|--|---|





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**Can engage in conversation as a member of a group, giving others a chance, and waiting for one's turn**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>Engage in conversation on a specific situation</li></ul> | <ul style="list-style-type: none"><li>Engage in conversation maintaining the continuity, on a specific situation</li><li>Participate in discussions</li></ul> |
|--|---|

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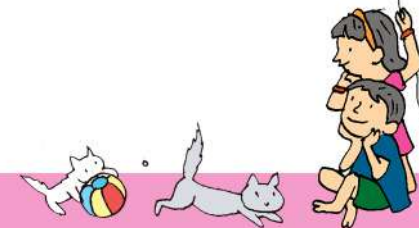
**Can use the acquired vocabulary and sentence patterns to communicate with confidence on a variety of themes on different occasions**

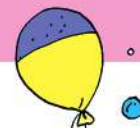
- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>Make use of the acquired vocabulary appropriate to situations</li></ul> | <ul style="list-style-type: none"><li>Make use of vocabulary and sentence patterns (expressions like 'How beautiful! Hi')</li></ul> |
|---|---|

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**Can listen to children's stories and express them in different forms (dialogue, acting, pictures...)**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>Express ideas in the form of action, pictures, etc.</li></ul> | <ul style="list-style-type: none"><li>Express ideas in the form of role-play, conversation, picturisation, acting, etc.</li></ul> |
|---|---|





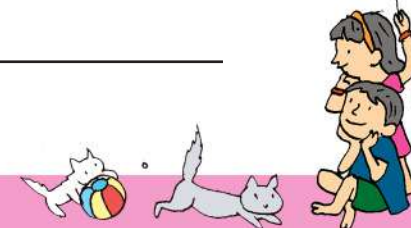
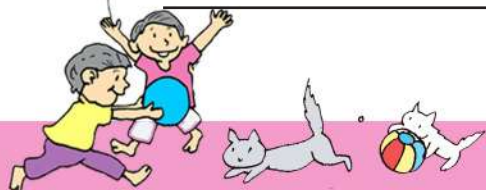
- 3. Area of development** - **Knowledge enrichment**  
**Facets of development** - Logic, Mathematical Intelligence  
 - Naturalistic intelligence

**Can observe and speak about objects and living things using the sense organs (colour, size, shape, smell, sound, taste, burnish...)**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Games to identify sounds (Cawing of crow, coughing...)</li> <li>Identify colours</li> <li>Listen to songs and stories about colours</li> <li>Separate different objects according to their colours (cards, beads, flowers...)</li> <li>Smell and tell</li> <li>Arrange odourless flowers from the fragrant</li> <li>Taste things</li> <li>Identify smooth and rough objects (variety of leaves, cloth, stones)</li> <li>Play games to identify shapes (circle, square...)</li> </ul> | <ul style="list-style-type: none"> <li>Games to identify sounds (Cawing of crow, coughing...)</li> <li>Identify colours</li> <li>Listen to songs and stories about colours</li> <li>Colour</li> <li>Arrange colours in different patterns</li> <li>Smell and tell</li> <li>Identify smell of different leaves and flowers</li> <li>Taste things</li> <li>Identify smooth and rough objects (variety of leaves, cloth, stones)</li> <li>Identify familiar shapes (circle, square...)</li> </ul> |
|---|--|

**Engage in activities to find things and express inferences on the ... of knowledge acquired from experience**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li></li> </ul> | <ul style="list-style-type: none"> <li>Express findings after conducting simple experiments e.g. Sink or float.</li> </ul> |
|--|--|





**Can enquire in detail the cause and effect of different objects, animals and plants**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Question songs, about the objects around us. e.g. 'Why, Who, Where, When and How?'</li> </ul> | <ul style="list-style-type: none"> <li>• Question-answer songs</li> <li>• Constructing riddles about objects, animals, plants and nature</li> </ul> |
|--|---|

**Can observe different objects and pictures to mark the odd one out and explain the reason for it**

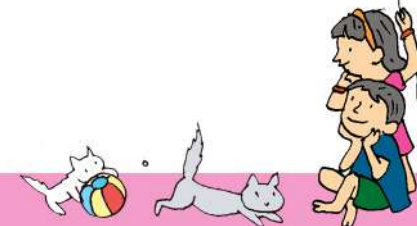
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| <ul style="list-style-type: none"> <li>• Find objects that are connected (skirt, blouse)</li> <li>• Identify birds/animals</li> <li>• Separate fruits and vegetables</li> </ul> | <ul style="list-style-type: none"> <li>• Pictures and facts</li> <li>• Identify the similarity and differences and speak about it</li> </ul> |
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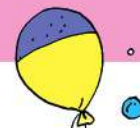
**Can identify and speak about insects, butterflies, pet animals, wild animals, birds, etc.**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Walk in nature (identify and speak about the names and features of creatures seen)</li> <li>• Explaining a picture</li> </ul> | <ul style="list-style-type: none"> <li>• Nature walk</li> <li>• Identify different creatures and their habitat</li> <li>• See various creatures face to face</li> </ul> |
|--|---|

**Observe rain, summer, winter. Share experiences**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Nature walk</li> <li>• Sharing experiences</li> </ul> | <ul style="list-style-type: none"> <li>• Nature walk</li> <li>• Sharing of experiences</li> <li>• Describe the changes in nature</li> </ul> |
|--|---|





**Know about health habits, cleanliness**

- Sing songs about health/cleanliness, washing hands, good eating habits, brushing teeth, bathing, combing hair, cutting nails, toilet habits

- Sing songs about health/cleanliness, washing hands, good eating habits, brushing teeth, bathing, combing hair, cutting nails
- Cleaning programme (cleaning of class and toys, keeping toys in their place)

**Observe objects of different shapes (round, square, circular, long...) and try to explain with examples and engage in construction and drawing**

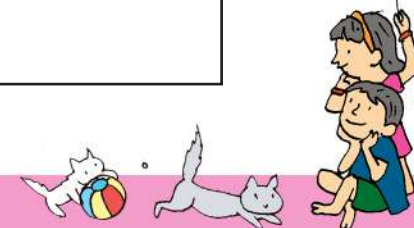
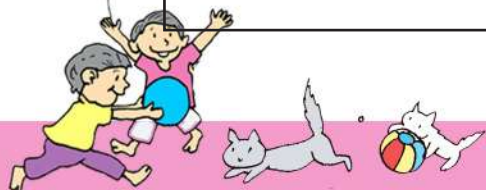
- Game to identify shape (circle, square, ...)
- What is round?  
Papad is round  
Match box is a rectangle  
.....  
.....
- Speak about familiar shapes
- Identify shapes - circle, squares

- Collect objects in a variety of shapes from songs, stories and roleplay.
- Completing shapes (circle, square)
- Origami using square paper
- Making various geometrical forms (circle, square)
- Using material of various shapes to create geometric forms

**Can observe and tell the position on the basis of mathematical understanding**

- Mathematical games
- Mathematical stories
- Picture reading:  
Up - Down  
Near - Far  
Above - Below

- Mathematical games
- Mathematical stories
- Picture Reading:  
Left - Right  
First - Last  
In between - in the middle of  
There - here





**Can use mathematical language in comparing objects**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Mathematical songs</li> <li>• Listen to stories</li> <li>• Mathematical games</li> <li>• Picture reading</li> <li>• Activities using leaves, objects and beads (more, less, a little, a lot of, around, till it touches the sky)</li> </ul> | <ul style="list-style-type: none"> <li>• Mathematical songs</li> <li>• Listen to stories</li> <li>• Mathematical games (picture reading, activities involving mathematics equal, same, only this much, gigantic, tiny, ...)</li> </ul> |
|--|--|

**Can explain the connection between a part and the whole**

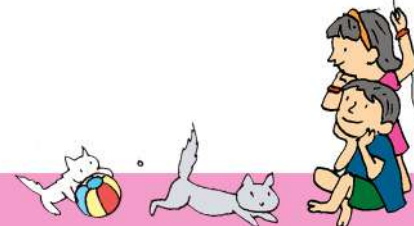
- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Completing pictures (Flowers, house...)</li> <li>• Completing picture puzzles</li> </ul> | <ul style="list-style-type: none"> <li>• Completing pictures (flowers, vehicles, body parts, patterns, ...)</li> <li>• Completing picture puzzles</li> </ul> |
|---|--|

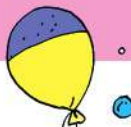
**Separate and arrange things on the basis of colour, shape, length, size etc.**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Mathematical games</li> <li>• Picture reading</li> <li>• Activities (colour, size, length)</li> </ul> | <ul style="list-style-type: none"> <li>• Mathematical games</li> <li>• Picture reading</li> <li>• Activities (colour, size, length, weight, width)</li> </ul> |
|--|---|

**Arrange and exhibit mathematical patterns beautifully**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Finger printing</li> <li>• Vegetable printing</li> <li>• String different coloured beads together</li> </ul> | <ul style="list-style-type: none"> <li>• Vegetable printing</li> <li>• Stringing beads</li> <li>• Decoration</li> </ul> |
|---|---|





### Can express observations on time and age

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Night - day game (morning, noon, night)</li> <li>Stories, songs (yesterday, today, tomorrow)</li> <li>Old - new,</li> <li>Elder sister - elder brother,</li> <li>Younger sister - younger brother</li> <li>Grandfather - grandmother)</li> </ul> | <ul style="list-style-type: none"> <li>Night - Day, Morning - evening (dawn, noon, evening, dusk, night, early morning)</li> <li>Stories / songs (Yesterday - today - tomorrow)</li> <li>Younger ones - elders</li> <li>Old - new</li> <li>Arrange and speak earlier incidences in proper order (After that ...)</li> </ul> |
|---|---|

### Can count up to 5 and connect a number and objects of the same number

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Listen to number songs</li> <li>Listen to stories about numbers</li> <li>Count and say the number of people in the family/in the neighbour's family</li> </ul> | <ul style="list-style-type: none"> <li>Listen and sing number songs</li> <li>Tell number stories</li> <li>Match picture and number</li> <li>Arrange Match box and blocks according to numbers</li> </ul> |
|---|--|

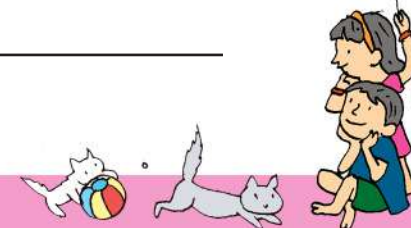
### Can engage in simple mathematical projects

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Collection (e.g. Collection of round objects)</li> </ul> | <ul style="list-style-type: none"> <li>Collection (various geometrical shapes)</li> </ul> |
|---|---|



### Can solve mathematical problems

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Complete simple picture puzzles</li> <li>Jigsaw puzzles (maximum 4 pieces)</li> <li>Jotting different mathematical shapes</li> <li>Finding the way</li> </ul> | <ul style="list-style-type: none"> <li>Complete simple picture puzzles</li> <li>Jigsaw puzzles (maximum five pieces)</li> <li>Making different mathematical shapes</li> <li>Finding the way</li> </ul> |
|--|--|







**3. Area of development : Emotional and Social development**  
**Facets of intelligence : Interpersonal Intelligence**  
**Intrapersonal Intelligence**

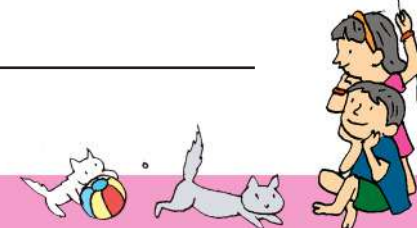
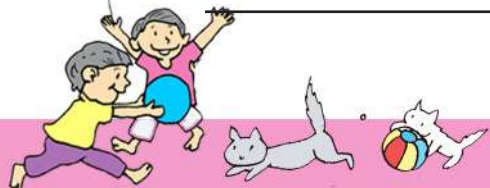
**1. Individual**

**Learns about health and hygiene habits**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Keeping the body clean<br/>(Washing hands, brushing teeth, bathing, cutting nails, combing hair)</li> <li>• Wearing clean clothes</li> <li>• Keeping the surroundings clean<br/>(Proper use of waste bins, keeping toys back in place after a game.)</li> <li>• Appropriate food habits (washing hands and mouth before and after having food)</li> <li>• Appropriate toilet training</li> </ul> | <ul style="list-style-type: none"> <li>• Personal cleanliness</li> <li>• Cleanliness in dress</li> <li>• Cleanliness of surroundings (keeping the class, the learning equipment the toys, etc. clean)</li> <li>• Keeping things neat and tidy, in proper order</li> <li>• Proper food habits (avoiding wasting of food)</li> <li>• Appropriate toilet habits</li> </ul> |
|---|---|

**Can fulfil simple needs (age appropriate) without help**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Brushing teeth</li> <li>• Washing hands</li> <li>• Using towels and handkerchiefs</li> <li>• Wearing sandals</li> <li>• Combing hair</li> <li>• Dressing and undressing</li> <li>• Using the toilet</li> <li>• Playing</li> </ul> | <ul style="list-style-type: none"> <li>• Brushing teeth</li> <li>• Washing hands</li> <li>• Using towels and handkerchiefs</li> <li>• Putting on footwear</li> <li>• Combing hair</li> <li>• Dressing, undressing and keeping clothes neatly folded</li> <li>• Playing</li> <li>• Keeping things neat and tidy in their proper order</li> <li>• Using the toilet</li> </ul> |
|--|---|





**Can say their own names and their parent's names**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Say one's own name</li> <li>• Say the name of father/mother/brother/sister</li> <li>• Can name places (home/school, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>• Say one's own name</li> <li>• Say the names of father/mother/brother/sister</li> <li>• Can give one's address and the phone number of one's parents</li> </ul> |
|---|---|

**2. Social**

**Can share toys/food and other objects with others, and wait patiently for one's own turn (cooperation)**

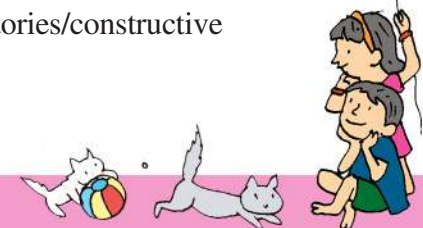
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Listening to stories</li> <li>• Free play</li> <li>• Group games</li> <li>• Enjoy taking turns to play</li> <li>• Having food together with others</li> </ul> | <ul style="list-style-type: none"> <li>• Listening to stories</li> <li>• Group activities</li> <li>• Taking turns to play</li> <li>• Having food with others</li> <li>• Sharing learning materials and toys</li> <li>• Celebrating birthdays</li> </ul> |
|--|---|

**Can engage in games, constructive activities and other activities individually, in groups, and with elders in an attitude of cooperation and showing leadership skills when required**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Group activities</li> <li>• Group songs</li> <li>• Birthday celebrations</li> <li>• Welcoming/elders and others</li> </ul> | <ul style="list-style-type: none"> <li>• Group activities</li> <li>• Birthday celebrations</li> <li>• Keeping the classroom clean</li> <li>• Respecting elders</li> <li>• Showing respect to elders, welcoming them</li> <li>• Taking leadership in games</li> </ul> |
|---|--|

**Can applaud the positive qualities of others and encourage them**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Applauding to encourage friends after they have sung a song</li> </ul> | <ul style="list-style-type: none"> <li>• Applaud to encourage friends after their song/stories/constructive activities</li> </ul> |
|---|---|





**Able to have a cheerful, face to face, talk with peers and elders, familiar and to be familiarised, without inhibition**

- Talking to elders
- Greeting elders and others

- Making new acquaintances
- Greeting others
- Giving respect
- Group activities
- Role play

**Able to communicate with others by facial expression, signs, gestures and voice modulation**

- Action song
- Narration

- Imitation games
- Role play
- Narration

**Able to identify various relations (father, mother, elder brother, elder sister, younger brother, younger sister, grandfather, grandmother, uncle, aunt) and maintain the behaviour proper to the relationship**

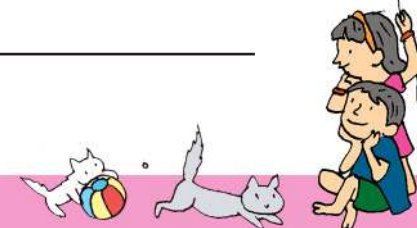
- Imitation games
- Songs
- Stories

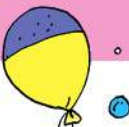
- Songs
- Stories
- Role play

**Knows various dishes and shares food with others**

- Name special dishes
- Listen to stories
- Watch pictures
- Share food

- Name special dishes
- Narrate experiences
- Share food





**Able to identify the people at home and around, address them with the respect due to their age and position and talk to them freely**

- Listen to stories
- Greeting elders and others, giving due respect

- Listen to stories
- Role-play
- Getting acquainted others, giving due respect

**Able to narrate stories, events and situations to engage in activities that make others happy**

- Analyse situations (eg. Elder brother/sister, younger brother/sister quarrelling for toys)

- Analyse situations
- Analyse stories (eg. The story of the crow and fox snatching bread) Was the action of the fox the right thing to do?

**(3) Emotional**

**Able to tend and care for plants and animals**

- Nature walk
- Listen to songs/stories about plants and animals
- Watering plants
- Feeding fish and birds

- Nature walk
- Listen to stories that inculcate love and care of plants and animals.
- Gardening, taking care of plants
- Feeding birds/animals

**Able to be compassionate and sympathetic with others**

- Listen to stories that promote compassion

- Assist the differently abled.

**Keep time**

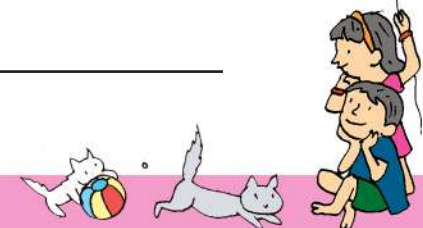
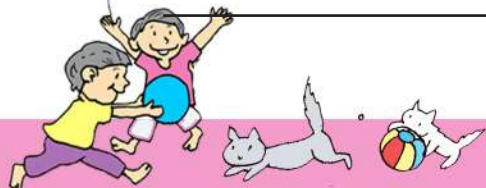
- Reach school on time
- Engage in activities according to a time table

- Reach school on time
- Complete class work in time
- Engaging in activities according to the time table

**Engage in group games**

- Group games

- Group games
- Group work





- 5. Area of development** - **Development of creative and aesthetic sensibility**  
**Facets of intelligence** - Musical Intelligence  
 Visual Spatial Intelligence

**Able to listen carefully to and appreciate a variety of songs (group songs, folk refrains and songs, riddle songs, ballads, dialogue songs etc.)**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Listen to ballads, dialogue songs (audio)</li> </ul> | <ul style="list-style-type: none"> <li>Riddle songs, group songs, refrains, etc. (audio)</li> </ul> |
|---|---|

**Able to sing familiar songs in the proper rhythm**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Solo songs and group songs</li> </ul> | <ul style="list-style-type: none"> <li>Able to sing familiar songs individually and in groups, in the proper rhythm</li> </ul> |
|--|--|

**Able to sing songs by adding words to songs or lines or find suitable songs on different themes to sing on different occasions**

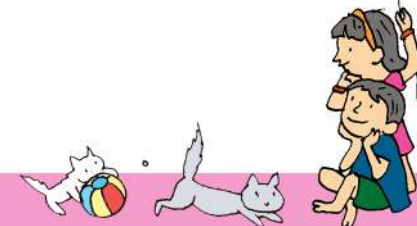
- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Adding words or lines to songs on various themes</li> </ul> | <ul style="list-style-type: none"> <li>Adding words or lines to songs on various themes</li> <li>Finding new songs to sing</li> <li>Making up new songs to sing</li> </ul> |
|--|--|

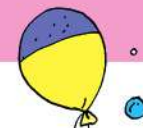
**Able to applaud and encourage the performance of peers**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Sing in small groups, clap hands to encourage others</li> </ul> | <ul style="list-style-type: none"> <li>Sing in groups</li> <li>Encourage others by clapping hands and giving gifts</li> </ul> |
|--|---|

**Able to listen to songs and present songs of their choice on different occasions**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Listen to action songs, lullabies and film songs (audio)</li> <li>Present songs in entertainment programmes</li> </ul> | <ul style="list-style-type: none"> <li>Listen to a variety of songs (audio)</li> <li>Presents songs in entertainment programmes</li> </ul> |
|---|--|





**Able to play musical instruments individually and in groups and to appreciate their performance**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Engage in group songs using drums and rattles</li> <li>Listen to songs with instrumental accompaniment</li> </ul> | <ul style="list-style-type: none"> <li>Listen to and watch songs and music performances</li> <li>Sing individually and in groups, using musical instruments.</li> </ul> |
|--|---|

**Able to make toys**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Match box, drums and rattles</li> <li>Match box dolls</li> </ul> | <ul style="list-style-type: none"> <li>Flute made of coconut leaves (olappipi)</li> <li>Cart made of/nuts of coconut</li> <li>Various toys</li> </ul> |
|---|---|

**Able to beat to a rhythm on steel plates or vessels**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Beat to a rhythm on vessels with a stick/twig</li> </ul> | <ul style="list-style-type: none"> <li>Beat to a rhythm on vessels with a small stick/twig</li> </ul> |
|---|---|

**Able to listen to and enjoy/appreciate stories**

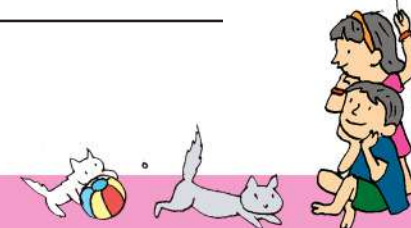
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|---|--|
| <ul style="list-style-type: none"> <li>Listen to stories (audio)</li> </ul> | <ul style="list-style-type: none"> <li>Listen to a story (audio)</li> <li>Listen to stories with the help of role play/puppetry</li> </ul> |
|---|--|

**Able to narrate stories in an expressive and enjoyable manner**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Narrate interesting bits of stories</li> </ul> | <ul style="list-style-type: none"> <li>Narrate the events of a story in an expressive manner</li> </ul> |
|---|---|

**Able to create stories, narrate them, and enact the roles of the main characters**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Create stories and narrate them with the help of the teacher</li> </ul> | <ul style="list-style-type: none"> <li>Create stories and narrate them in an expressive manner</li> <li>Enact the role of the main characters in the story.</li> </ul> |
|--|--|





**Able to enact the roles of characters in stories, experiences, situations (Role play)**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Role play (father/mother)</li> </ul> | <ul style="list-style-type: none"> <li>• Role play (school)</li> </ul> |
|---|--|

**Able to communicate/perform by imagining oneself and others (persons/objects/animals) in various roles**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Imitation game</li> <li>• Game with masks of animals/birds</li> </ul> | <ul style="list-style-type: none"> <li>• Game using masks</li> <li>• Boasting (game)</li> <li>• Using sticks/other things to represent various objects and present a story.</li> <li>• Kitchen set (orchestra)</li> </ul> |
|--|---|

**Able to present artistic and creative skills in public**

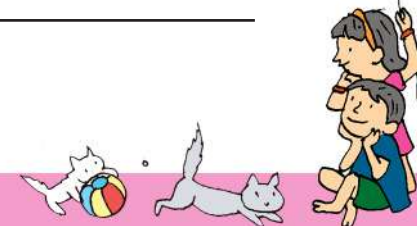
- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Sing songs</li> <li>• Present action songs</li> <li>• Narrate stories</li> </ul> | <ul style="list-style-type: none"> <li>• Sing songs</li> <li>• Narrate stories</li> <li>• Role play</li> <li>• Action songs</li> </ul> |
|---|--|

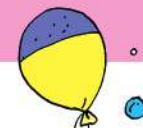
**Able to present simple subjects/themes into different art forms**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Present a theme in different forms of art</li> </ul> | <ul style="list-style-type: none"> <li>• Present an idea in different forms of art</li> </ul> |
|---|---|

**Able to mimic the sound and actions of creatures/objects/people**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Games using voice mimicry</li> </ul> | <ul style="list-style-type: none"> <li>• Games using voice mimicry</li> <li>• Group games</li> </ul> |
|---|--|





**Able to appreciate nature, express it in drawings and colour the pictures drawn**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Add colour to pictures with crayons</li> <li>• Draw pictures and add colour to them</li> </ul> | <ul style="list-style-type: none"> <li>• Add colour with different materials</li> <li>• Draw pictures and add colour to them</li> <li>• Create a picture corner in the class</li> </ul> |
|---|---|

**Able to listen to stories from picture books, enjoy them and express one's appreciation of them**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Listen to stories from picture books</li> <li>• Speak about pictures</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to stories from picture books</li> <li>• Create stories using pictures</li> </ul> |
|--|---|

**Able to do printing and spray work using various objects**

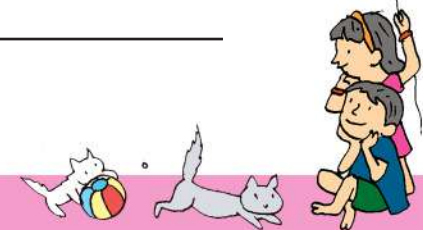
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Leaf printing</li> <li>• Printing with rolled up paper</li> <li>• Vegetable printing</li> </ul> | <ul style="list-style-type: none"> <li>• Printing with thread, vegetable, stick, wax and leaves.</li> <li>• Spray work</li> </ul> |
|--|---|

**Able to enjoy water games**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Games with paper boats, and the lids of bottles and vessels</li> </ul> | <ul style="list-style-type: none"> <li>• Water games using various objects</li> </ul> |
|---|---|

**Able to engage in constructive work to make toys, curios, collages using various objects (objects from nature/waste materials)**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Origami</li> <li>• Toys</li> </ul> | <ul style="list-style-type: none"> <li>• Origami</li> <li>• Toys</li> <li>• Curios</li> <li>• Collage</li> <li>• Creates objects of different shapes</li> <li>• Sort and paste origami shapes</li> </ul> |
|---|--|







**Able to collect and arrange pictures, leaves, feathers, curios and portraits**

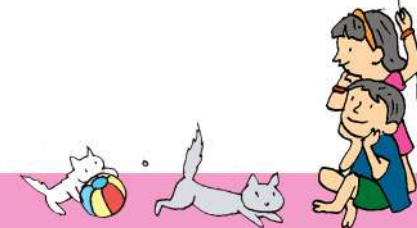
- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Paste leaves, feathers</li></ul> | <ul style="list-style-type: none"><li>• Create an album</li></ul> |
|--|---|

**Able to observe and enjoy various art forms (pictures, songs, dance...)**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Observe pictures, watch dance puppetry shows etc.</li></ul> | <ul style="list-style-type: none"><li>• Observe pictures, watch dance and puppetry shows and enjoy the experience</li></ul> |
|---|---|

**Able to design and give shape to ideas in two dimensions and three dimensions**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Making two dimensional toys (house, toys) with match stick, spine of coconut leaves, nuts of coconut etc.</li></ul> | <ul style="list-style-type: none"><li>• Create shapes and forms using clay, dough, plasticine.</li><li>• Make toys using matchbox, empty packets, spine of coconut leaves, nuts of coconuts etc.</li></ul> |
|---|--|





# Tools and Techniques of Preschool Activities

## Preface

A group of preschool children are at various levels and different phases of development in terms of prerequisite knowledge skills and interest. Activities in preschool should focus on construction of knowledge utilizing the senses. Parental support, family environment and socio-cultural background are the key factors that influence the child's skill development.

Such development and knowledge acquisition are not limited to the time spent in the preschool. All kinds of opportunities for meaningful interaction, the influence of the visual media, playing games with friends - all these offer scope for knowledge acquisition and personality development.



In the light of various developmental domains and multiple intelligence, it can be observed that the developmental needs of children vary. So, for the comprehensive development of the child, we need to adopt varied learning strategies. The age of the child, its innate nature, its needs, abilities and interests, should be considered in evolving appropriate learning strategies. The local area and the social, cultural, linguistic and economic background of the child are deep influences on its special interests. Preschool activities should satisfy these needs of every child. This unit suggests varied learning strategies with examples to help teachers to frame appropriate strategies.

*Children need activity, not lectures. It is the participation that is important, and not perfection. The teacher should draw from a store of different learning strategies including stories, songs, drama, puppetry, ballads, action songs, group songs, nature walk, and other experiences to develop mathematical knowledge or skills in science, problem solving activities, imaginative games, role play and character acting, inside and outside the classroom, keeping in mind the various skills of the children and the different themes of instruction. Always bear in mind that learning activities should be diverse, experimental, appropriate and informal.*





## Story

### Oh... My Kite!

### Story presentation : Scope and methods

Everyone, irrespective of age, enjoys a story. Children love to listen to some stories again and again. Every child has the ability to create stories from his/her imagination and to present them expressively. Listening to stories and narrating them enable the child to develop his/her linguistic competence. Stories can be used for the growth and development of other skills and abilities too. Child educators and parents should be aware of the basic principles of story selection, and the various techniques and strategies of narration and presentation.



- Have you ever wondered about the different ways in which stories can be classified?
  - Stories that kindle imagination.
  - Stories that can be told collaboratively.
  - Stories that can be told with the help of pictures.
  - Stories that could encourage voice modulation or imitation.
  - Stories that are related to Nature.
  - Stories with songs.
  - Stories that can be told with the help of puppets.
  - Stories that can be told using masks, sand tray, big canvas, etc.

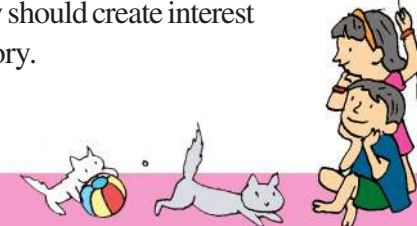
Can you arrange the collection of stories based on this classification?

### What are the preparations needed for the story?

- Select stories to suit the level of the children.
- All the arrangements for the presentation of the stories should be made.
- Decide the strategies to suit the story.
- The arrangements required to suit the technique of narration should be done.

e.g. Sand Tray

- Arrange the sand tray.
- Create the characters for the sand tray.
- If audio-visual equipment is needed, make sure that it is ready.
- We should choose the introductory activity for the story, once the arrangements have been made. The entry activity should create interest and surprise, and should flow throughout the story.





## Let's read a story

### The Beautiful Kite

*Boohoo.....Boohoo.....*

*Who is crying over there? Devu looked at the corner.*

*Oh.....Is that you?*

*Dressed in red, trailing small tails....my beautiful kite!*

*Why are you crying? ... Devu gently took the beautiful kite in her hand.*

*She tied a string to the kite, and then went out with it.*

*Wow.....a clear, blue sky!*

*Beautiful kite soared up the sky.*

*Higher and higher she went.*

*The beautiful kite looked down*

*Nodded and smiled.*

*Just then, Chakki an eagle, noticed the beautiful kite.*

*She thought of a prank.*

*She flew down.*

*She pecked at the string of the beautiful kite.*

*The beautiful kite.....rolled and rolled and rolled*

*Upside down.....it dropped down and down again and further down.*

*Then a wind blew.*

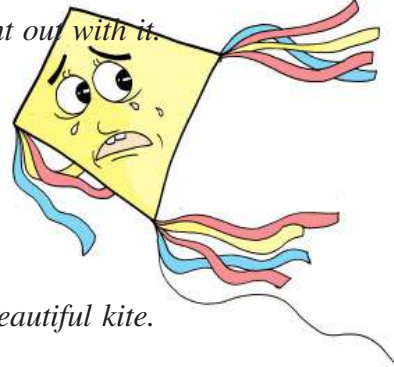
*The beautiful kite flew far, far and far away.*

*Oh! My beautiful kite!*

*Devu cried aloud,*

*Cried louder still.*

*Hearing the cries, a little bird came there.*



*Devu was crying looking up to the sky.*

*The kite, its string snapped, up in the sky.*

*Little bird felt sad. She flew up and caught the kite string in her beak.*

*She flew with the kite to Devu.*

### Have you read the story?

In how many different ways can we present this story to preschool children?

### Let's examine one possible way.

Teacher.....teacher..... Please tell us a story.

Oh...Why not?

What story do you want?

Tell us whatever story you like, teacher.

Ok. Are you ready?

Teacher pastes a cut- out of Devu on the canvas.

This is Devu. She heard someone cry, while she was playing.

Who is crying?

She looked around. Oh...Is it my kite? Dressed in red, trailing small tails....

My beautiful kite! Why are you crying? ..... Devu took the beautiful kite in

her hand. She tied a string to the kite (a child sticks a thread from the kite to

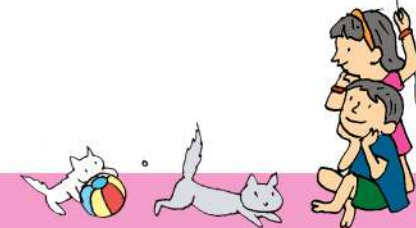
Devu's hand). The kite went out. Wow.....a clear blue sky! The

beautiful kite soared up the sky. Higher and higher she went.

The teacher says, making use of some gestures:

Then the beautiful kite looked down cheerfully. It looked down and nodded happily to Devu.

Then comes Chakki, the female eagle.





Teacher pastes the cutout of Chakki on the canvas.

Who is this? The children chorus "It's an eagle".

What does the eagle do?

The children respond.

*Chakki the eagle saw the beautiful kite. She thought of a prank. She flew down. She pecked at the string.....it snapped.*

"What will happen now?" Teacher gives the kids the opportunity to respond.

*The cute little kite,*

*Went rolling, rolling and rolling*

*It dropped down and down again, and further down.*

*Blown by the wind*

*It flew far, far, far away.*

'Oh my kite'. Devu cried aloud.

She cried louder and louder still.

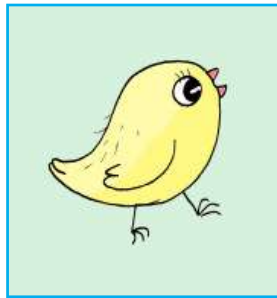
"What might have happened to the kite?" A chance for the children to respond.

Teacher pastes a cut-out of a small bird on the canvas.

Hearing the cries, a little bird comes there.

Devu was crying, looking up to the sky. The kite, its string snapped, blown here and there in the sky.

Little bird felt sad. She went up to the kite, caught the string in her beak and flew with the kite to Devu.



### In what other ways can we narrate stories using the big canvas?

- Display the characters during the narration. (Age: 3+, 4+)
- Children display the characters on the big canvas, while the teacher narrates the story. (3+, 4+)
- Making cut-outs of characters, and creating a story, using the cut-outs on the canvas. (4+)
- Complete a story based on the display of the story setting and background. (4+)
- After the narration of the story, the children can select cut-outs of the characters and display these. (3+)

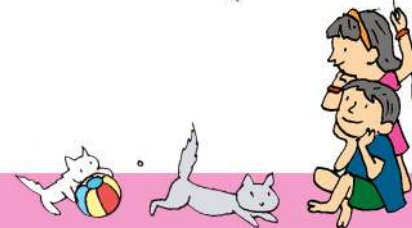
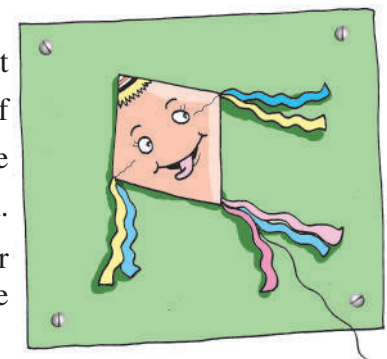
### Cut-outs on the big canvas

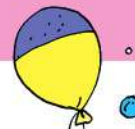
This is an effective method of preschool activity. It can be made use of for various learning activities. It gives the children a complete visual experience. Teacher can use it to display the products created by the children, in addition to pictures and cut outs made by herself.

#### Method

Prepare a big canvas using a thermocol sheet covered with a flannel or heat lawn puff cloth. Fix it in a frame and hang it on the classroom wall or nail it directly to the wall.

Drawing pins can be used to fix pictures or cut outs on the board. (Take special care





while handling sharp objects.)

You can prepare cut outs by pasting painted or cut pictures on cards. You can use origami figures as well.

Cutouts of the characters are pasted in appropriate places in the narration (4+). For example, the cut-out of the kite in the sky and the child below. The hawk flying to the kite string, the little bird on the branch, the blue sky on the top of the canvas.

## Different ways of story telling

### ■ Creative Sand Tray



Creative Sand Tray is an effective tool in preschool learning. We can use this to design learning activities on any theme.

### Let us discuss the various ways of story telling using Sand Tray

Get the characters ready well in advance. Use picture cut-outs that can be placed upright, too suit the characters in the story. Keep the Sand Tray ready. What are the different ways in which we can use the sand tray in presenting a story?

- By arranging the miniature figures of the characters during the presentation of the story.
- Arrange the characters in the sand tray, while the teacher tells the story. 3+ and 4+ learners can arrange the characters in appropriate places.
- Characters can be arranged in the sand tray well in advance, and then the learners and the teacher collaborate to construct the story. (3+, 4+).
- Children create a story of their own, arranging characters in the sand tray.
- Children create a story based on the background setting in the sand tray (4+).

For example: A tree by a pond, a crane on the branch of a tree, fish in a pond.

Teacher asks simple questions based on the background of the story. Developing the story based on the responses of the children (4+).

### Let's set up a sand tray

A square box (one half of a shirt pack/a wooden tray) can be taken. If half filled with fine sand it will make a creative sand tray that can be used to draw attention to the characters of the story.

(For example: A little bird perched near the ears of a calf. Mother Cow beside the calf is having its fill of hay.)





Teacher converses with the children.

- What is the mother cow doing? (3+)
- Who is perched on the calf? (3+)
- Why is the little bird perched on the calf? (3+)
- What might the little bird have said to the calf? (4+)

Children and the teacher collaborate to develop the story (3+, 4+)

### ■ Telling stories using pictures

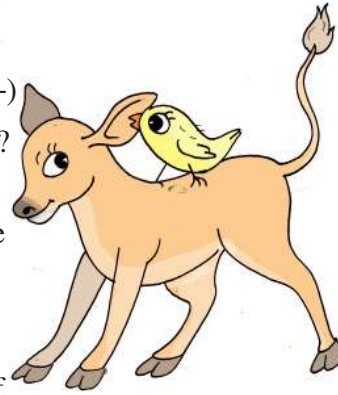
How can we present stories with the help of pictures?

- Developing stories from pictures
- Making use of books with illustrations
- Picture relating to the beginning of the story
- Picture relating to the ending of the story
- Picture of an event in the story
- Picture that shows the possibility of a story.

For example: We could narrate and explain a story using pictures of the events in the story of the beautiful kite.

### ■ Telling stories using masks

Let's make the masks of animals or other characters (such as King, Queen). Draw the pictures and paste them on chart paper. Cut them out and you have your mask. You can colour the mask to make it more attractive. You



can paste cotton cloth to the back of the mask to make it last longer.

Children wear the mask of the characters in the story. They narrate the story and act it out.

- Teacher acts out the story, wearing masks of the characters.

### ■ Telling stories using ICT

How can we use ICT to tell stories?

- Showing the video presentation of the stories
- Playing the background noise and sounds in the story
- Showing the video without audio output. Children give their inference of the conversation of the characters
- Listening to the full audio visual version.

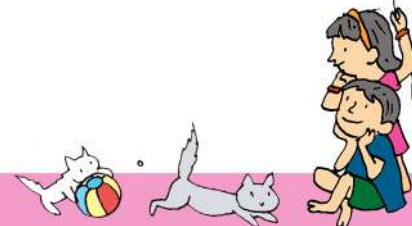
We can make similar use of the audio version.

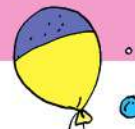
- Playing the full audio version
- Making sounds audible

There are so many possibilities...

### Find out other ways and means of telling stories

- You could make use of the collaborative method of story telling.
- Pausing stories at a critical point and allowing the students to complete the story in their own way.
- Children speak out the dialogues in the story.
- Enacting one or more scenes of the story.
- Arranging the characters on the big canvas.

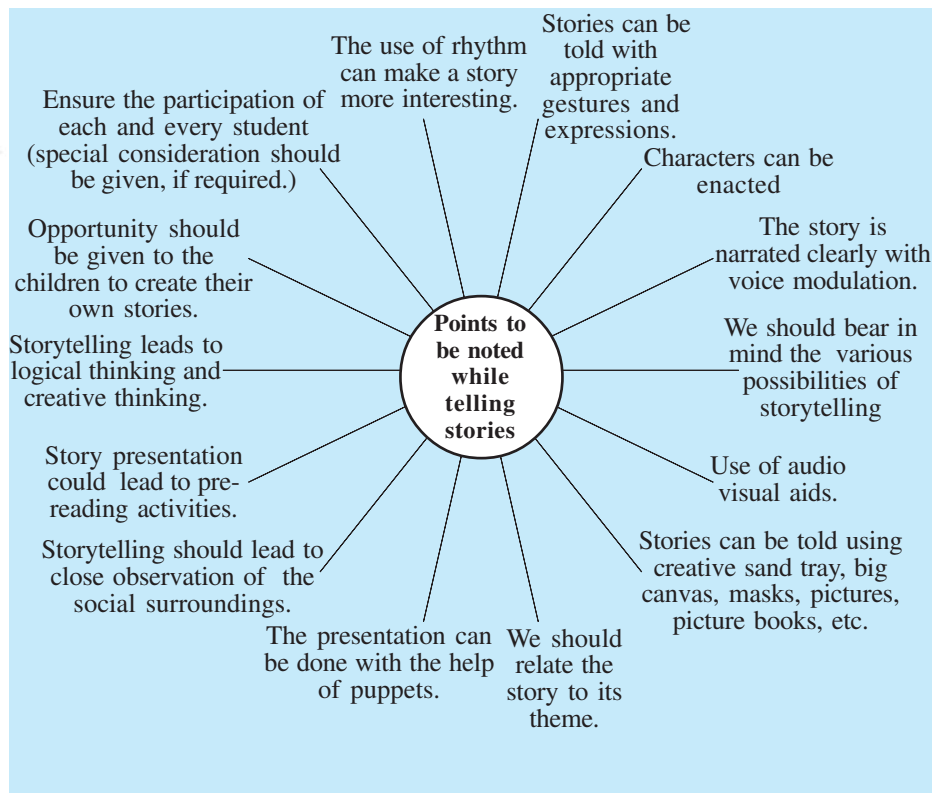




All these are ways of telling a story with the participation of the children.

Now 3+/4+ children can present the stories in suitable ways.

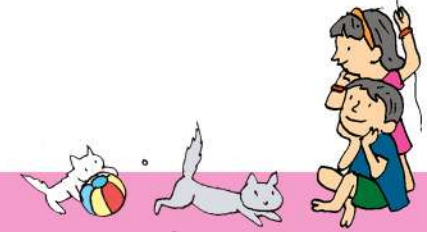
### What else is important in telling stories?



### Have you finished telling the story? What should we do next? What can we do?

- Use simple questions to ensure the understanding of the story (comprehension)
- Enact the context and events of the story  
*For example: The flight of Chakki, the eagle, the whirling of the kite with the snapped string, the grief of Devu*
- Depict the characters
- Speak about one's favourite character, and say why one likes the character
- Speak about the character one dislikes
- Present some of the events of the story in the form of dialogue
- Predict what happens at and after the end of the story
- Re-tell stories heard earlier
- Present the story in the form of role play
- Present the story using masks and puppets
- Arrange pictures following the course of the story.

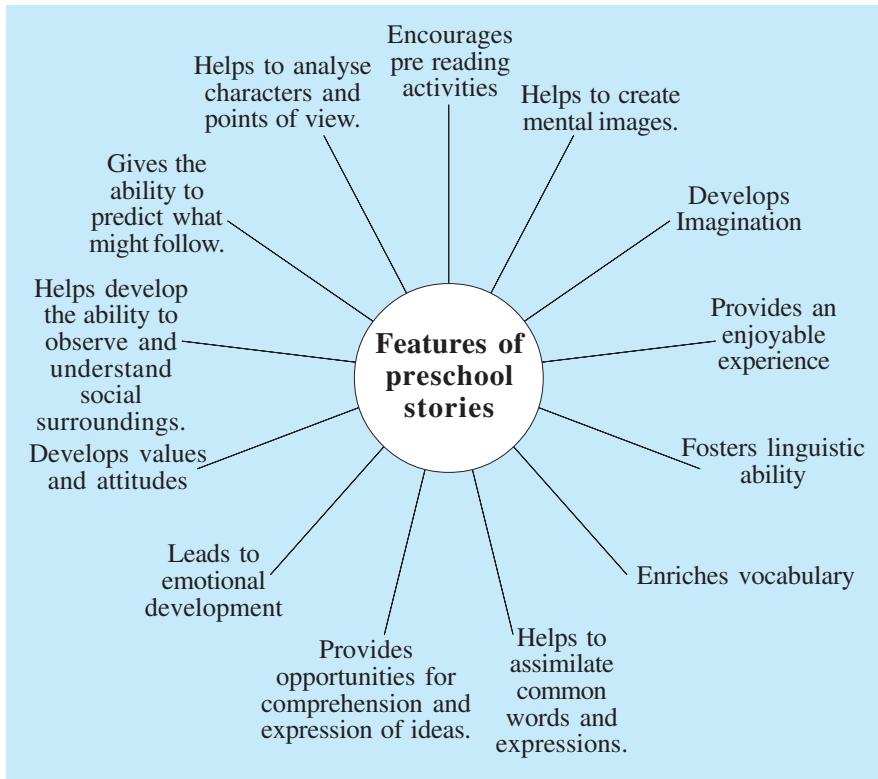
Isn't it clear that there are various possibilities for combining activities with story telling. We should plan it carefully to make it suitable to 3+, 4+ age groups.







Stories for preschool children have to be special. What should be the features?



Let's find an example of a mental image. Look at the way the beautiful kite is presented in the story.

'Red dress

Little tails

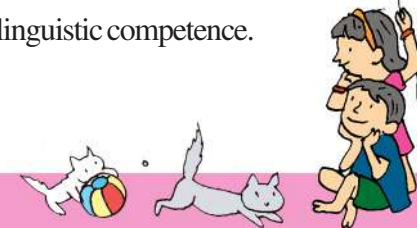
My beautiful kite'

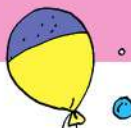
## Things to remember when selecting stories

- They should suit the child's nature
- They should be interesting and delightful
- They should have a rhythm
- They should be told in simple words and short sentences
- They should be told aloud
- They could be read to the children
- They should offer scope for mimicry
- They should offer the possibility of repetition of words, sentences, sounds, etc.
- They should offer scope for enacting
- They should foster creative thinking
- They should offer the possibility of presentation by various means (creative sand tray, masks, puppetry...)
- They could be told with the help of audio visual aids.

*By listening to and telling stories, the vocabulary of a child is enriched. The child acquires sentence patterns. It learns to present stories by arranging the received information. Through stories the child can attain higher skills like description, dialogues, use of adjectives, etc. in discourses which use qualifiers and modifiers, etc. Stories and presentation styles for children should have variety and diversity (3+ and 4+).*

Stories help in developing linguistic competence. Teacher should consciously include the most distinctive usages in her narration. Exposure to a variety of phrases and styles of usage leads to the development of linguistic competence.





In the story 'The Hare and the Tortoise' the tortoise moved slowly. The hare hopped and jumped forward, stopping for a peaceful nap under a tree. However, the tortoise moved steadily on, without being distracted. The hare woke up with a start, and then ran as fast as he could. Shouldn't we always allow scope for linguistic development in this way?

### Assessment

It is desirable to assess the student's competence in the use of language after each story presentation. How can this be done?

- Can they remember the names of the characters in the story?
- Can the child tell the story briefly?
- Can the child present the entire story from beginning to end?
- Can the child tell the story on his own?
- Is the child able to use the words, phrases or sentence patterns of the story in the presentation?
- Can the child create stories from contexts/situations?
- Is the child able to convey the mental images from stories in other forms? (Picture, role play...) (4+)

### Role play

#### Oh! The tree is falling down...

All children love 'role play'. Imitating elders, enacting their own favourite situations, etc., are common activities of all children. A Preschool teacher has to ensure the social, emotional and intellectual development of the child.

There are some things to be done to prepare for a role play. What's the story? How should it be developed? These need careful planning. The context of the story should be described very clearly to the children. How many characters are there? What should they do? When do they perform their different roles? All this should be planned well. The children should know what they are supposed to do or say, and when; and the positions of the actors, and the visuals such as trees, vehicles or anything else. How should they move? All these things need to be planned well in advance.

Once the role-play has begun, the teacher should observe how each participant enacts the assigned role. At times, they might need on-the-spot support. After the role-play, the teacher must appreciate the performance of each and every one. The teacher should make them understand how to make it better the next time. The teacher also may have to perform more than one role at times. Teacher should allow the children in the audience to express their opinions too. The teacher could use simple questions to elicit answers from them.

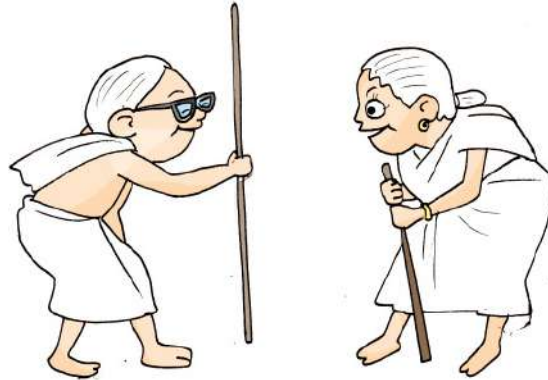




Look at this example.

*Grandpa and Grandma went to the grocery and placed the provisions in a bag. They walked home slowly. Soon they got tired. Oh! I can't walk anymore... (said Grandma). Let's rest under this tree for a while (said Grandpa). They sat under the tree. KRAK... KRAK... Grandpa heard the noise and looked up. A branch of the tree broke and fell down on Grandpa's head. OW! Grandma shrieked as she saw what had happened.*

How can we turn this into a role-play? We might ask some simple questions relating to the story. Children can enact the roles in response to the questions.



- Who are the characters in the story?
- How does Grandpa walk...?
- How does Grandma walk...?
- What did they tell each other?
  - Children enact the roles of Grandpa and Grandma walking with the bag of groceries.
  - They give voice to the dialogue of Grandpa and Grandma.
- What happened when the branch of the tree fell on Grandpa's head?

- What might have happened to Grandpa then?
- Children enact the responses to these questions.

Teacher should give whatever help is necessary to the children.

Let's see how we can present the rest of the story in a different kind of role play.

- Teacher shows an action movie suitable to the level of the children. This is followed by discussion. The necessary materials are made ready.
- Grandpa, Grandma, doctor, nurse. Grandpa in the hospital bed. Doctor examines him. Grandma sits beside Grandpa. Nurse has a syringe in her hand.

### Materials

- Stethoscope
- Syringe
- Dhotis
- A walking stick

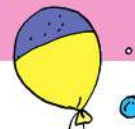
Children enact the scene in small groups. Do they make the dialogues on their own? Teacher should help, if necessary.

- Teacher shows the visual of a story. An animal story would be ideal. (For example: The fox becoming the king of the jungle)  
After watching the visual, teacher leads the children to the role play, using the masks made ready in advance by them.

Here are some possible contexts for role play.

- Doll's house
- Kitchen





- Play area
- Dialogues of the characters in a film.

We can make use of various possibilities for role - play. If the teacher provides learning experiences in a proper way, the children will excel in role-play.

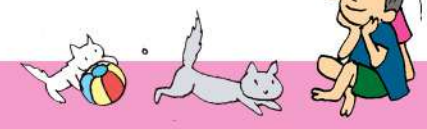
Find other possibilities for role play and try these out.

### Why do we use role-play in preschool?

### What are the abilities children attain from role-play?

#### Role play:

- Develops, sense of cooperation and team spirit
- Develops leadership qualities
- Fosters love, trust, tolerance, etc.
- Kindles creativity
- Develops constructive thinking
- Helps gaining communicative competence
- Ensures social and emotional development
- Allows children understand and improve themselves
- Develops self confidence
- Promotes the right values and attitudes.

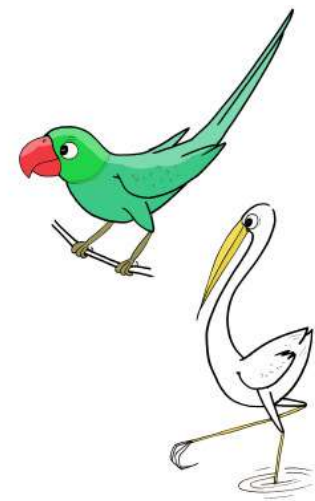


## Song

### The fly hops once, the fly hops twice

Teacher has arranged a clothes shop in the creative sand tray and presents a narrative based on it.

- Here is a clothes shop. Who all have come to the shop? (A crow, a parrot, a crane and Ammu)
- Why do we visit a clothes shop? The children respond.
- What are the colours of the clothes we see in the shop?  
(Black, green, white, and dresses with dots- teacher should display 'clothes' made from paper)
- Does everyone buy the same kind of clothes?
- What will each person select?



Teacher presents the song:

*The crow has a lovely dress  
A lovely black dress  
The parrot has a lovely dress  
A lovely.....dress.  
The crane too has a lovely dress  
A lovely.....dress.*



Won't the children be able to add more words to make up a beautiful song?

*Ammu has a lovely dress*

*A lovely dotted dress.*

Teacher sings the entire song and children sing it in groups. After the song, teacher starts a discussion to help build up ideas. He/she would need to prepare simple questions to provoke thought and analysis. Moreover, she can make use of questions relating to classroom situations. These should be carefully planned to generate ideas, to develop skills and to foster the right attitude in children.

When the children understand that 'dress' in the story refers to the feathers of the birds, learning becomes more interesting, and can lead to the appreciation of poetry. What questions can the teacher ask to make the learning experience enjoyable?

- Who are the characters referred to in the song?
- What are the colours of their dresses?
- Why do we wear clothes?
- We can change our dresses daily. Can the birds do that?
- What does the 'dresses' of the birds mean?
- How do these clothes (feathers) help birds?

Such questions can be asked. The questions can be made simpler depending on the level of the children. What learning experiences and skills do children gain by presenting the answers to these questions?

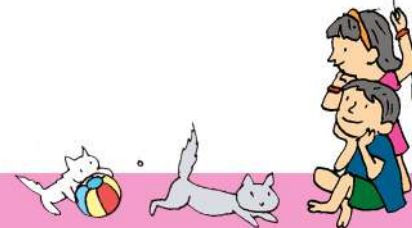
- They learn to recite the lines rhythmically
- Comprehend the idea of the poem
- Identify the figures of animals/characters in the creative sand tray
- Identify the different colours of birds, animals and plants
- Match the colours of the creatures to the colours of their own dresses
- Assimilate the rhythm of the song and add suitable lines to it
- Find answers to simple questions, and to frame questions and find answers.

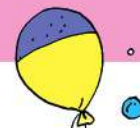
#### **In what other ways can we present songs?**

- Use instruments such as bells and toy drums to beat the rhythm of the songs
- Use pictures and audio-visual aids
- Using animation films
- Make use of gestures/acting
- Presenting the song lines by groups (for example : question- answer songs)
- Using audio aids
- 

#### **What are the special features of preschool songs?**

- *A crow came flapping down.*  
*It sat on a rock.*  
*The crow went flapping back.*  
*The rock remained still.*





- *A shed for a cow*  
*A coop for a hen*  
*A burrow for a snake*  
*A home for me and Ammu mol.*  
*And our parents too.*

You can make use of such simple and catchy songs.

### What other features of songs do we need?

- Songs that can be sung rhythmically
- Songs that are short
- Songs with repeated sounds / words
- Songs that can be enacted.
- Songs that can be related to themes

For children older than 4+, these are some other things we need to consider

- Songs that are complete
- Songs that evoke imagination
- Songs that allow scope for adding lines to them
- Riddle songs
- Narrative songs
- Songs about numbers.

### Number songs

*The fly hops once*  
*The fly hops twice*  
*The fly hops thrice*



*The fly hops four times*  
*The fly hops five times*



### Riddles

*East in the morning*  
*Up at noon*  
*Down the sea in the evening.*  
*Who am I? Who am I?*

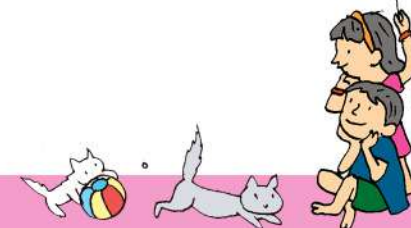
*Answer: The Sun*

### Narrative song

*Once a crow*  
*Picked a bun*  
*Flew up a branch*  
*To eat the bun*  
*There came a fox*  
*Spoke to the crow*  
*O! Singing Crow*  
*Please sing me a song.*  
*Then sang the crow*  
*The bun fell down*  
*Sly fox, at once*  
*Ran away with the bun.*

### Songs to be completed

*Yellow Yellow golden shower (Konnapoo flowers)*  
*Dark red Ixora*  
*Snow - white Jasmine*  
*Cute little Bluebells.*





..... 'mukkutti' flowers

Pink .....

.....

When you ask children to add lines to poems, 3+ children can be asked to add just a word. Words can be added to the beginning, the middle or even at the end. Children in the age group 4+ can be asked to add lines to the song.

The example given shows how one can add words about 'colours' and 'flowers' to a song. Before presenting such a song, we should give the children practice in identifying flowers and colours.

### Variety in songs

You're familiar with the special features of songs in the preschool level. Shouldn't we familiarise songs of varied tunes and rhythm to the children?

Most children would have memories of lullabies. Let us familiarise ourselves with some lullaby phrases from our folk culture.

Rariram Rariram Rariram Rariram  
Rariram Rariram Rariraro .....

Such words without any specific meaning, help children to develop a sense of rhythm. Won't this experience help the child even to compose poems as he moves up to higher classes? Here are some folklore phrases.

തന്നാണെ താനേ തന  
തന്നാണെ താനേ.....

ഓ..... തിത്തിത്താരാ തിത്തിത്തെ  
തിത്തെയ് തക തെയ് തെയ് തോം

താരികം താരാരോ .. തക  
താരികം താരാരോ....

അയ്യയ്യ ഹരി അയ്യയ്യ  
അയ്യയ്യ ഹരി അയ്യയ്യ

ലാലല ലാലല ലാ...ല...ലാ...  
ലാലല ലാലല ലാ...ല...ലാ...

ഏലോം... ഏലേലോം....

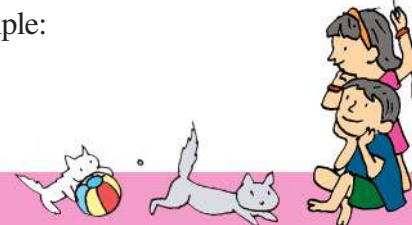
ഏലോം... ഏലേലോം....



Similarly, we could also use tongue twisters for rhythmic language practice. Some simple tongue twisters in Malayalam (and in English).

- Big black bug.

Another group of songs emphasize rhythm alone. Such songs will have a number of meaningless or nonsense words. For example:





*Singalaka..... Singalaka sing sing sing  
Pingalakka pingalakka ping ping ping*

It is seen that children easily pick up songs that are associated with games. Since the game requires that the song be sung, all children learn to sing such songs. In the section about games in this book, some of these songs are given. Let's look at a song which should make the children form groups and select a leader.

- *Njan enna Nee enna  
Mannenna Punnakku*
- *Vattam Vattam Naranga  
Kothi Kothi Thinnumbol  
Entha Chinchu Mindathe  
Ready, One two three!*

Teacher should make use of songs relating to the culture and the occupation of the people of the locality.

What other songs could we introduce to the children?

- Simple folk songs
- Kerala boat songs
- Mappila songs
- Riddle songs
- Festival songs
- Film songs
- 

Shouldn't we assess the abilities of the children when they present the songs?

What are the things the teacher should consider?

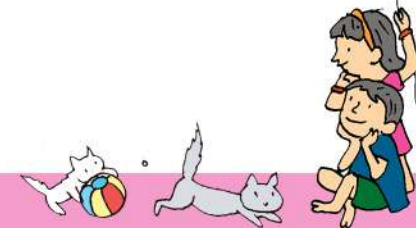
- Tune
- Rhythm
- Expression
- Suitable gestures/steps
- Contribution of the group
- Co-operation and collaboration
- Involvement
- Pronunciation of words, articulation, and clarity.
- Reciting in chorus
- 

*We do not assess all the factors together at a time. It is better to assess them in different situations.*

*The teacher needs to make use of songs that enrich both verbal linguistic intelligence and musical rhythmical intelligence. By making the best possible use of a number of songs, we can ensure a better learning experience for the children.*

## **My Song Book**

Each teacher should have a good collection of varied songs. Isn't it better to arrange songs based on themes rather than making a random collection? This will help you select the most suitable one. You should collect songs







suitable for children in the ages 3+ and 4+. You can categorise songs according to the type of song.

- Riddle songs
- Number songs
- Story songs
- Play songs
- Patriotic songs
- Prayer songs
- Folk songs
- Action songs
- Riddle songs
- Phrase songs of folk culture

These may be collected in written form from books, or cut out from children's magazines, and pasted in the book. How attractive it would be if we could design the book with suitable pictures and colours?

Share the collection of books with your colleagues and the parents/guardians of the children. They will also help you enrich your collection of songs.



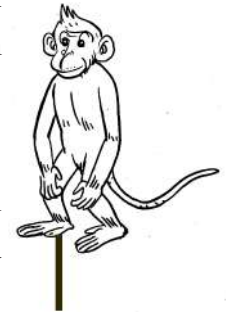
## Doll Games

### My Doll

*Ha... Ha... Ha. Is everyone present today? Children shouted quick and cheerful responses to these questions of the monkey doll. Even Shalvin, who had been crying in the class, was charmed by the questions and gestures of the monkey doll.*

Dolls attract children from early childhood. Playing with dolls, dressing them up, putting them to sleep beside them like their own mothers do, is quite normal in childhood. They even talk to their dolls.

We should consider how we can make use of this natural faculty of the children, to help their education and development.

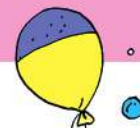


Every child likes moving puppets more than dolls. Apart from the interest of children in puppets that shake their heads and limbs and speak, the duty of the teacher is to enable the children to attain competency in speech and to develop motor skills.

- o Indulge in friendly conversation
- o Present minor incidents and events using puppets

These activities help the children generate language and apply it in the appropriate context.





Moreover, puppetry helps in the locomotor development of the children. Even those with some stage fright could present the sounds and dialogues of puppetry from behind the curtain, with confidence.

## Different kinds of puppets

Any teacher can make the puppets required for teaching preschool children. How can we make puppets that are inexpensive or even free of cost from the materials available to us?

- Finger puppets
- Paper Carton/carry bag puppets
- Stick puppets/cut out puppets
- Box puppets
- Balloon puppets



Can't we present songs, stories, and conversation through puppetry? At first, children should have ample visual experience of activities with the help of puppetry. We could seek the help of parents, older students and other teachers for this.

We can create simple situations with just one or two dialogues for 3+ children. For 4+ students, question songs, and conversation from stories they know can be used. The puppet that talks as a particular character needs suitable movements. Only then will the audience understand which character is speaking. Teacher should train the children properly.

Children could easily enact the imagine an object to be something else.

Children have the ability to see a character in each and every object they come across (For example: they can take a piece of wood as a doll, a ring/ bangle as a wheel, a stick as a sword, etc.)

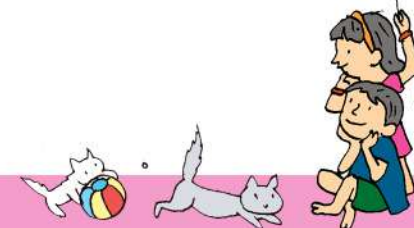
- Dialogues should be natural
- Use simple sentences to convey the ideas
- Children usually enjoy colloquial dialogue in their local dialect
- Movements of the puppets should suit the context
- It would be better to arrange appropriate situations and contexts
- Use of musical instruments, records, etc., will add to the enjoyment of the puppet show.

Puppets can be used during the presentation of a story or at the end of a story. A puppet can represent one of the characters of the story and present the appropriate dialogues.

## Special features of the script

Preparing the script for puppetry requires as much care as preparing the dialogue of a play. Teacher should bear in mind the background, the movements of the characters, the modulation of the dialogue, the clarity of the concept etc. while getting the script ready.

For instance, let's take the story of 'The Lion and the Mouse'. When the mouse fell on the sleeping lion, the lion woke up startled. The teacher pauses the story here to use the puppets to deliver the dialogue of the lion and the





mouse. (Teacher can also give the puppets to the children and make them participate in constructing the dialogue.) What might the lion say? How would the mouse reply? Teacher then continues the story. In this way, the teacher can use puppets and scripts to introduce a story and its events, or to explain it.

At the end of the story, puppets could be used to present the children's favourite situations. Teacher could ask the children, what the lion and the mouse might have told each other in the story. Two children can present the dialogue. At times the script may be prepared by the children alone or with the help of the teacher. This is one way of preparing a live script.

Puppetry is one of the best techniques to convey certain ideas to the children. For instance, the nuisance of mosquitoes, houseflies, and germs could be presented in a conversation with the help of puppets, so that the children understand it better. Teacher should consciously prepare discourses suitable to such situations.

Teacher can prepare scripts relating to the life cycle of the butterfly, animals that give milk, or about the importance of good habits, and present these to the children. The combined use of shadow puppets, string puppets, finger puppets, etc., will allow for more action and help to present the story more effectively.

## Situations for puppetry - some models

### The Flower and the Butterfly

Many flowers in a garden. A butterfly flutters by.

Flower : Hi! Butterfly. What's the news?

Butterfly : You look so beautiful today. You're full of honey too.

Flower : You are so free. You can roam wherever you want. Please tell me about the things you have seen.

Butterfly : I saw a lot of flowers and rivers as I came down the hills to the valley.

Flower : Oh! You're lucky indeed.

Butterfly : You're also quite lucky. You've so many visitors every day. Bees, honey bees, ants, How many visitors!

Flower : You're right. Many children too visit me every day.

### The Wind and the Cloud

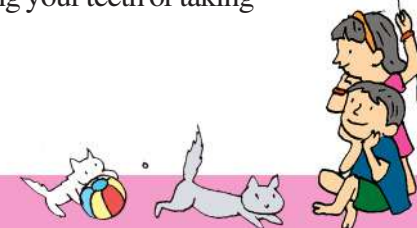
Finger puppets of a child and its mother.

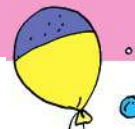
Birds chirp, the wind blows. (Wind can be simulated with the help of a fan or a cardboard moved in such a way that hung leaves or streamers sway in the breeze.)

Unnikuttan enters, yawning.

Unnikuttan : The wind is blowing. Today it has started early in the morning. (Looks up). The sky is dark. Mom... mom

Mom (only her voice is heard): Aren't you brushing your teeth or taking bath, my dear?





Mom enters.

(The sound of the wind and the rumble of thunder in the background)

Unnikuttan : Mom. When I woke up, the Sun was not there. Where has he gone?

Mom : It's a rainy morning. Brush your teeth and have your bath now. I'm quite busy.

Unnikuttan : No, mom. Tell me why is the sky is looking so black.



## What should we remember while delivering a dialogue?

- Getting the expression right
- Voice modulation
- Movements of the puppets
- 

Have you heard the story of the hare that made the lion jump into the well? The ferocious lion comes upon the trembling hare. Let's listen to the dialogue between the two.

*Lion : Where have you been for so long? Grrr...*

*Hare : Oh! ... I...On my way...*

*Lion : What was there on the way...?*

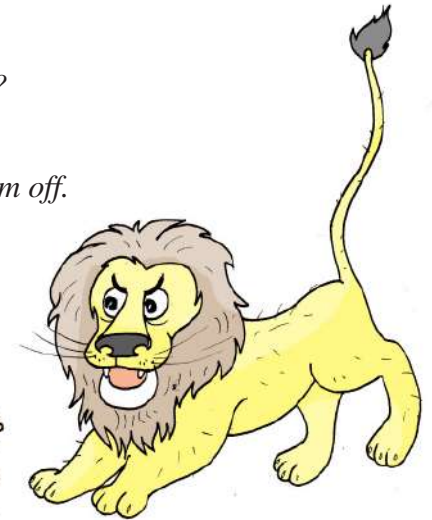
*Hare : Another lion... sss... stopped me.*

*Lion : Another lion! Where is he?*

*Hare : Near the well, there.*

*Lion : Oho! Then, I will finish him off.*

The sound should reflect the cruel nature of the lion. Similarly, the voice of the hare should suggest meekness, fear and humility. When the children listen to the proper voice modulation with change of mood, and expression, they realise the changes they need to bring in while presenting stories.

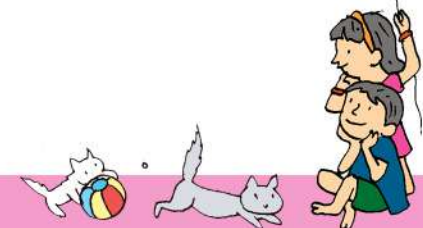


Our aim is not to make them present the dialogue by heart. They need to present the dialogue in their own words, after grasping the events of the story. That is also used to assess the development of their language skills.

## While preparing a puppetry script...

- A theme (including events and ideas)
- The age, gender, costume, etc., of the characters must be considered.
- Prepare apt dialogue
- Design the appropriate background.

## What should we evaluate in a puppetry presentation?





- Presentation with voice modulation and appropriate expression.
- Proper pronunciation and clarity.
- Ability to move the puppets according to the contexts of the story.
- The dialogues are to be presented in the proper order by the characters.
- The child could present the dialogue in his own words appropriately.

## Puppets, Puppets

A teacher who is imaginative can make a puppet out of anything. For example, plastic bottles, paper cups, umbrellas, match boxes, empty cans, empty medicine boxes, old cloth, ice-cream balls, cups, sticks, coconut shells and husks, leaves, cardboard, thick sheets of paper, newspapers etc., could be used to make puppets.

As a person who understands the nature and needs of the children, one should try to make puppets in simple ways. If we include the children too in puppet making, it will foster a sense of confidence in them.

Let us learn about some puppets.

### Match box puppet

You can make a stick puppet, covering an empty matchbox with a white paper and fixing it on a thin stick. You could make the face of the puppet

either by painting it or by pasting it on to the paper.

### String Puppet

Take a piece of cotton string (one foot long). Fold it into two, and make one end in the shape of a head. The other end can be made in the shape of the chest, or the legs, as required, to make the puppet.

### Plastic bottle

You could make puppets by cutting empty plastic bottles in the shape of animal figures and pasting paper on to it. One can easily make the heads of people or animals using plastic bottles

### Paper glass

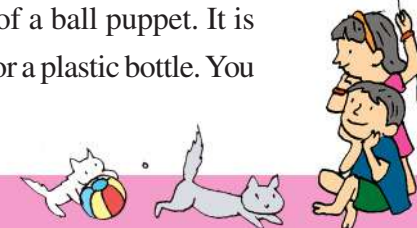
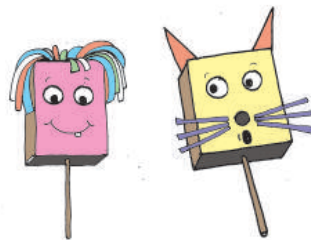
Paper glass, bindi, sticks, etc. can be used to make puppets of various kinds.

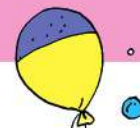
### Puppets out of paper

Fill a paper bag with any trash. Make a face by painting or pasting a face on it. The bigger its size, the more beautiful will be the puppet. Fix a stick firmly through the bag. If unable to find a stick or a piece of bamboo you can make a stick out of paper and glue. In this way, we can make puppets out of paper plates, cardboards, etc.

### Ball Puppets

Take a rubber ball and paint a face on it. You can make a small hole under the face and fix a stick through it to make a ball puppet. Or else, you could stuff some old cloth into a small bag in the shape of a ball puppet. It is possible to make a ball puppet out of a coconut shell or a plastic bottle. You





could make a puppet out of anything that has the shape and frame suitable for a puppet. Make a dress for the puppet using a piece of cloth, and fix it to the puppet with a stick.

### **Finger Puppet**

- a. You could make a finger puppet by drawing a face on your thumb and covering it with a piece of cloth. It is quite interesting to make finger puppets of your two thumbs and let them create a conversational game!

"Where is the thumb, man?

Where is the thumb, man?

Here am I.

Here am I!

How are you today, sir?

How are you today, sir?

Very well, thank you!

Very well, thank you!

I'm going, good bye!

I'm going too, good bye!"

It is always interesting to use finger puppets when we recite such songs.

- b. You could make a cone from a small square piece of paper; fix it on your finger, and paste faces, pictures or objects on it to create a larger finger puppet.
- c. You can make some rings out of chart paper and fix it on your finger after pasting pictures on it to create finger puppets.

### **Flat puppet**

This is a good way to make animal puppets. Draw an animal face on a card board and cut it out. Colour it. Fix a stick on it using gum or cello tape to make a flat puppet. Flat puppets can also be made from paper plates, or from the pictures of animals in books and magazines.

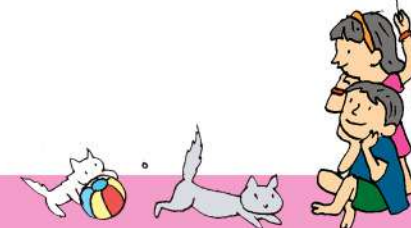
### **X-ray film/Chart paper puppet**

You can cut X-ray films in conical shapes to make the faces of animals. It is easy to make the body of animals using cone-shaped X-ray film of different sizes. Fix ears, horns, etc., by sticking paper to it. You can move the puppets either by a stick through the cone or by holding a stick in your hand. If X-ray film is not available, you can use chart paper.

### **Origami Puppet**

You could make puppets out of origami figures. For example, a crow, a peacock, a crane, a swan, a fish, a frog, etc.

There are various other puppets that can be used in the classroom. It is possible to arrange a puppet making workshop when teachers meet for training sessions. Wouldn't that be a worthwhile creative endeavour?





## Games

### *Homeless squirrel, come quickly*



### Language is love, game is the method

This is the most suitable statement of the preschool learning method. Playing is an innate trait of a child. Children like to learn through games. When small children engage in an activity it is like a game for them. Many of these activities appear like games, but they are serious activities from the child's point of view. Acquisition of knowledge takes place unknowingly through games.

*Milk of lime,  
Turkey berries two  
Leaves are green  
Flowers are yellow  
Catch the thief  
Who goes this way?*

Children like to sing with their friends in a rhythmic pattern.

*'Lemon milk, Chundanga (a vegetable) twins, homeless squirrel, ripe arcanut, come quickly to catch the thief (to pluck the flowers).*

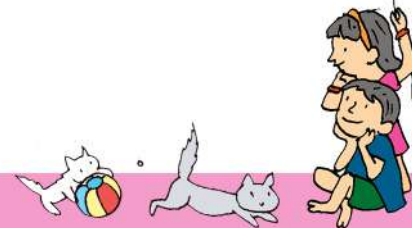
Haven't we noticed children playing such games very enthusiastically?

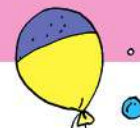
### Role of games in the overall development of children

The best activity for kinaesthetic and locomotor development is games. In addition to the kinaesthetic and locomotor development, games open various possibilities for language development, scholastic development, pre-mathematical skills and socio-emotional development. Games that can be played by singing songs, games played by asking questions, etc., provide circumstances for children to develop their language skills. No other activities pave the way for scientific development like jigsaw puzzles and games which enhance logical thinking. We should not ignore the fact that games create various circumstances that speed up the socio-emotional development of a child. Preparation of tools for games sharpens the creative skills of the child.

### 3+, 4+ Age groups and games

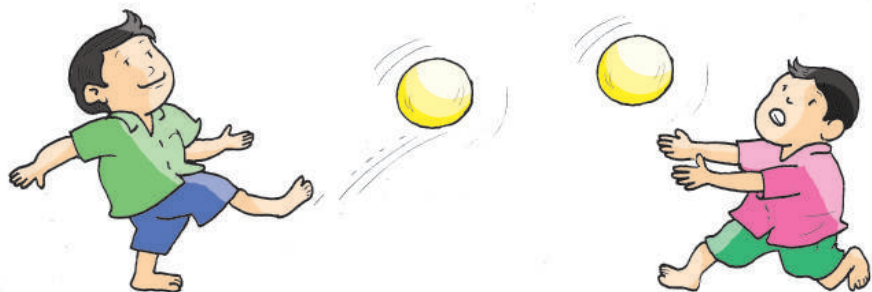
One of the most important things to note is that the children of 3+ and 4+ age groups do not find any difficulty in playing games when compared with other activities. The happiness they derive while engaging in games, consoling each other, applauding, etc., enhances the emotional development of children. Games like imitation games, free games, games which can be played in groups, are to be selected for the 3+ age group. Games which need to be played strictly on the basis of rules can be selected for the 4+ age group.





## What are the experiences a child acquires when participating in games?

- Development of fine and other muscles
- Gets the opportunity to engage in natural conversation
- Gets acquainted with the etiquette of group games
- Gets the opportunity to think about how to win the game and to act according to the situation
- Gets the opportunity to observe and collect the equipment needed for playing games
- Gets the opportunity to create and handle the equipment for playing games.



*All the major themes to be covered in the preschool syllabus can be successfully completed with the help of games. Individual games, pair games, games that can be played in large groups, board games, imitation games, indoor and outdoor games, free games, guided games, games which can be arranged with the help of ICT, games*

*for exercise etc., are various games that can be used as preschool learning tools.*

## Games

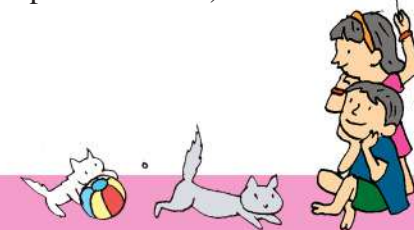
There are highly talented toddlers in preschools. We need to think what support can be given to these talented children to create their own games. If the children are provided with discarded materials and objects they will transform them into equipment for playing games. Children lose no time to engage in games making use of these instruments. The capacity of the child to observe his surroundings and to create toys on his own helps him achieve this goal. The child's curiosity and scientific knowledge are beneficial to him.

Game corners should be set up in preschools for children to engage in games. Game corners play a vital role in making the 3+ and 4+ age groups active participants in games which pave the way for physical and mental development.

## Games and Adaptation

The teacher must try to incorporate games and activities which can ensure the participation of all the children and also to ensure the desired skill development. The teacher should ensure that the differently abled children also get opportunity to involve in game activities with self confidence and pleasure.

(For more details please refer to the chapter, What is Adaptation? How?)







## I. Individual games

- With their own toys
- Using fixed equipment (Swing, merry go round)
- Communicating with plants and flowers
- Imitation (E.g.: Mothering a doll, making mud cakes.)
- Computer/Video games
- Making toys/equipment for playing
- Making of play sheds, playhouse, etc.
- Completion of jigsaw puzzles.



## II. Games which can be played in pair groups

- Side game
- Noughts and crosses
- Queen and her children
- Board games
- Domino games
- Playing with pebbles

## III. Games which help language development (games with play songs)

1. *Poo parikkanporumo* - *Coming to pluck flowers?*
2. *Manikyachempazhukka* - *Ripe arecanut*
3. *Kulakulamunthiri* - *Bunch of grapes*
4. *Narangappal* - *Lime milk (A version of 'oranges and lemons')*

5. *Koodillathannan* - *Homeless squirrel*

6. ....-

## IV. Imitation games

1. Mother and child
2. Making porridge and curry
3. Teacher and students
4. Bus-driver and conductor



## V. Games that can be played in large groups that lead to kinesthetic development

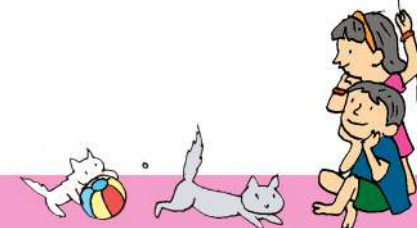
1. Various games
2. Tiger and the cow
3. Fox and the hen
4. Snatching the handkerchief
5. Crow game
6. Cops and robbers/Thief and police

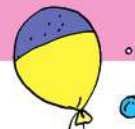
## Formation of concepts through games

Games can be utilized for the formation of concepts and to reinforce those concepts. For example, while taking the theme 'animals', to introduce the fact that animals differ in their physical features, the teacher can introduce the game titled 'kombarakombe'.

### Kombarakombe

The teacher supplies various badges of horned, winged, tipped, quadruped and reptile creatures.





The children are asked to sit in a circle. Teacher says the name of one of the creatures (e.g. creatures with horns). Then she asks the students who possess the badges of animals with that particular features to change their seats.

**How can we evaluate game activities?**

- How effective was the participation?
- How many of them could participate in the games, imbibing the concepts?
- What are the impediments faced by children while they engage in games?

**How is adaptation made possible through games?**

Identify the various strategies that can be employed to make all the learners active participants in the games.

- After distributing the badges with the pictures of animals, the animals sharing a peculiar feature are asked to come closer.
- Let children wear the badges and imitate the movements of that particular animal.

If the *kombarakombe* game is played just after these activities, won't the children participate in the game remembering their roles and special features.

**Let it rain...**

*Entering the class of her loving children, Nirmala teacher was reminded by Ammu, "Teacher, you told the previous day that you would perform a magic for us."*

*"Yes. All of you can sit down". I'm going to begin the magic." Nirmal teacher continued.*

*The children sat down holding their breath in excitement.*

*The teacher placed a glass on the table. "Athiramol, come and fill it with water." Athira was excited. She ran and fetched some water in a container and poured it into the glass.*

*"Now there is water in the glass, isn't there?" she asked.*

*"Yes teacher"- All the children nodded.*

*Is the glass full?*

*"No. A little more water is needed to fill the glass." Adithyan said.*

*"What is the colour of the water?" Nirmala teacher asked*

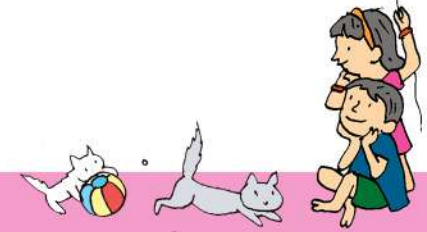
*"Plain water doesn't have any colour, teacher." Ammu shared her knowledge.*

*The teacher added a pinch of potassium permanganate to the water in the glass.*

*A violet colour started filling the glass like a cloud thereby changing the colour of the water. The colour spread and looked like violet flowers.*

*"Wow ... look, wow... look! A violet flower in the water!"*

*All the children stood up with excitement.*





Teacher went on adding more and more granules of potassium permanganate to the glass. Slowly, the entire glass was filled with water of a violet colour.

"Teacher, can you tell us the secret?" The children went on asking her.

Children are just like this. Children like to watch amazing things. Children do not mind spending hours engaged in activities that excite them. They make use of their senses to observe things around them. This arouses their curiosity and strengthens their ability to search for causes and effects. Children go on asking questions. Such observation skills help them in the formation of concepts. A window of knowledge is opened for them.

In the preschool stage the neurons in the brain form mutual connections at a faster rate. The experiences children acquire in this stage remain with them forever.

The experiences imbibed by the children at such a very young age will be stored in the brain by the neurons.

Children develop the ability of concept formation inherently by linking each new experience with the experiences of the past. This synthesis via the synapses of the brain will strengthen the child's understanding of the knowledge he/she has acquired. Therefore science games are considered to be important learning strategies in the pre school stage.

What things are there in our surroundings that can instill curiosity and interest among the learners? How can we introduce these as a pre-school activity in connection with a specific theme?

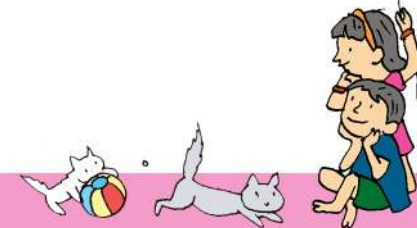
### Let's look at the examples

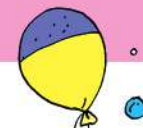
- The shrinking and spreading out of the leaves of the touch-me not plant
- A bud blooming into a beautiful flower
- The ripening of a fruit and the change of its colour from green to yellow
- Sprouting of a seed
- The moon travelling with us
- The journey of milkweed seeds
- The shape and size of a shadow and its movement.
- 

It's the teacher's duty to ensure a child's attention and observation of these interesting facts by providing appropriate situations.

- Presentation of the situation, so as to arouse curiosity
- Encourage them to ask questions
- Assign the students to find out the answer
- Encourage them to examine whether their findings are correct.

The teacher should ensure the ability to encourage the process of constructing knowledge by these methods.

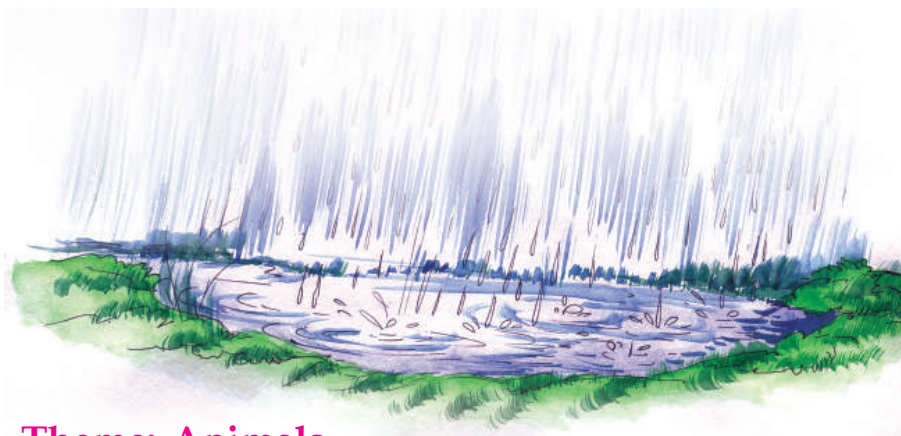




## Theme: Water/Rain

### Activities for observation

1. Boiling of water
2. Dissolving of salt or sugar in water
3. Floating and sinking of objects
4. The floating of paper boats
5. Reflection on water
6. Spraying water to form rainbow
7. The drying of wet clothes
8. Handkerchief which doesn't get wet (Scientific wonder).



## Theme: Animals

### Activities for observation

1. The flight of butterflies and dragonflies with colourful wings



2. Flight of birds
3. Crawling of creatures
4. Nests of birds
5. Anthills
6. Ant's nest made of leaves
7. The movements of a grasshopper
8. The chameleon changing colour
9. Eggs hatching and the young ones coming out of them.



## Theme: Plants

### Activities for observation

1. Observation of the shapes and colours of different leaves
2. Sprouting of seeds
3. Different seeds, their colour and shapes
4. The journey of milkweed seeds
5. Blooming of buds
6. Nectar of plantain and its visitors
7. Touch-me-not plant and its special features.

The activities for observation, materials, method of observation which the teacher needs to prepare are given in Chapter 10 - 'Learning Resources'

The teacher must ensure that the activities prepared for observation suit the age group of the children. The activities which need closer observation can be given to children of 4+ age groups. While the child in the 3+ age group



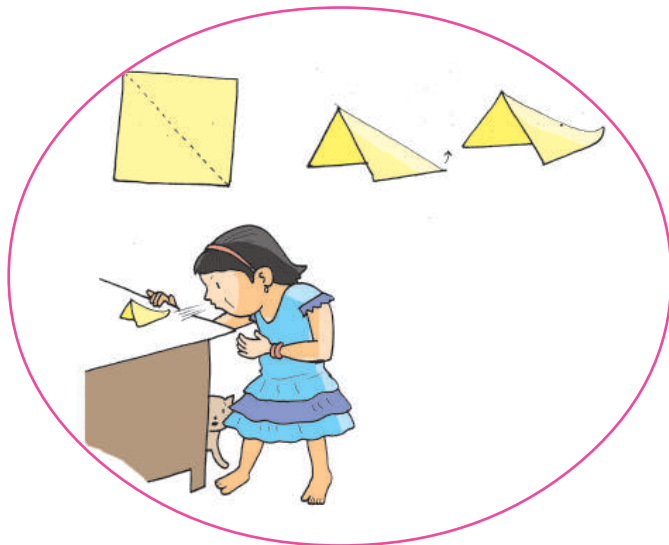


should be given activities related to the wonders of science and other factors that arouse their curiosity, a 4+ age group child should be given activities which will lead him/her on to further experimentation.

The teacher should evaluate and give necessary feedback to the students especially regarding their skills of observation, grasping the concepts, communication skills and experimentation.

### Activities related to scientific experience

- The teacher asks the children to comment on the features of pictures, incidents and circumstances/after observing them.
- Identify the similarities and differences and talk about them.
  - Comparing objects



- Comparing pictures/models
- Comparing incidents (heard stories, anecdotes)
- Identifying the odd one out (after observing the pictures, objects, shadow and picture)
- Jigsaw puzzles (blocks, pictures, etc.)
- Play activities (fruits, vegetables, flower, *Kombarakombe*)
- Multi sensory experience - Memory test.

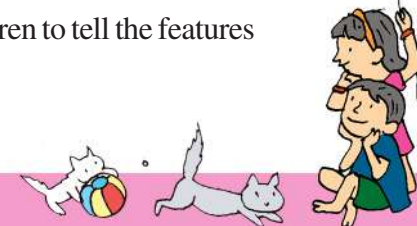
Some cutouts/shapes of some vehicles are kept on the table. The children are asked to observe these vehicles. After that the teacher takes a vehicle and keeps it in a box without the knowledge of the children. Now, the teacher asks the children to identify the vehicle which was removed. They observe the whole set of vehicles on the table and then identify the one removed. Then the teacher opens the box to check whether the answers given by the children are right or wrong.

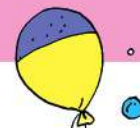
This activity can be done in yet another way. The teacher can provide a clue about the features of the hidden vehicle.

- Size
- Shape
- Number of pictures
- Use

Now, it becomes easy for the children to guess the name.

This activity can also be changed by asking the children to tell the features of the hidden vehicle.





## What are the skills being developed in children through game activities?



- Observation
- Analytical description
- Memory
- Identifying the features

Isn't it necessary to provide activities that will enhance the cognitive development of children?

- Describe the features after observing the pictures, incidents and circumstances. Those who have keen observation skills will be able to respond.
- Identifying the similarities and differences after making a comparison. A child is asked to find out the difference from a set of given pictures. Here also, keen observation takes place.
- Finding the odd one out - Picture, facts, etc., can be provided.

- Attaching/Connecting the shadow and the picture.
- Jigsaw puzzles (blocks, pictures)
- Pre mathematical activities
- Game activities

e.g.: Fruits, vegetables, games with flowers.

The children are asked to form a circle after saying 'fruit', 'vegetable' and 'flower.' When one child comes in front, the teacher says 'fruit'. Then that particular child should tell the names of different fruits. The game continues giving the children an opportunity to tell the names of vegetables, flowers, etc.

A child can play the particular game only if he/she knows the names of fruits, vegetables and flowers. They must also know how to differentiate them.

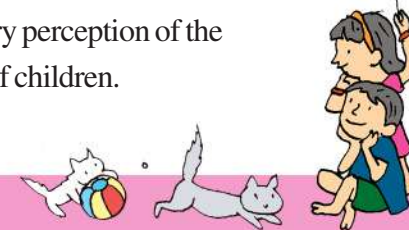
- *Kombarakombe*
- Fruit salad

All these are games which aim at the cognitive development of the child. In pre school classes many of the activities should be given in connection with the multi-sensory experience of the children.

The activities should be arranged in such a way that the child gets the opportunity to observe, hear, touch, smell and taste different objects through different activities. The child is blind folded and asked to identify a potato or a tomato and the child successfully completes the task after touching it or smelling it.

- The child will find out which is the tomato and which is the potato.
- Identifies curry leaves and the leaves of lemon plant which are wrapped in clothes - experiencing the fragrance.

These activities will help in developing the multi-sensory perception of the students and thereby developing the scientific acumen of children.





## Mathematical games

### One and One make two

"Today I'll sing a song for you. Everyone has to sing together. You need to repeat the gestures the teacher makes." Beena Teacher started singing this number song.

ഒന്നേ ഒന്നേ ഒന്നല്ലോ  
കൂടയ്ക്ക് കാല് ഒന്നല്ലോ  
രണ്ടേ രണ്ടേ രണ്ടല്ലോ  
കോഴിക്ക് കാലുകൾ രണ്ടല്ലോ  
മൂന്നേ മൂന്നേ മൂന്നല്ലോ  
തേങ്ങയ്ക്കു കണ്ണുകൾ മൂന്നല്ലോ  
നാലേ നാലേ നാലല്ലോ  
പൂച്ചയ്ക്ക് കാലുകൾ നാലല്ലോ  
അഞ്ചേ അഞ്ചേ അഞ്ചല്ലോ  
തെച്ചിക്കിതളുകൾ അഞ്ചല്ലോ

Pictures are displayed while the song is being sung. When each number is uttered the teacher shows it using her fingers. The children are asked to imitate the teacher.

Such activities which promote concepts from mathematics are carried out in the preschool stage. What prerequisite knowledge does the toddler ought to have in mathematics? Large - small, near - far, more - less, etc. Don't you think that these are the pre-requisites a child should have in mathematics? Activities can be planned utilizing the prior knowledge the child has. There are opportunities to develop mathematical skills through stories, songs, construction activities, drawing pictures, and games.

Hope you have narrated the story of how the thirsty crow quenched its

thirst by drinking the water in the pitcher? We can narrate it by introducing concepts from mathematics. What are the changes that must be added in order to teach concepts from mathematics?

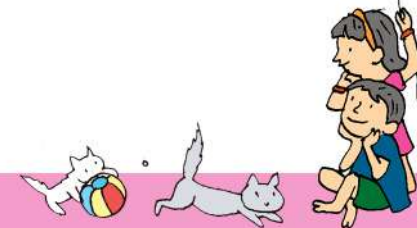
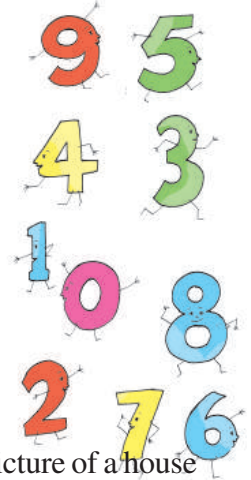
Once a thirsty crow saw a pitcher with a little water at its bottom ..... Suddenly an idea flashed upon it. I will drop stones. One .... two..... three..... four ..... five..... The crow pecked each stone and started dropping it into the pitcher..... After quenching its thirst the crow flew away. Won't there be such possibilities in other stories too? The teacher must create situations in the classroom.

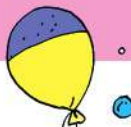
A child gets the opportunity to do various activities associated with the theme, house. The child draws the picture of a house and adds colour to it. He makes the shape of a house by fixing the paper, after getting instructions from the teacher in mathematical terms.

Giving the same colour to two windows, drawing a door, drawing the step lengthwise, drawing a large house, a small house these are examples of some exercises that can be given to the children.

Teacher asks them to draw a big house. Later, they are asked to draw a smaller one. Such activities which are challenging will arouse the interest of the children.

Another activity that can be given is to arrange the cutouts of different sized houses in a fixed span of time. Don't you think that this will be an interesting activity?





Kitchen can be considered as a subtheme of 'house'. There are various possibilities of teaching mathematical skills in connection with the theme of the kitchen. Number of utensils, measurements, cooking, etc.

The possibilities of phrases like one glass of water, one cup of water, two buckets of water, etc., are there. Cooking is an interesting activity for children. Look at this activity, making a salad:

We can make a salad. What are the ingredients needed for making the salad? Onion, tomato, salt, curds. Onion can be chopped into small pieces. After that tomatoes can be sliced into small pieces. Add one spoon of salt to this. Add one spoon of curd and then stir it properly. Now our salad is ready. These instructions can be given to the children to prepare the salad.

Cooking is an activity which makes use of measurement and numbers.

Activities like grouping and differentiating can also be carried out.

We can ask the students to group natural fruits and vegetables or to use models/pictures of fruits and vegetables. We can also ask them to group mangoes, apples, cucumbers. Which group is bigger? Which one is smaller? Questions like this can be asked.

Which group is bigger? Which one is smaller? Questions like this can be asked to make the children give the answers.

This can be carried out as a game activity. The teacher keeps a school bag on the table. The teacher then asks the children to show an object which is smaller than the school bag. The children show the object.

The teacher goes on by saying, "Now, show an object smaller than this? Now show another object smaller than this one. Instructions can be given to help the children develop micro level observation skills.

### What are the other possibilities?

The teacher asks the class to arrange the leaves from big to small and vice versa. After the sound of the whistle, the teacher instructs a child to draw a large circle. Then the teacher asks them to draw a smaller circle. The teacher then asks, "How many times can we draw smaller circles like this?"

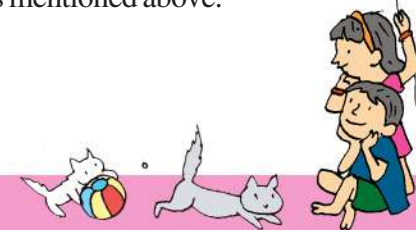
Possibilities to develop mathematical skills should be a part of these activities which employ natural situations and concepts. Geographical concepts and concepts related to quality are in reality pre mathematical skills.

Near - far, below - above, etc. are geographic mathematical concepts, while large group - small group, large box - small box, those which are long - those which are short, etc., are mathematical concepts of quality.

While learning mathematics one has to follow the phases of **ELPS**.

**E** - Experience, **L** - Language, **P** - Picture, **S** - Symbol. The first 3 phases are to be practised in pre schools. S (Symbol) is not needed in this phase. Making use of the previous knowledge of the child and providing adequate learning experience is necessary at this point. Use appropriate mathematical language for this.

Connect the outline of pictures/models (5 flowers, 4 birds) Mathematical skills need to be developed gradually through the phases mentioned above.







## Drawing

### Interesting pictures

#### Let us read about an experience

As part of the investigation, to find out the impact of preschool education, I went to Thalavil preschool. Sivananda was the youngest one in the class. When I reached there, she was crying to see her mother. Though teachers tried to console, she didn't stop. After some time she stopped crying and the teacher started the class.

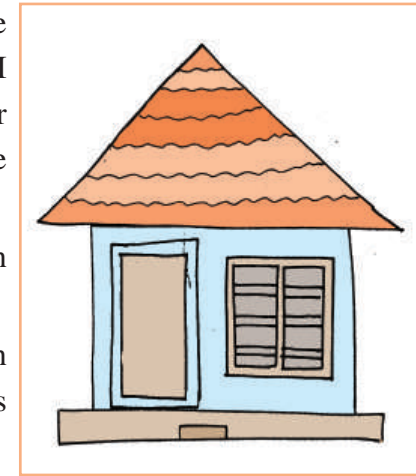
The teacher continued the discussion on the theme, house: Following the discussion, the teacher asked the children to draw a picture of a house they had seen.

I tiptoed towards Shivananda. Taking her closer to me we sat apart from others. I placed a paper and crayons in her hand. As she was feeling disinterested she scratched something on the paper. I changed it into a circle, then I drew eyes, nose and ears. Again she started scratching. That was also given a human form. She liked that activity. She went on scratching. I was also not ready to give up. The paper was filled with different shapes. Her face lit up.

I took a tumbler and placed it on the paper and drew circles with the help of it. Following my example, Sivananda also started drawing circles keeping the tumbler on the paper. I drew some lines on the circle and changed it into a ball. She drew circles again for the second time. I changed it into a tortoise. This process continued. Then she started drawing and colouring with great delight.

Her class mates showed the teacher the picture of the houses they had painted. I took a paper and drew a house for Sivananda. She started colouring the house enthusiastically.

- Have you ever had such experiences?
- How did you intervene in such situations considering the child's age, interest and emotions?
- How can pictures be useful to capture the child's attention and concentration?

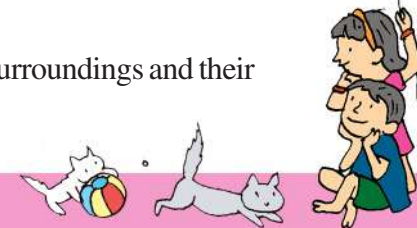


#### The relevance of drawing pictures

Before acquiring the skill of writing, drawing pictures is the most important mode of presentation for children. Drawing is one of the most strategically important teaching methods to present one's observations, interest, and thoughts. Children can draw pictures using the concepts they have learnt by hearing and seeing. The skill the child imbibes during his pre-school stage develops in the later stages of learning.

#### What conclusions can be derived by analysing the pictures drawn by the child?

- Observation skill
- Grasping the concepts
- Comprehensive understanding of the concepts
- The child's ability to identify the objects in his surroundings and their features

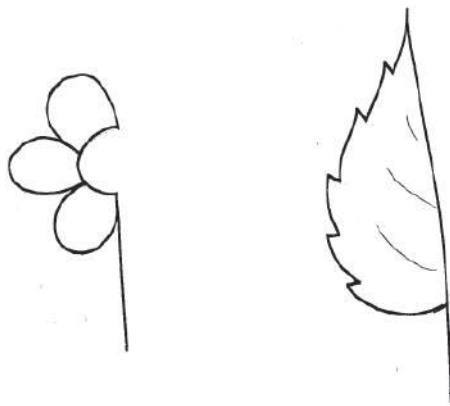




- Awareness of colours
- Ability to draw, shortcomings, if any
- Writing materials Ability/limitations in the use of paper, pencil and crayon
- Isn't it our duty to look for all this carefully and ensure our support to develop the drawing skills of the children?

## Various Drawing Techniques

1. Scribbling
2. Drawing within the lines provided
3. Connecting the dots
4. Completing an outline drawing
5. Drawing pictures using stencils
6. Cutout picture
7. Pictures prepared by blowing colours
8. Finger painting
9. Thread pictures



10. Marbling
11. Vegetable printing
12. Leaf printing
13. Independing drawing
14. Colouring
15. Wax pictures
16. Collage
17. Spray printing

A Preschool teacher can make use of various techniques in teaching drawing. Let's find some activities which can be done easily.

Every child has the innate talent to draw pictures. You might have seen children presenting their ideas/concepts by drawing pictures rather than writing.

## Scribbling

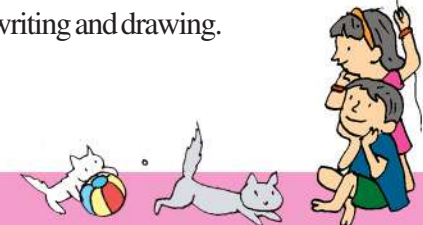
*Three year old Najumol approached her father with a piece of paper. Father..... Father..... please ... this, Look here! Here is the picture of you and mom drawn by me.*

*Her father could see only some vague lines, circles and dots in the paper.*

*"Where is your father in this picture?" He asked his daughter.*

*Look here, the one with moustache is the father. This is me. The father found it difficult to identify the father, mother and daughter in the scribble.*

For the child, these scribbled lines undoubtedly are clear pictures. It is through this scribbling that the child imbibes the primary lessons of writing and drawing.





## Drawing within the lines provided

The child gradually moves to the stage of drawing stick figures which includes straight lines and circles. We can see children drawing pictures of animals or humans without many body parts. Sometimes they draw pictures which do not have any resemblance to the original form. Later the ability to draw objects from nature and geometric forms like circles, squares or triangles is developed. The teacher must make use of this ability of the child.

The duty of a pre-school teacher should be to lead the child from the stage of free drawing to the stage of drawing objects and ideas.

*In short the journey of the child from free drawing to controlled drawing should be ensured by the teacher. The ability to draw pictures after close observation of details is the foundation of drawing pictures. The teacher can help the students improve their ability by showing models and cutouts, by giving timely feedback and also by motivating them to draw more pictures.*

## Connecting the dots

For 4 year old children, activities like joining the dots and recreating pictures after colouring the sample pictures can be given. A child gets trained to draw pictures by joining one dot to another using straight lines. Moreover, this develops the ability to observe the pictures closely and recreate the models provided to them.

## Completing partially drawn pictures

When a picture which is not complete is given to a child, he completes it using the techniques he has learned. When a picture needs to be completed,

the feature of symmetry needs to be considered. In addition to developing the observation skills, advanced thought processes can also be initiated through such activities.

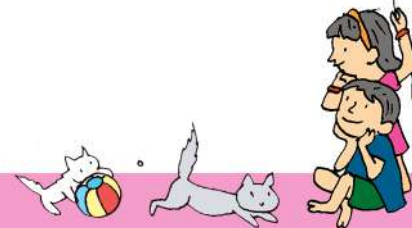
## Stencil/cut-out pictures

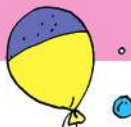
A stencil can be prepared by drawing outlines of pictures on cards, X-ray films or plastic sheets and by cutting them out.

This is an effective method for teaching the children of age 3 to draw pictures. With pencils and crayons we can help them draw the pictures using the outline given. Children should be given training to handle writing equipment like pencils and crayons. The children make use of their finer kinaesthetic abilities by drawing over the blank spaces of the stencil. Moreover they are delighted when they see the pictures that are formed on the paper. We can prepare suitable stencils related to each theme for drawing pictures.

## Cut-outs

While pictures using stencils can be prepared by pressing one side on the paper, pictures using cut-outs can be prepared by pressing it to the middle of the paper. Since this demands more attention and accuracy, these tasks can be given to children who are above four years. Here, the child needs to be careful to complete the picture by moving along the outlines of the cut-outs provided to them. It would be good if the cut-outs given to the children at the pre-school level are large enough for them to handle.





## Pictures prepared by blowing colours

Place a drop of water colour on a piece of paper and blow the water colour using a straw. The colour spreads in different directions. We can make flowers by dipping a folded paper in colour and pressing it on the lines formed on the paper. We can add green colour to pictures of leaves by this method.

## Finger painting

Finger pictures are created by dipping the fingers in colour and pressing them to a piece of paper. We can make use of our palm and fingers for creating these pictures. After creating these images on a piece of paper we can use a sketch pen to draw lines and circles to create flowers, birds, animals and other objects.

## Thread pictures

Take a piece of paper and fold it in the middle. Unfold the paper and place a thread dipped in colour after twisting and turning it and placing it on the folded part keeping one end of the thread projecting out. Now fold the paper again. Press the paper with a cardboard or paper and then pull the end of the thread. Now, we can see the picture on either side of the paper. We can make a variety of pictures using different colours.

## Vegetable printing

Vegetables like lady's finger, onion, beans, capsicum and parts of vegetables like the petiol sheaths of colocasia and plantain leaf can be used for colouring after slicing them and dipping the slices in different colours and pressing them on to pieces of cloth or paper. Similarly, we can make beautiful designs of flowers and other objects.

## Leaf printing

Applying paint to leaves and pressing them against paper is one of the techniques to be practised. It is advisable to keep all the painted leaves on the paper and to press them with a cardboard.

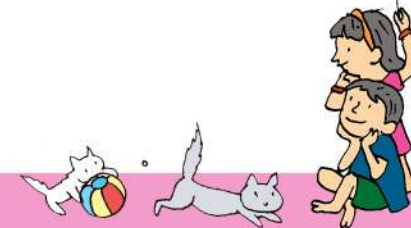
Place the leaves upside down on a paper and use the crayons to draw the pattern. Finally we can see the leaves.

## Spray painting

Take a few cut-outs of pictures or leaves and keep them on a piece of paper. Now take an old toothbrush and dip it in a bottle of colour. Then we have to move fingers against the bristles to spray the colour on a piece of paper. After scattering different colours along the sides of the picture or leaf it should be taken away. What remains on the paper will be the shadow of the picture or leaf and also the droplets of colours surrounding it. When we spray different colours it becomes more colourful and beautiful.

## Collage

Collage is prepared by fixing colourful pieces of paper or clothes on a piece of paper or cardboard. In preschool classes it would be good to fix suitable colourful papers to an outline picture. When they engage themselves in micro activities like tearing the paper, cutting it into small pieces, pasting gum, etc, it will help in the development of the muscles of the fingers. To make the picture attractive they will select appropriate colours using their creativity and imagination.





## Wax painting

A picture is drawn on a white paper using a candle or a white crayon and given to the children. Then dark colours are painted on the white paper. Now, we can see the picture created out of wax or crayon appearing on the surface of the paper. This will be an interesting experience for the children.

## Marbling

Drop different coloured drops of enamel paint into a flat bowl filled with water. Stir it using a stick. Different designs can be seen on the surface of the water. Now place a piece of paper on the surface of the water and then lift it. We can create designs like marble on the surface of the paper. To make children do this activity, both sides of the paper should be folded and the children should hold the folds and dip the paper on the surface of the water. This will help them complete the activity without getting their hand in contact with the paint.

## Independing drawing

Drawing is a powerful medium for children to express their ideas, emotions and experiences. Drawing also helps those who find difficulty in expressing their ideas verbally. This will enable them to introspect the learning experiences gained from each particular theme and will culminate in the acquisition of new ideas and experiences.

### Different methods to be followed for Independent Drawing

For example, we can give the children the opportunity to draw pictures on

the floor using chalks of different colours. Those who were trained to draw only small pictures now get an opportunity to draw larger pictures. If floors cannot be spared for drawing pictures, the teacher can make use of child-friendly blackboards.

## Colouring

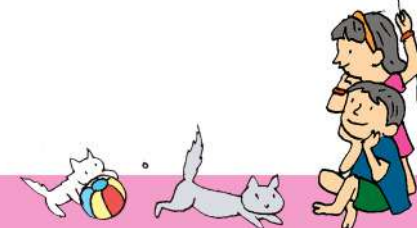
It would be good to use crayons as a colouring tool for 3+ age groups and 4+ age groups. The teacher can also make use of colour pencils, sketch pens, water colours, etc.

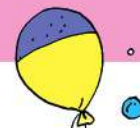
In the initial stages, children will not be able to paint within the given space. Several activities need to be given to develop the skill of colouring within the borders. Children should be given the opportunity to select suitable colours and also to explain the logic of using a specific colour.

In the initial stages, children can be given sponge pieces or ear buds instead of brushes for water colouring.

Before asking the children to draw pictures, shouldn't they be given an opportunity to see pictures and to read them? The walls of the pre school building can be made attractive with child friendly pictures.

It would be good if these pictures depict jovial characters loved by children.





It would be good if we could have an art corner in pre schools. What should be there in an art corner?

- Equipment needed for drawing. (Paper, crayon, sketch pens, pencils, water colours, water, palette, bowls, sponge cakes, ear buds, brushes, tooth brushes, colour papers, old magazines, gum ...)
- Display board for displaying the pictures drawn by the children
- Sample pictures
- Picture books

## Portfolio

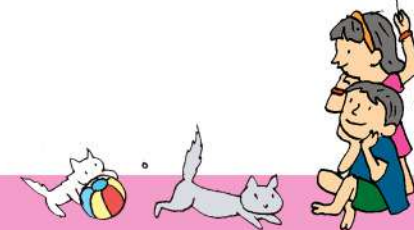
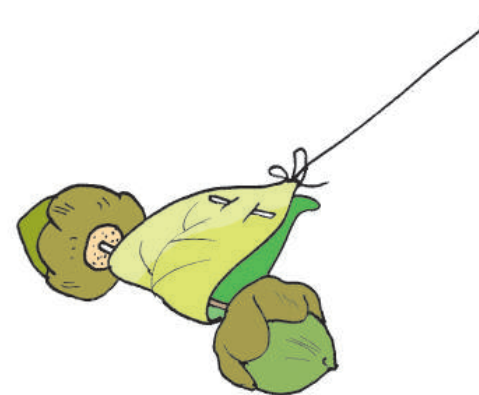
Pictures are the most important documents to prove the development of skills of a preschool child. We can understand the progress made by the child by observing the changes in the child's art from his/her first days in the preschool.

The teacher can compile all the products created by the child and create a portfolio bag. The teacher can prepare notes assessing the child and thereby make the parents and others convince the progress of the child.

The school must provide the opportunity to display the pictures drawn by the children, selecting their best works.

- Which is the best work?
- What are the special features of this picture?

Don't you think that this will increase the observation skills of the child? The self realization he/she acquires after comparing his/her pictures with those of other children improves his/her learning. Hence after each picture is completed the teacher has to evaluate it for the best results.





## നിർമ്മാണം

### Wagon, Wagon, Jackfruit tree leaf Wagon

Children like to imitate. They exhibit this characteristic in their drawings and construction activities. Children are interested in presenting, in their own ways the models of objects seen in nature. There are several preschool activities for making use of the inborn talents of children. Creating different kinds of objects by folding papers, creating toys out of seeds and leaves creating pictures by cutting and folding, etc. are all constructive activities that can be undertaken by children.

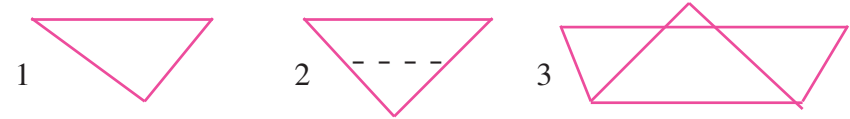
### When they engage themselves in constructive activities...

- Get the opportunity to develop the fine muscles
- Possibilities for developing their creativity and aesthetic sensibility
- Possibilities for socio - emotional development
- Possibility for the co-ordination of eyes and hands
- Develops an interest in nature and also to make use of discarded objects/objects found in nature
- Constructing something is an interesting activity for the child.

It would be difficult for children of 3+ and 4+ age groups to do activities that involve a lot of technology. There are still some differences within 3+ and 4+ age groups.

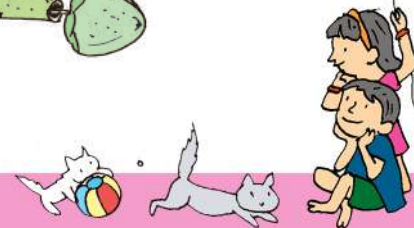
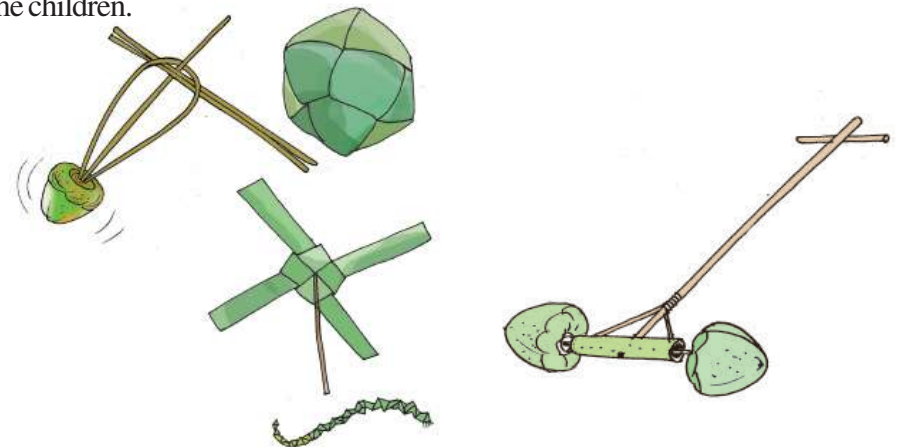
Opportunity must be given to the child to observe and appreciate the models

prepared by the teachers. Different objects can be prepared using paper. See how a paper boat can be made by cutting the paper in triangular form/ shape and then folding it once only.



The boats which are made like this can be decorated by adding colour. There are possibilities for several activities such as arranging the paper boats in lines, grouping them on the basis of colour, etc. Here construction gets a wider meaning. The child gets the opportunity to construct and also to indulge in activities using the constructed object.

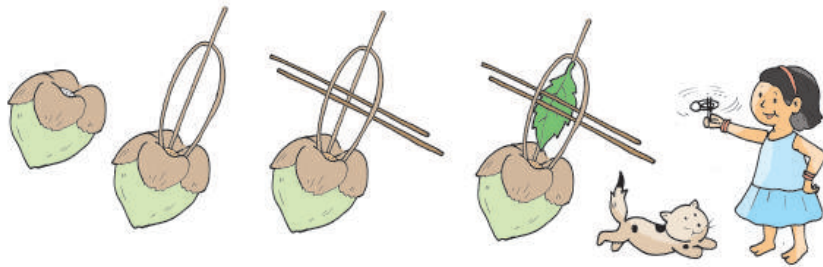
With the help of coconut leaves we can make a watch, a fan, a pair of spectacles, a doll, a snake, etc. Toy vehicles can be made out of nuts of coconuts and jackfruit trees leaves. Pictures can be made by fixing seeds in a collage, dolls can be made by filling cotton in socks, houses can be made using paper boxes, etc. All these are various activities that can be given to the children.





After each activity given under the title 'construction', the next activity should be planned and executed by the teacher. Any one of the activities like game activity, pre mathematical activity and language activity can be carried out after enough preparation by the teacher. The teacher must take time for prior preparation.

Children like the toys they prepare more than the ones they get from shops. They will be proud creators. This builds up self confidence. It also helps them develop the habit of making use of discarded materials.



- The child develops the ability to observe his/her surroundings keenly, and develops the ability to find things which he needs to make different objects.

## Nature Walk

### Let's get around ... and find out

As far as preschool children are concerned the most important source of knowledge is their first hand experience. The child expands his boundaries of knowledge by hearing, seeing, and doing things. There are indoor and outdoor activities. The sum total of what happens inside and outside the class is the textbook of the child.

Nature walk is beneficial as it helps a child to know nature directly. They learn about living things, minerals, various natural phenomena, water resources, etc, through the 'Nature Walk'.

#### What are the benefits of nature walk?

- Develops keen observation skills
- Develops the skill to narrate what they have seen
- Develops the skill to describe experience
- Develops the tendency to collect objects







Thus the child gains a lot of skills from a nature walk.

**Nature walk has more relevance than a simple trip. It should be planned accordingly.**

- Fix the place to be visited
- Ensure that the desired objective is achieved
- Ensure the safety of the selected places
- Significance of the place and the reason for visiting the place should be discussed in the class before the journey
- Inform the parents and if possible ask them to join the team
- The questions, What is to be done? What to look out for? What to collect? etc., must be discussed with the children

These need to be planned before the nature walk.

**What are the things to be taken care of during the nature walk?**

- Ensure that all the children participate in the activity
- Motivate the children to ask questions and express their opinion
- Ensure that keen observation takes place after they listen to the questions and the instructions

- Ensure that the places chosen for the visit are safe.

**After the nature walk**

- Narrate what they have seen
- Draw pictures of the things they have seen
- Answer the questions raised by the teachers.

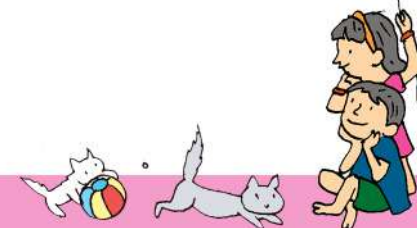
If planned systematically, the nature walk can be made interesting and informative for the children.

What does a child need to observe when he/she visits a pond?

- Water
- Plants on the land and in the water
- Living beings in the pond
- Living beings that they see in the surroundings of the pond (crane, kingfisher, etc.)



The teacher should intervene to draw the attention of the student, whenever necessary.





# Themes - Learning Experiences

## Themes

Every child in the preschool stage should acquire various skills. For the purpose of transaction each of them has to be arranged as skill statements. A child needs to acquire these skills through the transaction activities. Hence the teacher should plan the process and the activities related with the experience imbibing the skill statements. Thirty themes have been formulated for classroom transaction (Refer to the table.) These themes have been summarised. (See the web diagram.)

## What should be ensured while considering themes?

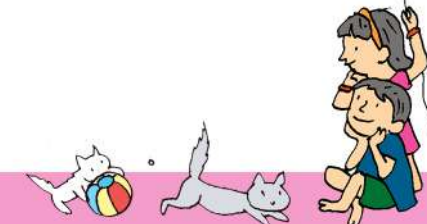
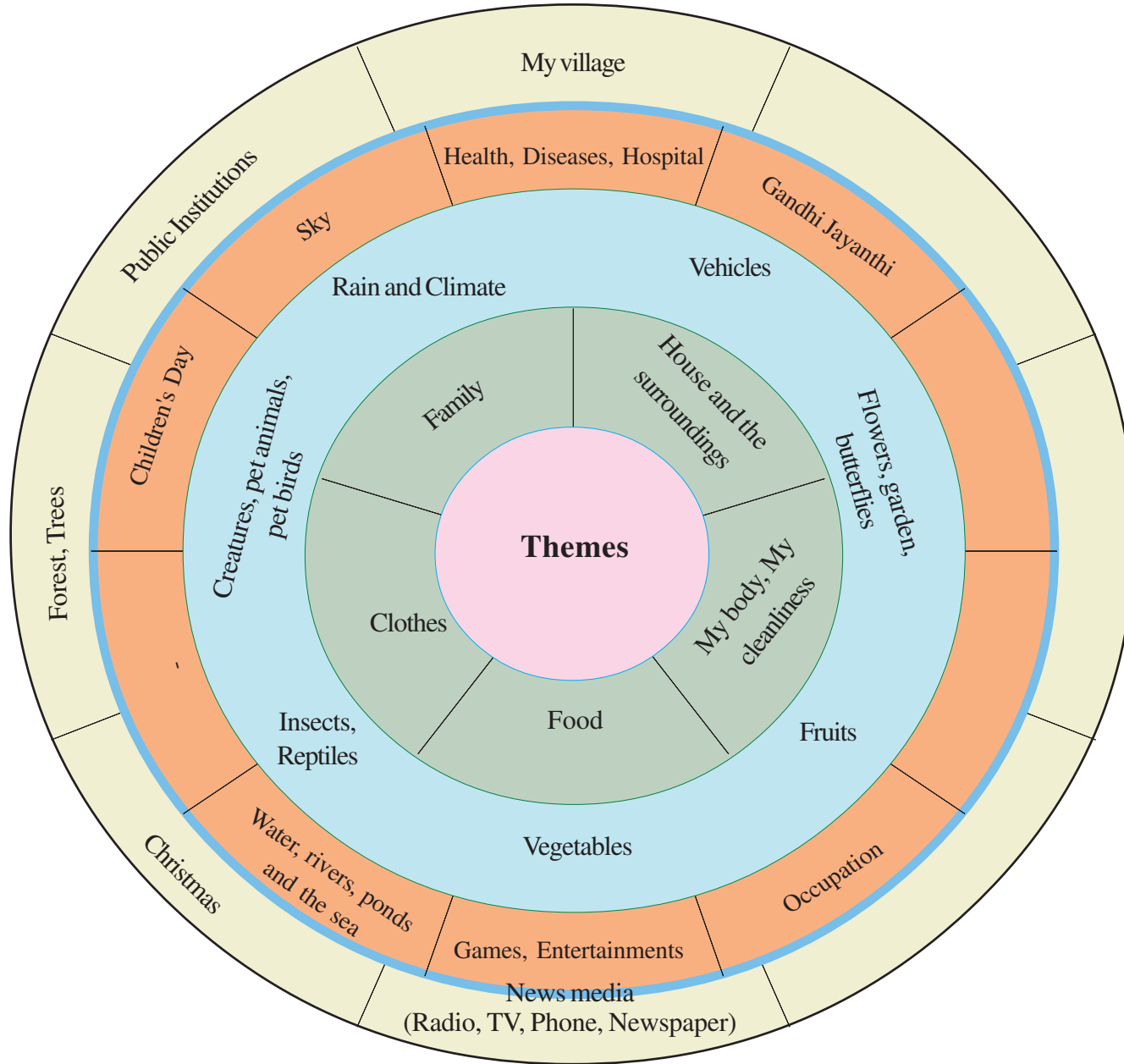
- It shouldn't be a medium for cramming the concepts
- It should be arranged according to the geographical and climatic features of the locality
- Plan activities in such a way as to develop a child's multi dimensional skills
- Provide varied interesting experiences related to themes so as to inspire the child to continue education
- It should not slip into the category of formal learning
- Provide experiences considering their interrelationship with the themes
- Various experiences must be given to 3+ and 4+ age groups after

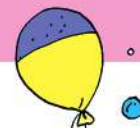
identifying their physical and mental growth, their nature and their needs. Age needs to be considered while selecting the themes, for example, for a 4 year old child themes like public places, TV, Radio etc, can be considered

- Activities should be planned in such a way by relating the factors influencing physical and mental development of children
- Ensure spiralling. Spiralling can be ensured by considering the sub themes.

For example, while considering the theme 'Creatures' sub themes like 'pet animals' and 'pet birds' can be given. Birds, butterflies and insects can be included in the next set of themes, followed by reptiles.

The method that can be adopted should be capable of providing experiences to the child by relating the themes to the developmental areas and skills. Themes that can be considered in preschool are given below. The teacher can make necessary changes considering the special features and the climate of the locality.





## Themes for Preschool

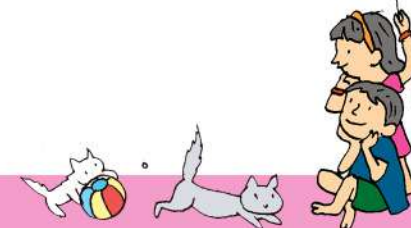
No.	Theme	Month
1	Family	June
2	Home and Surroundings	
3	My body, My cleanliness	July
4	Rain and Climate	
5	Plants, Fruits	
6	Food	August
7	Celebrations: Independence Day	
8	Health, Diseases, Hospital	
9	Flowers, Garden, Butterflies	September
10	Onam, Ramzan	
11	Vegetables	
12	Gandhi Jayanthi	October
13	Creatures - Pet animals, Pet birds	
14	Wild animals	
15	Soil, Farming	
16	Occupation	November
17	Children's Day	
18	Birds	
19	Insects, Reptiles	December
20	clothes	
21	Christmas	
22	Vehicles	January
23	My Village	
24	Public Institutions	
25	Arts, local festivals	February
26	Sky	
27	Games, Entertainments	
28	News Media (Radio, TV, Phone, newspaper)	March
29	Water, Ponds, the Sea	
30	Forest, Trees	

## How to make use of grids?

The teacher provides suitable skill and learning experiences for 3+, 4+ age group children in the grid format. These grids will be helpful to teachers for making necessary changes, taking into consideration various regional factors.

Grids are prepared by including themes, concepts, skills and learning experiences (3+, 4+). Learning experiences are not complete. Only hints are provided. The teacher is free to include more learning experiences. More skills can also be added to the list of given skills.

Hints given for the development of multiple intelligence are provided in the first two categories of themes. In the rest of the themes the teacher needs to examine all the areas and the skills related. When planning is done for teaching a related theme, skills are to be examined and learning experiences need to be analyzed in a natural manner. While introducing the theme 'birds', the story of the dove and the ant can be narrated to them and the concepts they have learned related to 'Sink or Float' must be incorporated in the story and thus it has to be made comprehensive. The learning experiences mentioned above are related to different skills. When a learning manual is prepared in relation to the grid, it is better to go through the part titled 'Try out' given in the handbook for reference.





## Useful Grids for planning themes

**Theme 1 - Family**

**Duration: June**

**(3+)**

**(4+)**

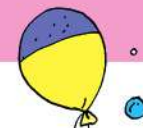
### Ideas/Concepts

1. Family consists of father, mother and children
2. The members of the family (father, mother, sister, brother, grandfather, grandmother) live together in the same house

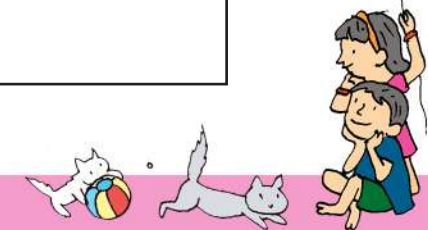
1. The members of the family get along with each other in love, respect and co-operation
2. Each member of the family has his/her own duties and responsibilities

Abilities	Learning Experiences (3+)	Learning Experiences (4+)
<p><b><i>Kinaesthetic development - Kinesthetic intelligence</i></b></p> <ul style="list-style-type: none"> <li>• Able to engage in free and simple activities/ games in a controlled manner making the best use of the muscles in the body</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic Movement</li> <li>• Simple/independent games with the help of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic movement</li> <li>• Enacting a song which is related to the family ("Mother, Good Mother" "The house has a mother")</li> <li>• Organized games/activities</li> </ul>
<p><b><i>Language Development - Linguistic intelligence</i></b></p> <ul style="list-style-type: none"> <li>• Able to watch and listen to stories, anecdotes and experiences related to family</li> </ul>	<ul style="list-style-type: none"> <li>• Free conversation related to the family</li> <li>• Listen to action songs (ICT), hearing stories (ICT)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to action songs related to family</li> <li>• Listen to songs (ICT)</li> <li>• Listen to stories(ICT)</li> </ul>
<ul style="list-style-type: none"> <li>• Able to make observations and interpretations on the basis of the age of the family members</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and responding to simple questions pertaining to their own family</li> <li>• Recognising family members from the pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting pictures related to family, Describing pictures, Connecting description heard, with the picture</li> <li>• Creating and narrating stories</li> </ul>





Abilities	Learning Experiences (3+)	Learning Experiences (4+)
<p><b>Cognitive development</b></p> <ul style="list-style-type: none"> <li>• Able to make observations and interpretations about family members on the basis of their age</li> <li>• Compares family members, living beings, materials, etc, based on their features such as Small/big Tall/short Young/old, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Family members are identified according to their age (brother, sister, grandfather, grandmother, little brother, little sister)</li> <li>• Talking about family members classifying them according to their height</li> </ul>	<ul style="list-style-type: none"> <li>• Family members are identified according to their age (brother, sister, grandfather, grandmother, little brother, little sister)</li> <li>• Giving different colours to tools of different sizes that are given in the picture</li> <li>• Arranging materials according to their size (umbrella, sandals, shirt, etc)</li> <li>• Speaking about small family, big family, etc, by connecting stories, songs and pictures</li> </ul>
<p><b>Social and Emotional development</b></p> <p>5. Tells others his/her name, names of parents, etc.</p>	<ul style="list-style-type: none"> <li>• Tells his/her name, name of mother/father, brother/sister, etc</li> <li>• Tells about his/her likes/dislikes</li> <li>• Tells about the place where he/she stays</li> </ul>	<ul style="list-style-type: none"> <li>• Telling one's own name</li> <li>• Telling the names of parents, brother, sister, etc</li> <li>• Telling the name of place where the house is located</li> <li>• Singing songs</li> </ul>
<ul style="list-style-type: none"> <li>• Able to identify different relationships like father, mother, elder brother, elder sister, younger brother, younger sister, grandfather, grandmother, uncle, aunt, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Story (Grandparents and children)</li> <li>• Identify Family relationships</li> </ul>	<ul style="list-style-type: none"> <li>• To act out different incidents from the story</li> <li>• Role play ('Rice and curry game')</li> <li>• To retell a story in one's own language</li> </ul>
<ul style="list-style-type: none"> <li>• Able to behave without shyness and to talk with respect to everyone, identifying the age of the individuals in his/her family and the people around</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories related to the family members</li> <li>• Welcoming and respecting elders and others</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories</li> <li>• Role play-Family</li> <li>• Respecting and welcoming elders and others</li> </ul>
<p><b>Creative-Aesthetic Development</b></p> <ul style="list-style-type: none"> <li>• Able to sing songs related to family in a rhythmic manner</li> </ul>	<ul style="list-style-type: none"> <li>• Solo and Group singing</li> <li>• Action songs</li> </ul>	<ul style="list-style-type: none"> <li>• Sing familiar songs rhythmically in solo and group</li> <li>• Action song</li> <li>• Puppet show</li> </ul>





## Theme 2 - House and Surroundings

Duration : June

(3+)

(4+)

### Ideas/Concepts

1. House is the place where mother, father, grandfather, sister and elder brother live together harmoniously
2. Kitchen is the place for cooking food, bedroom for sleeping and bathroom for taking bath
3. There are furniture like table, bed, chair, and household utensils

1. Mother, father, grandfather, grandmother, elder brother, elder sister, etc, are members of the family. They do various jobs/tasks
2. There are different kinds of furniture at home like bed, table, chair and household utensils
3. Domestic animals like cat, dog, cow, hen, duck, fish, etc, are looked after at home
4. A variety of plants are grown around the house
5. The members of the family interact with each other with love and respect

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

#### *Kinaesthetic development - Kinaesthetic intelligence*

- Able to do simple activities making use of the fine muscles of the face, shoulder, wrist, fingers and knee

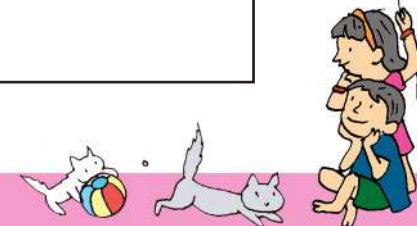
- Ascending and descending steps
- Swinging
- 'Enter the House game'
- Planned games
- Movements of birds and animals (leapfrog, rabbit, elephant, butterfly)

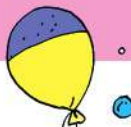
- Ascending and descending steps
- Swinging
- Movements of birds and animals (leapfrog, rabbit, elephant, butterfly)
- Enter the house game
- Planned games
- Constructing models of houses using clay, wheat flour, etc.

- Able to draw pictures freely/independently and add colour (crayon, sketch pen, water colours, saw dust, paper, cloth, etc)

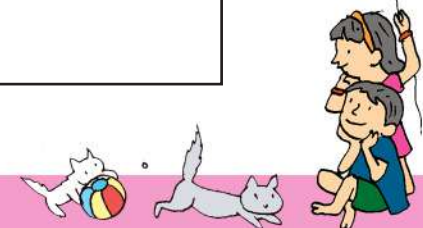
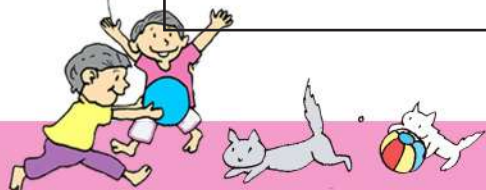
- Giving colour to the pictures of the house
- Using crayons, paint, etc to give colour

- Pasting gum (made from stirred dough) on paper and taking a printout by sticking another paper on it
- Give colour to pictures using crayon, pencil, water colour, etc.





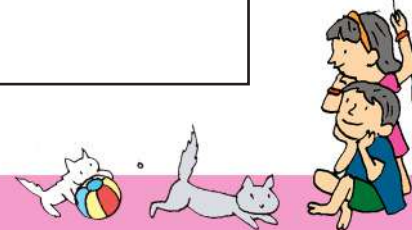
Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Able to engage in construction/building activities using materials from the surroundings</li></ul>	<ul style="list-style-type: none"><li>• Building various things using wooden blocks, building blocks, match box, card board box, etc.</li></ul>	<ul style="list-style-type: none"><li>• Making small toys (vehicle using coconut bud, Match box train, etc)</li><li>• Making houses of different shapes using paper, clay, leaves, sticks, thread, flowers, etc.</li></ul>
<p><b>Language development (linguistic intelligence)</b></p> <ul style="list-style-type: none"><li>• Able to share incidents, information, stories, etc. others without any loss of ideas</li></ul>	<ul style="list-style-type: none"><li>• Tells about the use of various rooms in the house</li><li>• Tells about favourite food, games, journey, etc.</li></ul>	<ul style="list-style-type: none"><li>• Describing the methods of game in a given order (kaliveedu)</li><li>• Observing houses and talk about their roof (tiled, thatched, concrete, straw, etc.)</li><li>• Tells about the use of different rooms, implements, etc.</li></ul>
<p><b>Scholastic development/mathematical intelligence/natural intelligence</b></p> <ul style="list-style-type: none"><li>• Able to enquire, understand and speak or favourite matters, on diverse daily events or celebration</li></ul>	<ul style="list-style-type: none"><li>• Observe houses, Find out the differences</li><li>• Tell teachers and friends about the houses they have seen during nature walk</li></ul>	<ul style="list-style-type: none"><li>• To tell teachers and friends about the houses that they have observed while on a nature walk.</li><li>• To find the differences between houses and talk about them</li><li>• To find the different household implements in a picture and talk about it</li><li>• To compare houses based on their size</li></ul>
<ul style="list-style-type: none"><li>• To describe the relation between the different parts of an object and a whole object</li></ul>	<ul style="list-style-type: none"><li>• Complete pictures (flower, house)</li><li>• Simple picture puzzles</li></ul>	<ul style="list-style-type: none"><li>• Complete pictures (Flower, House)</li><li>• Picture puzzles</li></ul>

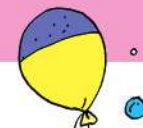






Abilities	Learning experiences (3+)	Learning experiences (4+)
<p><b><i>Social and Emotional Development, intra personal intelligence, inter personal intelligence</i></b></p> <ul style="list-style-type: none"> <li>To be able to do things maintaining personal hygiene and the cleanliness of the surroundings</li> </ul>	<ul style="list-style-type: none"> <li>Watch puppet show on cleanliness and also to perform it</li> <li>To arrange toys in the right place</li> <li>Toilet training</li> </ul>	<ul style="list-style-type: none"> <li>Cleaning the house/pre-school with the help of mother/teacher</li> <li>Using waste bins</li> <li>Watching videos on personal hygiene and speaking about this</li> <li>Role play</li> <li>Arranging toys in the right place</li> <li>Toilet training</li> </ul>
<ul style="list-style-type: none"> <li>Able to perform role play based on stories (role play), experiences and contexts</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories</li> </ul>	<ul style="list-style-type: none"> <li>Analysing stories (e.g. Story featuring crow and fox how the fox snatched a piece of bread from the crow) Was the fox right?</li> <li>Crow and grandmother (Story)</li> </ul>
<ul style="list-style-type: none"> <li>Able to love, protect and tend plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories/songs related to animals</li> <li>Watering plants</li> <li>Feeding fish and birds</li> </ul>	<ul style="list-style-type: none"> <li>Observing the cages/dwelling place of animals</li> <li>Listening to stories/songs about the love and protection of animals and plants.</li> <li>Gardening</li> <li>Feeding domestic birds and animals</li> <li>Observing the nests of domestic birds and dwelling places of animals</li> <li>Engage in group games</li> </ul>





### Theme 3 - Me and My Body (Cleanliness)

Duration : July

(3+)

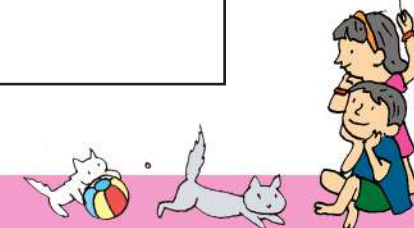
(4+)

#### Ideas/Concepts

1. Keep the body clean- take bath, brush the teeth, Clip the nails and wear clean clothes
2. Unhygienic practices lead to diseases
3. Keep the house, surroundings and classroom neat and clean

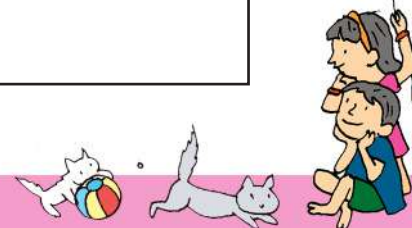
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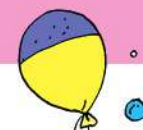
Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to make rhythmic sounds and move different parts of the body freely</li> </ul>	<ul style="list-style-type: none"> <li>• Perform action songs related to the body</li> <li>• Sing songs related to health and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and act action songs related to the body</li> <li>• Sing songs related to health and hygiene</li> </ul>
<ul style="list-style-type: none"> <li>• Getting sensitised to healthy habits and cleanliness</li> </ul>	<ul style="list-style-type: none"> <li>• Free talk, personal hygiene. (Washing hands, brushing teeth, taking bath, combing hair)</li> <li>• Toilet training</li> <li>• Maintaining personal hygiene (Washing hands, brushing teeth, taking bath, clipping nails, combing hair)</li> </ul>	<ul style="list-style-type: none"> <li>• Cleanliness activities (cleaning toys and keeping them at the right place)</li> <li>• Free talk (Personal hygiene)</li> <li>• Maintaining body hygiene</li> </ul>
<ul style="list-style-type: none"> <li>• To live/work, maintaining cleanliness and healthy habits</li> </ul>	<ul style="list-style-type: none"> <li>• Wearing clean clothes</li> <li>• Cleanliness of the surroundings (using waste bin appropriately, keeping toys in the right place)</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining Body hygiene</li> <li>• Wearing clean clothes</li> <li>• Cleanliness of the surroundings (cleaning class room, tools/toys, etc)</li> </ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<p><b><i>Cognitive development</i></b></p> <ul style="list-style-type: none"> <li>• Able to fulfill simple needs without depending on others</li> </ul>	<ul style="list-style-type: none"> <li>• To get awareness about the following from videos, story, puppetry, observing pictures, etc.               <ul style="list-style-type: none"> <li>- Brushing teeth</li> <li>- Washing hands</li> <li>- (Wiping), mopping</li> <li>- Wearing sandals</li> <li>- Combing hair</li> <li>- Dressing and undressing</li> <li>- Using the toilet</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To get awareness about the following from video, story, puppetry, picture reading, etc.               <ul style="list-style-type: none"> <li>- Brushing teeth</li> <li>- Washing hands</li> <li>- Wiping mopping</li> <li>- Wearing sandals</li> <li>- Combing hair</li> <li>- Wearing clothes, dressing and undressing</li> <li>- Taking bath</li> <li>- Arranging things neatly. e.g. Neatly arranged table.</li> </ul> </li> <li>• Use of toilet</li> <li>• Children talk about the dangers of defecating in open spaces</li> </ul>
<p><b><i>Aesthetic and creative development</i></b></p> <ul style="list-style-type: none"> <li>• To find out songs related to Health and Hygiene and to sing them. Able to sing songs by joining words and lines. Able to draw pictures and add colour to them</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs related to Health and Hygiene by joining appropriate words</li> <li>• Drawing pictures, Adding colour to</li> <li>• Making a human shaped toy with baby coconut</li> <li>• Imprint of palm</li> </ul>	<ul style="list-style-type: none"> <li>• Give colour to a picture realising what can be used and what should not be used</li> <li>• Sings songs by joining different words related to health and hygiene</li> <li>• Drawing pictures and colouring them</li> <li>• Making human shaped toys using coconut buds</li> <li>• Boasting game</li> <li>• Riddles</li> </ul>
<p><b><i>Social and emotional development</i></b></p> <ul style="list-style-type: none"> <li>• To be able to avoid deeds that hurt others and to think about how our actions affect the feelings of people around us</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in free and independent talk (personal hygiene and cleanliness of the surroundings)</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and respond to pictures</li> <li>• Conduct role play</li> </ul>





## Theme 4 - Rain and Weather

Month : July

(3+)

(4+)

### Ideas/Concepts

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. We get water from rain</li> <li>2. There are seasons with heavy rainfall and seasons without much rainfall.</li> <li>3. Wind, flashes of lightning and thunder occur along with rain</li> <li>4. Use water carefully</li> </ol> | <ol style="list-style-type: none"> <li>1. We get water from rain</li> <li>2. There are seasons with heavy rainfall and seasons without much rainfall (summer, winter and cold seasons)</li> <li>3. At times, there will be strong wind, flashes of lightning and thunder along with the rain</li> <li>4. Rain brings in a cool atmosphere</li> <li>5. Use water carefully</li> <li>6. Plants grow, bud, during rainy season</li> </ol> |
|---|--|

### Abilities

### Learning experiences (3+)

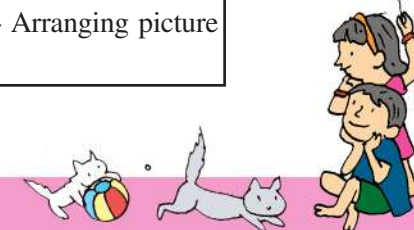
### Learning experiences (4+)

#### *Bodily kinaesthetic development*




- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Independently using fingers, <i>eerkil</i> (spine of a coconut leaf), pencil, water chalk crayons and sketch pen</li> </ul> | <ul style="list-style-type: none"> <li>• Drawing pictures using fingers, water, chalk, crayon, slate pencil etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• Drawing pictures using chalk, crayon, pencil, <i>eerkil</i> (spine of a coconut leaf), etc.</li> <li>• Drawing pictures by dipping ear buds/small brush in colours</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• Able to make rhythmic sounds and move different parts of the body in an effortless manner</li> </ul>                        | <ul style="list-style-type: none"> <li>• Action song</li> <li>• Rhythmic clapping</li> <li>• Drawing pictures related to rain and giving colours to them</li> <li>• Boat Sailing game</li> </ul> | <ul style="list-style-type: none"> <li>• Dance/Aerobics</li> <li>• Playing by making rhythmic sounds with rattles, drums, etc.</li> <li>• Drawing pictures related to rain and adding colour to them</li> <li>• Boat sailing game</li> </ul> |

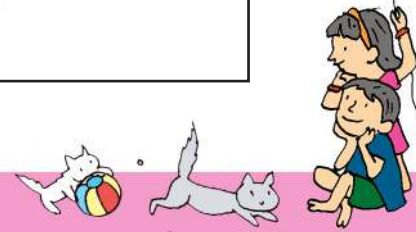
#### *Language development*

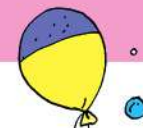
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| <ul style="list-style-type: none"> <li>• Able to tell ideas by reading pictures, observing objects and being with nature</li> </ul> | <ul style="list-style-type: none"> <li>• Narrating experiences related to rain</li> <li>• Singing songs related to rain</li> </ul> | <ul style="list-style-type: none"> <li>• Draw umbrellas and give colour to them</li> <li>• Picture reading, Reading the characteristics of objects</li> <li>• Narrating experiences related to rain</li> <li>• Singing rain songs</li> <li>• Narrating stories related to rain - Arranging picture stories (related to rain)</li> </ul> |
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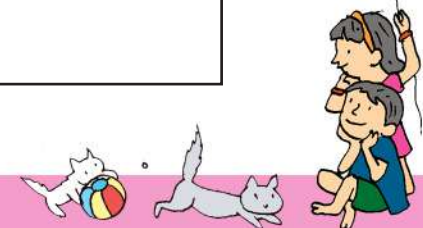
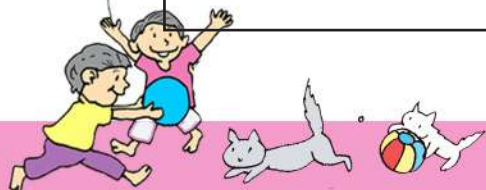


Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>To be able to describe anecdotes, experiences, stories and characteristics of different objects, based on their own experiences by linking ideas logically</li> </ul>	<ul style="list-style-type: none"> <li>Giving colours to pictures of umbrella, hat, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about a favourite rain journey</li> <li>Talking about an experience related to rain</li> <li>Telling about the use of tools related to rain like umbrella, hat, coat, draw pictures of the tools and give colours to them</li> <li>Draw the picture of a child holding an umbrella</li> <li>Add an umbrella to the picture of a child without an umbrella</li> </ul>
<p><b>Cognitive development</b></p> <ul style="list-style-type: none"> <li>Able to reason out concepts and asks questions about objects, animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>Singing 'Question-Answer' Songs</li> <li>Posing riddles related to objects, animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>Singing 'Question-Answer' songs</li> <li>Posing riddles related to natural phenomena, objects, animals, plants, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Able to identify changes in nature and share the experiences (rain, summer, winter, cold season, etc)</li> </ul> 	<ul style="list-style-type: none"> <li>Nature walk</li> <li>Sharing experiences</li> <li>Observing pictures and talking about them</li> <li>Learning by experience (heat, cold)</li> </ul> 	<ul style="list-style-type: none"> <li>Nature Walk</li> <li>Sharing Experiences</li> <li>Telling about the changes in rainy season</li> <li>Observe the picture and tell the differences</li> <li>Experiencing heat, cold and sunshine</li> <li>Describing pictures in a chart</li> <li>Completing the rest of the story</li> </ul> 





Abilities	Learning experiences (3+)	Learning experiences (4+)
<p><b><i>Social and emotional development - Language development</i></b></p> <ul style="list-style-type: none"> <li>To be able to listen to and enjoy songs related to rain. (group song, oral songs, question - answer songs, ballads, dialogues, games, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Listening to ballads and dialogue songs (Audio)</li> <li>Story of the Clod and the dry leaf</li> <li>'Get into the umbrella' game</li> </ul>	<ul style="list-style-type: none"> <li>Listening to ballads, dialogue songs, question songs, group song, oral songs, etc (Audio)</li> <li>Performing according to situations</li> <li>Listening to the story of the clod and the dry leaf, their journey to Kasi</li> <li>'Get into the umbrella' game</li> </ul>
<ul style="list-style-type: none"> <li>Able to sing familiar songs in a rhythmic manner</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs (Group and Solo)</li> <li>Singing songs related to rain using rattles</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs rhythmically in groups and solo</li> <li>Singing songs making use of rhythmic toys like rattle.</li> </ul>
<p><b><i>Creative and Aesthetic development</i></b></p> <ul style="list-style-type: none"> <li>Making curios, toys, etc, making use of waste materials and natural materials</li> </ul>	<ul style="list-style-type: none"> <li>Drawing using umbrella stencil, giving colours</li> </ul>	<ul style="list-style-type: none"> <li>Making paper boats</li> <li>Drawing using umbrella stencil and giving colours</li> <li>Making paper umbrella</li> <li>An umbrella collage</li> <li>Pasting pictures of different types of umbrella</li> </ul>





## Theme 5 - Plants - Fuits

Month : July

(3+)

(4+)

### Ideas/Concepts

1. Different types of plants are grown around the house
2. There are different types of fruits
3. Fruits have fragrance (smell), colour and taste
4. Plants have different uses

1. Different types of plants are grown around the house
2. There are different types of fruits
3. Fruits are different in their shape, size, fragrance and taste
4. Fruits are good for health
5. Plants have different uses

### Abilities

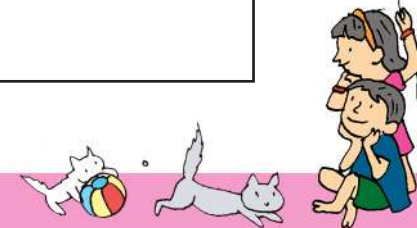
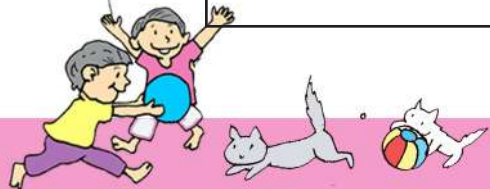
- Able to draw pictures independently and give colour to them (crayon, water colour, saw dust, paper, cloth)
- Able to speak of many ideas after reading pictures and observing natural objects

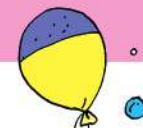
### Learning experiences (3+)

- Giving colour to pictures of fruits using crayons
- Talking about fruits

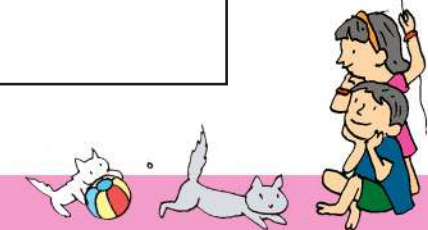
### Learning experiences (4+)

- Giving colour to pictures of plants, fruits, etc, using crayons
- Giving colour to pictures of fruits using crayons, pen, water colour, paper and cloth
- Picture reading (Pictures of plants, fruits, etc.)
- Fruits boast about itself
- Acting out 'eating fruits'
- Acting wearing masks of different fruits





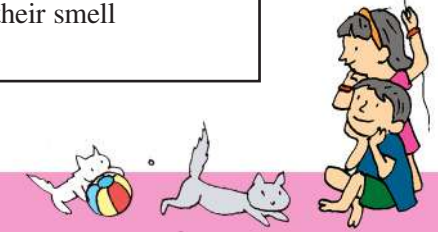
Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Able to count from one to five and to correlate the numerals with the number of objects</li></ul>	<ul style="list-style-type: none"><li>• To tell the number of fruits in a picture</li></ul>	<ul style="list-style-type: none"><li>• Tell the number of fruits from the given picture</li><li>• Speak about the quantity of leaves, fruits (which is more, which is less.)</li><li>• Connect the number of fruits with the picture</li><li>• Arrange fruits in pairs</li></ul>
<ul style="list-style-type: none"><li>• Able to link the characteristics of fruits and talk about them on the basis of one's own experience</li></ul>	<ul style="list-style-type: none"><li>• To talk about fruits</li><li>• To add colour to pictures of fruits and to talk about them</li></ul>	<ul style="list-style-type: none"><li>• Talking about favourite fruits</li><li>• Experience of having eaten fruit, taste</li><li>• Talking about the characteristics of fruits in the picture</li></ul>
<ul style="list-style-type: none"><li>• Able to talk about the special features of fruits and different parts of the plants on the basis of the five senses</li></ul>	<ul style="list-style-type: none"><li>• Free Talk</li><li>• Listen to songs and stories related to fruits</li></ul>	<ul style="list-style-type: none"><li>• Free Talk</li><li>• Identifying the fragrance of flowers and leaves</li><li>• Can taste</li><li>• Listening to/talk of stories and songs related to fruits</li><li>• Classifying fruits (coloured cards, beads, Flowers)</li></ul>
<ul style="list-style-type: none"><li>• Observe pictures of fruits and to say which is the odd one out in the group and give the reason</li></ul>	<ul style="list-style-type: none"><li>• Classification of fruits and add colours</li></ul>	<ul style="list-style-type: none"><li>• Finding similarities and talking about them</li><li>• Classification</li><li>• Giving true colours</li></ul>

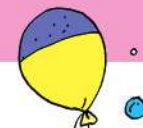






Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Able to arrange and classify fruits and leaves considering indicators such as colour and shape, size, length, etc.</li></ul>	<ul style="list-style-type: none"><li>• Mathematical games - Fruit Store</li><li>• Picture reading</li><li>• Activities related to colour, size and length etc.</li></ul>	<ul style="list-style-type: none"><li>• Mathematical games - Fruit Store</li><li>• Arranging fruits and leaves (colour, shape, size, length)</li><li>• Picture reading</li></ul>
<ul style="list-style-type: none"><li>• Arrange a mathematical pattern aesthetically referring to a model pattern</li></ul>	<ul style="list-style-type: none"><li>• Arrange fruits and leaves in the given pattern</li><li>• Finger printing</li><li>• Vegetable printing</li><li>• String together beads of different colours</li></ul>	<ul style="list-style-type: none"><li>• Arranging leaves and flowers in a given pattern</li><li>• Vegetable printing</li><li>• Stringing together beads</li><li>• Decoration work</li><li>• Finger puppet (fruit)</li></ul>
<ul style="list-style-type: none"><li>• To protect, care for and love plants and animals</li></ul>	<ul style="list-style-type: none"><li>• Nature walk</li><li>• Listening to stories/songs related to plants</li><li>• Growing plants</li><li>• Watering plants</li></ul>	<ul style="list-style-type: none"><li>• Nature walk</li><li>• Listening to stories and songs related to protecting and loving plants and animals</li><li>• Making gardens and tending to them</li><li>• Watering plants</li></ul>
<ul style="list-style-type: none"><li>• To discover and sing new songs related to fruits and plants. To add new words and lines to the songs and sing them</li></ul>	<ul style="list-style-type: none"><li>• Adding new words to songs about to fruits and plants and to sing them</li></ul>	<ul style="list-style-type: none"><li>• Adding words and sentences to songs related to fruits and plants and singing them</li><li>• Composing new songs and singing them</li></ul>
<ul style="list-style-type: none"><li>• To enjoy the beauty of nature, express it through pictures and add colours to them</li></ul>	<ul style="list-style-type: none"><li>• Leaf printing</li><li>• Printing rolled paper (paper roll printing)</li></ul>	<ul style="list-style-type: none"><li>• Leaf printing</li><li>• Leaf museum</li></ul>
<ul style="list-style-type: none"><li>• To engage in inventive learning activities and present conclusions about them</li></ul>	<ul style="list-style-type: none"><li>• Talk about the different parts of plants</li><li>• 'Smelling game' (curry leaves, tulsi, lemon tree leaves)</li></ul>	<ul style="list-style-type: none"><li>• Telling names of different parts of plants observing them</li><li>• Telling the characteristics of different leaves observing them (Colour, odour, size)</li><li>• 'Smelling the leaf' game (curry leaves, Tulsi, Lemon tree leaf, coriander leaf, paddy leaves)</li><li>• Classify leaves according to their smell</li></ul>





## Theme - 6 - Food

Month : July

(3+)

(4+)

### Ideas/Concepts

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. All living beings eat food when they are hungry</li> <li>2. There are different varieties of food (rice, idli, sweets, fruits, vegetables, etc)</li> <li>3. Food items can be salty, sweet or spicy</li> <li>4. Eat hygienic and healthy food</li> </ol> | <ol style="list-style-type: none"> <li>1. All living beings eat food when they are hungry</li> <li>2. There are different varieties of food (rice, idli, sweets, fruits, vegetables, etc)</li> <li>3. There are food items with salty, sweet, spicy and bitter taste</li> <li>4. Eat healthy and hygienic food</li> <li>5. Eat raw food after washing it in water</li> </ol> |
|--|--|

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

#### *Muscle Development*

- Engage in activities making use of tools related to cooking

- Peeling banana
- Transferring substances from one vessel to another
- Uncork a bottle
- Dissolving sugar and salt stirring it with a spoon

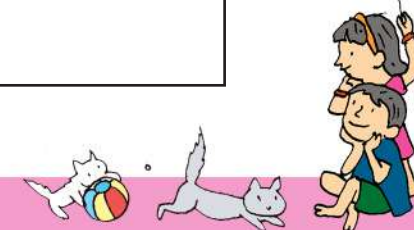
- Slicing banana into pieces and eating them using a spoon
- Filling water
- Making salads
- Slicing fruits
- Uncork a bottle
- Dissolving salt and sugar

#### *Language Development*

- Find and present the details of food and related resources

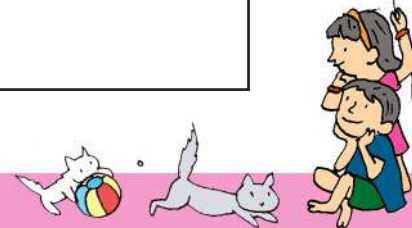
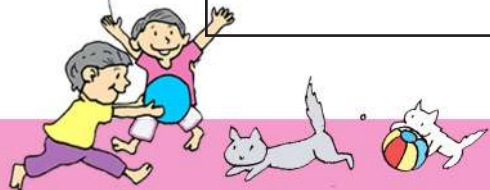
- Picture reading
- Talking about favourite food
- Drawing pictures and adding colours

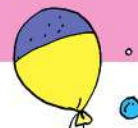
- Talking about the incidents in the picture
- Describing a picture
- Creating make-believe stories (Monkey and the grand mother)
- Talking about favourite food



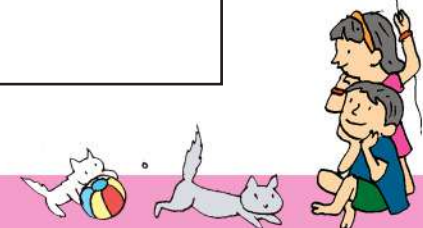
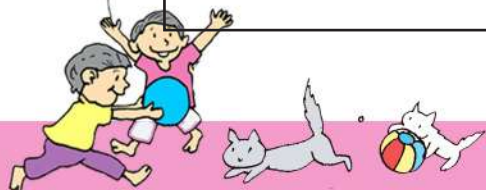


Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Able to talk about the characteristics of food and share experiences about it</li></ul>	<ul style="list-style-type: none"><li>• Talking about food</li><li>• Sharing the experience of eating a biscuit</li><li>• Telling about the food of domestic animals</li></ul>	<ul style="list-style-type: none"><li>• The state of being hungry acting, telling about the need of eating food</li><li>• Relating salt, sweet and spicy with food items and talking about them</li><li>• Talking about the use of kitchen set</li><li>• Watching videos and talking about the content</li><li>• Talking about the food of domestic animals</li></ul>
<ul style="list-style-type: none"><li>• Conduct role play, imitation games, etc., according to the situation</li></ul>	<ul style="list-style-type: none"><li>• Talking about fruits and vegetables</li></ul>	<ul style="list-style-type: none"><li>• Saying the dialogues of roleplay, puppetry, make believe games, etc</li></ul>
<p><b>Cognitive Development</b></p> <ul style="list-style-type: none"><li>• Able to talk about the special features of food items by observations and making good use of the ... senses (colour, size, shape, odour, taste, thickness, slimy texture)</li></ul>	<ul style="list-style-type: none"><li>• Identify household utensils (sounds, identification, plastic, metal spoons, steel glass, plastic ladle)</li><li>• Recognising colours</li><li>• Listen to songs, stories, etc., related to colour</li><li>• Classification of food according to its colour</li><li>• Smell and tell game</li><li>• Taste and talk game (Sugar, table salt, water, coconut oil) Identify the shape game (round) <i>Dosa, Appam, Pappad</i></li></ul>	<ul style="list-style-type: none"><li>• Singing 'Question - Answer' songs related to food</li><li>• Identify and compare kitchen utensils (identify sounds, plastic, metal spoons, steel glass, plastic ladle)</li><li>• Classify kitchen tools according to their size</li><li>• Give colours to pictures</li><li>• Listening to songs and stories related to colours</li><li>• Identify colour games</li><li>• Giving colours</li><li>• Arranging colours differently</li><li>• 'Taste and talk game' salt powder, sugar, black tea, coconut oil</li><li>• 'Identify the shape' game - <i>Appam, Dosa, Biscuit, Pappad</i></li></ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to find objects of different shapes from the kitchen; picturise and exemplify them; count them if they are small in number</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the names of household utensils in the kitchen set</li> <li>• Count the number of household utensils (e.g. Spoon; 2 Nos)</li> </ul>	<ul style="list-style-type: none"> <li>• Classify utensils based on its shape and size like flat, round, long; tell the names and picturise them</li> <li>• Count the number of household utensils (e.g. Spoon 2 Nos)</li> <li>• Picturization based on cut - outs</li> </ul>
<ul style="list-style-type: none"> <li>• Able to maintain dietary routine suiting one's age and time of day</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast, Lunch, Supper</li> </ul>	<ul style="list-style-type: none"> <li>• Good food habits (Eat food without wasting it)</li> </ul>
<p><b><i>Aesthetic and Creative Development</i></b></p> <ul style="list-style-type: none"> <li>• Able to enjoy and listen carefully to group songs, oral songs, question answer songs, ballads, and dialogues related to a variety of food items</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to Ballads, Dialogue songs (Audio)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to oral songs, group songs, Question answer songs, Dialogue songs and Ballads</li> </ul>





## Theme 7 - Celebrations, Independence Day

Month: August

(3+)

(4+)

### Ideas/Concepts

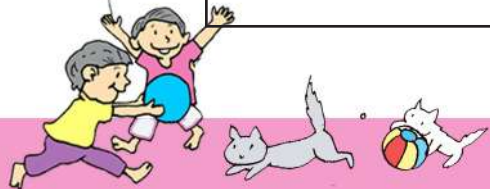
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| <ol style="list-style-type: none"> <li>1. We celebrate birthdays, weddings, and other festivals at home</li> <li>2. There are different kinds of celebrations. Each one has its own special features and characteristics (Floral carpet, Santa Claus, cake, etc)</li> <li>3. Decorating the house and its surroundings during celebrations</li> </ol> | <ol style="list-style-type: none"> <li>1. There are different kinds of celebrations like birthday, wedding, etc</li> <li>2. There are a variety of celebrations like Onam, Christmas, etc. Celebrations have their own special features (Floral Carpet, Santa Claus, etc. There are celebrations in school also (Independence day, Gandhi Jayanthi, Children's Day, etc).</li> <li>3. We decorate our house and surroundings for the festival</li> </ol> |
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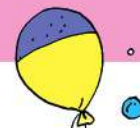
### Abilities

### Learning experiences (3+)

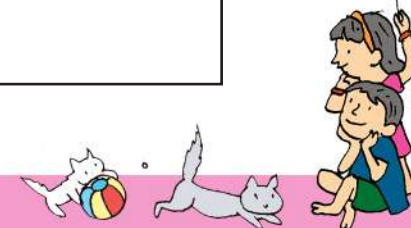
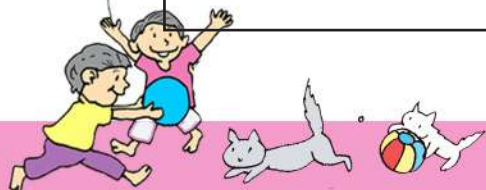
### Learning experiences (4+)

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Able to add colour to pictures related to festivals (Crayon, water colour, sawdust, paper, cloth)</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Add colour to pictures using crayons.</li> </ul>   | <ul style="list-style-type: none"> <li>• Drawing pictures and adding colours making use of crayon, pencil, water colour, paper, cloth, etc</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Able to talk about one's own opinions, suggestions and observations related to different situations to friends, elders and in public</li> </ul> | <ul style="list-style-type: none"> <li>• Talking about the cleaning activities and decoration of classroom following suggestions/ instructions. (How? When? What preparations need?)</li> </ul> | <ul style="list-style-type: none"> <li>• Decorating classroom, cleaning activities, making a garden, offering opinions when engaged in group activities, e.g. Floral Carpet making, Ramzan, Christmas and other celebrations. How to prepare for it? What are the things that should be done? Opinion, Did you like the floral carpet? (Conclusion)</li> </ul> |





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Able to cut and fold and paste paper and cloth</li></ul>	<ul style="list-style-type: none"><li>• Making festoons, Decorating classroom</li></ul>	<ul style="list-style-type: none"><li>• Making festoons and decorating both inside and outside the classroom (using paper, leaf, cloth)</li><li>• Making badges</li></ul>
<ul style="list-style-type: none"><li>• Able to take initiative as a leader in games and constructive activities in groups or solo; cooperating with elders</li></ul>	<ul style="list-style-type: none"><li>• Decorating the classroom</li><li>• Participation in programmes related to art</li><li>• Participation in games</li></ul>	<ul style="list-style-type: none"><li>• Participation in games</li><li>• Participation in various programmes related to art. Patriotic songs</li></ul>
<ul style="list-style-type: none"><li>• Able to encourage and applaud the talents and good deeds of others</li></ul>	<ul style="list-style-type: none"><li>• Encourage and applaud the presentation of songs, stories and picture</li></ul>	<ul style="list-style-type: none"><li>• Applauding and encouraging the presentation of songs, story, roleplay and pictures</li><li>• Giving gifts in one's own way</li></ul>
<ul style="list-style-type: none"><li>• Able to talk delightfully with friends and elders without any inhibition and able to make new friends and to meet elders</li></ul>	<ul style="list-style-type: none"><li>• Participate in celebrations</li></ul>	<ul style="list-style-type: none"><li>• Participating in festivals/celebrations and talking about them</li><li>• Group activities</li><li>• Role play</li></ul>
<ul style="list-style-type: none"><li>• Able to wait for one's turn and share toys, food and other things with friends</li></ul>	<ul style="list-style-type: none"><li>• Arranging feasts related to celebrations. Eating food together</li></ul>	<ul style="list-style-type: none"><li>• Arranging feasts for celebrations, Dining together</li><li>• Games (waiting for one's turn)</li><li>• Mass drill</li></ul>





## Theme 8 - Health, Disease, Hospital

Month : August

(3+)

(4+)

### Ideas/Concepts

1. There are different kinds of diseases
2. Cleanliness is essential for good health
3. Illnesses are treated in the hospital
4. Doctors and Nurses work in the hospital

1. There are different types of diseases
2. Cleanliness is essential for good health
3. Illnesses are treated in the hospital
4. Doctors and Nurses work in the hospital
5. Personal hygiene and cleanliness of the surroundings are to be maintained for protection from disease

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

- Realise the need for healthy habits and cleanliness of the surroundings and work towards that goal

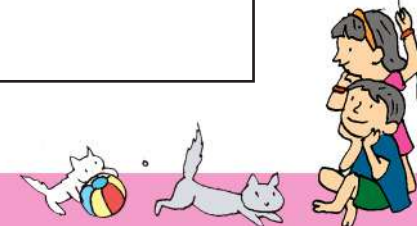
- Singing songs related to health and hygiene (washing hands, Eating right, brushing teeth, taking bath, combing hair, clipping nails.)
- Maintaining personal hygiene
- Wearing clean clothes
- Cleanliness of the surroundings
- Appropriate toilet training

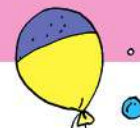
- Singing songs related to health and hygiene
- Cleaning activities, cleaning of glass and toys and arranging them in the right places
- Free talk (Washing hands, brushing teeth, bathing, clipping nails, combing hair)
- Proper use of waste bin, keeping the toys in the right place

- To be able to fulfil one's own needs in a way appropriate to age, without depending on others

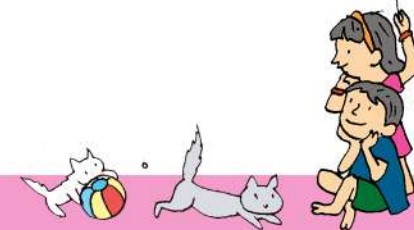
- Checking whether hands are clean (simple test)
- Brushing the teeth
- Washing hands
- Mopping
- Wearing sandals
- Combing hair
- Dressing and undressing
- Use of toilet

- Picture reading (insects spread diseases, polluted water, food kept uncovered)
- Watching videos and responding to them
- Brushing teeth
- Washing hands
- Mopping
- Wearing sandals
- Combing hair





Abilities	Learning experiences (3+)	Learning experiences (4+)
		<ul style="list-style-type: none"><li>• Dress, Undress, folding clothes</li><li>• Playing games</li><li>• Arrange materials in the right order</li><li>• Use of toilet</li></ul>
<ul style="list-style-type: none"><li>• Able to live/work/act maintaining health and hygiene</li></ul>	<ul style="list-style-type: none"><li>• Reading pictures and responding to them</li><li>• Games using Doctor set</li></ul>	<ul style="list-style-type: none"><li>• Hospital- Role play</li><li>• Making Waste boxes</li><li>• Picture reading (Doctor, Nurse), Narrating experiences.</li><li>• Play using Doctor set toys</li></ul>
<ul style="list-style-type: none"><li>• To be able to communicate with others through facial expressions, voice modulation and gestures</li></ul>	<ul style="list-style-type: none"><li>• Games</li><li>• Make believe games</li></ul>	<ul style="list-style-type: none"><li>• Imitation games, Role Play, Acting</li></ul>







## Theme : 9 - Flowers, Garden, Butterflies

Month : September

(3+)

(4+)

### Ideas/Concepts

1. Flowering plants are widely grown in and around our houses
2. Flowers are of different colours
3. There are fragrant and non fragrant flowers
4. Flowers attract butterflies

1. Different types of plants are grown at home
2. There are flower bearing plants
3. Flowers are of different colours
4. There are fragrant and non fragrant flowers
5. Butterflies, ladybirds, honeybees suck nectar from the flowers
6. Plants grown in water (Aquatic Plants) also bear flowers
7. Flowers are used for decoration

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

- Able to do free as well as controlled simple activities using the muscles of the body (following instructions)

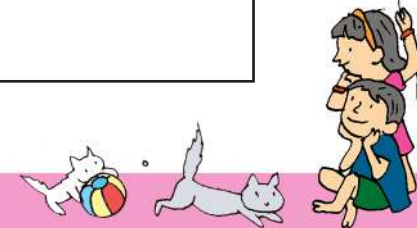
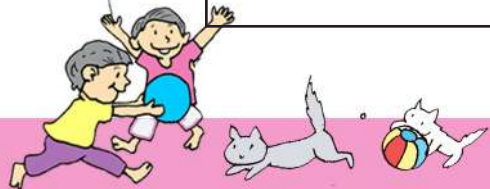
- Action songs related to flowers

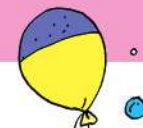
- Action songs related to flowers e.g. Pooparikkan porumo, porumo, ammava..., ammava... evide pokunnu. (come and pluck flowers, uncle..., uncle... where are you going?)  
1, 2, 3, 4 clap

- Drawing pictures freely/independently using colours and talking about them

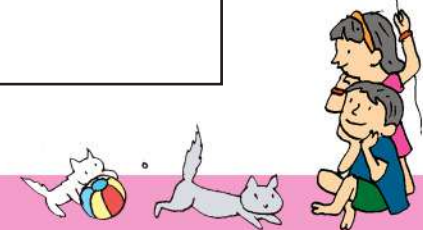
- Colouring pictures using crayons
- Tearing out pictures and sticking them to paper
- Drawing flowers in sand
- Arranging flowers in a flower vase

- Colouring pictures using crayons
- Klanjil (Coconut stalk) brush
- Dipping in paint and applying colours freely. Describing pictures
- Tearing out pictures and sticking them to paper
- Drawing pictures on the board and the walls



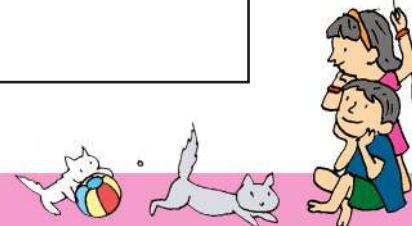


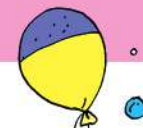
Abilities	Learning experiences (3+)	Learning experiences (4+)
	<ul style="list-style-type: none"> <li>• Picture reading</li> <li>• Talking about flowers</li> </ul>	<ul style="list-style-type: none"> <li>• Observing a picture drawn using flower/collage, sand, saw dust</li> <li>• Decorating sand with flowers</li> <li>• Arranging flowers in a flower vase</li> <li>• String together a garland</li> </ul>
<ul style="list-style-type: none"> <li>• Talk about the characteristics of flowers and plants that are grown in and around the home</li> </ul>	<ul style="list-style-type: none"> <li>• Free talk - Answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about flowers and plants in and around home</li> <li>• Talking asking about objects that the children had seen on the nature walk to parents, teachers, friends, elders, etc.</li> </ul>
<p><b>Cognitive Development</b></p> <ul style="list-style-type: none"> <li>• To listen and to ask questions/enquire about details about flowers, garden and butterflies</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about plants/flowers that the children have seen while on the nature walk to their teachers</li> <li>• To participate in groups to decorate classroom and engage in cleaning activities according to instructions given</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about the similarities and differences of flowers after observing them</li> <li>• To participate in activities such as classroom decoration, cleaning activities, making gardens, etc, in groups</li> </ul>
<ul style="list-style-type: none"> <li>• To compare flowers and present the details using mathematical language</li> </ul>	<ul style="list-style-type: none"> <li>• To add colour to pictures of different sizes</li> <li>• 'How many flowers do you know?' game</li> </ul>	<ul style="list-style-type: none"> <li>• 'Identify the flowers' game</li> <li>• 'Name the flowers' game</li> <li>• Identify from the picture, small group, large group, circling, adding colour</li> <li>• Petals-Sticking together paper petals</li> <li>• Flowers-Boasting game</li> </ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>To talk about the findings after observing flowers, butterflies and plants making use of the five senses</li></ul>	<ul style="list-style-type: none"><li>Smell things and tell about them</li><li>Identify fragrant and non fragrant flowers</li><li>Taste and talk</li></ul>	<ul style="list-style-type: none"><li>Classifying fragrant and non fragrant flowers</li><li>Identify smooth and rough objects (different types of leaves, flowers)</li><li>Talking about familiar shapes</li><li>Singing Question and answer songs</li><li>Telling stories related to flowers, gardens and butterflies</li></ul>
<ul style="list-style-type: none"><li>To talk about flowers/pictures from observation and find the odd one out in groups</li></ul>	<ul style="list-style-type: none"><li>Talk about the colours of flowers</li></ul>	<ul style="list-style-type: none"><li>Classify flowers based on colour and fragrance</li></ul>
<ul style="list-style-type: none"><li>Able to talk about observations, opinions, suggestions in different situations to friends, elders and to the public</li></ul>	<ul style="list-style-type: none"><li>Able to participate in activities like classroom decoration, garden making, etc, according to instructions</li></ul>	<ul style="list-style-type: none"><li>Making floral carpets<ul style="list-style-type: none"><li>- How to design it (Opinions)</li><li>- Where to arrange flowers, How to arrange flowers? (Suggestions)</li><li>- Did you like the floral carpet?</li></ul></li></ul>
<ul style="list-style-type: none"><li>Able to observe and enjoy art forms related to flowers (Dance, songs, Acting, Video)</li></ul>	<ul style="list-style-type: none"><li>Tending gardens</li><li>Listening to songs and singing them</li><li>Listening to stories and speaking about them</li><li>Drawing pictures-adding colours</li></ul>	<ul style="list-style-type: none"><li>Role play - maintaining a garden</li><li>Listening to stories, narrating, acting</li><li>Add colour to pictures</li><li>Drawing - pasting pictures</li></ul>
<ul style="list-style-type: none"><li>To collect, arrange and keep pictures, leaves and feathers</li></ul>	<ul style="list-style-type: none"><li>Nature Walk</li><li>Sticking leaves and feathers to papers, boards etc.</li></ul>	<ul style="list-style-type: none"><li>Nature walk</li><li>Collecting pictures and sticking them to paper</li><li>Sticking leaves and feathers to paper, boards etc.</li></ul>





## Theme 10 - Onam, Ramzan

Period - September

(3+)

(4+)

### Ideas/Concepts

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. There are different celebrations like Onam, Ramzan etc. Each has its own special features</li> <li>2. The classroom, school and its premises are decorated as a part of these celebrations</li> </ol> | <ol style="list-style-type: none"> <li>1. There are different celebrations like Onam, Ramzan etc. Each has its own special features. Some are celebrated in schools</li> <li>2. The classroom, home and premises are decorated as a part of the celebrations</li> </ol> |
|---|---|

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

- Able to perform independently making use of most of the muscles in the body

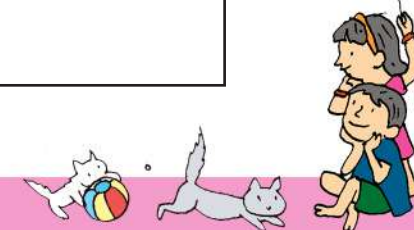
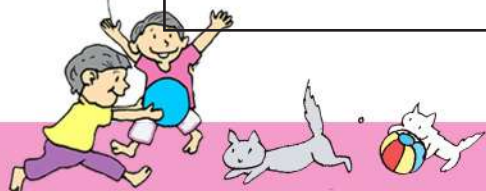
- Involving in games freely
- Swinging
- Playing ball games
- Pre planned activities
- Rhythmic harmonious movements

- Involving in games freely
- Swinging
- Playing ball games
- Pre planned games
- Rhythmic harmonious movements

- Able to speak out opinions, and observations about celebrations in public and to elders and friends

- Perform activities like decorating classroom, cleaning and gardening in groups

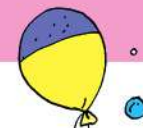
- Able to voice his/her opinions, suggestions on group activities like decorating classroom, cleaning and gardening  
Eg: Setting floral carpet (Athapookalam) Ramzan celebrations - How to get it ready? What should ... do? (opinions)  
Where to place flowers in a floral carpet? How to set it? (Suggestions)  
Did you like the floral carpet? Why? (Inference)





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Able to take up leadership roles and take part in games and constructive activities related to celebrations in groups or individually with a co-operative attitude</li></ul>	<ul style="list-style-type: none"><li>• Group activity</li><li>• Group song</li></ul>	<ul style="list-style-type: none"><li>• Group activity</li><li>• Birthday celebrations</li><li>• Cleaning classrooms</li><li>• Respect and welcome elders</li><li>• Play games</li></ul>
<ul style="list-style-type: none"><li>• Able to introduce and share special delicacies of festivals like Onam, Christmas and Ramzan (Sadya, Biryani, Cake ...)</li></ul>	<ul style="list-style-type: none"><li>• Tasting delicacies of festive occasions</li><li>• Listening to stories</li><li>• Picture reading</li><li>• Sharing</li></ul>	<ul style="list-style-type: none"><li>• Tasting delicacies of festive occasions</li><li>• Sharing experiences</li><li>• Sharing food</li></ul>
<ul style="list-style-type: none"><li>• Able to listen to and enjoy group songs, folk tunes, question answer songs, story songs, conversation songs etc.</li></ul>	<ul style="list-style-type: none"><li>• Listening to Story songs, conversation songs (Audio)</li></ul>	<ul style="list-style-type: none"><li>• Listening to story songs, conversation songs, question answer songs, group songs, vocal (audio) folk tunes</li></ul>





## Theme 11 - Vegetables

Period - September

(3+)

(4+)

### Ideas/Concepts

1. There are different types of vegetables
2. They differ in size and colour
3. Vegetables can be eaten raw or cooked

1. Different vegetables can be cultivated
2. Vegetables are grown in and around houses
3. Vegetables can be eaten raw or cooked
4. They differ in size, shape and colour
5. Vegetables can grow on creepers and plants
6. Vegetables should be included in one's diet

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

- Able to perform free and guided simple activities.

- Fruit vegetable - Game
- In the pond, out of the pond - game (Fruit in, vegetable out)

- Fruit vegetable game
- In the pond, out of the pond (Fruit in, Vegetable out)

- Able to perform activities coordinating the fine muscles

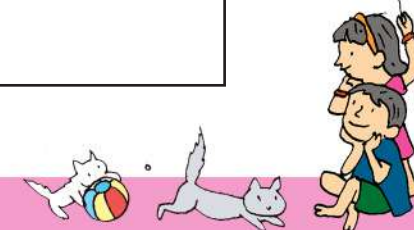
- Colour pictures of fruits, vegetables using crayons
- Draw and colour cutouts
- Paste pictures of vegetables to a paper, board etc.

- Colour using crayons, chalk, slate pencils
- Draw and paint cut out pictures
- Cut pictures of vegetables using scissors and stick them on to a paper, board, etc.
- Finger puppet making

- Able to perform activities using kitchen utensils

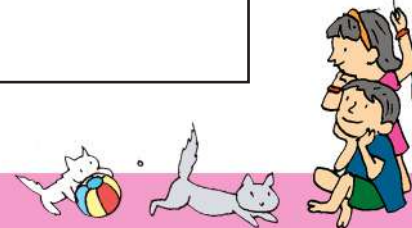
- Cutting vegetables into pieces with the help of the teacher

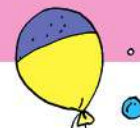
- Cutting vegetables into pieces using knife, with the help of the teacher
- Performing activities related to cooking, using kitchen utensils



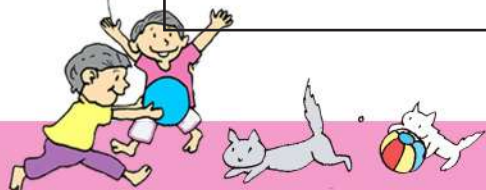


Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Able to convey to others whatever has been seen, heard and grasped without loss of ideas</li></ul>	<ul style="list-style-type: none"><li>• Speak about the vegetables at home.</li><li>• Identification game (colour, size, taste)</li><li>• Picture reading about vegetables</li><li>• Listen to stories - narrate stories</li><li>• Sing songs</li><li>• Vegetables - boasting game</li></ul>	<ul style="list-style-type: none"><li>• Free talk on vegetables grown at home.</li><li>• Identification game (size, colour, taste, small plants)</li><li>• Picture reading</li><li>• Listen to stories - making stories. Narrate stories.</li><li>• Listen to songs - Make songs - sing songs</li><li>• Puppet dance</li><li>• Boasting game (special features)</li></ul>
<ul style="list-style-type: none"><li>• Able to involve in identification activities and to make inferences</li></ul>	<ul style="list-style-type: none"><li>• Speak about vegetables</li></ul>	<ul style="list-style-type: none"><li>• Simple experiment - sink or float</li><li>• Speak about features of vegetables</li></ul>
<ul style="list-style-type: none"><li>• Able to compare things using mathematical language</li></ul>	<ul style="list-style-type: none"><li>• Identify small and big in groups</li><li>• Colour big vegetables and small vegetables with different colours</li><li>• Count pictures and vegetables</li></ul>	<ul style="list-style-type: none"><li>• Differentiate big group, small group</li><li>• Circle big and small</li><li>• Count from 1 - 5</li><li>• Sings songs related to Mathematics, identify numbers in songs</li></ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to identify patterns and arrange them aesthetically</li> </ul>	<ul style="list-style-type: none"> <li>• Able to create patterns using vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Able to create shapes using vegetables and identify patterns in it</li> </ul>
<ul style="list-style-type: none"> <li>• Able to depict ideas through 2D, 3D constructions</li> </ul>	<ul style="list-style-type: none"> <li>• Makes shapes of vegetables using clay, maida.</li> <li>• Makes sand collage (by pasting gum on a card with the picture of a vegetable and then spreading sand on it)</li> </ul>	<ul style="list-style-type: none"> <li>• Making collage using vegetables</li> <li>• Making vegetable models using clay, plastic and kneaded dough</li> <li>• Making shapes of vegetables using other materials like egg shells</li> <li>• Making sand collage</li> <li>• Vegetable printing (Cloth, Paper)</li> </ul>
<ul style="list-style-type: none"> <li>• Able to present art forms based on simple ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Watching puppet show (The need to eat vegetables)</li> <li>• Action song</li> <li>• Role play - vegetable market</li> <li>• Games</li> </ul>	<ul style="list-style-type: none"> <li>• Puppet show - watching, performing (The need to eat vegetables daily)</li> <li>• Action song</li> <li>• Role play - vegetable market</li> </ul>
<ul style="list-style-type: none"> <li>• Able to involve in constructive activities in groups and with elders</li> </ul>	<ul style="list-style-type: none"> <li>• Distributing salad with the help of teacher</li> <li>• Making and distributing Lime juice</li> </ul>	<ul style="list-style-type: none"> <li>• Planting vegetable saplings (vegetable garden)</li> <li>• Making salad - sharing</li> </ul>







## Theme 12 - Gandhi Jayanthi

Period : October

(3+)

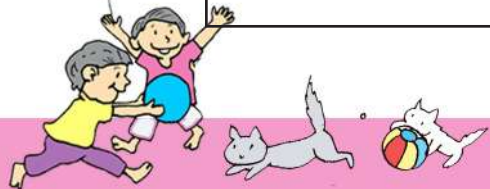
(4+)

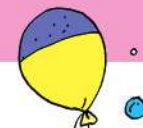
### Ideas/Concepts

1. Days like Gandhi Jayanthi, Children's Day, etc. are celebrated in schools
2. School, houses and premises are decorated during such celebrations

1. Days like Gandhi Jayanthi, Children's Day, etc. are celebrated in schools
2. Houses, premises and schools are decorated for such celebrations

Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to colour pictures related to Gandhi Jayanthi</li> </ul>	<ul style="list-style-type: none"> <li>• Able to colour pictures using crayon, pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Colour pictures using crayon, pencil</li> </ul>
<ul style="list-style-type: none"> <li>• Able to listen and create stories/songs related to Gandhi Jayanthi</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories/sings songs related to Gandhi Jayanthi</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to songs stories/sings songs related to Gandhi Jayanthi</li> </ul>
<ul style="list-style-type: none"> <li>• Able to cut, fold, stick, clothes and paper</li> </ul>	<ul style="list-style-type: none"> <li>• Makes streamers and decorate premises with the streamers</li> </ul>	<ul style="list-style-type: none"> <li>• Makes streamers</li> <li>• Decorates classroom</li> <li>• Makes and uses badges</li> </ul>





## Theme 13 - Living Things - Pet Animals, Pet Birds

Period : October

(3+)

(4+)

### Idea/Concepts

1. Animals like cow, goat, ox, dog, cat, rabbit can be reared at home
2. Domestic animals are useful (give milk, protects the home)
3. Some birds are reared at home
4. Some birds are useful (hen, duck ...)

1. Animals like cow, goat, ox, dog, cat, rabbit are reared at home.
2. Domestic animals are useful (give milk, protects the home)
3. Some birds are reared at home
4. Some birds are useful (hen, duck ...)

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

- Able to make use of body to crawl, bow, move side ways, kneel, as required

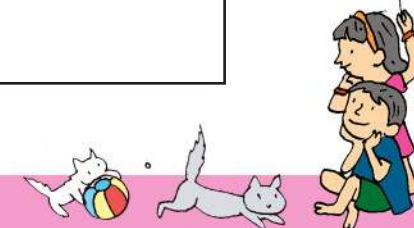
- Movements of birds and animals (Leapfrog, Rabbit, Elephant, Butterfly)
- Games, Stories, Songs

- Movements of birds and animals (Leap frog, Rabbit, Elephant, Butterfly)
- Games, stories, songs
- Mime
- Walking under desk, table, chair

- Able to perform simple activities using the fine muscles of body

- Colours pictures of living things using crayons

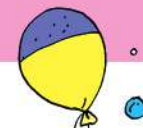
- Colour pictures using crayons
- Colour using brush or brush made of coconut stalk
- Picture reading, reading for information



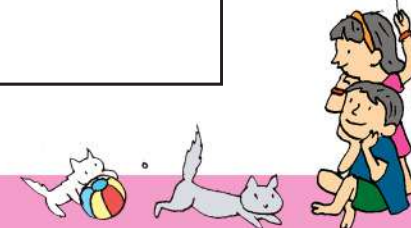
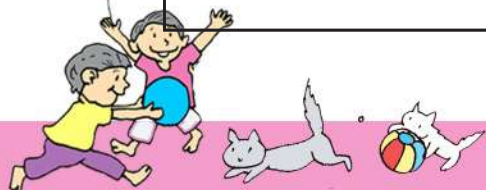


Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to grasp stories incidents/things/experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of sounds (Birds, Animals, Vehicles)</li> <li>• Closely observe action songs</li> <li>• Listen to songs (ICT)</li> <li>• Listen to stories (ICT)</li> <li>• 'Kombara kombara' game</li> </ul>	<ul style="list-style-type: none"> <li>• Mimicry game (Birds)</li> <li>• Listening to songs, story, plays (ICT)</li> <li>• 'Kombara kombara' game</li> </ul>
<ul style="list-style-type: none"> <li>• Able to present stories, songs, incidents related to animals and birds with expression (Gestures, modulation, pitch, action)</li> </ul>	<ul style="list-style-type: none"> <li>• Singing action song</li> <li>• Story telling</li> <li>• Observe or picture and speak about it</li> <li>• Observe the sand box and speak about it</li> </ul>	<ul style="list-style-type: none"> <li>• Observe play mode and speak about it</li> <li>• Rearrange incidents in a story and narrate</li> <li>• Give detailed description of incidents</li> <li>• Observe the big picture and speak about it</li> </ul>
<ul style="list-style-type: none"> <li>• Able to present details and findings based on things and incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Asking teachers and friends about birds/animals seen during trekking/nature walk</li> <li>• Talk about pictures</li> <li>• Talk about favorite things</li> <li>• Puppet show</li> </ul>	<ul style="list-style-type: none"> <li>• Ask teachers and friends about things seen during trekking/nature walk, like plants, seeds, flowers etc.</li> <li>• Speak on incidents in pictures</li> <li>• Explain pictures</li> <li>• Connect pictures and descriptions</li> <li>• Make up stories</li> <li>• Puppet making, puppet dance</li> </ul>
<ul style="list-style-type: none"> <li>• Able to guess stories from a picture sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Speak about picture in a chart</li> </ul>	<ul style="list-style-type: none"> <li>• Guess and speak about chart pictures</li> <li>• Complete the story</li> </ul>
<ul style="list-style-type: none"> <li>• Able to involve in activities that provide happiness to others by analysing stories, incidents and instances</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse incidents (Eg: Sister, Brother, younger brother, younger sister - quarrel for toys)</li> <li>• Story telling, listening to stories</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse incidents</li> <li>• Analyse stories (Eg: Story of the crow and fox who snatched the bread) Did the fox do the right thing?</li> </ul>



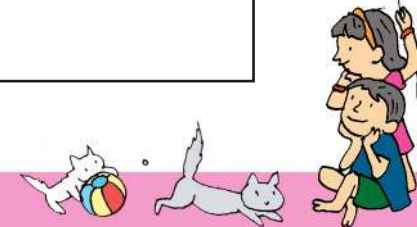


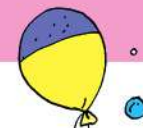
Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Able to observe and identify odd ones in pictures, objects and give the reasons for the choice</li></ul>	<ul style="list-style-type: none"><li>• Identify birds/animals</li></ul>	<ul style="list-style-type: none"><li>• Birds and animals - find out similarities and dissimilarities (colour, size, height, length)</li><li>• Find out the ones that belong to a group and those that do not belong to the group</li></ul>
<ul style="list-style-type: none"><li>• Able to reproduce songs in the proper rhythm</li></ul>	<ul style="list-style-type: none"><li>• Singing songs individually and in groups</li></ul>	<ul style="list-style-type: none"><li>• Repeat songs individually and in groups</li></ul>
<ul style="list-style-type: none"><li>• Able to collect and file pictures, leaves, feathers etc. in order</li></ul>	<ul style="list-style-type: none"><li>• Sticking pictures (animals, birds) sticking feathers etc., to a board</li></ul>	<ul style="list-style-type: none"><li>• Collecting and sticking leaves, feathers and pictures to a board</li><li>• Making albums on animals</li><li>• How to make? What to do? (suggestions)</li></ul>
<ul style="list-style-type: none"><li>• Able to present details and findings of objects and incidents</li></ul>	<ul style="list-style-type: none"><li>• Narration based on pictures</li><li>• Speak on favourite items</li></ul>	<ul style="list-style-type: none"><li>• Collection of leaves. (leaf museum)</li><li>• Preparation of bird – animal album</li></ul>
<ul style="list-style-type: none"><li>• Able to differentiate and identify features of domestic animals – wild animals; domestic birds – wild birds and identify their habitation and explain their main characteristics</li></ul>	<ul style="list-style-type: none"><li>• Free talk</li><li>• Identify and talk about birds, animals from picture (picture card) and videos</li><li>• Colour pictures</li><li>• Mime/acting with masks on</li></ul>	<ul style="list-style-type: none"><li>• Free talk</li><li>• Differentiate domestic animals and wild animals using picture cards</li><li>• Speculation (guess and say)</li><li>• Colour the picture – join the picture of mother and child</li><li>• Mime</li><li>• Listen to stories, story making</li><li>• React/respond to a presented video item</li></ul>



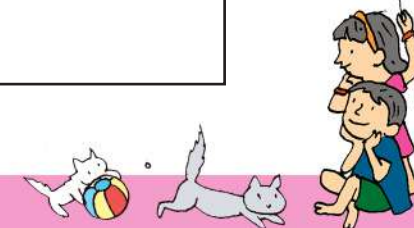
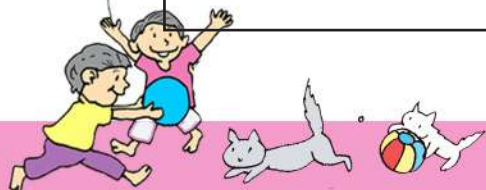


Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to imitate the sounds of living things and objects making use of the five senses</li> </ul>	<ul style="list-style-type: none"> <li>• Sound identification game (sound of a crow, sound of a cough)</li> </ul>	<ul style="list-style-type: none"> <li>• Sound identification game (sound of a crow, sound of a cough)</li> </ul>
<ul style="list-style-type: none"> <li>• Able to ask rational questions about birds/animals. (Why cannot a cat fly?)</li> </ul>	<ul style="list-style-type: none"> <li>• Sing question answer songs on the things around e.g. 'Why why why?'</li> </ul>	<ul style="list-style-type: none"> <li>• Singing question answer songs about living things, birds, animals</li> </ul>
<ul style="list-style-type: none"> <li>• Able to find out the odd one out in pictures and things and give the reason for the choice</li> </ul>	<ul style="list-style-type: none"> <li>• Identify birds/animals</li> <li>• Question answer songs about things around e.g. 'Why why why?'</li> </ul>	<ul style="list-style-type: none"> <li>• Ask riddles on birds/animals</li> <li>• Sing question answer songs</li> <li>• Ask riddles on things, natural phenomena, animals and plants</li> <li>• Identify birds/animals</li> </ul>
<ul style="list-style-type: none"> <li>• Able to identify insects, butterflies, animals, domestic animals, wild animals, birds, domestic birds, wild birds and find out their features. Able to explain these in detail and speak about their habitation</li> </ul>	<ul style="list-style-type: none"> <li>• Trekking (nature walk), speaking about the animals around and their features</li> <li>• Picture reading</li> </ul>	<ul style="list-style-type: none"> <li>• Trekking (nature walk). Identify (butterflies, animals birds and find out their features</li> <li>• Watch different species of living things</li> <li>• Trekking/nature walk</li> </ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to love, care for, nurture and protect plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Trekking/nature walk</li> <li>• Listen to songs/stories of animals and plants</li> <li>• Water the plants</li> <li>• Feeds fish, birds etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Trekking/nature walk</li> <li>• Listens to stories and songs that promote well being of plants and animals</li> <li>• Making and tending gardens</li> <li>• Feed domestic birds/animals</li> </ul>
<ul style="list-style-type: none"> <li>• Able to enjoy and listen to stories</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories (audio)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories (audio) role play, puppet show</li> </ul>
<ul style="list-style-type: none"> <li>• Able to express/present concepts/ideas imagining one self as another and also one object as another</li> </ul>	<ul style="list-style-type: none"> <li>• Imitation game</li> <li>• Play game with masks of animals and birds</li> </ul>	<ul style="list-style-type: none"> <li>• Play games with masks</li> <li>• Appraisal</li> <li>• Imagination game – imagine a stick to be something else and present an activity</li> <li>• Kitchen set (orchestra)</li> </ul>
<ul style="list-style-type: none"> <li>• Able to imitate the voice, movements of animals, things and people around</li> </ul>	<ul style="list-style-type: none"> <li>• Imitation games (voice)</li> <li>• Group activities/games</li> </ul>	<ul style="list-style-type: none"> <li>• Imitation games</li> <li>• Group games</li> </ul>
<ul style="list-style-type: none"> <li>• Able to collect and place in order the pictures of great artists, pictures, leaves, feathers, handicrafts and pictures of great men</li> </ul>	<ul style="list-style-type: none"> <li>• Pasting leaves, feathers to paper</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting and pasting leaves, feathers, pictures and handicrafts</li> </ul>





## Theme 14 - Wild Animals

Duration : October

(3+)

(4+)

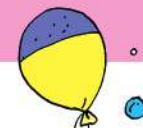
### Ideas/Concepts

1. There are different kinds of animals in forests
2. There are big and small animals

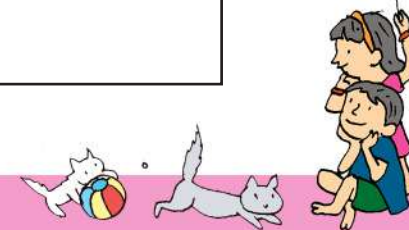
1. In the forest there are different kinds of animals
2. There are big and small animals
3. There are carnivorous and herbivorous animals. Some animals eat meat and others eat plants

Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to perform simple activities using most of the muscles in the body (according to the directions given)</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates movement of animals. (elephant, lion, deer)</li> <li>• Colour pictures using crayons</li> <li>• Crumpling papers</li> <li>• Making animal figures</li> </ul>	<ul style="list-style-type: none"> <li>• Imitate animal movements. (elephant, lion, deer)</li> <li>• Movements wearing masks</li> <li>• Colouring pictures using crayons</li> <li>• Elephant tusker game</li> <li>• Picture drawing – colouring</li> <li>• Reading materials, reading pictures</li> </ul>
<ul style="list-style-type: none"> <li>• Able to involve in writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Showing the way</li> <li>• Connect dots and complete the picture</li> </ul>	<ul style="list-style-type: none"> <li>• Showing the way</li> <li>• Complete a picture by connecting the dots</li> </ul>
<ul style="list-style-type: none"> <li>• The learner listens to children's stories related to animals and presents them in different ways (oral, performance, picture)</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks about the materials read</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to engage in role play, drawing, enacting (can use masks)</li> </ul>





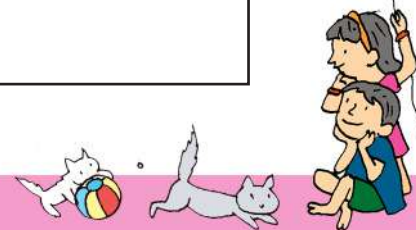
Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Able to present ideas related to directions and space using mathematical language</li></ul>	<ul style="list-style-type: none"><li>• Sing a song to the movement of a finger</li><li>• Simple exercises (using animal masks)</li><li>• How many people (game)</li></ul>	<ul style="list-style-type: none"><li>• Sing a song to the movement of a finger</li><li>• Rearrange animal figures into forms (Jigsaw puzzle)</li><li>• Exercise game – with the help of animal masks (left hand, right hand both hands, in front, at the back, rise)</li><li>• How many people (game)</li></ul>
<ul style="list-style-type: none"><li>• Able to arrange and rearrange based on more than one criterion, like size, shape and height</li></ul>	<ul style="list-style-type: none"><li>• Organize picture cards based on size and height</li><li>• Boasting (game), respond to a video</li></ul>	<ul style="list-style-type: none"><li>• Rearrange picture cards based on different criteria</li><li>• Narrates the characteristics of animals</li><li>• Boasting game - special features</li><li>• Comprehends watching a video and ... explain a relationship</li></ul>
<ul style="list-style-type: none"><li>• Able to accept and appreciate the talents and good deeds of others</li></ul>	<ul style="list-style-type: none"><li>• Applauds a friend for singing well</li><li>• Give away prizes</li></ul>	<ul style="list-style-type: none"><li>• Applauding a friend on completion of a performance, a song or story</li><li>• Giving away prizes</li><li>• Shaking hands to congratulate others</li></ul>
<ul style="list-style-type: none"><li>• Collect the pictures of animals, birds, insects, and reptiles and pastes on paper them</li></ul>	<ul style="list-style-type: none"><li>• Collects and pastes the pictures of animals – both domestic and wild, insects and birds</li></ul>	<ul style="list-style-type: none"><li>• Animals – domestic, wild, birds both at home and in jungle</li><li>• Pastes pictures of insects, reptiles as indicated above</li></ul>

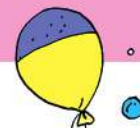





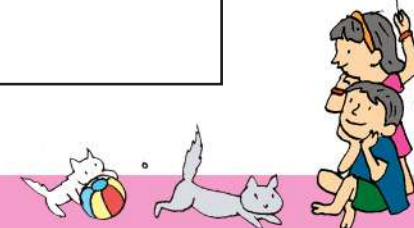


Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>Sharing heard stories, narratives and incidents without losing conceptual clarity</li></ul>	<ul style="list-style-type: none"><li>Narration of matters heard and seen about animals (food habits)</li></ul>	<ul style="list-style-type: none"><li>Narration of known facts about animals (habitation, food habits, food)</li></ul>
<ul style="list-style-type: none"><li>Able to present stories, songs, narratives, emotionally. (voice modulation, expression, textures, tone and movement)</li></ul>	<ul style="list-style-type: none"><li>Sing action songs and narrate stories about animals. e.g. The story in the desert</li></ul>	<ul style="list-style-type: none"><li>Acts and sings ...</li><li>Narrates incidents, stories with emotion (animal story) and voice modulation</li></ul>
<ul style="list-style-type: none"><li>Able to perform puppet show, role play, etc, emphatically</li></ul>	<ul style="list-style-type: none"><li>Boasting game of vegetables, fruits</li><li>Mime using animal masks</li></ul>	<ul style="list-style-type: none"><li>Dialogue presentation in role play, puppet show and pretend games.</li></ul>
<ul style="list-style-type: none"><li>Able to listen to and enjoy songs. (group songs, folk songs, story songs, conversational songs etc)</li></ul>	<ul style="list-style-type: none"><li>Listen to story songs, conversation songs (audio)</li></ul>	<ul style="list-style-type: none"><li>Listen to story songs, conversation songs, question - answer songs, group songs, folk songs, (audio) etc.</li></ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>Able to elaborate fables, stories, incidents and situations and engage in activities that provide happiness to others.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to, narrates the story - story of 'The Fox and the Stork', 'The Elephant and the Tailor', 'The Hare and the Tortoise' as illustrated in the big picture.</li> </ul>	<ul style="list-style-type: none"> <li>Presenting stories with the help of - Big picture Doll Sand art</li> <li>Listens to these stories and then narrates 'The Fox and the Stork', 'The Crow and the Fox', 'The Elephant and the Tailor', 'The Hare and the Tortoise' – shares the stories with others.</li> </ul>
<ul style="list-style-type: none"> <li>Able to use the body according to the situation by bending, moving sideways, crawling or kneeling</li> </ul>	<ul style="list-style-type: none"> <li>Action song</li> <li>Across the river</li> </ul> 	<ul style="list-style-type: none"> <li>Action song</li> <li>Across the river</li> <li>Aerobics</li> <li>Cat walk, elephant walk, deer walk, etc.</li> </ul>





## Theme 15 - Soil, Cultivation

Duration : October

(3+)

(4+)

### Ideas/Concepts

1. Plants are grown in soil
2. We cultivate various plants
3. Implements are needed for cultivation

1. Plants grow in soil
2. There are micro organisms in soil (earthworm, antlion)
3. Humans cultivate different plants
4. Seeds and stems can be used for vegetative propagation
5. Implements are needed for cultivation
6. Animals and machinery are helpful in cultivation

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

- Able to perform simple activities using the fine muscles of the shoulder, wrist, fingers, knee, foot, etc.

- Knead mud and make different shapes and also mud cakes

- Knead mud and make different shapes and also mud cakes

- Share ideas after viewing pictures and video of cultivation (prereading)

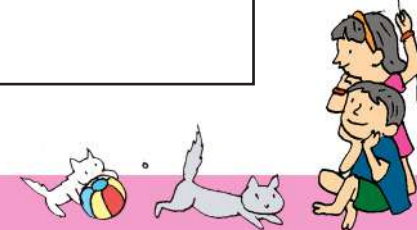
- Comprehends matters in videos
- Identifies agro-implements on pictures

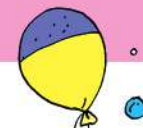
- Comprehends matters in video and pictures
- Visits agricultural land and shares knowledge
- Watches video/pictures and shares ideas
- Explains the use of animals and machinery in cultivation

- Share ideas, songs and stories of agriculture with others after reading pictures and watching videos. (prereading)

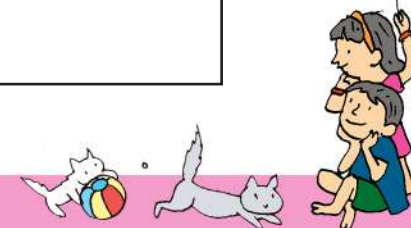
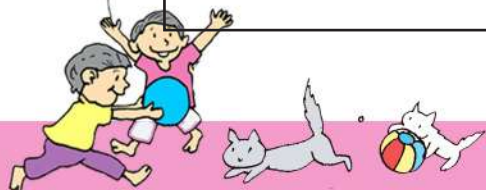
- Cultivation at home - Friendly talk (on what is heard and seen)
- Identifies agro-implements (known and learnt)

- Friendly talk – agriculture, machinery
- Stories related to cultivation
- Sing harvest songs and acting out



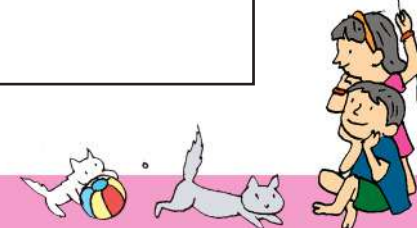


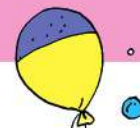
Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Able to organize pictures in the order of presentation</li></ul>	<ul style="list-style-type: none"><li>• Narrates story given in picture format</li></ul>	<ul style="list-style-type: none"><li>• Point out favourite bits of stories</li></ul>
<ul style="list-style-type: none"><li>• Identifies characteristics of various soils and differentiates them using the five senses. (colours, shape, size, softness, smell, etc)</li></ul>	<ul style="list-style-type: none"><li>• Observes soil with the help of hand lens</li></ul>	<ul style="list-style-type: none"><li>• Observes soil with the help of hand lens</li></ul>
<ul style="list-style-type: none"><li>• Able to count from 0 to 5 and is able to connect the objects and the numbers</li></ul>	<ul style="list-style-type: none"><li>• Counts pictures of machinery 1-3</li><li>• Colours the farm products. (Eg. Five coconuts – teacher asks to colour any two. How many are coloured? How many are not?)</li></ul>	<ul style="list-style-type: none"><li>• Counts agro - implements from pictures 1-5</li><li>• Counts coconut, yam, plantain bunch in pictures, circles the biggest of these.</li><li>• Places stones, tamarind seed to equal the number in the pictures</li></ul>
<ul style="list-style-type: none"><li>• Able to present details and findings as read from pictures and materials</li></ul>	<ul style="list-style-type: none"><li>• Identify paddy cultivation, plantain cultivation and coconut cultivation from pictures</li></ul>	<ul style="list-style-type: none"><li>• Identify paddy cultivation, plantain cultivation and coconut cultivation from pictures</li><li>• Read from big picture and sand art</li><li>• Able to picturise on big picture and sand art, listen to stories</li><li>• Demonstrates the ability to create stories on agriculture</li></ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Able to listen to and sing songs. (Group songs, harvest songs, vocal songs, action songs, agriculture songs, story songs)</li></ul>	<ul style="list-style-type: none"><li>• Action songs in the form of question answers</li><li>• The learners along with the teacher enjoy songs</li></ul>	<ul style="list-style-type: none"><li>• Singing with visual and audio clips</li><li>• Enjoys song by singing</li><li>• Singing connecting lines</li><li>• Enjoys group singing</li></ul>
<ul style="list-style-type: none"><li>• Able to involve in hypothetical activities and form conclusions</li></ul>	<ul style="list-style-type: none"><li>• Sprouting seeds</li></ul>	<ul style="list-style-type: none"><li>• Observes sprouting of seeds, elaborates on this</li><li>• Able to speak about different parts of the plants (also about seeds) used for cultivation, based on their past observation</li></ul>





## Theme - Vocation

Duration : October

(3+)

(4+)

### Ideas/Concepts

1. People do various jobs in our country
2. We get wages for doing work

1. There are people who do various jobs
2. They fulfil their needs from the money they earn
3. Tools are required to do jobs

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

- Able to work using simple machines

- Introducing different tools like scissors, screw driver, etc.
- Tightening and loosening of screws, opening of lids

- Micro level activities using hands
- Threading beads, making flower garlands
- Threading a needle
- Perform various activities using punching machine, screw driver, spanner, etc. (tightening and loosening of screw using screw driver)

- Able to fold, cut and paste paper, cloth etc.

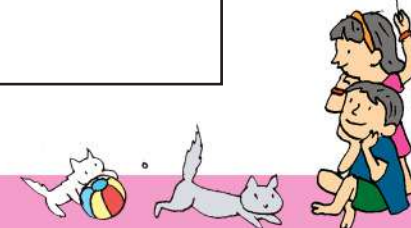
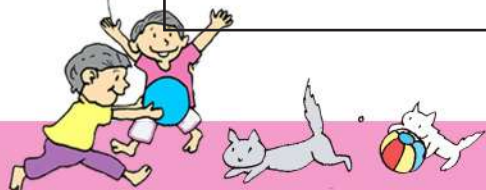
- Folding paper
- Cutting paper into big pieces
- Pasting paper pieces
- Folding clothes

- Cutting paper as per requirement
- Cut and paste paper
- Cut with scissors
- Pasting – making collage

- Involves in creative work using different substances available in the premises

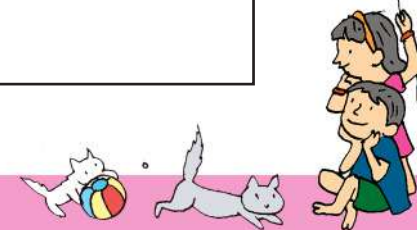
- Making toys using matchbox, cardboard boxes, etc.

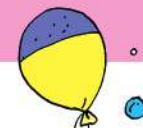
- Making simple toys like train (coconut bud, train)
- Creating different shapes using paper, clay, twigs, thread, flowers, beads, maida, etc.





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to share ideas regarding jobs, from what he/she has heard and seen</li> </ul>	<ul style="list-style-type: none"> <li>• Free speech/household activities</li> <li>• Conversation related to jobs and various tools of work</li> <li>• Tools of those who work - discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Free speech/household activities</li> <li>• Communicate about jobs including (household) job with others</li> <li>• Recognizes and communicates about jobs and uniforms and tools, with audio visual aids (Bus, auto, hospital)</li> <li>• Adding colour to pictures</li> <li>• Tools of those who work-discussion</li> <li>• Trip to a place of work</li> </ul>
<ul style="list-style-type: none"> <li>• Able to listen and appreciate different types of songs (group songs, folk tunes, question-answer songs, story songs)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to story songs and also songs in the form of conversation (audio)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to the audio of story songs and songs in the form of conversation</li> </ul>
<ul style="list-style-type: none"> <li>• Able to sing songs related to agriculture melodiously</li> </ul>	<ul style="list-style-type: none"> <li>• Sings individually and in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Sings individually and in groups melodiously</li> </ul>
<ul style="list-style-type: none"> <li>• Able to present stories and events related to various jobs from an emotional perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Action song (in your place)</li> <li>• Story related to jobs</li> <li>• Jobs – acting</li> <li>• Story song</li> </ul>	<ul style="list-style-type: none"> <li>• Action song</li> <li>• Story related to vocation</li> <li>• Jobs – acting (fisherman, conductor)</li> <li>• Story song (The old man with the hat, puppet show)</li> </ul>
<ul style="list-style-type: none"> <li>• Creates an album using pictures connected with various jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Collects pictures related to various jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Collects, pastes and creates albums of various pictures</li> </ul>





## Theme 17 - Children's Day

Duration : November

(3+)

(4+)

### Ideas/Concepts

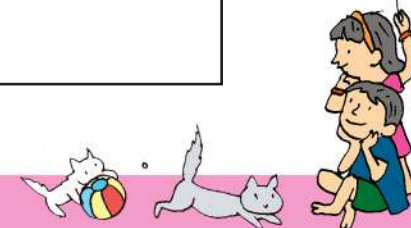
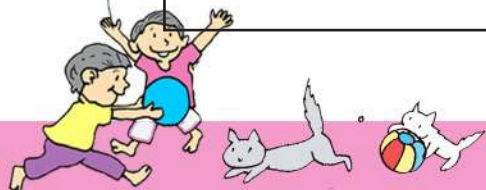
- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Ideas related to celebrations</li> <li>2. Many programmes are conducted in connection with the Children's Day celebrations.</li> </ol> | <ol style="list-style-type: none"> <li>1. Various programmes related to children's day are conducted.</li> <li>2. The pre-school and its premises are decorated as part of children's day celebrations.</li> </ol> |
|--|--|

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

<ul style="list-style-type: none"> <li>• Able to draw and paint pictures related to Children's Day celebrations. (Crayon, pencil, water colour, sawdust, paper, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Colouring pictures using crayons</li> </ul>	<ul style="list-style-type: none"> <li>• Draws pictures and colours them using crayon, pencil, water colour.</li> </ul>
<ul style="list-style-type: none"> <li>• Able to voice opinions, suggestions, views to peers and elders in an open forum.</li> </ul>	<ul style="list-style-type: none"> <li>• Decorates classroom as per directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Decorates classrooms individually and in groups.</li> <li>• Expresses personal opinions.</li> </ul>
<ul style="list-style-type: none"> <li>• Able to fold and cut paper, cloth.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares streamers with ornamented papers.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares streamers.</li> <li>• Decorates the classroom and its premises.</li> </ul>







## Theme 18 - Birds

Period : November

(3+)

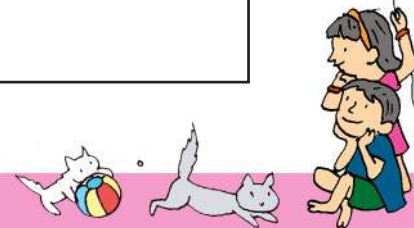
(4+)

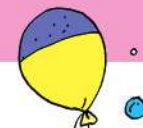
### Ideas/Concepts

1. There are different types of birds around us
2. Some are domestic birds
3. They differ in colour, size, shape, sound, etc.
4. Domestic birds like hen, duck, etc., give us eggs

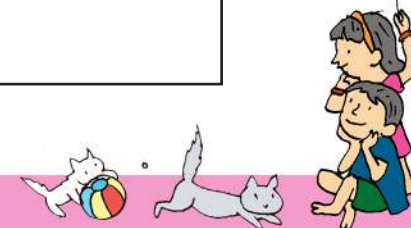
1. There are different types of birds around us
2. Some are domestic birds
3. Birds differ in colour, size, shape, sound etc.
4. Birds are useful in different ways

Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to do simple and free actions utilising almost all the muscles of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Games related to imitating the birds</li> <li>• Action song. (The Crow came Flying...)</li> <li>• Movement of birds</li> </ul>	<ul style="list-style-type: none"> <li>• Games related to imitating the birds</li> <li>• Action song</li> <li>• Performance, like acting or singing songs related to animals, birds, etc.</li> <li>• Miming</li> </ul>
<ul style="list-style-type: none"> <li>• Observes the picture of birds, and details the findings</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at birds/pictures of birds and describes beak, head, body, wings, tail, legs, etc.</li> <li>• Talking about a favourite bird (its colour, sound, size)</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at birds/pictures describe its qualities</li> <li>• Identifies the bird after hearing its description</li> <li>• Talks about incidents as seen in the picture</li> <li>• Sharing of details regarding a favourite bird, stating the reasons</li> </ul>
<ul style="list-style-type: none"> <li>• Able to involve in prewriting exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Connects the dots and completes the picture and names it</li> <li>• Draws pictures on sand with fingers.</li> <li>• Colouring the outline pictures of birds. (crayon)</li> <li>• Draws with the stencil picture of birds</li> </ul>	<ul style="list-style-type: none"> <li>• Describes a self drawn bird/coloured bird</li> <li>• Completes picture of birds by joining dots, identifies it and talks about it</li> <li>• Draws pictures of birds using chalk, pencil, etc.</li> </ul>



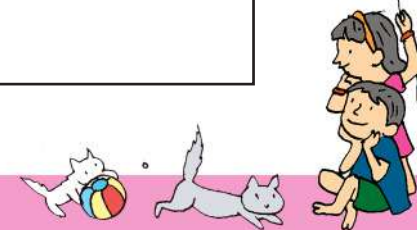


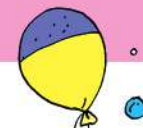
Abilities	Learning experiences (3+)	Learning experiences (4+)
		<ul style="list-style-type: none"> <li>• Draws figures on sand with fingers</li> <li>• Draws pictures using ear buds dipped in water colour.</li> <li>• Plays, drawing picture of birds (teacher and students join together to complete the picture of birds)</li> <li>• Completes the partially drawn picture of birds. (head, beak, legs, tail)</li> <li>• Draws into the cut out of birds</li> <li>• Draw pictures</li> </ul>
<ul style="list-style-type: none"> <li>• Able to tell about birds from self observation</li> </ul>	<ul style="list-style-type: none"> <li>• Self talk about birds, domestic birds, gets opportunity to speak about birds. (name, colour, size, sound, uses)</li> <li>• Selects familiar birds from collection of pictures and imitates their movement, sound. Tells about their habitat</li> </ul>	<ul style="list-style-type: none"> <li>• Makes free speech about birds, domestic birds, gets opportunity to speak. (name of birds...)</li> <li>• Repetition, Boasting game</li> <li>• Select familiar birds from collection of pictures and imitates their movement, sound. Talks about their habitat</li> </ul>
<ul style="list-style-type: none"> <li>• Taking turns in group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Involves in a conversation with group members on domestic birds</li> </ul>	<ul style="list-style-type: none"> <li>• In a group of three, each one involves in conversation about the feathers of birds collected.</li> <li>• Participates in a group discussion on domestic birds, their usefulness, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Able to evaluate the performance of classmates and motivate them</li> </ul>	<ul style="list-style-type: none"> <li>• Game miming/solo song/group song (encourages group members by clapping hands)</li> </ul>	<ul style="list-style-type: none"> <li>• Tells stories related to birds, animals, sings songs, role play, answering puzzles (encourages by clapping of hands)</li> </ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>Makes albums with collected pictures and feathers</li> <li>Involves in enquiries and is able to frame conclusions</li> <li>Involves in making handicrafts/collage from waste materials</li> </ul>	<ul style="list-style-type: none"> <li>Sticking pictures of birds to a board</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of birds with their feathers attached</li> <li>'Sink or float'- Group activity. (Using feathers, paper, leaf, sticks, broom sticks, stones...)</li> <li>Collage of birds (group activity)</li> <li>Display of collages</li> <li>Assessment of children</li> <li>Puppet of birds, making bird models from egg shells - presentation</li> </ul>
<ul style="list-style-type: none"> <li>Observes and listens carefully to stories, incidents and experiences around and gives responses to questions asked</li> </ul>	<ul style="list-style-type: none"> <li>Game: identifying sounds (of birds, animals)</li> <li>Responds to stories heard (The Pigeon who Rescued the Ant) The Ant and the Parrot</li> <li>Listens to stories with the aid of ICT</li> </ul>	<ul style="list-style-type: none"> <li>Sharing of one's experiences related to birds</li> <li>Game of imitation (birds)</li> <li>Responds to stories/experiences/incidents related. (The Pigeon who Rescued the Ant/The Ant and the Parrot/The Hunter the Ant and the Pigeon...)</li> <li>Listens to stories, plays (using ICT)</li> </ul>
<ul style="list-style-type: none"> <li>Builds up stories by observing picture stories of birds</li> </ul>	<ul style="list-style-type: none"> <li>Sings action songs</li> <li>Tells stories observing pictures</li> </ul>	<ul style="list-style-type: none"> <li>Arranges the incidents of a story in order and says it aloud</li> <li>Details the incidents from given clues</li> </ul>





## Theme 19 - Insects, Reptiles

Period : December

(3+)

(4+)

### Ideas/Concepts

1. There are a lot of insects inside and outside our houses
2. Some insects and reptiles are harmful to us
3. Insects and reptiles differ in their shape, size and colour

1. There are a lot of insects inside and outside our houses. Identifies their names
2. Reptiles reside in their burrows
3. Some insects and reptiles are harmful to us
4. Some insects are useful to us (bees, butterflies, ants)
5. Insects and reptiles differ in their shape, colour and size

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

- Adapts to situations and can make use of the body by bending, shifting side ways, crawling, kneeling and walking on bent knees, expanding and shrinking

- Tell stories imitating movements of insects and reptiles to demonstrate body movements like bending, crawling, kneeling down, etc.

- Imitates the body movements of insects, reptiles and demonstrates their body movements like bending, crawling, as in the story being told

- Reads pictures and details the ideas in it (pre-reading)

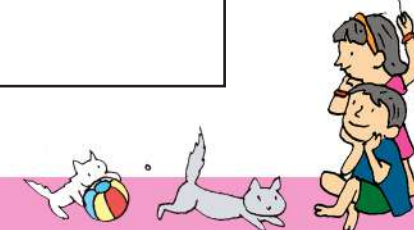
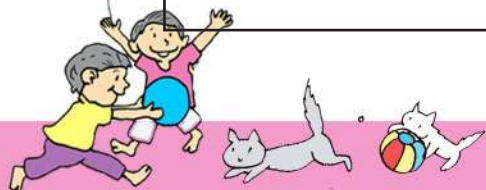
- Picture reading

- Picture reading
- Details the special features of pictures

- Talks about the peculiarities of insects, reptiles around us connecting with one's own experience

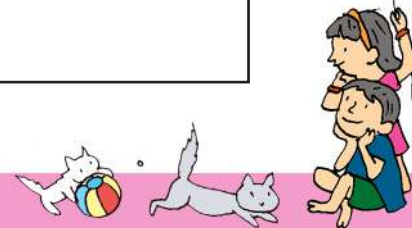
- Self talk
- Views videos of insects, reptiles and talks about their peculiarities from visual experience

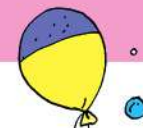
- Self talk - Observes pictures, views videos and relates peculiarities from one's own experiences



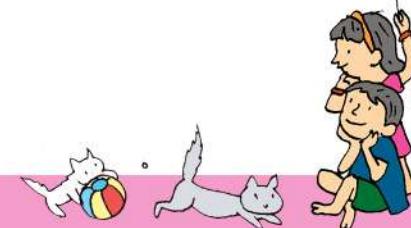


Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>Identifies and describes the characteristics of insects, butterflies, reptiles and their habitats</li></ul>	<ul style="list-style-type: none"><li>Nature walk (identifies the creatures seen, names them, tells their characteristics)</li><li>Picture reading</li><li>Identifies the names of useful insects</li></ul>	<ul style="list-style-type: none"><li>Nature walk-identifies insects, butterflies etc, describing their characteristics, identifying their habitats</li><li>Observes different creatures, tells their characteristics</li><li>Looks at pictures of insects/reptiles and tells about their habitat</li><li>Identifies useful insects and names them</li></ul>
<ul style="list-style-type: none"><li>Observes pictures and finds the odd one out, stating the reason</li></ul>	<ul style="list-style-type: none"><li>Picture cards (of birds, insects, butterflies, domestic animals, reptiles)</li></ul>	<ul style="list-style-type: none"><li>Differentiates birds, animals, insects, butterflies domestic animals and reptiles from picture cards</li></ul>
<ul style="list-style-type: none"><li>Talks convincingly about things connected with nature</li></ul>	<ul style="list-style-type: none"><li>Speaks from observation</li><li>Enacting role play/stories/songs, about insects or reptiles</li></ul>	<ul style="list-style-type: none"><li>Speaks from observation</li><li>Demonstrates a story or sings about insects reptiles</li></ul>
<ul style="list-style-type: none"><li>Describes the relationship between parts of an object and the complete object</li></ul>	<ul style="list-style-type: none"><li>Completes the picture (insects/reptiles)</li><li>Solves picture puzzles</li></ul>	<ul style="list-style-type: none"><li>Completes the picture (body parts)</li><li>Completes the picture puzzles</li><li>Completes the picture, adding the tail</li></ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Categorises insects/reptiles considering more than one of their characteristic features, on the basis of colour, shape, size, length</li></ul>	<ul style="list-style-type: none"><li>• Picture reading (different types of insects)</li><li>• Categorises on the basis of colour, size, length, etc.</li></ul>	<ul style="list-style-type: none"><li>• Mathematical games</li><li>• From a variety of pictures provided, able to guess the colour, shape, size of insects/reptiles, using previous related knowledge</li></ul>
<ul style="list-style-type: none"><li>• Able to appreciate and listen attentively to a variety of songs of insects, reptiles, etc. (Chorus, question and answer songs, story songs, conversations, etc)</li></ul>	<ul style="list-style-type: none"><li>• Story songs</li><li>• Listens to conversations (audio)</li></ul>	<ul style="list-style-type: none"><li>• Story songs</li><li>• Listens to conversations, question and answer songs, chorus, orally transmitted folk songs (audio)</li></ul>
<ul style="list-style-type: none"><li>• Collects and files pictures</li></ul>	<ul style="list-style-type: none"><li>• Collects and sticks pictures of reptiles, insects, etc.</li></ul>	<ul style="list-style-type: none"><li>• Categorises insects found inside and outside the house</li><li>• Collects and sticks pictures of reptiles, insects, etc.</li></ul>





## Theme 20 - Clothes

Period : December

(3+)

(4+)

### Ideas/Concepts

1. Different types of clothes
2. Clothes meant for elderly people, children, men and women
3. Uses of clothes to cover the body, to get protection from heat, cold, etc.

1. Different types of clothes
2. Clothes meant for older people, men, women, and children
3. Uses of clothes - to cover the body, to protect it from heat, cold, etc.
4. Clothes are of different materials (coarse, soft, thick)

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

- Able to cut, fold and stick paper, clothes, etc.

- Folding paper
- Tearing paper into large pieces
- Sticking the torn pieces
- Folding clothes

- Folds papers, clothes, etc.
- Tears paper into a number of pieces
- Sticks the torn pieces
- Folding one's own clothes

- Closely observes and co-ordinates routine activities

- Dressing and undressing
- Put on buttons

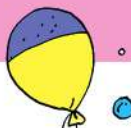
- Dress up, undress
- Put on buttons of shirt, unbuttons, zips up, etc.

- Able to describe, form inferences of dress of grown ups, children, looking at pictures. Able to detail and form inferences by looking at pictures of children and elderly people

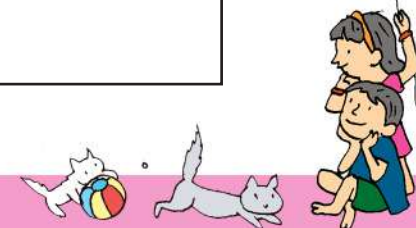
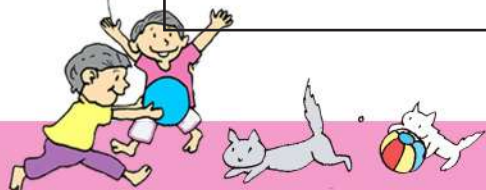
- Look at pictures and tell details
- Talk about one's favourite dress
- Talk about clothes worn at home

- Talks of contexts depicted in pictures connecting it with one's own experiences
- Talks in detail about a picture
- Connects heard descriptions with those seen in the picture
- Weaves a story connected with clothes
- Relation between clothes and celebrations





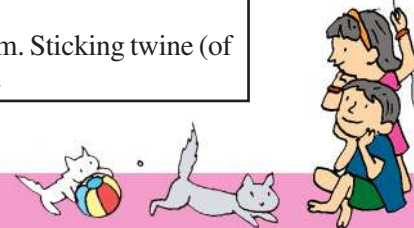
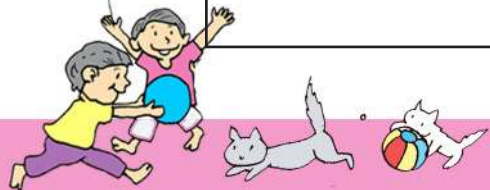
Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to observe and find out characteristics (special features) of clothes using the five senses. (colour, smell, softness, coarseness, design)</li> </ul>	<ul style="list-style-type: none"> <li>• Observes and tells the specialities of different types of cloth (group) (colour, softness, smell, design)</li> <li>• Differentiates between soft cloth and coarse cloth</li> </ul>	<ul style="list-style-type: none"> <li>• Observes and tells the specialities of different types of cloth (group) (colour, smell, softness, coarse, design)</li> <li>• Differentiates between soft clothes and coarse ones</li> </ul>
<ul style="list-style-type: none"> <li>• Observes picture/clothes and is able to find the odd one out from the group and states the reason</li> </ul>	<ul style="list-style-type: none"> <li>• Free communication about clothes</li> <li>• Finds out the dresses that are connected with each other (skirt, blouse, saree, churidhar/trousers/frocks, <i>mundu</i>, etc) (dresses worn by boys, those worn by girls)</li> </ul>	<ul style="list-style-type: none"> <li>• Free communication-clothes</li> <li>• Sorts/finds clothes that are connected</li> <li>• Finds the specialities of clothes and states their similarities and differences (colour, design etc.)</li> </ul>
<ul style="list-style-type: none"> <li>• Able to do activities, maintaining the habit of cleanliness</li> </ul>	<ul style="list-style-type: none"> <li>• Free communication-talks of own experience</li> <li>• Maintains the habit of cleanliness, interacts with other children (talks to children about cleanliness in dress)</li> </ul>	<ul style="list-style-type: none"> <li>• Free communication-talks of own experience.</li> <li>• Maintains cleanliness in dress</li> <li>• Short discussion with other children</li> <li>• Neat and tidy dress habits</li> <li>• Washing of clothes, drying, ironing of dresses, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Able to compare measures with non-standard (handy) scales like feet, stick, hand to elbow, spoon, match stick</li> </ul>	<ul style="list-style-type: none"> <li>• Ribbons of varying lengths are given to the children to measure cloth in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Ribbons of varying lengths and cloth are given to children and they are asked to measure them in different ways, making a guess of the measurements. It should be administered with the support of a story/using puppets, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Able to find out mathematical patterns in clothes and to appreciate aesthetic beauty</li> </ul>	<ul style="list-style-type: none"> <li>• Finds out patterns in dresses/clothes, etc.</li> <li>• Vegetable printing</li> </ul>	<ul style="list-style-type: none"> <li>• Finds out patterns in dresses/clothes</li> <li>• Vegetable printing</li> <li>• Finger printing</li> </ul>

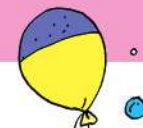






Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>Able to make observations, interpretations of clothes, with regard to time, season, and age of the wearer</li></ul>	<ul style="list-style-type: none"><li>Match the dress game. Matching the dress worn by people of different age?/ groups, game using pictures</li><li>Identifies the clothes worn in different seasons (video, pictures) monsoon clothes winter clothes, clothes for summer seasons (woollen clothes, cotton clothes, coats, etc.)</li><li>Why do we wear clothes? Discussion</li><li>Which is the best time to dry clothes? sharing of experiences</li><li>Summer seasons, rainy season</li></ul>	<ul style="list-style-type: none"><li>Match the dress game. Matching the dress worn by people of different ages/Game using pictures</li><li>Identifies the clothes worn in different seasons video/pictures Monsoon clothes Winter clothes Summer clothes (Woollen clothes, cotton clothes, coat etc.)</li><li>Which is the best time to dry clothes? sharing of experiences During the day (in the sun) rainy season (night)</li><li>Why do we dress up? Discussion.</li></ul>
<ul style="list-style-type: none"><li>Able to engage in discovery activities and present the inferences</li></ul>	<ul style="list-style-type: none"><li>Washing of clothes (water game)</li><li>Drying of clothes - observes the changes and speaks about them</li><li>Will it float, will it sink? (different types of cloth)</li></ul>	<ul style="list-style-type: none"><li>Activities related to washing of clothes - acting - tells the order of activity (the beginning the next activity-end)</li><li>Washing of clothes using detergent soap. (water game)</li><li>Drying of clothes-inside, out in the sun-speaks after observation</li><li>Will it sink? Will it float? Different types of cloth are used - speaks from observation</li></ul>
<ul style="list-style-type: none"><li>Able to act out the role of characters in stories, incidents, experiences, wearing costumes befitting the role</li></ul>	<ul style="list-style-type: none"><li>Role play - father, mother, brother, sister, etc.</li></ul>	<ul style="list-style-type: none"><li>Role play (father, mother, king, queen, costumes, Gandhiji)</li></ul>
<ul style="list-style-type: none"><li>Able to create different types of pictures, collage, using thread</li></ul>	<ul style="list-style-type: none"><li>Creating a thread picture (thread dipped in ink or colour pressed under paper and pulled from different side</li><li>Collage of cloth</li></ul>	<ul style="list-style-type: none"><li>Creating a thread picture. (thread dipped in ink or colour pressed under paper and pulled from different sides</li><li>Collage of clothes</li><li>Making pictures using gum. Sticking twine (of different colour) to these</li></ul>





## Theme 21 - Christmas

Period : December

(3+)

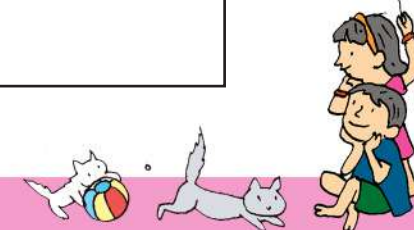
(4+)

### Ideas/Concepts

- Decorates houses, surroundings, schools as part of celebrations
- Each place has its own festivals

- Decorates houses, surroundings, schools as part of celebrations
- Each place has its own festivals

Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>Able to speak in different situations, to friends, grown ups, to a public audience - opinions, suggestions gathered from observation</li> </ul>	<ul style="list-style-type: none"> <li>Decorates the class room, cleaning activities, keeping a garden - able to voice opinions while engaged in group work (how, when, what preparations)</li> </ul>	<ul style="list-style-type: none"> <li>Gives opinions, observations, suggestions while decorating classrooms, or engaged in cleaning activities, or making a garden or doing group work</li> </ul>
<ul style="list-style-type: none"> <li>Able to work individually, in groups, in co-operation with elders, or take up a responsible role, in games, in making things connected with Christmas celebration</li> </ul>	<ul style="list-style-type: none"> <li>Group activities</li> <li>Group song</li> <li>Christmas celebrations</li> <li>Welcoming elders and others</li> </ul>	<ul style="list-style-type: none"> <li>Group activities</li> <li>Christmas celebrations</li> <li>Cleaning the classrooms</li> <li>Respecting elders, welcoming them</li> </ul>
<ul style="list-style-type: none"> <li>Familiar with a variety of food items (sadhya, biriyani, cake) prepared during festivals celebrations (Onam, Christmas, Ramzan) and to share them</li> </ul>	<ul style="list-style-type: none"> <li>Speaks of special food items</li> <li>Stories</li> <li>Pictures</li> <li>Sharing</li> <li>Imitation games</li> </ul>	<ul style="list-style-type: none"> <li>Speaks of special food items</li> <li>Speaks of experiences</li> <li>Shares food</li> </ul>
<ul style="list-style-type: none"> <li>Able to perform favourite items, listen to songs related to Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Listen to action songs, lullabies, film songs, (audio)</li> <li>Conduct programmes</li> </ul>	<ul style="list-style-type: none"> <li>Listen to variety of songs (audio)</li> <li>Conduct a variety of programmes</li> </ul>





## Theme 22 - Vehicles

Period : January

(3+)

(4+)

### Ideas/Concepts

- 1) There are different types of vehicles
- 2) Vehicles are used for travelling and transporting goods
- 3) There are vehicles which travel through land, water and air

- 1) There are different types of vehicles
- 2) Vehicles are used for travelling, and transporting goods
- 3) There are vehicles which travel through land, water and air
- 4) There are specified places to board the vehicles or to alight from them (bus stand, railway stations, boat jettys, air ports)

### Abilities

- Able to produce rhythmic sound and move organs freely

### Learning experiences (3+)

- Action song connected with vehicles
- Imitation of vehicle movements
- Boat song (game)
- Parking game
- Horse race
- Bus game

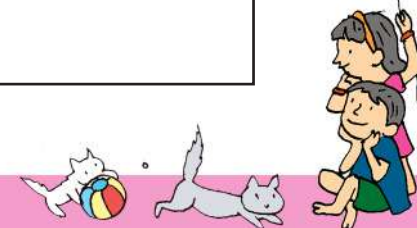
### Learning experiences (4+)

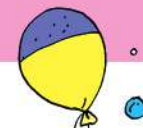
- Action song connected with vehicles
- Imitations of vehicle movements
- Boat song (game)
- Parking game
- Bus game

- Able to make a variety of models of vehicles, using paper and other things around us

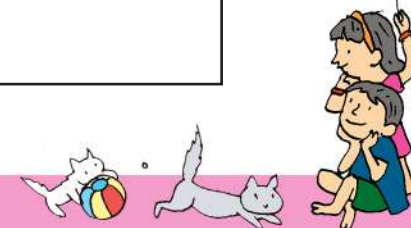
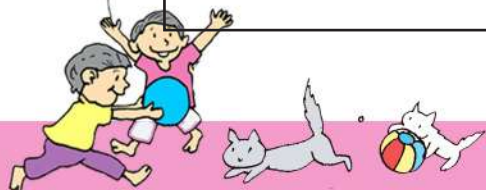
- Makes models of vehicles. Origami (boat)
- Makes match box vehicles
- Assembles parts of vehicles to make a vehicle

- Origami models (boat)
- Make vehicles using jackfruit tree leaves, coconut buds, splinters, paper boxes, etc.
- Making of match box vehicle
- Assemble parts to make a vehicle
- Game of making toys (boat is put in water-water games)
- Collage (vehicles)



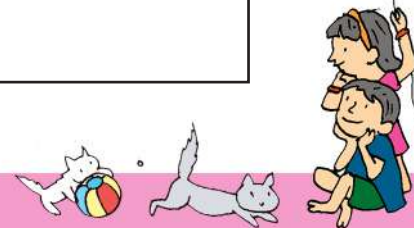


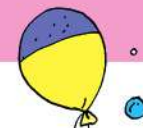
Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>Engages in pre writing activities</li></ul>	<ul style="list-style-type: none"><li>Arranges beads to picturise vehicles, names them</li><li>Draws vehicles using stencils</li><li>Adds colour to pictures</li></ul>	<ul style="list-style-type: none"><li>Joins dots and completes picture of vehicles</li><li>Makes cutouts of vehicles and adds colour to them</li><li>Completes the picture of vehicles</li><li>Draws the wheel of vehicles</li><li>Draws roads and adds colour</li><li>Draws railway lines and adds colour</li></ul>
<ul style="list-style-type: none"><li>Able to share with others information, stories, songs etc of vehicles, seen and heard</li></ul>	<ul style="list-style-type: none"><li>Free communication</li><li>Hears, makes, tells stories connected with vehicles</li><li>Looks at pictures and makes up stories</li><li>Vehicle songs (sings and acts)</li></ul>	<ul style="list-style-type: none"><li>Free communication (speaks of a travel experience)</li><li>Hears, makes, tells stories related to vehicles</li><li>Looks at pictures and completes the story</li><li>Performs vehicle songs</li><li>Travel experience regarding speed, halt, other experiences</li></ul>
<ul style="list-style-type: none"><li>Able to present details of vehicles by looking at toys, pictures, videos of vehicles, etc.</li></ul>	<ul style="list-style-type: none"><li>Makes a description of vehicle from videos, pictures</li><li>Steering wheel</li><li>Wheel/seat</li><li>Horn/bell</li><li>Driver (pictures of bus, car, lorry)</li><li>Similar discussions can be conducted on trains, ships, aeroplanes, etc.</li></ul>	<ul style="list-style-type: none"><li>Makes a description of each vehicle viewing videos, pictures</li><li>Steering wheel</li><li>Wheel/seat</li><li>Horn/bell</li><li>Driver (pictures of bus, car, lorry)</li><li>Similar discussions can be conducted on trains, ships, aeroplanes etc.</li><li>Connects the picture with the descriptions heard</li></ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to view pictures of vehicles, toys and pick the odd one out, stating reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the vehicles in the pictures (of land, sea, sky)</li> <li>• Finds the differences between vehicles and speaks about them</li> <li>• Selects a toy vehicle matching the picture</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the vehicles in the picture and categorises them (road, sea, sky)</li> <li>• Finds the differences between these vehicles and tells about them</li> <li>• Speaks, connecting the pictures and the mode of transport</li> </ul>
<ul style="list-style-type: none"> <li>• Acquires the ability to speak about different parts of the vehicle in mathematical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematical songs</li> <li>• Tells the number of wheels, viewing the vehicle/picture</li> <li>• Categorises as big - small</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematical songs</li> <li>• Tells the number of wheels, viewing the vehicle/picture</li> <li>• Categorises as big - small</li> <li>• Can take more passengers-less passengers, height, length</li> </ul>
<ul style="list-style-type: none"> <li>• Acquires the ability to read and listen to children's writings related to vehicles and integrates these in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to children's literature/stories and performs in variety of ways               <ul style="list-style-type: none"> <li>- Acting</li> <li>- Boasting game</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listens to children's literature/stories and performs in a variety of ways               <ul style="list-style-type: none"> <li>- Acting</li> <li>- Role play</li> <li>- Picturisation</li> <li>- Boasting game</li> <li>- Making up stories and telling them</li> </ul> </li> </ul>





## Theme 23 - My Village

Period - January

(3+)

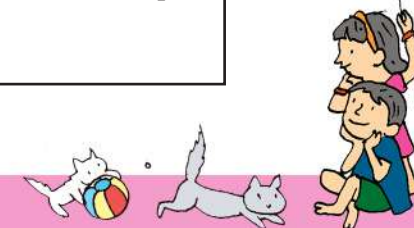
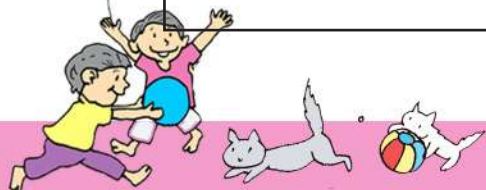
(4+)

### Ideas/Concepts


1. My house is surrounded by neighbouring houses, trees, living creatures, hills, rivers, etc.

1. My place has a name
2. My house is surrounded by neighbouring houses, trees, living creatures, hills, rivers, etc.
3. There are also houses, roads, shops and buildings

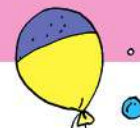
Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to draw pictures independently and add colour to them</li> </ul>	<ul style="list-style-type: none"> <li>• Draws a house and its surroundings and colours it</li> <li>• Views and talks about my village modelled on the clay tray, adds more details</li> <li>• Add colour to a picture of the village</li> </ul>	<ul style="list-style-type: none"> <li>• House, its surroundings are drawn with all features and colour added (streams, house, hills, trees etc.)</li> <li>• Facilitated by the teacher, model of my village is designed on the clay tray</li> <li>• Adds colour to the picture of the village</li> </ul>
<ul style="list-style-type: none"> <li>• Acquires the ability to listen, to speak and gather, and grasp details about My Village</li> </ul>	<ul style="list-style-type: none"> <li>• Sightseeing of the village, asks and talks about things seen (rivers, streams, trees, bridge, people, cultivation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Sight seeing of the village, asks and talks of things seen (rivers, streams, trees, bridge, people, cultivation, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>• Acquires the ability to present the details and findings from the pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Views the picture of the village and speaks of things that are attractive, connects the village picture with the things seen</li> </ul>	<ul style="list-style-type: none"> <li>• Views the pictures of the village and speaks about it</li> <li>• Asks questions connected with the picture</li> <li>• Speaks about a favourite thing - connects it with the things heard about the village</li> </ul>
<ul style="list-style-type: none"> <li>• Able to speak connecting travel experiences with incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Free talk - Travel</li> </ul>	<ul style="list-style-type: none"> <li>• Free talk - tour with teacher, students and parents</li> </ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>Acquires the ability to listen to children's literature/travelogues) and to integrate what is heard, through acting (dramatisation) role play and through pictures</li></ul>	<ul style="list-style-type: none"><li>Listens to the model reading of the teacher<ul style="list-style-type: none"><li>- Gives responses to questions</li><li>- Acts not</li><li>- Draws pictures</li></ul></li></ul>	<ul style="list-style-type: none"><li>Gives responses to questions on the content read not by the teacher<ul style="list-style-type: none"><li>- Acts not</li><li>- Picturisation-adds colour</li></ul></li><li>Role play</li></ul>
<ul style="list-style-type: none"><li>Listens to songs/stories/related to villages and to present self created stories about the village</li></ul> 	<ul style="list-style-type: none"><li>Listens to and tells stories related to 'My Village' (village-town etc.)</li><li>Grandmothers tell stories. Listens to grandma stories</li></ul>	<ul style="list-style-type: none"><li>Listens to stories/songs/related to 'my village'. Relates heard stories in own language, acting out the part that was liked most by the child. (village - town etc...)</li><li>Hears songs related to villages, group singing</li><li>Elders/grand mothers tell related stories about their childhood days, villages, etc.</li></ul>





## Theme 24 - Public Places

Period : January

(3+)

(4+)

### Ideas/Concepts

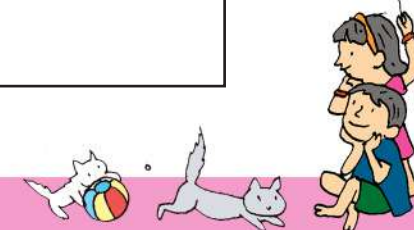
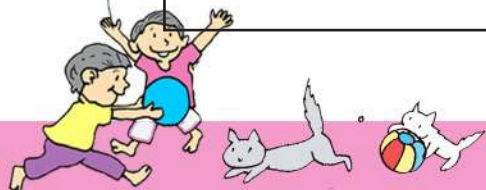
- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. There is a pre school and hospital in my town</li> <li>2. There are special markets to purchase fish, vegetables etc.</li> </ol> | <ol style="list-style-type: none"> <li>1. There are schools, preschools' banks, hospital etc. in my town</li> <li>2. There are markets to purchase fish, vegetables, grocery (rice), etc.</li> </ol> |
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### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

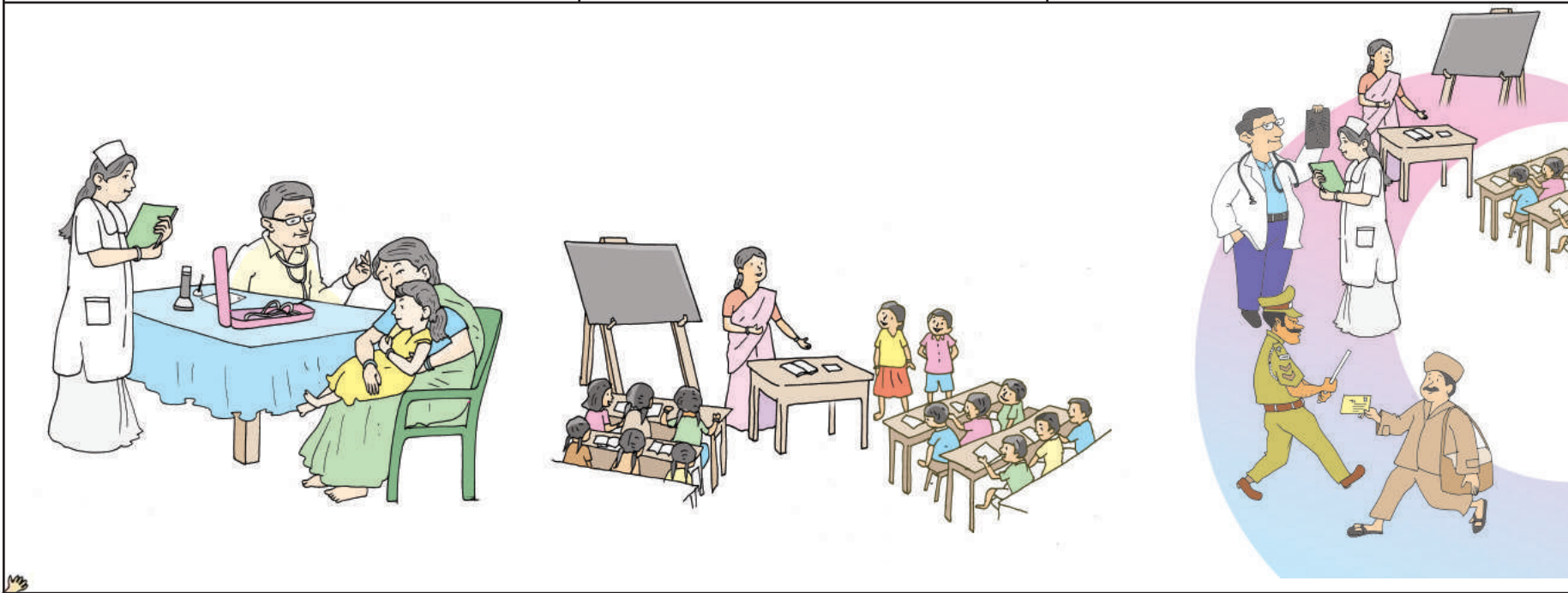
<ul style="list-style-type: none"> <li>• Able to share ideas about institutions that have been seen or heard and comprehended and conveys it to others without any loss</li> </ul>	<ul style="list-style-type: none"> <li>• Free speech</li> <li>• Tells about things that has been heard and seen. Tells about experience related to pre-school, hospital etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Free speech</li> <li>• Tell about things that has been seen and heard shares experience related to preschool, aganavadi, hospital, markets etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Able to perform details by looking at the video</li> </ul>	<ul style="list-style-type: none"> <li>• Looks at picture and tells</li> <li>• Tells about incidents seen in the video</li> </ul>	<ul style="list-style-type: none"> <li>• Tells about incidents in with details</li> <li>• Tells about incidents in the pictures</li> <li>• Describes the pictures with heard details, Connects pictures with heard details</li> <li>• Tells connecting with own experience</li> </ul>
<ul style="list-style-type: none"> <li>• Able to do puppet show, role play, characterisation (<i>chamanju kali</i>) making a comparison with others</li> </ul>	<ul style="list-style-type: none"> <li>• Role play of hospital, teacher, student, Police station (game)</li> <li>• Sees puppet show - tells what is seen</li> </ul>	<ul style="list-style-type: none"> <li>• Role play - of hospital, teacher, student, police station, Maveli store game</li> <li>• Sees the puppet show - tells what is seen - plays puppet</li> </ul>

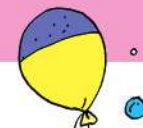






Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Visits nearby public institutions and shares experiences</li></ul>	<ul style="list-style-type: none"><li>• Visits some nearby public institutions and tells what is seen</li></ul>	<ul style="list-style-type: none"><li>• Visits the nearby public institutions and tells what is seen</li></ul>
<ul style="list-style-type: none"><li>• Acquires the ability to present ideas about area land and directions using mathematical language and symbols</li></ul>	<ul style="list-style-type: none"><li>• Talks about things arranged in big picture</li><li>• Telling the way from one's house to preschool</li><li>• Game of finding out the way</li><li>• Adds colour to pictures</li></ul>	<ul style="list-style-type: none"><li>• Arranges what is seen in a sand box</li><li>• Speaks about the way from home to preschool</li><li>• Tracing the way on a work sheet</li><li>• Adds colour to pictures</li></ul>





## Theme 25 - Arts: Local Festivals

Period : February

(3+)

(4+)

### Ideas/Concepts

1. There are different types of festivals celebrated in our town
2. Musical instruments are used in connection with the festivals

1. There are different types of art forms in our town
2. These art forms require a variety of costumes
3. Different kinds of festivals are celebrated in our home town
4. There are musical instruments connected with these festivals
5. Procession of elephants, decorated umbrellas, fireworks, boat race, etc., take place in connection with these festivals

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

- Able to perform art forms, sing songs with rhythm and proper tune

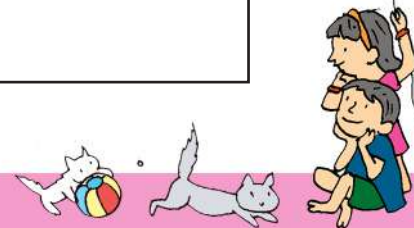
- Action song-elephants lineup in the temple courtyard *Ampalamuttathana nirannu...*
- Presents the pomp and sound of festivals
- Speaks of musical instruments as seen in the picture
- Listens to sound made by rhythmically striking with a stick on different objects
- Produces the sound of musical instruments

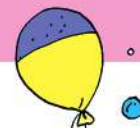
- Action song in the rhythm of folk songs with music
- Sings and plays, take steps in a rhythmic way along with the music
- Boat race song; Drum song; Festival song
- Song accompanied by percussion beats
- Pomp of festivity
- Discussion on musical instruments (picture)
- Clapping hands rhythmically
- Produces sound from musical instruments
- Listens to sounds heard on striking with a stick on different objects, and talks about them
- Listens to music from jalatharangam (vessels filled with water)



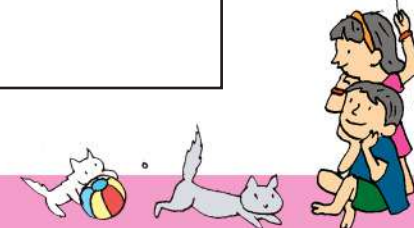
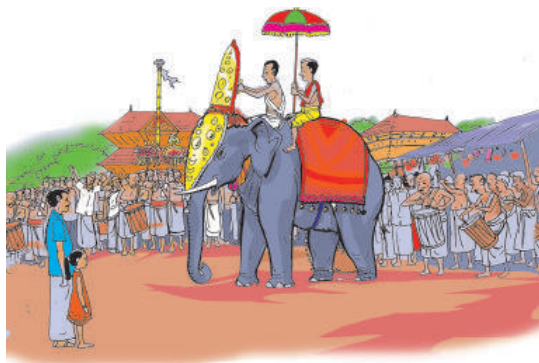


Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>Observes the picture of musical instruments, local art forms and speak comprehensively about musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>Views videos, pictures and talks about them</li> <li>Says the names of some musical instruments</li> <li>Adds colour to pictures</li> </ul>	<ul style="list-style-type: none"> <li>Talks about what is seen in videos or pictures relating it with own experiences</li> <li>Adds colour to the pictures</li> </ul>
<ul style="list-style-type: none"> <li>Shares experiences related to festivals in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Free/self talk</li> </ul>	<ul style="list-style-type: none"> <li>Free talk</li> </ul>
<ul style="list-style-type: none"> <li>Perform songs and other art forms with self confidence</li> </ul>	<ul style="list-style-type: none"> <li>Presents art programmes during various occasions like children's conventions, PTA school assembly, annual day celebration etc. in groups or individually</li> </ul>	<ul style="list-style-type: none"> <li>Presents art programmes during various occasions like class conventions, children's school conventions, PTA school assembly, annual day celebration etc. in groups or individually</li> </ul>
<ul style="list-style-type: none"> <li>Able to appreciate simple picture books, read out and answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Reads picture books, narrates what one has read</li> </ul>	<ul style="list-style-type: none"> <li>Reads the picture books, tells about the picture seen, makes up stories and songs from pictures</li> </ul>
<ul style="list-style-type: none"> <li>Able to make musical instruments, appreciate them, and to handle them individually and in groups</li> </ul>	<ul style="list-style-type: none"> <li>Makes toy drum with bottle caps, match-boxes, water bottles, etc. and sing songs to the accompaniment of the same</li> </ul>	<ul style="list-style-type: none"> <li>Makes toy drum musical instruments using bottle caps, match boxes, water bottles, etc. and sing songs to the accompaniment of the same</li> </ul>
<ul style="list-style-type: none"> <li>Listens and appreciates stories, songs etc.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to and talks stories with the help of audio and video</li> </ul>	<ul style="list-style-type: none"> <li>Listens to stories with the help of audio visual aids and then performs them in one's own words</li> </ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>Acquires the ability to count to 8 and speaks connecting objects with digits</li> </ul>	<ul style="list-style-type: none"> <li>Game of festival market, toy stall</li> </ul>	<ul style="list-style-type: none"> <li>Toys of birds, vehicles to be bought with paper currencies. Matches with number objects and pictures</li> </ul> <div style="text-align: center;"> <div style="display: inline-block; border: 1px solid black; padding: 2px 10px;">3</div> <div style="display: inline-block; border: 1px solid black; padding: 2px 10px; margin-left: 20px;">● ● ●</div> </div> <ul style="list-style-type: none"> <li>How many burst balloons?</li> <li>How many members? – game</li> </ul>
<ul style="list-style-type: none"> <li>Collects and sticks pictures of festivals, art forms, musical instruments and makes a picture album</li> </ul>	<ul style="list-style-type: none"> <li>Collects pictures, sticks them to charts and tell what they are</li> </ul>	<ul style="list-style-type: none"> <li>Collects pictures by various means, sticks them to charts and makes an album</li> </ul>
<ul style="list-style-type: none"> <li>Able to observe and appreciate different art forms, sing songs, form steps and dance rhythmically</li> </ul>	<ul style="list-style-type: none"> <li>Observes pictures, videos and tells about what is seen</li> <li>Sees and listens to audios and videos and dances with rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Observes pictures, listens to audios and tells what is seen</li> <li>Sees and listens to audio/video and dances with rhythm</li> </ul>





## Theme 26 - The Sky

Period : February

(3+)

(4+)

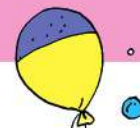
### Ideas Concepts

1. The sun, moon, stars, clouds etc. are seen in the sky
2. Sun is seen during the day, the moon and the stars at night time
3. When the sun rises, there is light

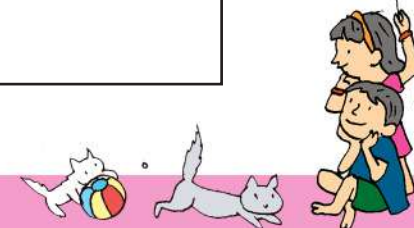
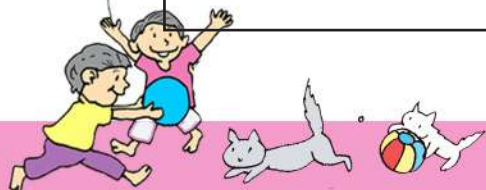
1. The sun, moon, stars clouds, etc. are seen in the sky
2. Sun is seen in the day, the moon and the stars at night
3. When the sun rises, there is light, when the sun sets, it becomes dark

Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to draw and give colour to pictures of sky (using crayons, sketch pens, water colour)</li> </ul>	<ul style="list-style-type: none"> <li>• Adds colour to pictures using crayons, sketch pens, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to draw and give colour to pictures using crayons, pen, water colour, paper cloth pieces, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Able to tell about events ... happen, and to picturise them</li> </ul>	<ul style="list-style-type: none"> <li>• Independent speech - (day sky, night sky)</li> </ul>	<ul style="list-style-type: none"> <li>• Independent talk (sky during the day and at night)</li> <li>• Picturization</li> </ul>
<ul style="list-style-type: none"> <li>• Able to tell about things related to nature.</li> <li>• Able to tell others things about nature from one's own experience</li> </ul>	<ul style="list-style-type: none"> <li>• Experiences and speaks about day and night</li> </ul>	<ul style="list-style-type: none"> <li>• Observes and tells</li> <li>• Learns from experience</li> <li>• Presents stories/songs (morning - noon-night-sun-light-heat-sunshine)</li> </ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to observe and interpret on the basis of time, season, age, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Night-Day game (morning, noon, night)</li> <li>• Stories, songs (yesterday, today, tomorrow, old-new)</li> </ul>	<ul style="list-style-type: none"> <li>• Night-Day game (morning, noon, evening, dusk, night, dawn)</li> <li>• Stories/songs (yesterday, today, tomorrow, old-new)</li> <li>• Sings familiar songs individually and in groups, rhythmically</li> </ul>
<ul style="list-style-type: none"> <li>• Able to sing rhythmically familiar songs related to the sky</li> </ul>	<ul style="list-style-type: none"> <li>• Sings individually and in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Sings individually and in groups</li> </ul>
<ul style="list-style-type: none"> <li>• Able to share convincingly with others one's own thoughts, emotions, imagination etc. (with friends, and elders)</li> </ul>	<ul style="list-style-type: none"> <li>• Draws and adds colours to pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and tells imaginative stories</li> <li>• Expresses appropriate emotions (happiness, sadness)</li> <li>• Looks clouds in the sky and speaks about them</li> <li>• Drawing and colouring</li> </ul>





## Theme 27 - Games, Entertainments

Period : February

(3+)

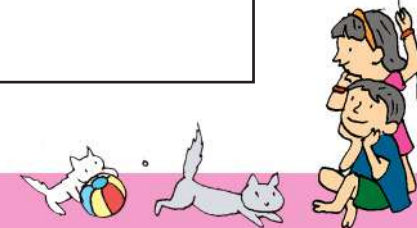
(4+)

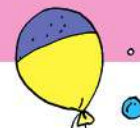
### Ideas/Concepts

1. There are different kinds of games
2. Games can be played with or without toys

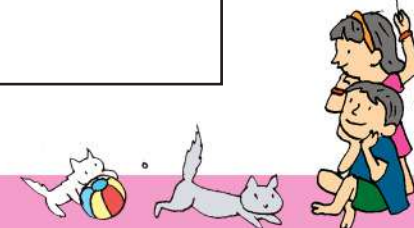
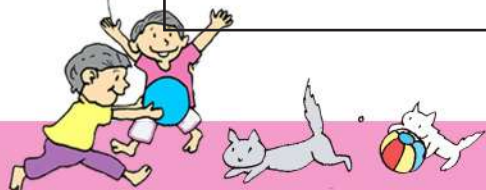
1. There are different kinds of games
2. Toys are of different kinds - they can be bought or made
3. Games can be played with or without toys
4. There are certain guidelines to be followed in games. There are games which can be played in pairs or in groups

Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to perform free and controlled simple activities making use of almost all muscles of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Blowing of paper, milkweed leaf, balloon (planned games)</li> </ul>	<ul style="list-style-type: none"> <li>• Blowing out candles (planned games)</li> </ul>
<ul style="list-style-type: none"> <li>• Able to involve in constructive activities using available materials</li> </ul>	<ul style="list-style-type: none"> <li>• Construction using wood pieces, building blocks, matchbox, cardboard box</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing small toys-baby coconut cart and matchbox cart</li> <li>• Making various shapes from paper, clay, sticks, thread, flowers, beads, seeds, maida, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Able to make use of the parts of the body by crawling, bowing, expanding kneeling and changing sides as required</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling and actions to promote physical activities like crawling, bowing</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling and expressions to promote physical activities like crawling, bowing and walking on one's knees</li> </ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>• Able to accept and appreciate the talents and good deeds of others</li></ul>	<ul style="list-style-type: none"><li>• Participation in pre school physical activities</li></ul>	<ul style="list-style-type: none"><li>• Applauding and encouraging on the completion of song/story/construction activities</li></ul>
<ul style="list-style-type: none"><li>• Able to solve problems softly without losing presence of mind in adverse situations</li></ul>	<ul style="list-style-type: none"><li>• Group games</li></ul>	<ul style="list-style-type: none"><li>• Group activities</li><li>• Group games</li><li>• Sharing toys, seats, waiting for one's turn</li></ul>
<ul style="list-style-type: none"><li>• Able to make musical instruments, toys</li></ul>	<ul style="list-style-type: none"><li>• Matchbox jingles (<i>Theepetti kilukku</i>)</li><li>• Matchbox doll (<i>Theepetti pava</i>)</li></ul>	<ul style="list-style-type: none"><li>• A wind instrument made of coconut leaves (<i>Olapeepi</i>) Leaf Blower</li><li>• Coconut bud cart (<i>Machinga vandi</i>)</li><li>• Making different toys</li></ul>
<ul style="list-style-type: none"><li>• Able to narrate details of video/picture</li></ul>	<ul style="list-style-type: none"><li>• Identifies the names of games in video/pictures</li><li>• Identifies/collects different entertainment/games</li><li>• Doll decoration</li></ul>	<ul style="list-style-type: none"><li>• Identifies games on video/pictures (e.g. football, cricket)</li><li>• Talks about favourite games</li><li>• Identifies different games/entertainments e.g. playing in water</li><li>• Decorating the doll</li></ul>
<ul style="list-style-type: none"><li>• Able to use mathematical language to talk about and identify players position and position of instruments</li></ul>	<ul style="list-style-type: none"><li>• Participates in independent games</li><li>• Picture reading</li></ul>	<ul style="list-style-type: none"><li>• Playing independent games by observing guidelines</li><li>• Giving instructions using mathematical language (near, far, back, front, first, last)</li><li>• Picture reading - identifies position of ball and player</li></ul>







## Theme 28 - Radio, TV, Phone

Period : March

(3+)

(4+)

### Ideas/Concepts

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. There are different ways to get news</li> <li>2. Phone is used to disseminate information</li> <li>3. TV is used to get news and to enjoy entertainment programmes</li> <li>4. Radio and Mobile phone are used to listen to news and to follow programmes</li> <li>5. We read news in the newspaper</li> </ol> | <ol style="list-style-type: none"> <li>1. There are different ways to get news</li> <li>2. Phone is used to disseminate information</li> <li>3. TV is used to get news and to enjoy entertainment programmes.</li> <li>4. Radio and mobile phone are used to listen to news and to follow entertainment programmes</li> <li>5. We read news in the newspaper</li> <li>6. There are media like computer, internet etc.</li> </ol> |
|--|--|

### Abilities

### Learning experiences (3+)

### Learning experiences (4+)

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Able to present details of news from the pictures in newspapers</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Narration based on pictures</li> </ul>   | <ul style="list-style-type: none"> <li>• Speaks on the incidents in pictures</li> <li>• Explains the picture in detail</li> <li>• Connects the picture and the explanation</li> </ul>                           |
| <ul style="list-style-type: none"> <li>• Able to enjoy and listen to different songs and conversations. Able to reproduce the favourite ones</li> </ul> | <ul style="list-style-type: none"> <li>• Radio/Phone/TV/Mobile phone (Story songs, conversation songs)</li> <li>• Lullaby, singing film songs.</li> </ul> | <ul style="list-style-type: none"> <li>• Listens to Radio/TV (Story songs, conversation songs, question answers songs, group song, vocal songs)</li> <li>• Performs and presents Radio/TV programmes</li> </ul> |





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"><li>Able to present details of news media/pictures</li></ul>	<ul style="list-style-type: none"><li>Presentation of TV/radio programmes</li><li>Identification of TV, radio, Phone, newspapers based on picture</li><li>Independent talk - sharing experience of TV, radio, Phone</li><li>Speaks about favourite media</li></ul>	<ul style="list-style-type: none"><li>Independent talk - on the experiences based on media (TV, radio, phone)</li><li>Explanation of a picture</li><li>Connecting verbal explanation and picture (TV, radio, computer, internet)</li><li>Game - News exchange</li></ul>





## Theme 29 - Water, River, Sea

Period : March

(3+)

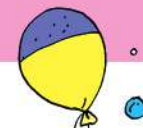
(4+)

### Ideas/Concepts

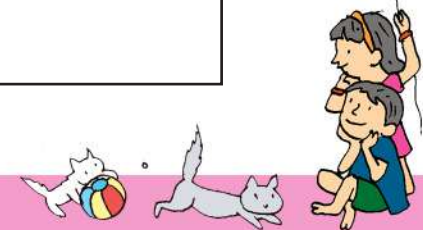
- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. We get water from rain</li> <li>2. There are things that float or sink in water</li> <li>3. Water is used for drinking, bathing, cooking and other daily needs</li> <li>4. Every member of the family has his/her own responsibilities and duties</li> </ol> | <ol style="list-style-type: none"> <li>1. The main source of water is rain</li> <li>2. There are things that dissolve and do not dissolve in water</li> <li>3. There are things that float on water or sink in water</li> <li>4. Water is used for drinking, bathing, cooking and other daily chores</li> <li>5. Every member of the family has his/her own responsibilities and duties</li> <li>6. There are various sources of water (river, sea etc.)</li> </ol> |
|--|---|

Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to perform simple independent and guided activities using most of the muscles of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Independent games on the spot</li> </ul>	<ul style="list-style-type: none"> <li>• Planned games, on the spot games</li> </ul>
<ul style="list-style-type: none"> <li>• Able to bring out ideas observing nature (nature, things, pictures) Pre-reading</li> </ul>	<ul style="list-style-type: none"> <li>• Nature reading</li> <li>• Speaking about pictures (river, sea, water etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Picture reading, nature reading</li> <li>• Talks about pictures - talks about the use of water</li> </ul>
<ul style="list-style-type: none"> <li>• Able to connect and speak about different incidents, personal experiences, special situations in relation to water</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of playing in water, bathing in water, drinking ice water, eating ice etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about incidents of playing in water, bathing, drinking ice water, eating ice etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Able to compare measurements using non-standard units</li> </ul>	<ul style="list-style-type: none"> <li>• Water filling game</li> </ul>	<ul style="list-style-type: none"> <li>• Activities using non-standard measuring units               <ul style="list-style-type: none"> <li>- How many glasses of water in a cup?</li> <li>- How much water in a bottle?</li> <li>- Which contain more? Involves in such simple activities</li> </ul> </li> </ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to listen carefully and enjoy songs, stories (group songs, vocal question answer songs, story songs, conversations) related to water, river, sea etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to story songs, conversation songs (audio)</li> <li>• Listen to narrate stories</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to story songs, conversation songs, group songs, vocal (audio)</li> <li>• Listening to stories - narrating stories -construction</li> </ul>
<ul style="list-style-type: none"> <li>• Able to involve in water games</li> </ul>	<ul style="list-style-type: none"> <li>• Games using paper boat, bottle cap, lid of a vessel, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Involving in water games using different items</li> </ul>
<ul style="list-style-type: none"> <li>• Able to involve and participate in identification games</li> </ul>	<ul style="list-style-type: none"> <li>• Little micro experiments with water - Hot - Cold</li> </ul>	<ul style="list-style-type: none"> <li>• Micro experiments with water               <ul style="list-style-type: none"> <li>- Hot - cold</li> <li>- Makes rainbow (place a mirror in water facing the sunlight)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Able to listen and enjoy stories related to water</li> </ul>	<ul style="list-style-type: none"> <li>• Narration and listening to stories related to water</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to, narration, and creation of stories related to water               <ul style="list-style-type: none"> <li>- Conversation</li> <li>- Make up another story</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Able to involve in pre-writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing a raindrop</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing a raindrop</li> <li>• Drawing clouds</li> </ul>
<ul style="list-style-type: none"> <li>• Pre-reading - Able to listen to children's literature related to water and able to present them in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories. Presents in different ways               <ul style="list-style-type: none"> <li>- Acting</li> <li>- Drawing</li> <li>- Conversation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listening to story, Presentation in different ways               <ul style="list-style-type: none"> <li>- Acting</li> <li>- Drawing</li> <li>- Role play</li> <li>- Conversation</li> <li>- Making another story</li> </ul> </li> </ul>





## Theme 30 - Trees, Forests

Period : March

(3+)

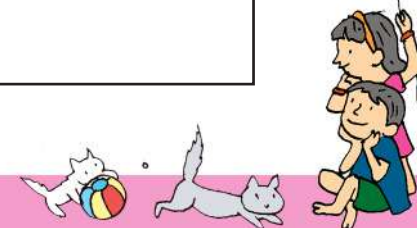
(4+)

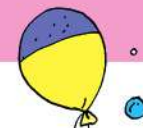
### Ideas/Concepts

1. There are trees which we plant and those that grow on their own
2. We get fruits like mango, jackfruit, guava, gooseberry, from trees
3. Wood of trees is used to construct houses and furniture

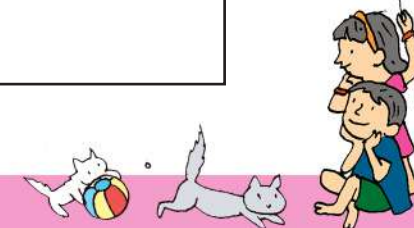
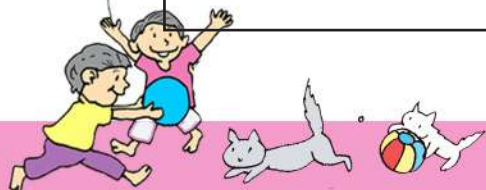
1. There are trees which we plant and those that grow on their own
2. We get fruits like mango, jack fruit, guava and gooseberry, from trees
3. Wood of trees is used to build houses and make furniture
4. Wood is used to burn/cook
5. We should protect trees and forests

Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to draw and paint pictures of forest / trees (crayon, sketch pen, water colour)</li> </ul>	<ul style="list-style-type: none"> <li>• Paints pictures using crayons</li> <li>• Printing (finger, vegetables sticks)</li> </ul>	<ul style="list-style-type: none"> <li>• Painting pictures using crayons</li> <li>• Printing (Fingers, vegetables, sticks, leaf, rolled paper)</li> <li>• Drawing and painting pictures using crayons, pen, water colour)</li> </ul>
<ul style="list-style-type: none"> <li>• Able to listen to stories, incidents, experiences, songs related to forest/trees</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to stories</li> <li>• Listening to songs</li> <li>• Free narration</li> <li>• Trees at home</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to stories - reproduce heard stories, story making</li> <li>• Independent narration - share personal experience of trees at home</li> <li>• Listening to songs - singing - making/producing</li> </ul>



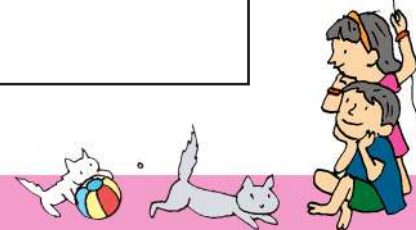


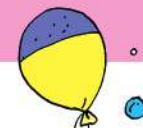
Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to share learned experiences, description about forest/trees with others without loss of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about heard and seen things</li> <li>• The tree I saw a brief description</li> </ul>	<ul style="list-style-type: none"> <li>• Narrates incidents in proper order</li> <li>• The tree I saw - describe in detail</li> </ul>
<ul style="list-style-type: none"> <li>• Able to identify mathematical patterns related to tree/forest and use them aesthetically</li> </ul>	<ul style="list-style-type: none"> <li>• Colours of fruits on trees</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at picture, speaks about it</li> <li>• Talks about favourite trees</li> <li>• Draws appropriate fruit on the tree (picture)</li> <li>• Connects to a picture based on description</li> <li>• Makes up stories about trees/forest</li> </ul>
<ul style="list-style-type: none"> <li>• Able to observe and identify shapes related to trees</li> </ul>	<ul style="list-style-type: none"> <li>• Make up stories based on forest/trees</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and draws shapes of wooden pieces (round, square, circle)</li> </ul>
<ul style="list-style-type: none"> <li>• Able to care for and nurture trees and forest</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies shapes from wooden pieces (round, square, collection)</li> <li>• Nature trekking</li> <li>• Forest camp</li> <li>• Tree - Collage</li> <li>• Collection of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Video</li> <li>• Trekking</li> <li>• Visiting forest - a video</li> <li>• Sees pictures, listens to songs and watches puppet shows that show the relation between trees and animals, tells the story.</li> <li>• Role play presentation</li> <li>• Tree - Collage</li> <li>• Collects pictures and makes an album</li> </ul>



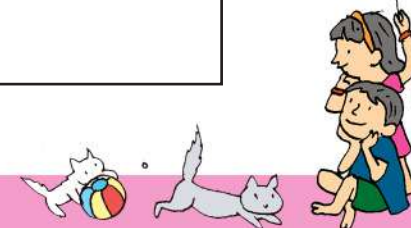
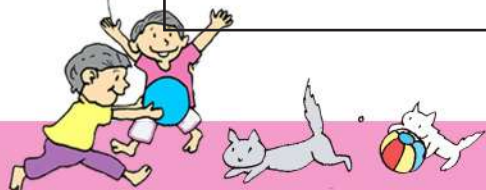


Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to present stories, songs, incidents related to animals and birds expressively (voice modulation, expressions, gesture, tone, rhythm, movement)</li> </ul>	<ul style="list-style-type: none"> <li>• Action song singing</li> <li>• Story telling</li> <li>• Guess the story looking at a picture</li> <li>• Speaks about the arrangement in the sand box</li> <li>• Nature trekking</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks about the steps of the game</li> <li>• Rearranges incidents in stories</li> <li>• Detailed explanation of incidents</li> <li>• Explanation based on big picture</li> </ul>
<ul style="list-style-type: none"> <li>• Able to present details and findings based on the pictures of objects and incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Asking about animals and birds to teacher and friends</li> <li>• Speaking about a picture</li> <li>• Speaking on favourite things - puppet show</li> <li>• Speaking about a chart/picture</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the incidents in a picture</li> <li>• Detailed explanation of a picture</li> <li>• Connecting picture and description</li> <li>• Create stories</li> <li>• Puppet making, puppet show</li> <li>• Guess and speak on chart picture</li> <li>• Complete the story</li> </ul>
<ul style="list-style-type: none"> <li>• Able to involve in activities that provide happiness to others by analyzing stories and incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing circumstances e.g. (elder brother/sister, younger brother/sister-quarrel for toy)</li> <li>• Story telling, listening</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing circumstances</li> <li>• Listening to story, story making</li> <li>• React to videos</li> <li>• Analyse stories (e.g. the story of the crow and the fox) Was it right on the part of the fox to snatch the bread?</li> </ul>
<ul style="list-style-type: none"> <li>• Able to imitate sounds of living things using the five senses</li> </ul>	<ul style="list-style-type: none"> <li>• Identification game (Sound of a crow, sound of a cough)</li> </ul>	<ul style="list-style-type: none"> <li>• Identification game (sound of a crow, sound of a cough)</li> </ul>
<ul style="list-style-type: none"> <li>• Able to ask rational questions on animals / birds (Why cannot a cat fly?)</li> </ul>	<ul style="list-style-type: none"> <li>• Question - Answer - song about things around Eg:- Why why and why?</li> </ul>	<ul style="list-style-type: none"> <li>• Singing question-answer songs on things around</li> <li>• Puzzles on animals and birds</li> </ul>





Abilities	Learning experiences (3+)	Learning experiences (4+)
<ul style="list-style-type: none"> <li>• Able to explain the relation between parts of an object and the whole</li> </ul>	<ul style="list-style-type: none"> <li>• Trekking (identify living things, speak about their special features)</li> <li>• Picture reading</li> </ul>	<ul style="list-style-type: none"> <li>• Trekking (Identify /special features / habitat of insects, butterflies, animals and birds)</li> <li>• Watch the living animals</li> </ul>
<ul style="list-style-type: none"> <li>• Able to differentiate things based on colour, shape, size, weight, length, width</li> <li>• Able to protect, nurture, and care for plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Trekking</li> <li>• Sharing experience</li> </ul>	<ul style="list-style-type: none"> <li>• Trekking</li> <li>• Sharing experience</li> <li>• Speaks on the changes in nature</li> </ul>
<ul style="list-style-type: none"> <li>• Able to listen to and enjoy different songs (group songs, folk tunes, question answers songs, story songs, conversations)</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and speak</li> <li>• Learning from experience</li> <li>• Sing/talk about stories, songs related nature (day, night) Day - Sun Night - Moon, stars</li> </ul>	<ul style="list-style-type: none"> <li>• Observes and speaks</li> <li>• Learning from experience</li> <li>• Presenting story songs (morning - noon - night) Sun - Sunlight, Hot - Sunlight, Moon - star</li> </ul>
<ul style="list-style-type: none"> <li>• Able to enjoy nature and to express creativity through pictures and paintings</li> </ul>	<ul style="list-style-type: none"> <li>• Complete pictures (flower, home)</li> <li>• Picture puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Picture completion (flower, vehicles, parts of body, patterns)</li> <li>• Completion of picture puzzles</li> </ul>







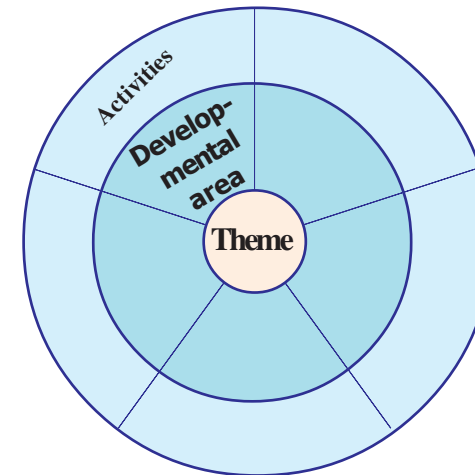
# Theme - Planning

## Theme planning - What? Why? How?

Theme planning refers to the arrangement around a theme of various activities that a pre-school child needs to engage in during a specific period of time for the attainment of the skills required in various domains of development. The activities should be selected keeping in mind the child's previous experience, level of development, interests, etc. Theme planning is helpful when it is connected with the activities of the children of age group 3 to 4. The child's point of view should be considered when selecting a theme and a sub theme.

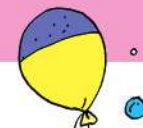
The next step is considering the different development domains involved in the theme. The ideas connected with the theme/sub theme, the learning experiences associated with the specified ideas could then be decided upon.

The first step is to make a total planner in the model of a spider's web, assigning five developmental domains for each theme.



While formulating the theme, developmental domains, indications for activities, the skills, ideas connected with the theme should also be considered as in the figure given.

In theme planning, our attempt is to develop the skill pertaining to each development domains in a child friendly manner. Thus, a child will be able to imbibe ideas while pursuing appropriate game activities.



## To be included while planning theme

- Titles of themes/sub themes
- Skills
- Concepts/ideas to be developed
- Child activities assigned to each developmental domain.
- Expected time
- Details of outcomes of learning activities
- Possibility of adaptation
- ICT applications
- Evaluation indicators

## Logic of theme arrangement

In pre-school, 30 themes are considered. Out of these 26 are main themes, and 4 are sub themes. Celebration of days has been mainly considered as a sub theme. The essential activities which the child has to engage in as part of celebration of days are to be considered and these must be fulfilled in the span of a day or two. For a three year old novice to a pre school, one should arrange 'ice breaking' and 'voluntary' sessions in a convenient manner. As such activities need to be organised in the first few days of the month of June, only two themes have been scheduled for June in the year planner.

For acquiring skills in different development domains, appropriate themes should be selected and learning activities through games should be arranged by the teacher. In this context, the teacher can decide on appropriate themes/

sub themes keeping in view the childrens' familiar surroundings, local specialities etc.

Similar themes have been clustered. One such cluster can be done each month. However, each theme should be dealt with separately.

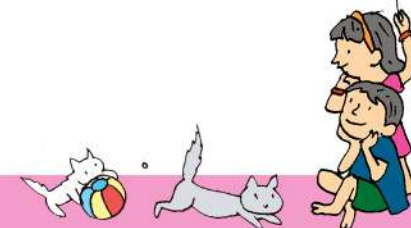
A complete plan of progress in the five development domains should be done in the form of a web for each theme.

In formulating the theme, the development domains, activity indicators, the skills and concepts of each theme should be considered as given in the figure. The main objective of theme planning is to ensure that the development of skills in specified areas is in a child friendly manner.

## Practical experiment

A few themes and the developing skills to be developed around these themes were tried out in select preschools as a try out experience. The themes on vegetables and birds, were the ones selected. The reflection of the teachers who took experimental classes and the report of the team assigned for observation have been included in this chapter in continuation of the lesson plan.

The 'try outs' which were successful once need not necessarily be successful all the time. The teacher can make necessary changes considering the level of the child and the circumstances.





## Theme : Vegetables

(3+)

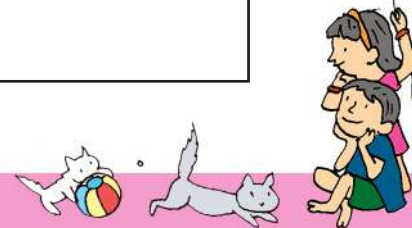
(4+)

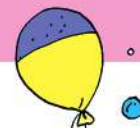
### Ideas/Concepts

1. There are different kinds of vegetables
2. They differ in size and colour
3. Vegetables can be consumed either raw or cooked

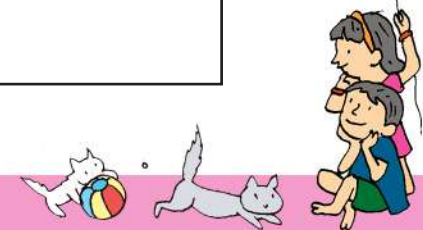
1. Different kinds of vegetables are cultivated
2. Vegetables can be cultivated in homes
3. Vegetables can be consumed raw or cooked
4. They differ in size and colour
5. Vegetables grow on plants and creepers
6. Vegetables should be part of our diet

Abilities	Learning experiences (3+)	Learning experience (4+)
<ul style="list-style-type: none"> <li>• Able to do simple activities, both free and guided</li> </ul>	<ul style="list-style-type: none"> <li>• Fruit and vegetable game</li> <li>• Game in the pond/on the bank (fruit inside, vegetable outside)</li> </ul>	<ul style="list-style-type: none"> <li>• Fruit and vegetable game</li> <li>• In the pond/on the bank (fruit inside, vegetable outside)</li> </ul>
<ul style="list-style-type: none"> <li>• Able to do activities coordinating fine muscles</li> </ul>	<ul style="list-style-type: none"> <li>• Add colour to pictures of fruits, vegetables, using crayons</li> <li>• Draws pictures for cutouts and add colour to them</li> <li>• Pastes pictures of vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Add colour to pictures using palm leaf sticks, coconut splinters crayons, chalk, slate pencil etc.</li> <li>• Draws pictures and adds appropriate colours to them</li> <li>• Cuts pictures of vegetables using scissors and pastes them</li> <li>• Finger puppets</li> </ul>
<ul style="list-style-type: none"> <li>• Able to involve in activities with cooking utensils</li> </ul>	<ul style="list-style-type: none"> <li>• Children slice vegetables with the help of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Slice vegetables with a knife, with the help of the teacher, makes a salad and distributes it</li> <li>• Engage in activities with cooking utensils</li> </ul>



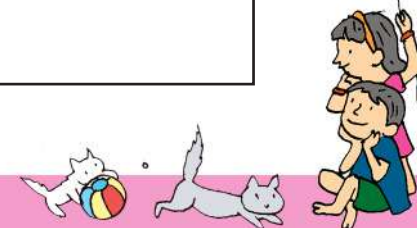


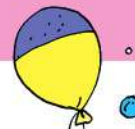
Abilities	Learning experiences (3+)	Learning experience (4+)
<ul style="list-style-type: none"> <li>• Shares what one has grasped without much loss of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about vegetables cultivated at home</li> <li>• Finds and tells (colour, size and taste)</li> <li>• Pictures reading related to vegetables</li> <li>• Listens to stories and tells stories</li> <li>• Sings songs</li> <li>• Telling tall tales of vegetables (boasting game)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk freely about vegetables used and cultivated at home</li> <li>• Find and tell game (shape, colour, taste, smell, plant)</li> <li>• Picture reading</li> <li>• Listens to stories-make up stories, narrate stories</li> <li>• Listens to songs-make up songs, and sing them.</li> <li>• Finger puppets</li> <li>• Telling tall tales of the characteristics and uses of vegetables (boasting game)</li> </ul>
<ul style="list-style-type: none"> <li>• Able to engage in find and tell activities, able to form conclusions, and present them</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Simple experiments-sink or float</li> <li>• Talk about the special features of vegetables</li> </ul>
<ul style="list-style-type: none"> <li>• Compares objects and speaks, using mathematical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Sorts big and small ones from a group of vegetables and speaks about them</li> <li>• Adds colours to distinguish small and large vegetables</li> <li>• Counts and tells looking at the vegetables and pictures of vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Sorts the large and small vegetables, puts into groups</li> <li>• Circles the large and small vegetables in a list.</li> <li>• Counts from 1-5</li> <li>• Sings mathematical songs, tells the count from such songs</li> </ul>





Abilities	Learning experiences (3+)	Learning experience (4+)
<ul style="list-style-type: none"><li>• Able to find patterns and arrange them in an aesthetic order</li></ul>	<ul style="list-style-type: none"><li>• Makes different forms of patterns with vegetables, makes models of vegetables using maida flour, clay etc.</li></ul>	<ul style="list-style-type: none"><li>• Makes different forms (structures) using vegetables - and finds the pattern in them</li></ul>
<ul style="list-style-type: none"><li>• Able to form ideas on 2D, 3D structures</li></ul>	<ul style="list-style-type: none"><li>• Makes vegetable models in maida and clay.</li><li>• Pastes pictures of vegetable on cards - makes collage in sand</li></ul>	<ul style="list-style-type: none"><li>• Makes a collage of vegetables</li><li>• Makes vegetable models in clay, plastic, kneaded maida flour</li><li>• Makes vegetable models in other materials (like egg shells)</li><li>• Makes a sand collage</li><li>• Vegetable printing (on cloth, paper)</li></ul>
<ul style="list-style-type: none"><li>• Able to present simple ideas in different art forms</li></ul>	<ul style="list-style-type: none"><li>• Puppetry drama (on the necessity of including vegetables in your diet)</li><li>• Action song</li><li>• Vegetable market (role play)</li><li>• Games</li></ul>	<ul style="list-style-type: none"><li>• Puppet show (drama) performance (the necessity of including vegetables in daily diet)</li><li>• Action song</li><li>• Vegetable market (role play)</li></ul>
<ul style="list-style-type: none"><li>• Able to participate in groups of peers and elders in constructive activities</li></ul>	<ul style="list-style-type: none"><li>• Distributes salad with the help of the teacher</li><li>• Makes lime juice, distributes it</li></ul>	<ul style="list-style-type: none"><li>• Vegetable cultivation (vegetable garden)</li><li>• Makes salad - shares it</li></ul>





## Theme : Vegetables

**Activity** : Story telling (4+)  
**Area of development** : Language development, natural and aesthetic development  
**Cognitive intelligence** : Language intelligence

### Skills

- Appreciates simple stories
- Presents the theme of a heard 'story in one's own language'
- Identifies different vegetables.

### Things needed

Sand tray, stick puppets of vegetables  
**Expected outcomes** : Skill of story telling, colouring different styles of presentation, arrangement of sand tray, stick puppetry.  
**Time** : 45 minutes

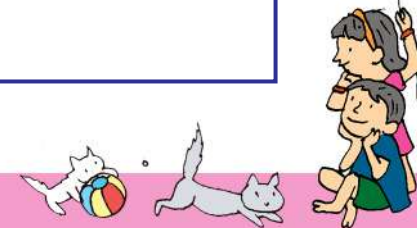
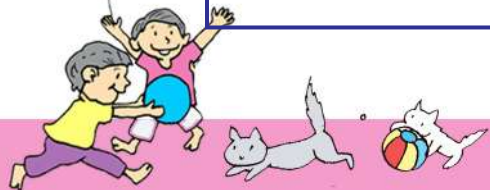


Activity	Evaluation
<p><b>Activity/Procedure</b></p> <p>The teacher asks about the vegetables used in cooking</p> <p>Children respond</p> <p>The teacher sings a song of vegetables that grow on creepers and climbers. Children join.</p> <p>Going to the first fence  Plucked one and a half  Baskets of bitter gourd.  Pluck the gourd,  But leave the climbers alone.  Going to the second fence  Got two and a half baskets  Of pumpkins.  Go for the pumkins,  But leave alone the creepers.</p> <p>Teacher holds up the stick puppet of pumpkins. Now tell all that you know of the pumpkin. Next, shall we have a story on the pumpkins? Teacher shows the stick puppets, tells/elicits details about pumpkins and tells a story about a pumpkin.</p> <p><b>Roly Poly Pumpkin</b></p> <p>Chandu chettan comes to the market with a pull cart</p>	<ul style="list-style-type: none"> <li>• Children tell the names of vegetables</li> </ul>



Activity	Evaluation
<p>to buy vegetables that are to be sold else where.</p> <p>Children respond</p> <p>He bought a full grown yellow pumpkin too</p> <p>'I shall take the seeds of this pumpkin for sowing', Chanduchettan thought.</p> <p>He walked along the road pulling the cart and shouting "Vegetables... Vegetables... Vegetables...". As the wheels of the cart rolled on, the roly poly pumpkin rolled down the road. Chanduchettan didn't see the pumpkin falling on to the road. The pumpkin rolled and rolled and reached a house where a marriage was about to take place. There, all the vegetables had been arranged for the preparation of the marriage feast.</p> <p>Snake gourd, bitter gourd, ladies finger, ash gourd, beans, tomato.... so many of them (children are given the chance to speak). (Stick puppets of vegetable are used). When the vegetables saw the pumpkin, they asked him where he had come from. The pumpkin replied that he had fallen down from a pull cart and had rolled and rolled and reached there.</p>	<ul style="list-style-type: none"> <li>• 3+ children who didn't respond in the initial stage, now actively participate in the second stage</li> <li>• 4+ children perform well if there is scope for acting</li> <li>• Children actively participate in the activity of arranging vegetables in the sand tray, 4+ children help 3+ children</li> <li>• Children enjoyed the story. It was good that the teacher showed a picture and a model of a pull cart</li> </ul>

Activity	Evaluation
<p>"We are about to be chopped for different curries. If you lie here, you will also be cut to pieces. So escape from here," the other vegetables told the pumpkin.</p> <p>The roly poly pumpkin was frightened. So it rolled on to the road, and rolled away.</p> <p>Did you like the story?</p> <p>Comprehension questions are asked.</p> <ul style="list-style-type: none"> <li>• Who went to market?</li> <li>• What kind of vegetables are there in the market?</li> <li>• What did the pumpkin look like? (Colour, shape ...)</li> <li>• What happened to the pumpkin on the way?</li> <li>• Where did the pumpkin reach?</li> <li>• Whom did it meet there?</li> <li>• What did the pumpkin tell the other vegetables?</li> <li>• Did the pumpkin escape?</li> <li>• Children respond to the questions.</li> <li>• Teacher explains the responses with expressions suitable to the story.</li> <li>• Children are also given the chance to speak.</li> </ul>	<ul style="list-style-type: none"> <li>• Children answered the questions. Scaffolding support of the teacher was needed to elicit answers</li> </ul>





### What are the possibilities of expression of ideas for children of age 3+ and for differently abled children?

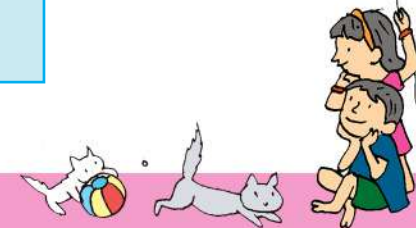
- Certain incidents of the story should be acted out
  - the journey with the push cart
  - the pumpkin rolling down
- Add colour to pictures of incidents/characters of the story
  - vegetables
  - push cart
  - market
- Arrange in the sandbox. (group activity)
  - variety of vegetables
  - makes a model arrangement of vegetables in the push cart
  - re creation of a market scene

### What are the possibilities for children?

- Present the story in one's own language
- Arrange the pictures of the incidents of the story in a serial order
- Predict what happens after the end of the story

For example: On reaching the road, the pumpkin rolls and ends up in front of an elephant/Vehicles speed past it on the road/Far in the distance, Chandu chettan's cry "Vegetables... vegetables..." can be heard.

- Behind the pumpkin, the drumsticks tiptoed out of the marriage house. This can be acted out. (acts out) – How would the other vegetables have walked out?
    - Continuing activities need to be traced out
    - What could be evaluated at the end of the story telling?
      - Presentation skill (students)
      - Comprehension
      - Various modes of expression of ideas
- (Drawing pictures, dramatising (acting), arranging picture stories, preparing sand tray creatively)







## Theme : Birds

### Skills (4+)

- Able to sing individually or in groups in tune and rhythm and to appreciate songs
- Able to make songs about the colours of various birds
- Able to cut paper, and paste it to make a collage, and to appreciate such a collage
- Identify a variety of birds
- Able to match figures with objects and count from 1 to 5
- Engage in finding out activities and able to present one's findings

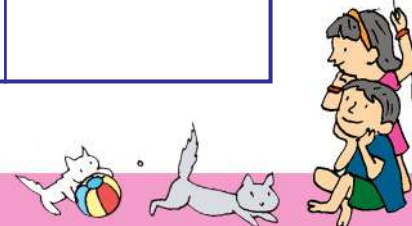
### Things needed

Sand tray, pictures of birds, cut - outs, stick puppets, colour papers, crayons, display board, bucket, water, leaves, feathers, pieces of wood, stone, pencils, tamarind/seed, picture of rooster, glue

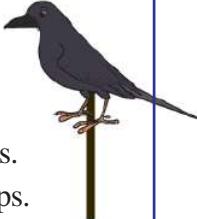
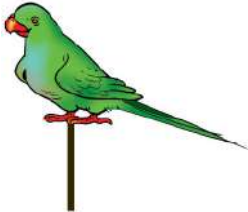

### Time - One day

- Cognitive development** : • Simple experiments
- Social and aesthetic development** : • Games, group activity
- Physical development** : • Collage making, game
- Language development** : • Listen to songs - create songs  
Listen to stories - create stories,  
present one's responses to stories

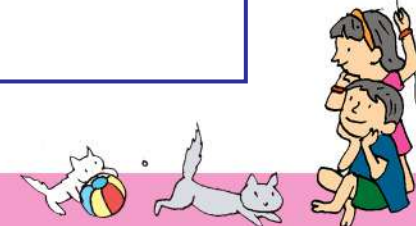
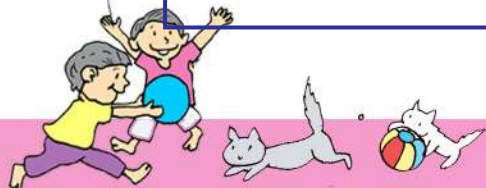
Activity	Evaluation
<p><b>Activity - 1 Sing songs, play games</b></p> <p><b>Language development, development of aesthetic sense (skill in language, music)</b></p> <p>Teacher creates a rapport with students. She then asks a simple question: Can you fly? Numerous responses - teacher encourages them. Teacher distributes paper fans. Small pictures of birds are pasted on it. Children climb on their bench, chair, teacher also stands on her chair.</p> <p>On instruction, they put their paper fans on the ground. Children are given the chance to repeat the activity. They are asked to look at the picture on the paper fan. Bird, they say aloud.</p> <p>Children sing songs based on birds. Teacher uses the stick puppets of birds prepared by her - Children speak about each bird. Teacher adds more details to the responses.</p> <p>Teacher sings the first few lines of the song.</p>	







Activity	Evaluation
<p><i>The crow has a coat Its colour is black</i></p>  <p>Children join the singing with actions. They sing and move in rhythmic steps.</p>	
<p>Teacher shows the stick puppet of a parrot.</p>  <p>Children add their words to the song.</p>	<ul style="list-style-type: none"> <li>Initially children found it difficult to add words to the lines. Later they could do it easily.</li> </ul>
<p><i>The parrot has a coat Its colour is green.</i></p>	<ul style="list-style-type: none"> <li>Using stick puppet was a very good idea.</li> </ul>
<p>Stick puppet of a crane is shown. Children add words to the song in great excitement.</p>	<ul style="list-style-type: none"> <li>Children show great interest in doing the activity.</li> </ul>
<p><i>The crane has a coat Its colour is white.</i></p> 	
<p>Teacher points to her dress and sings. "I too have a coat. It's a printed coat." Children sing songs on their dresses. All join in singing the entire song. The teacher puts the stick puppet birds in the</p>	

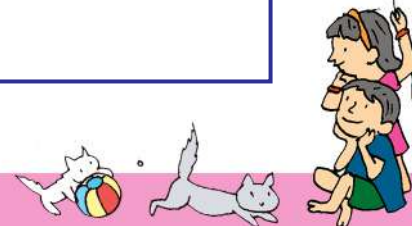
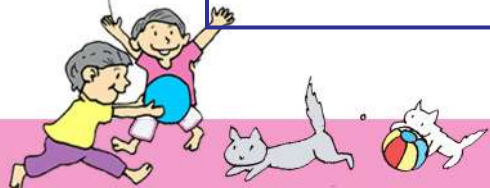
Activity	Evaluation
<p>sand tray. Pointing to these the teacher repeats the song. They sing and dance in joy. They add lines to the songs about the kingfisher, the spotted hen, etc. All the children are given the outline pictures of birds. They are asked to add appropriate colour to the figures at home.</p>	<ul style="list-style-type: none"> <li>Makes clear that micro planning helps to develop skills of the children.</li> </ul>
<p><b>Activity - 2 Picture Chart</b> (Social - emotional development domain)</p> <p>Coloured pictures of birds are stuck on to the chart. The names of the children are written at the bottom. The pictures are evaluated. The teacher unveils the big picture of a rooster previously prepared. The unveiling is done slowly and the picture is made visible little by little to arouse curiosity in the children. The full picture is displayed. Teacher asks who it is. Children respond. A small discussion on roosters follows. Children are given the opportunity to sing. The teacher sings a song on the rooster.</p>	<ul style="list-style-type: none"> <li>Identifies that preschool should have a sufficient stock of learning materials and toys</li> </ul>

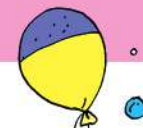




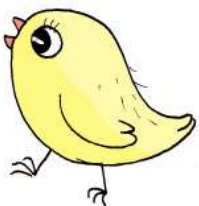
Activity	Evaluation
<p><i>You wake me up everyday Cock a doodle doo! Head upright you walk about the yard. Cock a doodle doo! Your hat is so beautiful. Where did you get so red a hat? Cock a doodle doo!</i></p>  <p>Children and teacher sing and dance in unison.</p> <p>Children are given bits of paper with pictures of birds. The children who have got the same picture, group together. When the name of the bird is called out, the children mimic its sound, imitate its movement.</p> <p>Each group is given an outline of the big picture of the rooster. Coloured paper and gum are given and they stick the paper on the outline of the rooster. Teacher interferes and helps the children.</p> <p>Each group displays a collage of the rooster. These are evaluated. Every child is given the chance to speak out. The collages are hung on the walls. Teacher and children together sing the song of the rooster.</p>	<ul style="list-style-type: none"> <li>• The children show team-spirit, co-operation and precision in doing the activity</li> <li>• They are able to cut and paste colour paper</li> </ul>

Activity	Evaluation
<p><b>Count one, two and three</b> (Cognitive development, logic - mathematical intelligence, visual - spatial intelligence)</p> <p>The picture of the rooster has come out well. It is puzzle time. Do not announce the answer aloud.</p> <p><i>Red colour on my lips. A gold chain round my neck. My coat is green. Beauty am I, Who am I?</i></p>  <p>Children respond - (Parrot). They name the birds they have seen. Teacher displays the picture of those birds. Pictures are displayed on the big picture/display board.</p> <p>Teacher places the outline figures of birds in an envelope and passes it around.</p> <p>Pictures (Crow -1, Parrot - 3, Crane - 2, Yellow bird - 4, Crow pheasant - 5 Appropriate colours are also given.</p>	

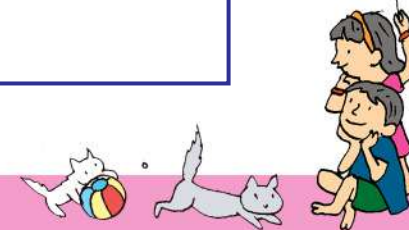
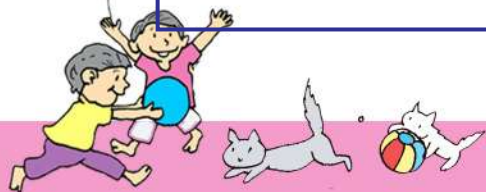




Activity	Evaluation
<p>Children's names can be written below the figures to be used as a badge. Each child tells the name of the bird on its badge. At the instruction of the teacher, children pretend to transform into birds, flap their arms and move around.</p> <p>Teacher : Come on, crows, fly to me. A crow comes.</p> <p>Teacher : There's only one crow.</p> <p>Teacher : Yellow birds, fly to me. The yellow birds are coming.</p> <p>Teacher : Hi, how many yellow birds? There are four.</p> <p>Teacher calls out just the numbers, and the children come towards her.</p> <p>After teacher counts '2', the crows fly to the teacher, making the sound of a crow. The children are asked to count and the game is repeated.</p> <p>Badges are displayed on the tables.</p> <p>When the names of the birds are called out, the appropriate number of pictures are pasted on the big picture. The game is repeated.</p>	<ul style="list-style-type: none"> <li>• Able to follow instructions and participate in games</li> <li>• Identify mathematical concepts and figures and to act as required at the right moment</li> <li>• Able to match numbers and objects</li> </ul>



Activity	Evaluation
<p><b>Activity-4 Will it sink? Will it float?</b> (Development domain - cognitive)</p> <p>Teacher and children sing and dance to the song. "The crow has a coat ..."</p> <p>Teacher displays a pigeon and an ant on the big picture. Teacher asks the children who they are. They identify them. They speak out what they see-</p> <ul style="list-style-type: none"> <li>- Tree without leaves.</li> <li>- Pigeon perched on a branch.</li> <li>- The ant which has fallen into the water.</li> </ul> <p>Teacher acts out the story of the pigeon and the ant. The pigeon wants to rescue the ant. But what to do? There are no leaves on the tree. Children respond. Children are given a chance to voice their guesses. Do objects float on water? What objects float on water? Teacher asks casually. They express their guesses.</p> <p>Does a feather float or sink? Children respond to the questions of the teacher.</p> <p>Let us do the experiment.</p>	





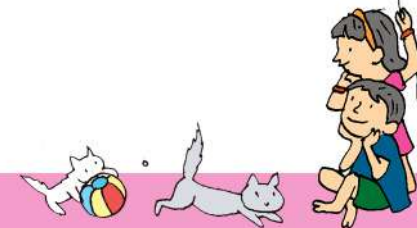
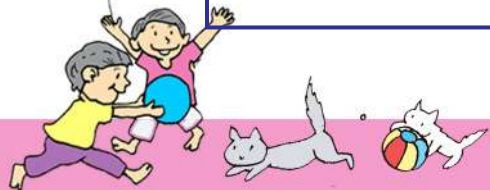
Activity	Evaluation
<p>Children stand in a circle. A bucket of water is placed in the centre of the classroom. Teacher hands a feather to a child, to put it in the bucket of water.</p> <p>What happens? The children respond.</p> <p>The other three objects are given to children to be put into the water. Each object is held up and the class is asked whether it would float or sink. Each group is given a bucket of water and the experiment is repeated. Children come to their own conclusions.</p> <p>Teacher collects objects, holds each one up, repeating the question. Children respond. Teacher asks why this happens. They tell their inferences, to which the teacher adds details.</p> <p>The story continues. Thus the pigeon rescued the ant... how? Children respond. The pigeon drops a feather and rescues the ant. Did you like the story?...</p>	<ul style="list-style-type: none"><li>• The teacher encourages children giving appropriate activities and guiding them to the right inferences</li><li>• The objects brought by the teacher either sank or floated</li><li>• This activity suited the situation because the children could understand that the feather could float on water and that helped the ant to reach the shore</li></ul>

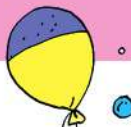
### Look at the feedback given by the teacher

*Evaluation was done at each stage - all the children participated in the activities, prompt reinforcement and megaphoning of the children is responses were also performed. It was clear that they enjoyed it very much.*

*Was it possible to give appropriate activities in each area of development? During each activity, and at the end of the activity one should assess and record the extent to which the required skills have been attained. This will help in planning further activities for the child's overall development.*

*If activities that ensure an enjoyable learning experience as shown above are given after proper micro-planning, I am sure that the child can attain the required level of development in skills and concepts.*





## Report of Observation and Analysis

<b>Activity</b>	: Will it sink or float?	<b>Theme</b>	: Birds
<b>Teacher</b>	: Vijaya V.	<b>Students</b>	: 16
<b>School</b>	: P.P.E.T.T.I. - Cotton Hill	<b>Time</b>	: 30 minutes

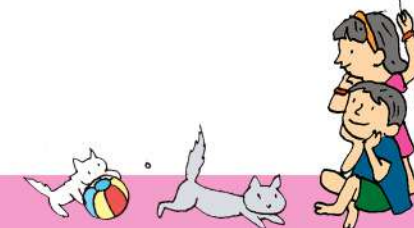
The class began at 11.30 am. After a friendly talk, the teacher started telling the story of the Dove and the Ant. The ant fell into the river. Teacher posed a question, "What would the ant do as there were no dry leaves on the tree?" Two students replied that leaves of another tree could be plucked and dropped in the river. Another answer was that the dove should fly there and peck and save the ant from the water. The question, "Will feathers sink or float?" created an entry into the activity of 'Sink or Float?'. Teacher keeps a bucket in the middle of the class and calls the first three students. He/she gives them three different things and asks them to drop these into the bucket. Children could identify which things would float and which would sink. Again she called these 3 students one by one and gave them some other objects and continued the activity. After that she brought a transparent plastic container full of water. All the objects were again dropped into the container and the activity 'Sink or Float?' was consolidated.

It was concluded that things which are light will float and things which are heavy will sink. All the learners in the class were very active. When one dropped an object into water, the others were commenting among themselves whether it would float or sink. This activity gave scope for the learners' thoughts, logic and inferences. The children were enthusiastically trying to learn whether their inferences were right or wrong. The activity could be completed in 30 minutes.

### Evaluation of the Activity

- It suited the level of the learners and it could create interest in them.

- Instead of doing the activity twice using both bucket and the transparent container, it should have been done only once.
- Providing opportunity for the learners to drop things in the water prompted further activities.
- The scope for thinking could have been greater if the suggestions like 'the leaves could be brought from another tree' or the ant can be picked up and brought to the shore' were made to the entire class, rather than to just a group.
- It would have been better if the teacher had enacted the role of the dove and presented all the objects to the class and given each child an object.
- The value of selfless service can be emphasized by pointing out that the ant was rescued by the dove giving up its own feather.
- The module should provide scope to analyse a follow up activity to find out the kitchen utensils that sink or float.





<b>Activity</b>	: Collage Making	<b>Theme</b>	: Birds
<b>Teacher</b>	: Prasanthi Devi	<b>Students</b>	: 20
<b>School</b>	: PPTTI Cotton Hill	<b>Time</b>	: 30 minutes

The Teacher began the class with an informal talk with the learners. In casual talk, the teacher asks, 'Who wakes us up by crowing in the morning?'. Many learners said aloud, 'Cock'. The learners were seated in chairs placed in a circle. Therefore the gestures of the teacher were visible to all the learners. The teacher again asked 'Do we keep only fowls at home?' Learners responded - 'Parrot, Duck, etc. Teacher asks, "Do you all like the cock/hen?" Learners said aloud, "We like it". After that the teacher made the learners speak about the special features of the cock. Then, she sang the song. The learners sang along. While singing the teacher showed the picture of the cock which she had pasted. Do you all like this bird? the teacher asked.

'Yes,' said the learners.

'Shall we make such a bird?'

'Of course', said the learners.

Then the teacher divided the learners into groups. Teacher placed the pictures of different birds in a box and asked each student to pick one.

When the learners had all picked up the pictures, the teacher asked the learners to say aloud which picture each one of them had got. The teacher had given them the pictures of parrots, hens, crows, peacocks, hornbills, etc.

Then the teacher calls aloud the names of each bird. Those who got the picture of the same birds were put in a group. In this way, she got five groups of 4 learners each.

The learners were seated face to face in chairs kept at desks.

Then they were provided with the outline drawing of the cock, a small bowl with pieces of paper, a bowl with maida paste and a brush made by crushing the husk of coconut.

The learners applied the gum on the paper strips and pasted them on the outline. All the learners in the group completed the collage collectively. The teacher provided the required support, suggestions and help to all the groups.

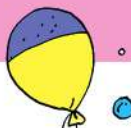
When all the groups had finished pasting the pictures of the cock, it was displayed to the whole class. The picture created by the teacher was also displayed. 'Now let's hang these pictures on the wall,' the teacher said.

The class ended and the song of the cock was sung once again.

### Key Points

- The learners could also be given the opportunity to cut the paper.
- The use of coconut brush to paste the gum was a good idea.
- The learners could not identify the picture of the hornbill when the picture was given to the groups.
- The learners enthusiastically participated in the activity.
- A general evaluation could have been carried out after displaying all the pictures.





<b>Activity</b>	: Singing songs	<b>Theme</b>	: Birds
<b>Teacher</b>	: A K Sakkeena	<b>Students</b>	: 15
<b>School</b>	: GUPS, Poojappura	<b>Time</b>	: 30 minutes

The class started at 12.30p.m. After a friendly talk with the learners, the teacher asked about the special features of birds.

She distributed paper fans in 4 different colours. Teacher dropped the fans from a height. Learners were thrilled and they began to drop the fan after climbing on chairs.

The teacher changed the activity in which the small pictures of birds were pasted on the paper fan. The activity was then simplified, so that the learners could do it.

Teacher directly started the activity without asking them to sing the bird songs they were familiar with (due to lack of time).

Teacher had already prepared the cut-outs and tray.

Teacher had arranged the clothes shop in the front of the tray and the cut-outs of birds and a child at the black tray. It would have been better if the background of the textile shop had been at the back of the sand tray. Moreover, provision should also have been made for the children to observe the sand tray closely and to describe it.

Learners were given the chance to describe the crow holding on to the stick puppet of the crow. Learners responded well. After that, the teacher presented the first two lines.

The crow has a coat.

The coat is black.

The learners were also given the opportunity to sing along with the teacher. The teacher also performed a few dance steps in order to encourage and motivate the learners. Although the learners were singing, it was felt that they were not singing enthusiastically enough.

Learners responded that the colour of the parrot was green and that of the crane was white.



Learners of the age group 4+ excelled in adding lines to the song. Some of the 3+ learners were reciting it aloud. When the teacher sang and paused 'the parrot has', the learners immediately responded 'a green dress'. Then the teacher asked them to sing the whole song and all the learners began to sing.

The pictures of the Kingfisher was introduced. Most of the learners identified the bird. Teacher could have used a larger and better picture. Learners identified the colour of the dress as blue. Thus, with the active involvement of the learners, the teacher could extend the song. Though the oral response was good, the learners didn't sing the song very enthusiastically. Although there was opportunity to present the song individually, this was not done.

The response of more than half of the learners was good. They excelled in asking questions and also in carrying out the instructions. The teacher intervened promptly to help the learners whose performance was not up to the mark. One of the learners who was from North India faced some difficulty in understanding the language. But the child excelled at dancing to the beat of the song and also in acting.

On the whole the activity was very good except for the limitations pointed out earlier, in the use of learning materials.







<b>Activity</b>	: Let's count one, two, three	<b>Theme</b>	: Birds
<b>Teacher</b>	: Sherin	<b>Students</b>	: 15
<b>School</b>	: GUPS, Poojappura	<b>Time</b>	: 30 minutes

### Report of the Observation Schedule

On the theme 'Birds', the teacher selected the Number Games in the cognitive domain as the activity for the try out session. The numbers are to be correlated with the objects (1-5). Through this activity, the teacher tried to assess whether the learners had attained the learning outcome of the pre-school theme of identifying and imitating birds. The activity was to be completed in 30 minutes.

### Coordination

The teacher had made all the necessary arrangements in the classroom to suit a child friendly pre-primary class. By making the seating arrangements in a semi circular pattern she ensured the necessary space for the collection of learning activity materials. It was excellent. A child friendly display board could have been placed in the classroom.

### Activity

The class started at 11.40a.m. The teacher introduced the activity after a friendly talk with the learners. The practice of calling out the names of the learners and asking about their trip was found to be a good one. Here, the teacher succeeded in bringing the majority of the learners to the learning context.

The teacher displayed the pictures of 5 birds. Then she asked the learners to name the birds and to speak about their peculiarities. Here, she could have ensured the participation of the learners by pasting the picture of the birds on the display board. The teacher then enquired about the birds they had seen and also about the birds at home. Here, the teacher successfully used the opportunity to assess the previous knowledge of the learners.

Later, she gave the picture of the birds to each learner individually and asked them to add colour to it. The relative sizes of the picture of the bird given for colouring should not confuse the learners (the size of the lovebirds and the doves should be different). The teacher assessed the learners individually. Proper motivation was also ensured. But the teacher did not give due consideration in the evaluation to suggest improvements in the picture, and to give feedback. After that she called out the names of the birds and asked the students who had got that picture to come to the front of the class. One of the students made a mistake coming to the front before his turn. He was sent back by the teacher saying, 'Son, you are not a dove'. At this point had she asked questions like, 'See, which bird are you?' 'Which birds have come together here?', self-evaluation would have been possible.

Later, the teacher gave the learners a badge with the picture they had coloured. She called out the names of the birds and asked each child with the picture of the bird to come forward. Then she asked them to form groups. They could distinguish the special features of birds and count the number of birds in their group.

Then the teacher stood beside each group and making the sound of the bird, directed them to their seats. Learners followed the instructions and found their seats. Here, it would have been better to arrange the seats in a circle, with 3, 4 or 5 chairs for each group.





## Let's Include Everyone (Children With Special Needs)

Gokul had always come in for special notice by Beena teacher. When all the learners engaged in activity on the instructions of the teacher, Gokul would ask some question or the other to those near him. He would keep mum when the teacher noticed him. But, he would continue his questions, when the teacher's attention was diverted. He would complete all the activities sooner or later. Through keen observation Beena teacher could understand one thing. Whenever the teacher told Gokul something, Gokul would slant his head in her direction. Teacher discussed this with the parents. As suggested by the teacher, after a thorough medical examination of the boy, it was identified that he had a problem in hearing. Beena teacher had understood that the boy used to ask questions to his classmates as he could not hear properly.

Are there such students in the class who need special attention?

- Children with vision problems
- Hearing - impaired children
- Children with speech problems
- Those who find it difficult to move around
- Mentally challenged children
- Children with autism and other problems

Such students definitely need special attention. They may include learners who have acquired such problems by birth or in the course of their life, due to various reasons. These problems can be fully or partially eliminated if diagnosed and treated at the earliest. For this, proper observation and intervention by preschool teachers is essential.

### How can we identify the eye sight problems?

- Unusual or frequent blinking of eyes
- Frequent wiping or rubbing of eyes
- Incessant tears from eyes
- Continuous pain in the eyes
- Difficulty in walking or running. (hesitation to run, or self consciousness when walking)
- Looking closely at the ground while walking
- Falling down or striking against objects while walking
- Looking at things placing them closer to the face
- Cannot identify certain colours
- Always standing near the black board

These may symptoms of visual impairment.



## Hearing impaired students

- Problem in pronouncing words
- Obvious problems with the ears, which can be understood
- Continuous pain in the ears
- Pus oozing from ears
- Slanting the head to listen
- Asking for words to be repeated
- Not responding when questions are asked, or saying something inappropriate
- Delay in speaking
- Keen observation of lip-movements of those who speak

Such students might have problems with hearing.

## Children with Speech problems

- Not speaking at the level of the stage of development
- Unusual pauses in speech
- Omission of certain words or sounds in speech
- Stammer
- Unable to maintain the right duration of sounds
- Mumbling
- Cannot pronounce certain words or sounds correctly, even after repeated assistance

These could indicate problems in speech.

## Children with problem in movement

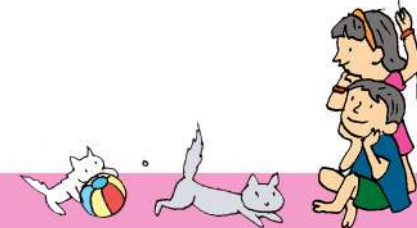
- Lingering pain in the joints and inability to move them
- Recurring swelling in the joints
- Disability or physical malformation of the limbs, the neck, or the waist
- Difficulty in sitting, holding things, writing, etc.
- Walking stiffly
- Loss of organs or limbs (by accident, disease, etc.)
- Involuntary movement of the body
- Hesitant to walk and run

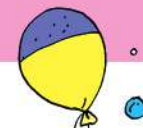
These could indicate locomotor problems.

## Mentally challenged learners

- Visible manifestations of physical abnormality such as mongolism, abnormal head size, wide open mouth, etc.
- Cannot take care of basic needs on their own
- Lag behind other children of their age in everything
- Difficulty in moving
- Need more time to acquire skills
- Backward in learning

These could indicate mental challenges to learning.





## Children with Autism

- Age-wise inability to speak
- Inability of age-wise resources such as (e.g. eye-contact, looking up when called, point to things, saying 'bye' etc.)
- Unnecessary action repeat of gestures and words
- Indulging in games separately, away from the group
- Some learners who have these characteristics might be mischievous too

There could also be some who are physically challenged in more than one way too.

There is a possibility of a challenge in any one area to affect adversely other areas too.

The following measures can be adopted to identify such children.

- Enquiring with the parents
- Visit to the house
- Suggesting medical examination

After identifying children with such challenges, the teacher should intervene and help the children overcome these challenges.

These children need constant help in the classroom and also at home.

Visually impaired children should be provided with space for free movement and ample opportunity to mingle with the other students.

Make sure that children with disabilities participate in all activities. Seating arrangements should be in such a way that they can be distinguished clearly. Necessary changes can be made in the learning materials (size, colour, etc).

- Training should be given to identify things by means of sound, smell, etc.
- Train other students to interact with such children with sympathy and kindness
- The materials or tools used to solve the challenges should be used properly and care should be taken to ensure necessary changes to them as required.

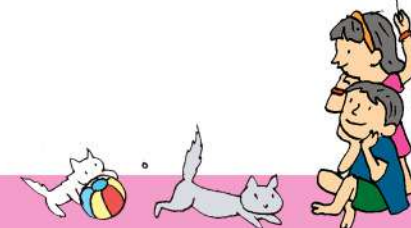
Care, as mentioned above, is needed for children who are visually impaired.

Talk louder and with clarity to those children who have difficulty in hearing.

Allow more scope for group work. Instructions should be given to them by signs or by drawing on paper.

Ensure that they use the necessary equipment to overcome the difficulty in hearing. Make sure that the tools work properly.

Create awareness among the parents to give the needed medication at the right time.





Make sure that parents are more valuable than teachers.

Inability to speak may be mainly due to difficulty in hearing.

We have to consciously create more opportunities for the children to speak with confidence.

Present more situations where they have to sing songs, attempt choral singing and use words that require twisting and turning of their tongue and mouth.

For example: *Betty bought butter*  
*But butter was bitter*  
*Betty bought another butter*  
*To make a butter bitter better*

Provide enough and more time whenever they have an opportunity to speak.

Encourage them to speak more.

Do not compel them to speak in a way that mars their confidence. (For example, to lead a group, or to speak to an audience).

Point out and encourage their special skills.

Plan activities which do not require too much speech. If a child needs to undergo speech therapy, try to arrange for that.

Convince the parents that such children should be given special attention and care as mentioned above.

Children who are physically challenged too have the ability to interact in the same way as other children. Still, necessary arrangements should be made for the arrival and departure of these children. (vehicle, wheel chair, ramp, etc.)

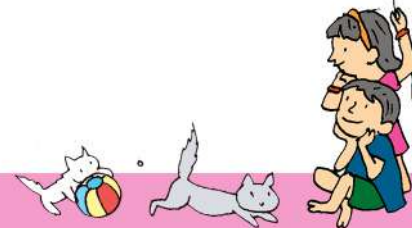
- Interact with the children so as to develop their confidence
- Plan the games in such a way as to ensure the participation of these children
- Teach other students to treat them as themselves
- Toilets, washbasins, seats, etc, are to be arranged specially for them

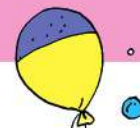
Mentally challenged children need more careful attention than the physically challenged. In the self-grooming activities they do need more attention and necessary training. (body wash, use of toilet, eating habits, etc.)

It should be ensured that the mentally challenged children do not have other physical challenges that have not been noticed (visual, hearing, movement, speech).

We have to give these children more love and care. Parents also should be given proper awareness.

The children should be allowed to participate in the common programmes and functions. If they need any medication, it should be made available (some children might be prone to epilepsy).





**Activities should be planned in such a way that all children can take part in them.**

Children with special needs and those who have behavioural problems should not be dismissed from the preschool classes. Parents of such children should be encouraged and given the necessary confidence to bring their children to the pre-schooling daily. The behavioural problems of these children are found to be reduced in the first two or three months. We have to identify the hindrances to this friendly approach and overcome them promptly. In this way we can make the concept of inclusive education meaningful.

Let's see how we can plan activities to include such children also.

### **When we do the activity 'Picture Reading'...**

For visually impaired children, the size of the picture provided should be large.

Certain things in the picture need to be altered to shapes/models.

Children with hearing impairment and speech impediment should be given the chance to do activities such as drawing pictures, sorting pictures from a collection and enacting what is shown in the picture.

### **Gifted children and children who speak other languages**

Gifted children and children who speak other languages need special consideration in inclusive education.

The activities designed for generally children may not be sufficient for children with high intelligence. Opportunities should be ensured in these activities for such children too.

For example: Let's take the picture reading activity.

All children are to find out the items in the picture and say it aloud.

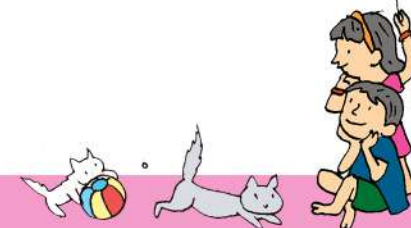
The child who has completed this task can be given the chance for a keen observation of the picture.

Activities like asking the child to observe any one thing closely and giving the details of it, or to guess what one person in the picture is telling the other, etc., can also be given.

These children should be given the opportunity to exhibit their special skills in such activities.

The children who speak other languages may find it difficult to understand the concept and also to express the things learned. Such skills can be imbibed gradually. The first thing to do is to induce confidence in them. They should be given chance to express themselves by drawing, acting and constructing things. They should be given confidence to speak in their own language without any hesitation. They should be helped to mingle in the group work and to maintain a cordial relation with their classmates.

One should also have this inclusive outlook towards children of marginalized sections of society such as tribes, sex workers, inmates of jails, and those affected with HIV.





# Continuous Evaluation

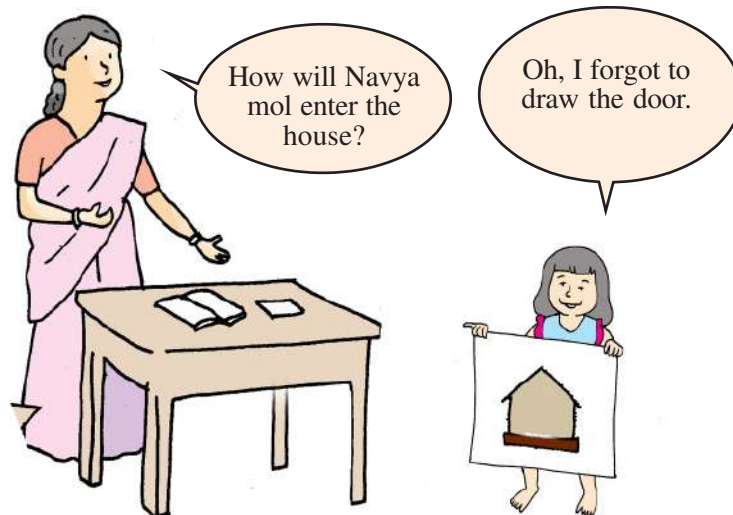
*Navya : Teacher, teacher, this is the picture I have drawn.*

*Teacher : Ah, its very nice.*

*Teacher : Whose house is this?*

*Navya mol : It is my house.*

In this context the responses of two pre-school teachers may be noted.



She ran fast and started drawing the door.

- She remembered the image of her house.
- She also remembered its details (door, window, colour, etc.)

- She recollected the position of the doors and windows in her house.
- She decided to draw the picture again by including its doors and windows.

*Teacher : Navya dear, why didn't you draw the door of the house? Please draw the door ...*

*Navya mol : Yes, teacher.*

When the second teacher asked Navya, why she did not draw the door and suggested her to draw the door, she started to draw the door.

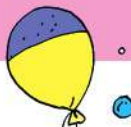
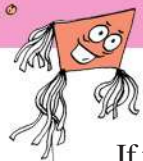
- Haven't you noted the responses of both the teachers?

What were the thoughts that came to the mind of the child when the first teacher asked, her how she would enter the house?

The question of the first teacher was thought provoking whereas that of the second teacher was just a suggestion/an instruction.

- Which teacher's question helped the child to improve her ability to draw the picture and why?

We have seen how the question about entering the house helped the child to do a self-evaluation of her picture. Similarly only children who could do a self-evaluation can improve themselves and acquire knowledge.



If the children are permitted to exhibit their pictures on the display boards they can compare their own picture with those of their friends. Here also the teacher can prepare feedback questions like:

- Whose pictures do you like the most?
- What is the reason for liking that picture?

The child will be able to evaluate his/her own pictures and her friends' pictures and to make necessary improvements, only when such questions are raised.

Continuous evaluation procedures and feedback have great importance in pre-school education. The consolidated progress and learning possibilities of the child are targeted, along with proper assessment of the child development process. We should adopt continuous evaluation methods rather than terminal evaluation in preschool. The Preschool should not aim at giving grades to the learners for assessment. The term evaluation/assessment aims at ensuring that the preschool activities provide active involvement, support and motivation.

### Aims of evaluation

- To know where the child stands in the development domains
- To ensure active participation and support of the learners in preschool activities
- To ensure support in building up values, food habits and good hygiene practices

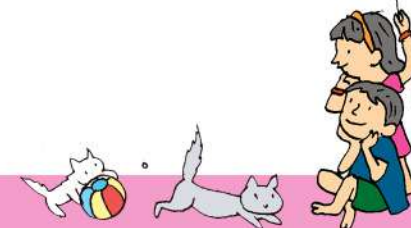
- To identify the individual talents and to motivate the children
- To ensure special care to children who face challenges
- To provide a proper preschool system and appropriate study-game materials
- To make the parents aware of the child's strengths and weaknesses and to give proper feedback and to ensure them support
- The feedback from evaluation helps the teacher to improve the pre-school learning activity.

### Assessment strategies

The realisation that their activities and games are being evaluated by the teacher will definitely hinder the natural participation of the learners in the activities. It is desirable to carry out the evaluation as part of the natural process of activities.

### How to Evaluate

- Observation** : By observing the activities of the learners, (participation, co-operation, sharing, helping, hygiene, food habits, various skills...) the teacher can assess the learner.
- Informal talk** : The teacher can evaluate the development of language, knowledge, values, attitude, acquisition of ideas related to theme, etc. through informal talk with the learners.







- c. **Evaluation of Portfolio (learning materials)** : The teacher can identify the level of learning of the learner in the development of language, creative development, etc, through the evaluation of the learning products constructed as part of pre-school learning activity. Through the portfolio assessment, the level of the learner's psycho motor domain can also be assessed.
- d. **Evaluation of performance:** By assessing the performance of the learners (storytelling, songs, role play, puppetry and other performances), the progress of the various developmental stages of the learners can also be identified.
- e. **Interview with the parents:** The teacher can identify various activities the learners do at homes (drawing, playing games, watching TV, food habits, etc.) and the development of the learners in various developmental areas by interacting with their parents. The process of interaction with the parents is vital for the integration of evaluation.

*The teacher has to complete the evaluation process considering the concepts, developmental domains, skills of the learners in 3+, 4+ age group.*

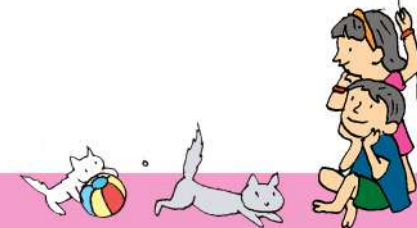
Providing feedback in appropriate situations is also as important as evaluation. Feedback aims at identifying the activities which the learners find difficult to comprehend and complete, thereby giving support to them to actively participate in the learning activities.

### How to give feedback in preschool?

- Through easy, thought provoking questions.
- Through clear/specific hints.
- By providing samples.
- Through demonstration of activities by teachers/elders.
- By presenting similar experiences.

### Record

Teachers record the peculiarities, skills and limitations of learners. These records are essential for identifying the progress of the learners at different levels. Teacher can make use of easy and flexible formats.





# With Love, to the Parent

## *Happy childhood and a delightful playschool education is the right of the child*

It is the right of the learner to have a happy childhood and a delightful play school education. Parenting means the nurturing techniques of child development through affection, nutrition, health care, safety, caring, hygiene, daily routine, behaviour, values, etc. Along with the genetic characteristics, parenting also influences the day-to-day development of the child. Parentage means father, mother, relatives, neighbours, society at large and all others who protect and nurture the child.

Preschool centres play a vital role in providing a helping hand to the parents during infancy of their children. The preschool centres and the parents aim at the overall development of children. Therefore, there should be mutual trust and co-operation between the preschool and the family.

The parents should know what the school does for the learners. They should also have awareness of the family background of the learners to plan the individual motivational activities for them. The experience, love, care, encouragement, support, etc, that the learners receive in their childhood help them intervene fruitfully in society and to act with self confidence. The experience and opportunities that the child gets in preschool should be

followed up at home also. Gandhiji has said that the home is also a school; the parents are teachers.

Can there be a better teacher than a parent who satisfies the curiosity of the child who understands everything gradually by seeing, hearing, tasting, smelling and touching the things around him?

## **Significance of the involvement of parents**

1. Mother's lap is the first school of a child. Parents are the first teachers and the best guides. So they should have an idea of how to bring up the children with the proper outlook.
2. The most important rights of the children are the rights to survival and protection. Parents should be aware of this.
3. The parents should have a general awareness of the physical, mental, emotional and intellectual development process of the children in order to fulfil their roles.



4. In order to identify such things, constant contact with the preschool has to be maintained and there should be a congenial environment to identify the cognitive development, the difficulties and hurdles faced by the child.
5. Parents will be able to bring about an overall development in the child only if they are able to identify the circumstances and activities that take place in the preschool where the child is mentored and nurtured.
6. Parents would be given ample opportunities to understand the limitations and problems that make their child different from the peer group in preschool, to be able to provide enough involvement and help.
7. Parents should be given opportunities for self-awareness and also to correct themselves if they follow unscientific practices and wrong beliefs.

Children belonging to the preschool age long for the presence of their parents. What things would they wish for at this age? Think about it.

- Play together
- Dine together
- Travel together
- Sleep together
- Tell stories and sing songs together
- Make toys together
- Draw pictures and add colour
- Collect favourite things
- Cut and paste favourite pictures
- To dress them up beautifully

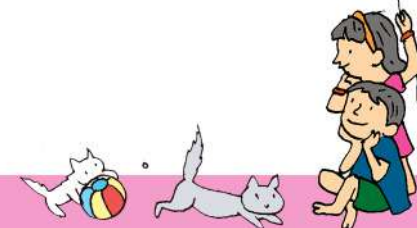
How far have you been able to be with them in these matters?

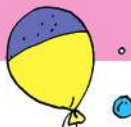
Are you a parent who loves and encourages your child and receives the same in abundance?

What are the things that we can do to be a good parent who encourages the child?

### Ideas to be included in Parental Training

- Identify the child's nature and the requirements for development
- Get an idea of the required surroundings at home and preschool
- Gain awareness of preschool activities (theme, follow up activities), child psychology
- Maintain healthy habits, of good food and cleanliness, and encourage socialising
- Be clear about the essential support to be given to the child
- Gain awareness of child rights and the legal system
- Get information about consideration towards children who are mentally challenged
- Identify the role of the parent in the process of continuously evaluating the child and giving feedback
- Understand the necessity of being a role model to the child.





The teacher should ensure parental training bearing in mind there and similar objectives, and create an effective training module.

We should be able to ensure expert sessions in certain areas (e.g. Child Rights - Legal Rights)

*'No one has become a parent solely by giving birth to children. We become a father or mother when a child is born to us. But to become a good parent we need training.'* - Michael Stevenson

- Please go through the training module, "Parental awareness programme," given below.

## Parental Awareness Programme

### Training Module

#### Objectives

Enable the parent to involve effectively in every phase of a child's development by gaining knowledge about the child development in preschool the experiences to be acquired and the parental support required

#### Aims

1. The experiences to be acquired during preschool in different child development domains are important
2. Home and preschool should ensure the best study-play experiences for each child during preschool, when cognitive development is quite fast and time bound
3. The nutritious diet that a child gets during preschooling has an impact on the growth and the activity potential of the child

4. Factors like love, encouragement, acceptance, support, etc. influence the child's overall development
5. In order to build up an effective preschool atmosphere and to ensure quality preschool education, parental involvement is essential

#### Activities

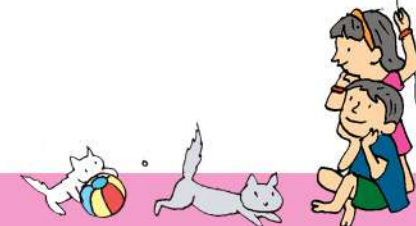
Keep aside five or six papers of different colours (half the size of an A4 size paper) for each person at the registration counter

Parents select a paper of their choice

Let everyone prepare a paper toy by folding or cutting the paper (pipe, filter paper or origami)

Display the toy in the specified area

Which is the toy made by most of the parents?





What could have been the reason for most of them creating this figure?

Why did you select paper of a particular colour? Which is your favourite plaything on display? If you are given one more chance, which toy would you make?

Responses of the participants

Discussion

*Children are individually different. Their interests and abilities are varied. Past experiences influence our activities. We have to conclude that the children are able to evaluate their own products and activities as well as those of their peers.*

As parents, do you acknowledge your child's talents and abilities and encourage them?

Presentation of the checklist.

Parents complete the worksheet individually, considering their own belief and occupation. (Worksheet-appendix 1)

Who has recorded all responses as 'Yes' or 'Correct'?

If these are the desirable support mechanisms, then how can we improve as guardians?

Responses of the members.

Discussion, formation of ideas.

Teacher presents a picture drawn by a four year old boy.

Look at the picture. What can be said about the picture?

What can we tell the child to encourage his ability to draw? (structure, colour, beauty, manner of drawing...).

## Consolidation

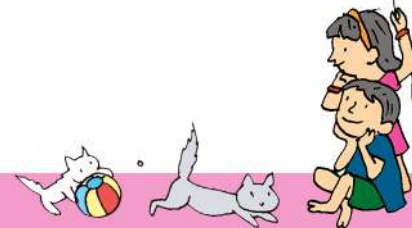
If you want to motivate the children, their physical as well as psychological needs are to be considered. Affection, acceptance, success, security and support are important when it comes to psychological needs.

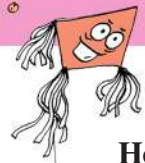
If the child has to attain happiness after completing this, the family atmosphere should be maintained as follows.

### Some important things to be communicated to the parents

Parenting refers to the methods of parental care which are to be imbibed by the parents and to be taken care of by them. Along with the genetic traits, parenting also influences the development of children. Parenting includes the care given by father, mother, relatives, neighbours, society, and all others. If we want to stimulate the development of the children, their psychological needs along with their physical needs should be considered. Affection, acceptance, success, security and self-discipline are important psychological needs. If the child wants to attain happiness in completing his tasks, the family atmosphere should be maintained as mentioned below.

- Happiness and unity in the family
- Respect for each other
- Honesty and transparency
- Love and care beyond compulsion
- Patience and time making.





### **How should the parents behave to the children**

- Should give love and affection to the children
- Should provide a suitable environment for healthy growth
- Do not criticise or blame children
- Do not compare them with other children
- Parents should not quarrel
- Forget their failures, encourage them to move forward
- Stay with the children to face their problems
- Fulfil their reasonable demands
- Be a role model and give instructions
- Create self confidence in the child
- Cooperate with the school.

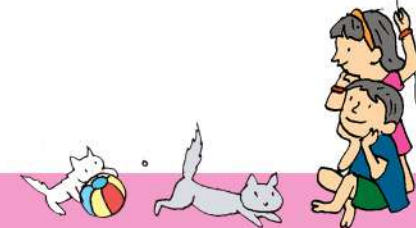
### **Parent should know...**

- Children have well-defined levels of development and related traits
- Integrated development is possible only if the parents understand the different developmental domains
- Apart from nurturing the natural development of the children, the barriers to development should be recognised and overcome
- Give opportunity to play, realising that the children learn a lot from games
- Do not impose adult learning methods for the development of preschool children

- Give adequate care for children who have special developmental needs
- Don't be lured by advertisements of expensive preschools
- Do not subject children to corporal or verbal punishment; do not ignore them either
- Give special attention to problem children to effect positive change through scientifically diverse activities.

### **What can be done in preschool for ensuring the support of parents?**

1. Visiting homes, survey of children, situation analysis, and feedback
2. Observation of growth, progress and improvement, sharing with mothers, discussion (open house)
3. Mother PTA
4. Programmes related to arts at the school level, and anniversaries
5. National day celebrations and other events
6. Pleasure trips, nature study trips
7. PTA meetings
8. Parent empowerment classes, child care education (good parenting)
9. Medical checkups for the kids
10. Counselling for Parents
11. Health and nutrition classes.





# The Resources

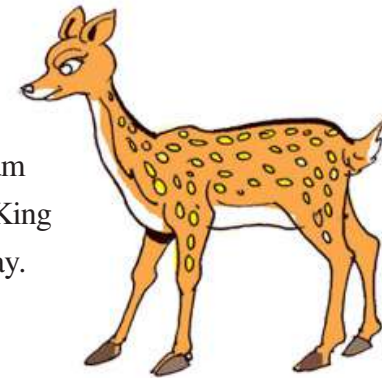
## 1. Stories



### The King and the Deer

Once, a king went to a forest to hunt, along with his friends. They saw a deer. Though the king shot an arrow, it missed and the deer escaped into the forest. Leaving his friends the king followed the deer. He fell into a slough marsh. His legs began to sink in the slough marsh. The king cried aloud, "Please help me. Please." Who is there to listen? The deer heard the cry. It went near the king and said, "Hold tight to my antlers (horns) and come up." The king held the deer's antlers as instructed and came out of the

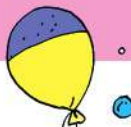
slough. He was saved by the deer. The king told the deer, "You have been very good to me. I am sorry that I tried to kill you." The King never went for a hunt after that day.



### The Fox's Trick

There lived a fox and a vixen in a forest. One day the vixen had a great yearning to eat fish. The fox went straight to the river. Two cats were fishing there. The fox looked at the river without giving them any clue. The cats got a plump fish. "We can divide this fish between us," One of the cats said. "I caught the fish, so I should have the bigger portion" "Not possible," said the first cat. Thus they began to quarrel. The fox then said, "I will help you divide it." The cats agreed.

The fox gave the tail end to one cat and the head to the other." I am taking this piece as my wages for dividing this fish for you," he said. Then he ran away with the big middle portion of the fish. Then only did the cats realise



that the fox had tricked them. "The problem was that we quarrelled unnecessarily" the cats realised.

## Don't Trust the Enemy

Once, a shepherd came to a pasture to feed his sheep. At that time a wolf came that way. The wolf came near the shepherd and the sheep. He didn't attack the sheep for a long time. Moreover, he walked along with them as a guard. The shepherd trusted the wolf who walked regularly along with the sheep. One day the shepherd went on a long journey, leaving the sheep with the wolf. In the absence of the shepherd the behaviour of the wolf changed. He attacked the sheep and ate some of them. When the shepherd came back, he found that some of the sheep were missing. The shepherd said to himself, "What a fool am I to leave the sheep with the enemy!"

## The Cat

There were a lot of mice in a forest. Once, a monster cat came to the forest. He started to catch and eat the mice. Soon the number of mice began to decrease. One day, a clever mouse came to the forest. He became the leader of the mice. He said, "We can defeat the cruel cat only with our wisdom." He thought of some tricks. All the others gathered on one side and the leader alone stood on the other side. They made a huge pit there near the place where the leader stood and filled half of it with thorns and stones. The cat who was standing above the hill saw the mice who were together and the single mouse on the other side. The cat jumped at the

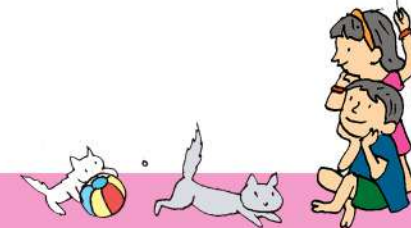
mouse that stood alone. The leader who expected this action moved suddenly. The cat fell into the pit. The mice killed the cat throwing more stones and thorns into the pit.

## The King of the Birds

Once, the Goddess of the Forest decided to choose the King of Birds. "Everyone must take a bath and come. I am going to select the most beautiful bird as the king," the Goddess of the Forest said. All the birds went to the river to take bath. The Crow thought, "I must become the king, but it is not possible because of my black feathers." The Crow took some feathers that he had taken from other birds and pasted them on its body with gum. Then it went to the Goddess. Realising the crow's trick, the goddess smiled and said, "Okay, you be the king". The other birds also understood the trick of the crow. Then the goddess intervened and said, "It's the black colour that makes you beautiful." The crow realised that one cannot fool others for a long time.

## Right and Wrong

Once, a fisherman prepared a trap in the river for catching fish. A number of pickerels and a water snake were trapped in the net. On seeing the pickerels, the water snake thought, "I can eat them." The water snake went to the fish to eat them. But the fish joined together to bite the water snake. At that time the water snake saw a frog outside the net. "See friend, they are biting me. Is this right?" the water snake asked the frog. Hearing this the frog said







"Ha... ha... ha... when did you start looking for right and wrong? If fishes or frogs go near you, you swallow them. Wasn't that your nature?" Saying this, the frog went away. The water snake felt ashamed.

## The Clay Pot and the Brass Pot

Once there was a great flood in a village. The water level rose above all the houses. All the utensils of the houses floated on the water. Among them there was a clay pot and a brass pot. The brass pot said looking at the clay pot, "We both are floating in water. Come close to me and float along with me." The clay pot didn't say anything. "I shall take care that you don't come to any harm," the brass pot said again. The clay pot still didn't say anything. "Why don't you say something?" the brass pot asked. Then the clay pot said "Thank you for your love. But it is dangerous to come close to you." "Why?" the brass pot asked. "If we come too close then we will collide. Then I will be broken. I am the fragile one. It is better to keep away from one who is stronger. Saying this, the clay pot floated away from the brass pot.

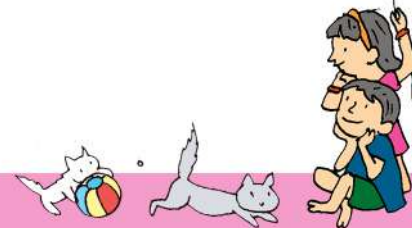
## Greed is Dangerous

Once there was a drought in a forest. All the trees dried up. The birds were sad as they couldn't get any fruit. "There are fruits in the next village. We can go there," the leader of the birds said. They flew to the next village. When they reached the village the leader of the birds said, "Now each bird should go in a particular direction. If you come across any fruit or grain, you should inform the others too." Everyone agreed to this. They flew in different

direction. There was a greedy bird in the group. There were a lot of grains scattered on the ground along the route he took. "I need not tell this to anyone. There is a lot for me to eat for many days," the bird thought. The bird ate until its stomach was full. He didn't reveal the secret to anyone. "No one should take this route. There is nothing here," the bird told the others. The next day also the bird went to the place where he had found the grains. But it didn't see a cart coming up while it was eating. His wing was injured by the cart's wheel. He couldn't fly. When the other birds came in search of it, they saw the grains and the bird lying on the ground unable to fly. The bird was sad when he thought of his selfishness and of the helpful nature of the other birds. The bird realised that happiness will come to us only if we share what we have.

## Am I Beautiful?

Once, two fish from two rivers came across each other. They were both very arrogant. "You are good for nothing. I am beautiful," one fish said. Hearing this, the other fish said, "I am slim and much more beautiful than you." "Hmm... who says so?" the other fish argued. So they quarrelled. At that time they saw a crocodile resting on the bank. "Let us ask that crocodile, which of us is more beautiful?" one fish said. The other fish agreed. They went to the crocodile and asked him. The crocodile said "I am more beautiful than you. Didn't you see my teeth?" Saying this crocodile jumped into the water to catch the fish. The frightened fish swam and escaped quickly. "Hmm..





we fell into danger because we quarrelled," both the fish realized their mistake.

## Sukeshini's Thread

Sukeshini was in charge of a cotton farm. One day she took some cotton and made thread. She went home after making many coils of thread and putting them in her basket. After walking for some time, Sukeshini felt tired. She sat under a tree and slept. At that time, a lady who had come that way saw the thread in the basket. "If I take this and go away, no one will notice," she said and took the basket and walked away. Sukeshini woke up at once. She went to the lady who stole the basket. "Give me my basket," Sukeshini said, "this is mine." The other lady argued that it was hers. Finally, the dispute was brought to the village chieftain. He enquired about the matter to both of them. He asked the lady who stole the basket "On what was the thread coiled around?" She said, "It was coiled around a pearl." Sukeshini said that she had coiled it around a cotton seed. The village head uncoiled the ball of thread and realised that it was wound around a cotton seed and he gave it back to Sukeshini.

## Mother Hen, the Farmer

Once, a mother hen was walking along a path. She was really hungry. It searched everywhere and got a grain. When the mother hen started to eat the grain, the grain cried and said, "Can't you plant me instead of eating me? I will give you more grains." The mother hen thought for a while. "I cannot satisfy my hunger by eating this single grain. I could plant it." Mother hen took it home and planted it with the help of its chicks. They watered it daily.

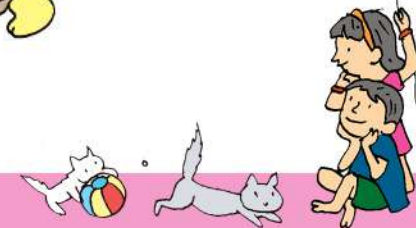
They added manure. The plant grew and flowered. There were grains in abundance. Mother hen and the chicks reaped the grain and made bread with it and ate their fill.

## The Shelter of Cleanliness

Dhamu was a farmer. One day he went to sow seeds in the field. After the work Dhamu became very tired. Dhamu thought of taking rest before going home. He sat down, tired, at the side of the field. Suddenly a fly flew up and sat on his bald head. Dhamu lifted his hand to beat the fly. But he only got the beating on his own head. Again the fly came and sat on his head. Dhamu lifted his hand again to beat the fly. Again Dhamu got the beating on his own head. Dhamu thought, "there is no reason in striking the fly, I should better take a bath."

## The Hare and the Tortoise

There was a proud hare somewhere. He used to make fun of others. He pretended that he was a fast runner. One day the hare saw a tortoise. The hare made fun of the tortoise, "You cannot run like me." Tortoise became angry at the teasing. "Don't make fun of me. Let us run a race." On hearing this, the hare started laughing. Then the hare agreed, "Okay, let us have the





race tomorrow." So the next day the hare and the tortoise started the race. The fox was the referee. The hare ran far ahead. "Why not take rest till the tortoise comes," the hare thought. He sat under the next tree. A cool breeze. The hare fell asleep. Tortoise walked slowly and went ahead. After some time, the fox woke the hare up and said, "The tortoise is the winner." Hearing this the hare was shocked. Quite ashamed, the hare left the place.

## Obey the Elders

There were a lot of birds living in a tree in that forest. The leader was an old kite. Some young birds didn't obey the kite because he was too old. Once, there was a severe drought. All the trees dried up. All the ponds dried up. "Wild fire may come at any time. Let us shift to the other side of the forest," the kite told the other birds. "We are not afraid. We will stay on this tree. If you want, you can leave," the yellow bird and its friend told the kite.

"Then we are leaving." Saying this, the kite and the rest of the group flew to the other side of the forest. The yellow bird made fun of them, "they are scared." But the wild fire began to spread from the next day. "Ohh...Fire... let us escape." The yellow bird and the friend somehow managed to fly to the other side of the forest. The Kite and the others welcomed them. "Please forgive us. We got the punishment for not listening to you though you are older and more experienced," the yellow bird and its friend said.

## The Stork and the Fox

Once there lived a stork. One day, while the stork was standing on one leg, a fox came that way. The stork stood on one leg because it was unable to bear the cold. The stork asked the fox, "Fox, fox, can you accommodate me too in your burrow? I will teach you how to fly." The fox agreed. They both started living together in the fox's burrow.

One day some hunters came to the forest. They understood that a stork and a fox were living together. They started digging near the fox's burrow.

Fox: "Stork, stork, what shall we do?"

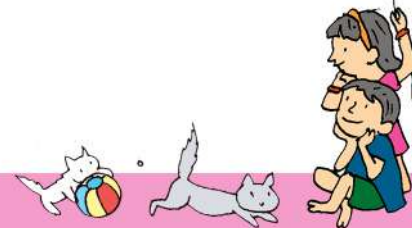
Stork: "Eh, is this so difficult? I know about ten remedies."

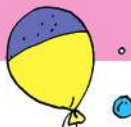
The fox pestered the stork again and again. The hunters were approaching. Then the stork said "I find only one remedy"

"Okay," the fox said. "Tell me what it is." The stork said "I will lie down as if I'm dead. When the hunters take me and examine whether I am dead or not, you should run away. Then I will escape when they come after you."

The fox thought it was a good trick.

The stork lay down on the doorstep like dead. The hunters were surprised when they saw the dead stork. "The fox has killed the stork. This is news, indeed."





The fox took to its heels without delay. The stork also flew away.

Ho! Ho! Fox called.

Ho! Ho! Stork answered.

They both came together. Then the fox said, "You should teach me to fly. You had promised me you would."

"Okay, okay," the stork said, "Climb on to my back"

The fox climbed on the stork's back. The stork flew for some distance. It flew high and dropped the fox. Fox fell down, but escaped without any injuries.

"How was the flight?" the stork enquired.

"It was good fun indeed," the fox said. "Climb on my back once again" the stork said.

Stork flew to a greater height.

The fox was also asked to fly higher. How could the fox fly? The fox tried to fly with its front legs but it fell down.

"How was the flight" the stork asked.

The fox ran away without giving an answer.

## The Fox and the Bear

Once, a fox went to a bear that was farming in the kitchen garden and said "Brother bear, I wish to do some farming in this kitchen garden"

Bear: "Dear fox, that is a good idea. But I must get a share of whatever you

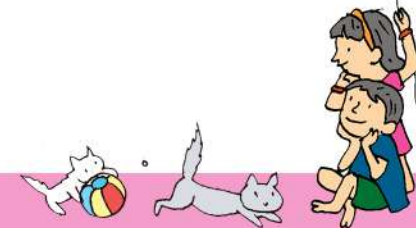
Fox: "Be it so. I will give you half of whatever I get"

The Bear was happy. The Fox would do all farming. The Bear could sit at home without doing anything. Moreover he would get half the produce. Plenty of food.

When the fox came with a shovel and pickaxe, the bear said "Farming is good. But, this time the yield above the ground will be mine and the yield under it will be yours." The fox agreed. The Fox dug a pit and planted elephant yams. The yam grows under the earth. When the harvest was ready, the fox gave the stem and leaves of the yam to the bear as agreed and took the big yam home. The Bear became angry. "The Fox is a cheat. He made me a fool. No matter. I will teach him a lesson next time." When the fox came with shovel and pickaxe the next day, the bear roared. "Fox, don't play your tricks. This time you should give the portion under the ground to me. The leaves and the other things above the ground are yours." The fox agreed.

The Fox dug a pit and planted a banana tree. The bear stood and watched, the fox digging the pit and manuring it. At the time of the harvest, the fox took the leaves and the bunch of bananas. That was the agreement! The root was given to the bear. The bear didn't get any bananas. The Bear learned his lesson.

*Don't be greedy for the fruits of the labour of others.*





## The Fly who Ploughed the Field

One day, a man went to plough with his bulls. A fly sat on the back of a bull. It asked the bull: Where are you going?

Bull: I am going to plough

Fly: What is it for?

Bull: The seeds are to be sown after the ploughing of the field. After the sowing, rice plants will grow. They will flower. There will be a lot of grain. That will be used to prepare rice.

He returned after ploughing for the whole day. This fly sat on the horn of the bull.

So when another fly came to them, it asked, "Where have you been?"

The fly that was sitting on the bull's horns, said proudly:

"Can't you see? I have been ploughing."

The second fly laughed aloud. Then it said, "Don't say that you ploughed, I know that the bulls ploughed. If you look at them, you will know it! I always knew that you are very talkative; I haven't seen so far you ploughing."

*The fly realised its folly.*

## The Grasshopper and the Ants

The rainy season came after the summer. A grasshopper was sitting on the grass, soaked in rain. It saw the ants entering their nest line by line. Grasshopper went to the ants and asked, "Ants, can you give me some

grain from your collection? I'm really hungry." The ants stood there. They asked the grasshopper, "Didn't you collect food in the summer? Didn't you know that rain would come after summer? What were you doing in summer?"

"Friends, I was singing and enjoying myself," the grasshopper said.

"That's it? Then you can go and dance now." The ants went away, leaving him alone.

*Those who toil alone will be rewarded*

*A penny saved in a penny earned*

## The Frogs in the Milk

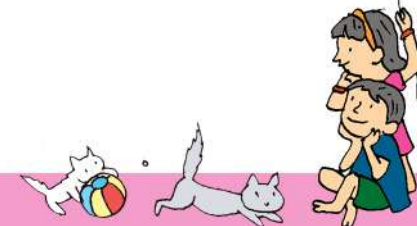
There were two funny frogs. One day they fell into a vessel of milk, while playing near it. The first frog said, "Friend, we cannot escape from here. We will die."



The second frog said, "we should face any difficult situation. We will have to find a way out." So they floated along striking out with their legs and hands. After some time, butter was formed. The frogs leaped out and escaped, stepping on the hard butter.

## The Mouse and the Frog

A mouse and a frog were neighbours. One day they quarrelled over the right of way. Mouse said that the way to its house was being used by the frog. Frog responded saying that the mouse was using the frog's path. They





picked a quarrel. They would fight if they looked at each other. They would attack each other on sight. Some days went by like this. At last they came for a final battle in an open area. Each of them had a stick in their hands. A vulture that was hovering above saw them. It swooped down, took both of them and flew away.

## The Death of the Mice

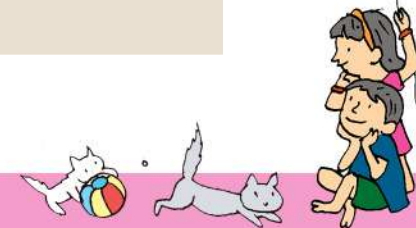
There was a big house in a large plot of land covered with trees. There was a mongoose on one side and a snake on the other side of it. There were a lot of mice in several holes. The mice lived in great difficulty. The reason was that if they got outside, they had to face two enemies - the mongoose and the snake. In course of time the mongoose and the snake fought against each other. The mongoose jumped and bit the snake and the snake also bit

back. They stopped fighting when they saw that the mice had come outside making use of the opportunity. They both were hungry. They ate a lot of mice.

## The Tree and the Travellers

Once, two travellers were going along a dusty road. There were no trees, for shade. The sun's rays were very harsh. The travellers were tired. At that time, they saw a tree with thick leaves and branches. They sat under the shadow of the tree and rested. When they got over their tiredness one of them said, "The tree does not have fruits. Useless tree. It would be better to cut it down." On hearing this, the tree became angry and sad, "Thankless man! You sat under my shade and got over your tiredness, and now you say that I am useless? Go away at once."

*Thanklessness will invite anger*





### 3. Science Activities/Experiments



#### 1. Let it Rain/Magic Rain

**Things needed** : Empty milk powder tin/plastic bottle, small nails, hammer, bucket, water

**Steps to do**

- Children put holes under the tin/plastic bottle
- The tin/bottle is immersed in the bucket filled with water. The tin/bottle is closed with the lid/your hand and is raised
- When the lid/your hand is suddenly removed, you will see the water coming out from the tin/bottle (You can also put a small hole in the lid of the tin/bottle and close the opening to see the same thing happening.)

#### 2. A Rainbow in Water

**Things needed**

**Steps to do**

- Oil in a flat plate
- All children may take some water in a flat plate
- Place two drops of oil on the water in the plate
- When placed in the sun, you can see a rainbow in the plate

**Things needed**

: Plastic mug/a mineral water bottle cut into half, soap powder, water

**Steps to do**

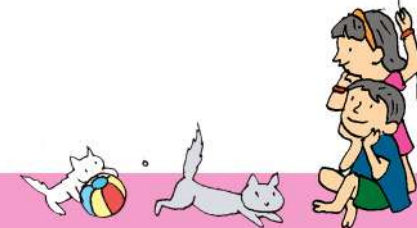
- Let each child take half a mug of water
- Put a teaspoon of soap powder into it.
- Lather it well
- You can also do it by lathering the soap on your hand if mugs are not available

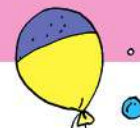
#### 3. A Rainbow on the wall

**Things needed**

**Steps to do**

- : Plate, water, mirror (with a plastic frame)
- Let the children form pairs or groups of three
  - Each group is given a plate with some water and a mirror
  - The plate is placed in the sun and the mirror which is half immersed in water is adjusted so that the image from the mirror falls on the wall
  - We can see a rainbow in the image formed on the wall





#### 4. Will it sink or float?

**Things needed**

: A big basin, water, vegetables, grains

**Steps to do**

- Place a bucket filled with water on a stool in the middle of the class
- Let the children pick either a vegetable or a grain from the vegetables and grains placed on top of the table
- The children have to say out the names of the vegetables or grains they have at hand and also have to guess whether the thing they have will sink or float
- Each child comes forward and puts the thing he/she has at hand into the basin filled with water and relates what happens with what he/she has guessed
- Teacher enlists the items that will float and sink in a tabular form on the blackboard
- After enlisting the items she totals how many of the items sink and how many of them float
- On final discussions and elicitations the group decides on which of these counts up to be the most and which is the least

#### 5. Where did the sugar and salt go?

**Things needed**

: Containers, water, spoons, salt, sugar, soil, pebble, beads, nuts of tamarind

**Steps to do**

- Containers partially filled with water are placed with a spoon in each
- Children put separate items into each of the containers (salt, sugar, soil, pebble, beads, nuts of tamarind)

- Children stir the water with the spoon
- After sometime, the children are asked to observe what happens
- What happened to the salt and sugar? Discussion ensues
- Soluble substances - insoluble substances - consolidation

**New Colours**

**Things needed**

: Poster colour/water colour, glass tumblers/cut halves of plastic bottles, some water, 50ml spoon, small plate

**Steps to do**

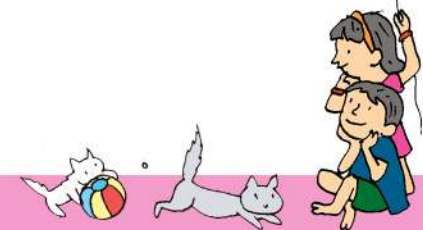
- Take three plates with water and mix red, blue and yellow colours in each
- Using a spoon pour in one spoon each of red and yellow liquid into a bottle
- Observe the changes and report
- Mix other colours two at a time and report the changes
- What happens when all the three colours are mixed? Let them do it and answer  
Red + Blue = Violet  
Blue + Yellow = Green  
Yellow + Red = Orange  
(It is necessary to complete the table.)

**Things needed**

: Turmeric powder, soap

**Steps to do**

- The children lather the soap in their hands





**Things needed**

- A pinch of turmeric powder is put on the children's hands
  - When the soap is again lathered, they are asked to observe the colour change and report it
- Things needed** : Hydrated lime water, glass, turmeric powder, spoon

**Steps to do**

- The children form pairs
- A glass of hydrated lime water and a spoon of turmeric powder are given to each group
- The turmeric powder is put into the glass and stirred
- The change in colour is to be observed and reported

**Things needed**

- Things needed** : Paper, tender leaves of teak, tender leaves of other trees

**Steps to do**

- The children draw pictures by rubbing the tender leaves of teak on a paper. Children are asked to observe the colour and to report
- Pictures are drawn using other leaves too. The colours are discussed

## 6. The wonder of wax pictures

**Things needed**

- Things needed** : White chart paper, candle, water colour, pieces of sponge

**Steps to do**

- The white chart paper is cut in the size of a greetings card
- A picture is drawn on the chart paper using a candle
- Children colour the candle picture using a sponge immersed in water colour
- The candle picture drawn on the card becomes clearer

**Things needed**

- More colours are used. The change in colour is noted
- Things needed** : White chart paper, candle, a hibiscus flower, a small lemon

**Steps to do**

- The chart paper is cut in the form and shape of a greetings card
- Draw pictures on the chart paper using candles
- The card is now rubbed with a hibiscus flower
- The children dip their fingers in a cut lemon and the fingers are rubbed on the area earlier touched with hibiscus flower. They observe the change in colour

## 7. A handkerchief that doesn't get wet

**Things needed**

- Things needed** : Glass, handkerchief, bucket and water

**Steps to do**

- Children push the handkerchief into the bottom of the glass
- The glass is turned upside down and immersed in water
- The glass is taken out and the handkerchief is touched by the children
- Let all children do it

## 8. The power of wind

**Things needed**

- Things needed** : Balloon, bobbin, rubber band, paper ball

**Steps to do**

- The balloon is fastened on to the bobbin with a rubber band. (Teacher)
- The children practise blowing, the balloon through the bobbin
- A paper ball is placed on the ground. Each child tries to move the ball the farthest, blowing balloon





- The child who has moved the paper ball the farthest is declared the winner

## 9. Let's immerse the plastic container

**Things needed** : A small plastic container, some pebbles, bucket filled with water

- Steps to do**
- The plastic container is placed on the water. It floats
  - What should be done to immerse it in water? - discussion
  - We should put pebbles in it - each child is handed a piece of pebbles. The children observe the changes when the plastic container in the water fills up with stones
  - When did the plastic bottle completely sink in the water?

## 10. Let's fill the glass with water

**Things needed** : Bucket, water, glass

- Steps to do**
- Place a bucket of water on a stool
  - Let children stand around it with 4 or 5 glasses.
  - Hand a mason pipe to each
  - The mason pipe is put in the bucket and the children sit on the ground and suck the mason pipe to fill the glass with water

## 11. Can we put the paper inside the bottle?

**Things needed** : Plastic bottle, paper

**Steps to do**

- Place the plastic bottle horizontally on a table.
- Stick a piece of paper at the opening of the bottle
- Try to blow at the opening of the bottle to put the paper inside the bottle

## 12. The balloon rises

**Things needed** : Plastic bottle, balloon, rubber band, bucket, water

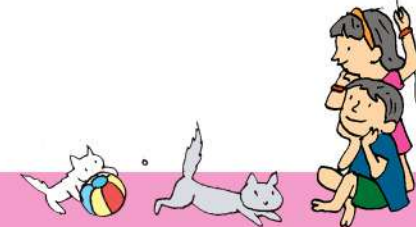
**Instrument needed** : Knife

**How to make:**

1. Take a plastic bottle. Cut and separate the lower end of the bottle
2. Remove the lid and tie a balloon at its opening covering the area.

**How it works:**

1. Lower the bottle in water. What do you see? Doesn't the balloon blow up?
2. Tie a thread around the neck of the balloon (i.e. just above the lid of the bottle) and take the bottle out of the water
3. Again immerse the bottle in the water and remove the knot. What do you see?





## 4. Various Games



### 1. Let's sing and play

The children stand in a circle. The teacher sings together with the children and they play.

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ചാടുന്നേ ഞങ്ങൾ ചാടുന്നേ (3)

ചാടിച്ചാടി കളിക്കുന്നേ.

### 2. Let's clap and sing

Teacher sings the song. Children clap their hands. After this, the children clap their hands and sing the song.

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കൈ രണ്ടു മുട്ടി കുട്ടുകാരേ (xx - clapping hands twice)

മഴയത്തു കേളുപോയി

കൈ രണ്ടു മുട്ടി കുട്ടുകാരേ (xx - clapping hands twice)

കാറ്റും മഴയും ഒന്നിച്ചപ്പോൾ

കൈയെത്ര മുട്ടി കേളുവേട്ടൻ (xxxx - clapping hands four times)

### 3. Friends

Divide the class into four groups.

1. Little chicks
2. Baby crows
3. Puppies
4. Kittens

Teacher sits in the front.

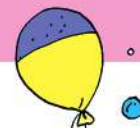
Teacher says : Let the little chicks come to the front.

Then, children of group 1 come to the front and then move back making the sound of little chicks as they do so.

Teacher says : Let the baby crows come to the front.

Then, children of group 2 come to the front making the sound of baby crows and move back.





*The third group cries Bow.....bow....bow...bow...puppies (2).*

*Teacher says: Let the kittens come to the front.*

*Mew....mew...mew....mew....kittens (2)*

## 4. Festivity

Things needed : Toy drums, whistles, etc.

### Activity

- Ask the children to bring all the sound making instruments which they have with them to the class
- The children stand in circles with their drums or flutes or horns. (Those with similar instruments stand together)
- The teacher stands in the centre of the circle. When she raises her hand, the children have to make sounds with the instruments. When she lowers her hand, they stop making sounds
- After two or three times, the children may be asked to make sounds in a rhythmic manner

### Second stage

- Children with the same type of instruments are made to stand in one corner of the class
- When the teacher points with her finger to the children in a particular corner, they start making sounds with their instruments
- When the teacher raises her hand and points to another group, they start to make sounds with the instruments they have
- The activity is carried out in such a way that each group gets at least 2 or 3 turns



## 5. Boat Race

Things needed : Things needed PVC pipe of 1 metre length, with top portion cut and removed horizontally, with both ends of the pipes closed, so that it holds water. Two pieces of thermocol, paper boat... water

### Activity

- The PVC pipe is filled with water and placed in the class
- Small boats are made with thermocol and paper
- Two children blow the thermocol-paper boats so that they travel from one end of the pipe to the other
- The boat that comes first is the winner. All children participate in the game

## 6. Friends from the forest

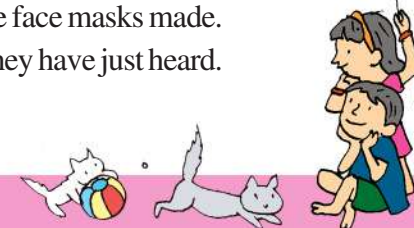
Things needed : Face masks, forest/some other curtain

### Activity

- One end of the class is made to appear like a forest by placing tree branches, or some sort of a curtain is placed.
- Face masks of the animals are kept ready to suit the number of children in the class.
- The children stand hiding in the forest area.
- Teacher makes the sound of a particular animal. The child recognises the sound of the animal, wears the mask of the animal, makes a similar sound and comes out of the forest, and then returns.

### Games/Activities

The teacher makes sounds according to the variety of the face masks made. The children jump out of the forest imitating the sound they have just heard.





## 7. Let's button the shirt

**Things needed :** Hanger, two shirts

### Activity

- At one end of the classroom, two shirts are hung on hangers with only the top buttons done.
- Let two children stand at the other end.
- When the teacher instructs, the children run to the hangers to button up the shirts.
- The child who buttons the shirt first is the winner.
- The activity may be continued till each child gets a chance.

(For children who have found it difficult to button up the shirts, give them a mixture of rice and green gram. Give them time to separate the items. This activity helps in the development of fine motor skills in children.

## 8. Crow - 'fly-fly'

### Activity

- The children stand in a line. The teacher says aloud - "Crow fly-fly".
- If the name of a bird has been said, the children have to run around with their arms open (as if flapping the wings) crying fly-fly.
- If the teacher says the name of an animal which does not fly, for e.g. 'cow - fly fly', the children need not move.
- Children who go wrong are out of the game. The remaining ones are announced the winners.
- The game is repeated many times.

## 9. Fruit shop

**Things needed:** Pictures of fruits/puppets/face masks

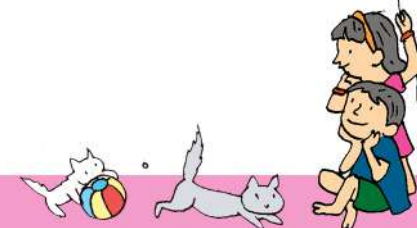
### Activity

- Children are handed either pictures or puppets or masks of fruits like mango, jackfruit, orange, apple, banana, etc. They are asked to stand at the rear of the class in a single line.
- Teacher says, 'Let apple come.'
- The child with the apple puppet/picture/mask comes forward jumping and shouting loudly 'Here comes apple!' and raises the puppet/picture/mask above his head.
- The game continues as the teacher calls out the names of the other fruits.
- The game can be repeated two or three times and after that the pictures or puppets or masks are placed on top of the table.
- The children are made to stand in a circle.
- Teacher says, 'Mango, touch the ear of lemon and go!'
- The child who had picked mango touches the ear of the child who had picked lemon and walks away.
- The other children say whether it was right or wrong.

## 10. The right hand - left hand game

### Activity

- The teacher and the children stand in a single line.
- The teacher lifts her right hand and says 'Lift your right hand'. The children do the same.





- The teacher folds the right hand. The children do the same. She then asks the children to stretch their right hand. The children do as said.
- Then the teacher says 'Lift your left hand'. Then she says, 'Fold your left hand, stretch your left hand'. The teacher and children do so.
- After this, the teacher and children together say and do the activity.
- The game progresses with a song.
- The teacher sings. The children perform.
- The teacher and children together sing and perform.

### The song

*Lift your right hand, Fold your right hand, Stretch your right hand,*

*Turn around, jump on your toes.*

*Lift your left hand, fold your left hand, stretch your left hand,*

*Turn around, jump on your toes.*

## 11. Oh! Here comes the tiger!

### Activity

- Children stand in different places in the class.
- The teacher comes out from behind the table making the sound of an elephant (a sound that is familiar to the children).
- Children cry out 'Oh! Here comes the elephant!' and runs away.
- Teacher goes and touches a child. That child goes over to the table and comes out from behind the table making the sound of a tiger.



- Children run around crying out 'Oh! Here comes the tiger!' The child touches another child. He becomes the next animal.
- The game continues.

## 12. Clap your hands and play

### Activity

- Let the children stand in a circle.
- The children should sing in response to the song sung by the teacher.

Teacher: Touch your legs and clap your hands.

Children touch their legs and sing in return 'Touched our legs and clapped our hands'

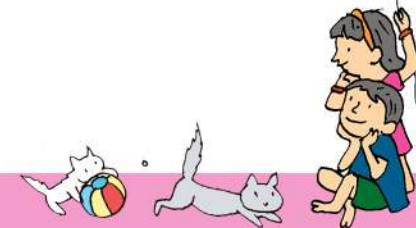
Teacher : Touch your knees and clap your hands

Children : 'Touched our knees and clapped our hands'

After this - stomach, chest, lips, nose, ear, eyes, head etc., are mentioned and sung.

And finally,

All together jump and clap your hands.





Children jump together and clap their hands  
 Teacher claps her hand on either sides.  
 Children clap their hands on either sides.

### 13. Train game

#### Activity

- The children stand in a circle. A space to allow two children to pass through them is left.
- The teacher and a child should stand in the centre of the circle. They sing

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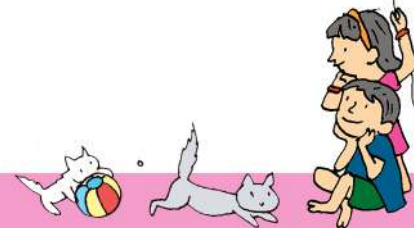
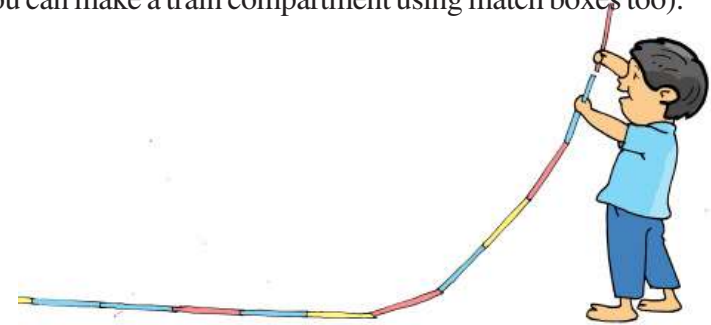
- Once all the children have learned the song, the teacher and the children form a train and run zig zag in and out of the circle singing the song. When the song is over, the next child is touched.
- The child touched becomes a part of the train and the three or four together sing along and move on. The game continues till all children get to be part of the train.

### 14. The straw stick

Things needed : A straw stick

#### Activity

- Each child is given 5 straws.
- The children arrange the straws as a stick by placing one inside the other.
- Whoever completes the game first is declared the winner.  
 (You can make a train compartment using match boxes too).





## 2/7 Maths Games

'Today I will sing to you a song. Everyone should sing it with me. Whatever gestures I show, you will have to copy too.' Beena teacher began to sing.

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കുടയ്ക്ക് കാല് ഒന്നല്ലോ

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കോഴിക്ക് കാല് രണ്ടല്ലോ

മൂന്നേ മൂന്നേ മൂന്നല്ലോ

തേങ്ങയ്ക്കു കണ്ണുകൾ മൂന്നല്ലോ

നാലേ നാലേ നാലല്ലോ

പൂച്ചയ്ക്ക് കാലുകൾ നാലല്ലോ

അഞ്ചേ അഞ്ചേ അഞ്ചല്ലോ

തെച്ചിക്കിതളുകൾ അഞ്ചല്ലോ

As the teacher sings, she shows the corresponding pictures. When the numbers are said, she raises her fingers showing the numbers sung. The children also perform the same.

Such activities that focus on mathematical knowledge are common in pre-primary classes. What previous knowledge does a pre-primary learner have with respect to mathematical facts? Some of the basic know-how include concepts like big, small, near, far, less, more, etc. Let us plan activities keeping these concepts in view. There are slots in stories, songs, picture drawing, games and making things that can be used to improve mathematical skills.

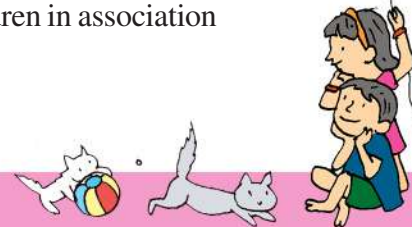
You must have already told the children about the story of the thirsty crow and how it drank water from the pot. Now, we will retell the story by including certain mathematical concepts in it. What all changes/additions must be added to the story?

A crow was sitting on the branch of a tree. It was very thirsty. It saw a large pot filled with little water. The crow got an idea. It picked the stones lying nearby. One....two....three....four.....five..... It put the stones one by one into the pot. Its thirst was quenched. It flew away happily crying 'caaa.....caaa.....'.



Will there not be such situations in other stories too? We should be able to include such events in stories that are realistic and are likely to happen.

There are many activities that can be done by the children in association with 'Home' as the theme.







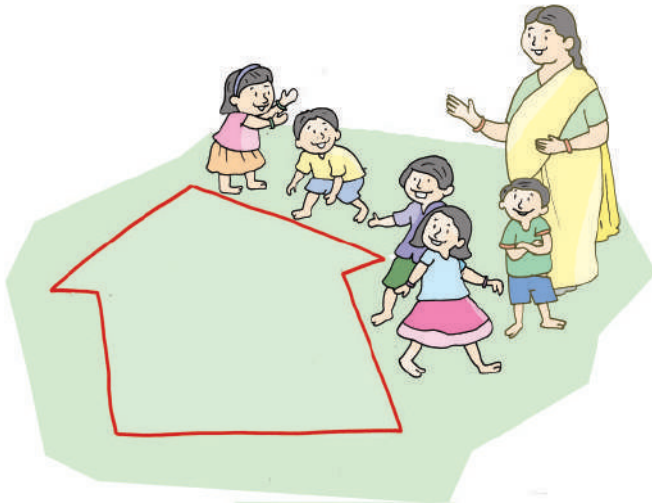
We can give instructions to help acquire mathematical skills through activities like draw and colour a house, cut a paper in the form of a house and paste it, etc.

You may give instructions like 'give the same colour to the two windows, draw a door, draw a long step, draw a big house, a small house, the shape and size of the windows and the door, a tall house, a short house, etc'. Look how many opportunities are there for us!

Let all of them draw a big house first. Ask them to draw a house smaller than what they have drawn. Once they have finished, ask them to draw again a house smaller than the two they have already drawn. Won't such activities challenge and generate interest in the children?

Another interesting game is arranging of cut-outs of already prepared houses either in ascending or descending order of size.

We can consider the kitchen as a sub-theme of a house. There are a lot of opportunities to generate mathematical skills in the theme "kitchen". These can include the number of plates, the sizes and shapes of vessels, the act of cooking, etc.



Aren't there situations for making clear concepts such as a glass of water, a cup of water, two buckets of water, etc? Moreover, every child would love to try his hand at cooking.

Let us make a salad today. What are the things we need to make a salad? Onion, tomato, salt and curd. Let's first slice two onions into small pieces. Next, we will slice three tomatoes into small pieces. To this, we will add a spoon of salt. We will mix these three with a glass of curd. Our salad is ready!

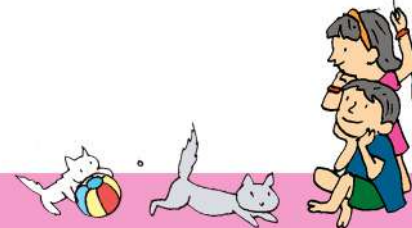
We can help our children in making the salad by giving such small and simple instructions.

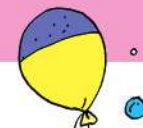
Cooking is an area where the concepts of measurements and numbers can be made use of effectively without any artificiality.

Activities of forming groups, and separating items, can also be undertaken. Real fruits and vegetables or models of fruits and vegetables or even pictures of fruits and vegetables may be given with instructions to group them. Children can be asked to group together a set of apples, a set of cucumbers, etc. We can also ask questions like, 'Which of these sets is bigger? Which is smaller?' Children should be made to answer these questions.

This can be carried out as a game too. On top of the table, a scooter bag is placed. You can ask the children to show an object smaller than this. The children do as directed.

We can direct the children to close observation of things and objects by asking questions like, 'Find out objects smaller than this. Objects still smaller?'





Children will definitely enjoy such games and this promote will an aptitude for learning maths.

### What are the other possibilities?

Leaves may be given to be arranged either in ascending or descending order according to size as soon as a whistle is blown.

Ask one child to draw a circle. Let his friend draw a circle smaller to the one drawn. How many times can you circles smaller than the ones previously drawn?

It is necessary to incorporate activities and situations that help in the unconscious gaining of mathematical skills.

Concepts relating to distance and qualities are pre mathematical skills.

Near - far, above - below...

Concepts like 'a big thing, a small thing, a big box, a small box, a long one, a small one, etc.' all relate to qualitative skills in maths.

Which of the various stages in ELPS should be considered in the learning mathematics in pre-primary classes?

- E - Experience
- L - Language
- P - Picture
- S - Symbol

The first three stages should be considered in pre-primary classes and the fourth stage may come later.

It is necessary to provide experiences to children on the basis of previously acquired knowledge. Simple mathematical language can be used for this. Games like matching pictures with objects can be used. (e.g. 5 flowers - 4 birds) It is essential that mathematical concepts are developed in a systematic and progressive manner through these stages.



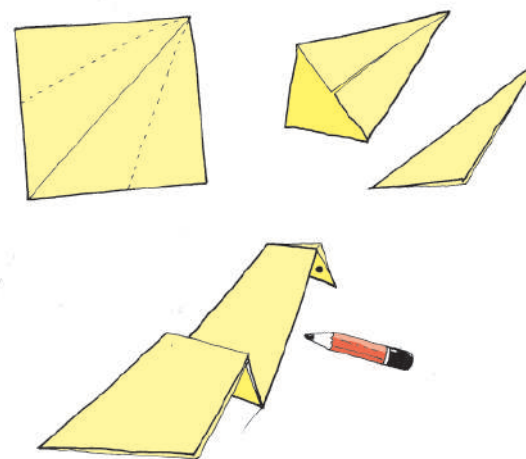
## 5. Making of objects

### 1. Peacock

**Things needed :** Thick paper, pencil, crayons, sketch pens

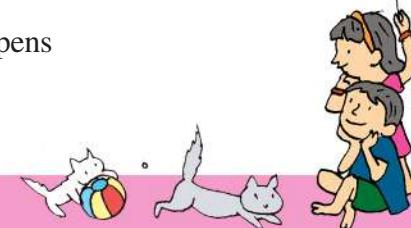
**How to make**

1. Take a thick square paper.
2. Fold the paper inside along the dotted lines.
3. Fold the paper as shown in the picture.
4. The pointed end in the front becomes the head.
5. Colour it. Your peacock is ready!



### 2. Paper Whale

**Things needed :** Thick paper, pencil, crayons, sketch pens

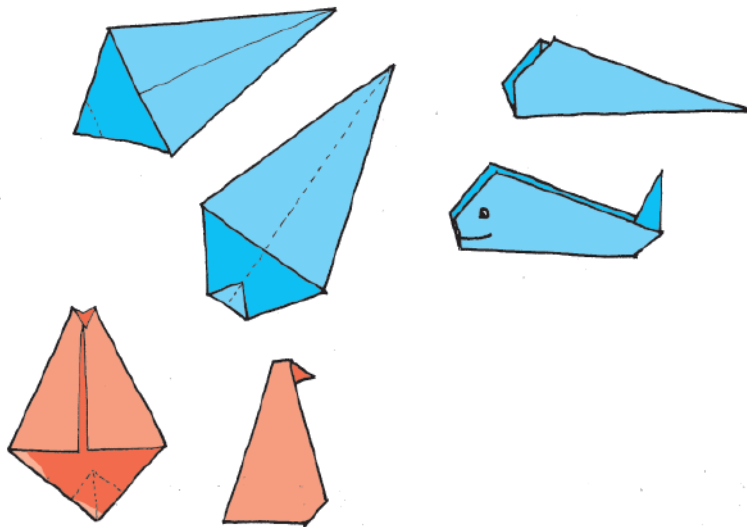




**Instrument needed :** Scissors

**How to make**

1. Take a thick square paper. Fold the paper inside along the dotted lines.
2. The dotted pointed front end of the paper must be folded down.
3. Take the two ends of the folded paper and fold them together along the line drawn. This will make the body of the whale.
4. When you fold backwards the pointed end of the paper, it will make the tail of the whale.
5. Draw the eyes and mouth of the whale using a pencil. Colour it and your whale is ready!



### 3. Paper penguin

**Things needed :** Paper, sketch pens, glue

**How to make**

1. Take a piece of square paper. Fold the paper as shown in the picture.
2. Fold the paper through the line drawn in the middle. Fold the upper end and make it a penguin head.
3. Open the fold in the middle and fold the lower end of the paper to make the legs as shown in the picture.
4. Draw the eyes. Colour it.



### 4. Sewing Machine

**Things needed :** Small coconut nut-1, leaf-1, coconut palm leaf spines (eerkil)-20 cms-2 nos., 30 cm-1, 15 cm-1.

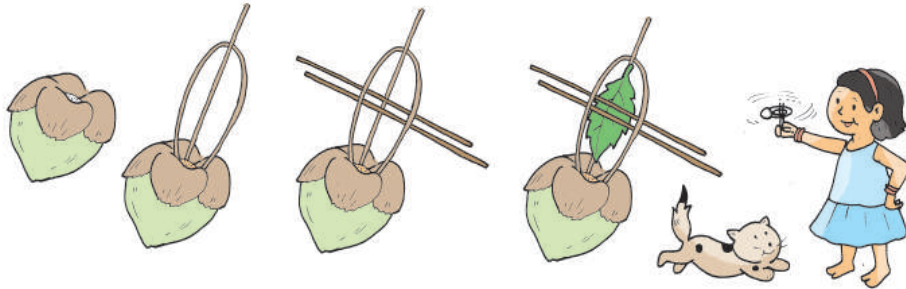
**How to make**

1. Take the 30 cm long coconut palm leaf spine and place it in a curved position on the baby coconut (as shown in the picture).





- Place the 15 cm long coconut palm leaf spine in the middle of the small coconut bud as shown in the figure.
- Place the leaf on top of the 15cm long coconut palm leaf spine. Slide the two 20 cms long coconut spine under the longest curved spine. Let the two 20 cms long spines pass through the top of the leaf and bring it to the other end of the 30 cm long spine.
- Hold both the 20 cms long spines and turn the baby coconut around it. Don't you hear the sound of a sewing machine? Check out whether there are any tailoring marks on the leaf.



## 5. Hat

**Things needed** : Paper ribbon, Thick paper, colour pencil, glue

**Instruments needed** : Scissors

### How to make

- The paper ribbon is pasted according to the size of the children's heads (round).
- The children draw the outline of their palms on the thick paper. The outline is cut out.

The outline and the hat are coloured.

- The cut outs of the palms are stuck on the two sides of the hat.



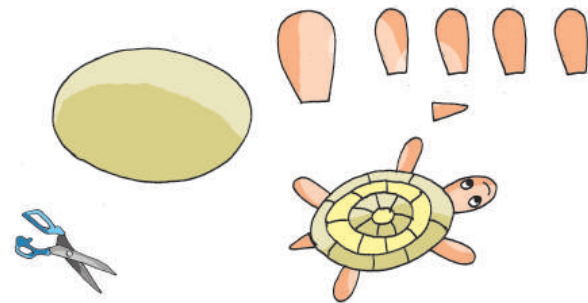
## 6. Tortoise

**Things needed** : Cardboard/shirt box, colour

**Instruments needed** : Scissors/paper cutter, glue

### How to make

- Cut out the body parts of the tortoise on a card board - an elongated circle -1, legs -4, head -1, tail -1. Colour the parts. Eyes and the mouth are drawn and added.





- To the body of the tortoise, the legs, head and tail are stuck on.

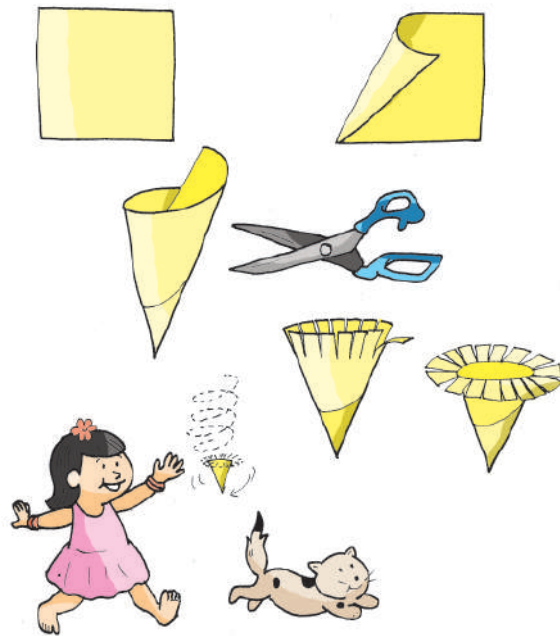
## The sky spin - top

**Things needed** : Cover page of magazines, glue

**Instruments needed** : Scissors

### How to make

1. Cut the paper into a square with sides of 15 cms.
2. Fold the cut paper in the form of a cone. Paste the tapered end with glue. The top broad end of the cone must be cut uniformly.
3. In the open area, make parallel cuts of length 5 cms followed by 1 cm along the paper spacing 1 cm in between as shown in the figure.



4. Open the cut area as shown in the picture.

5. Throw your spin-top on to the sky!

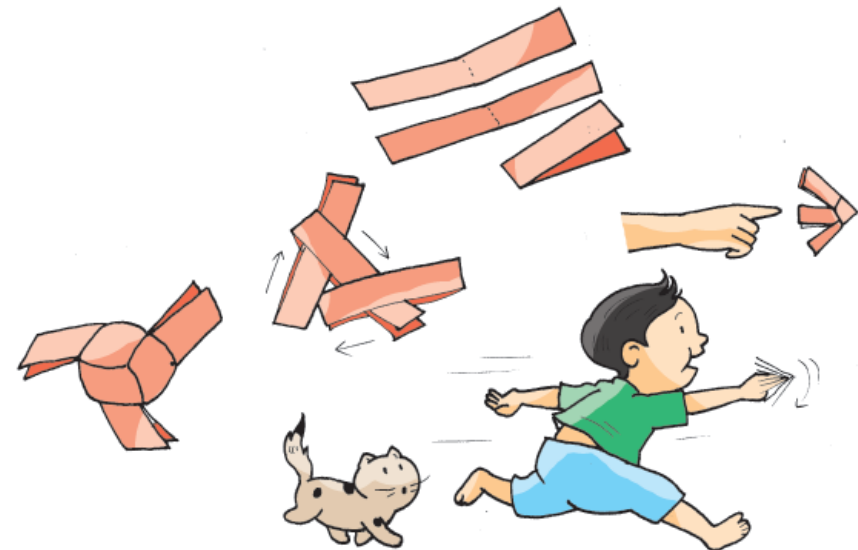
## Paper fan

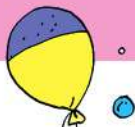
**Things needed** : Paper, glue

**Instruments needed** : Scissors

### How to make

1. Take three paper ribbons of 15 cms length and 1.5 cms breadth.
2. Fold each of the three paper ribbons into half.
3. The open end of each of the ribbons should be made to go through the folded end of the other paper.
4. Till a triangle is formed in the centre, tighten the open ends of the papers gently.





5. Take another paper, make a paper cone and stick it in such a way that space to allow a finger to enter is left.
6. Wear the paper cone on your finger and on the pointed end of it place the paper fan. Now run with it and see what happens!

## A Paper fan

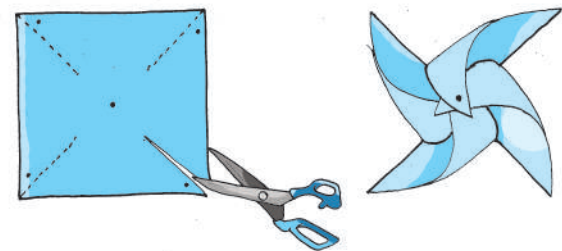
**Things needed** : Square paper, ball pins, rubber pencil, glue

**Instruments needed:** Scissors

### How to make

1. Fold the square paper diagonally so that the corners meet.
2. Cut half the paper along the lines from the corners to the centre.
3. Paste the three pointed ends of the triangles as shown in the picture.

Allow a ball pin to pass from the top to the bottom



4. Let the sharp point of the pin rest on the rubber pencil.
5. Now, hold the pencil and run and see what happens!

## A fish that swims in air!

**Things needed** : 20 cm. Paper strips, sketch pens

**Instrument needed** : Scissors

### How to make

1. Take a paper strip of 20 cms length and 3 cms breadth.
2. Make two cuts at a distance of 5 cms. from both the ends of the paper strip.





3. Fold the paper in such a way that the paper ends enter each cut.
4. Draw the mouth, eyes and fins of the fish using sketch pens.
5. Your fish is ready.
6. Raise it above your head and allow it to fall down.

## Helicopter

**Things needed** : 10 x 3 cm paper strips

**Instruments needed** : Scissors

### How to make

1. Take a paper strip 10 cms long and 3 cms wide.
2. Fold the paper strip at the middle lengthwise.
3. Using scissors, cut along the middle line, a bit longer than half the length of the strip.
4. Fold the paper in such a way that the ends of the paper fold inwards when the paper strip is placed vertically. The paper strips by now gain the shape of a cricket bat.
5. Make two or three small upward folds at the ends of the paper folded inwards. Use a pair of scissors to cut through the middle of the broad end of the paper. You may cut up to 1 cm of the handle of the bat.
6. Fold the two cut ends on either side in the form of the letter 'T'. Your helicopter is ready.

## Paper whistle

**Things needed** : 10 x 5 cm paper

**Instrument needed** : Scissors

### How to make

1. Fold a paper 10cms in length and 5 cms in breadth into two.
2. In the middle of the fold, cut a small circle using scissors.
3. Fold the open ends of the paper outwards.
4. Place the paper whistle between your hands and blow out air through the hole in the paper.

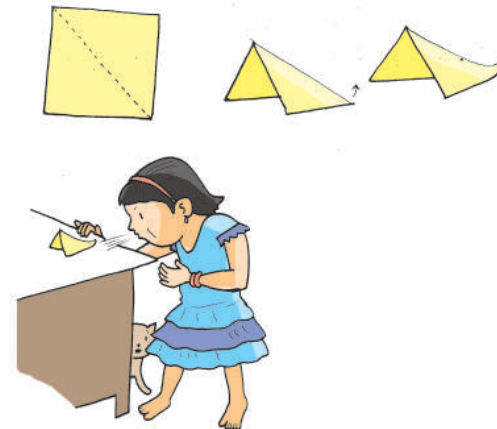
## Flying butterfly

**Things needed** : 10 x 5 cm thick paper

**Instrument needed** : Scissors

### How to make

1. Fold the 10cm square paper diagonally as shown in the figure.





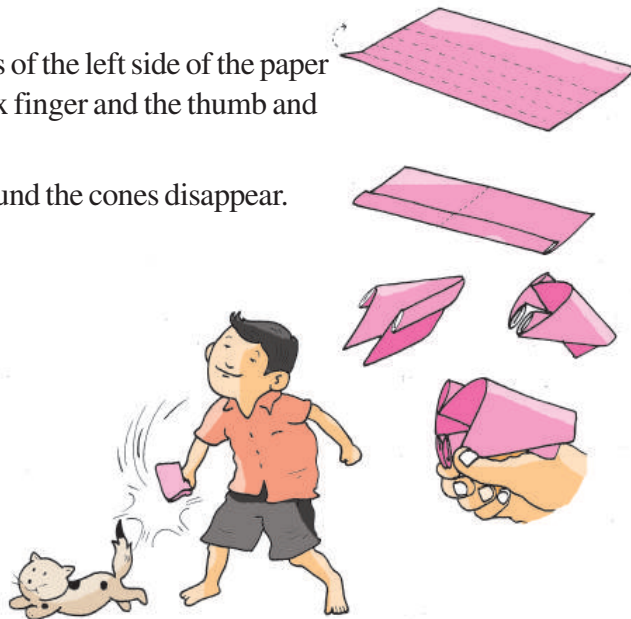
2. Draw the picture of a butterfly on the paper.
3. Place the paper butterfly on the floor. Slightly fold the ends that touch the ground to raise it. Blow gently from behind.... can't you see your butterfly flying!

## Paper Cracker

**Things needed** : 20 x 30 cm paper, ruler, pencil

### How to make

1. Take a paper 20cm in length and 30 cm in breadth. Draw six equal lines in the broad side of the paper. Fold four such lines one above the other.
2. Let the folded end come to the front and now fold the paper into half.
3. Bring the lower end of the right side of the paper inside. Then we will get two cones.
4. Hold the two ends of the left side of the paper between the index finger and the thumb and wave it fast.
5. Tup! With this sound the cones disappear.



## Bed

**Things needed** : Square paper

**Instrument needed** : Scissors

### How to make

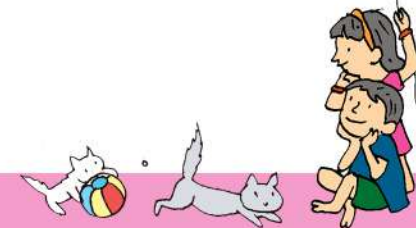
1. Fold the square paper inwards from the two sides in an equal manner.
2. From the top fold downwards in 2/3 cms breadth and then open.
3. Cut one end of the rectangle that is formed by these folds.
4. Fold the cut end backwards.
5. Now fold both the ends backwards as shown in the picture.
6. Now place the folded ends below and raise the upper ends. Your bed is ready.

## Crown

**Things needed** : Square paper, glue

### How to make

1. Fold the square paper diagonally meeting the two corners.
2. Again fold it into half and draw a line in the middle.
3. Fold the pointed ends in such a way that the folded ends pass over the middle line.
4. Fold the lower two cones upwards (if needed, you can glue it).
5. Open the lower end and you can wear your crown.







## Puppy

**Things needed** : Paper, square

### How to make

1. Fold the square paper diagonally along the cones in half.
2. From the open lower end, fold a paper upward and place one half of the folded paper before you.
3. Fold the remaining paper piece backwards.
4. Fold the square paper diagonally along the cones.
5. Draw eyes on the face of your puppy. Your pup is ready!

## Boat

**Things needed** : Rectangular paper, glue, paper

**Instrument needed** : Scissors/paper cutter

### How to make

1. Fold the rectangular piece of paper along the cones into two. Cut the two parts.
2. Take a piece of cut paper and fold the paper in such a way that the cone end of the paper is folded and shows out.
3. Paste it on a paper, downward. You can colour your boat.

## Fish

**Things needed** : Rectangular paper, glue, paper

**Instrument needed** : Scissors/paper cutter

### How to make

1. Cut the rectangular piece of paper into two.
2. From this make a triangle and cut the remaining triangle into two.
3. Paste the smaller triangle on the lower end of the bigger triangle.
4. Draw the eyes, body, tail, etc. of the fish and colour it.
5. Cut the remaining small triangle into two and paste the cut ends on either side of the fish.

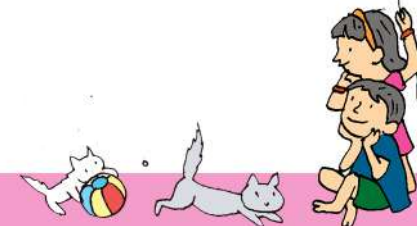
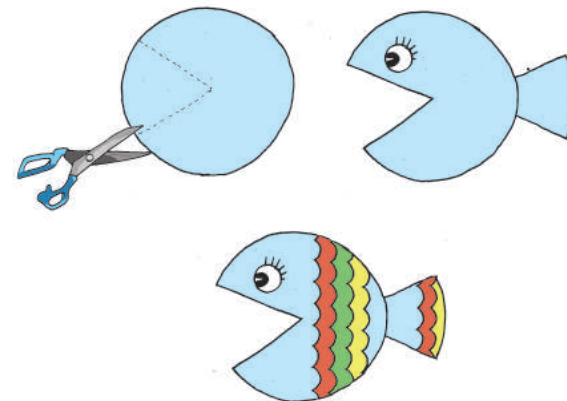
## Beautiful fish

**Things needed** : Paper/small paper plate, glue, colour

**Instrument needed** : Scissors

### How to make

1. Cut a small triangular piece of paper from a circular sheet of paper.
2. Paste the cut portion on the back side to form the tail.
3. Draw the eyes and the body. Your fish is ready.





## Rabbit mask

**Things needed** : Paper/small paper plate, thread, colour

**Instrument needed** : Scissors

### How to make

1. Cut two circular pieces from the paper.
2. Cut the second circle into two.
3. On top of the circle, the cut halves are pasted to form the ears of the rabbit.
4. The two ends are tied with a thread.
5. Eyes and nose are drawn to the picture.



## Hand fan

**Things needed** : Paper, glue, wide stick

**Instrument needed** : Scissors

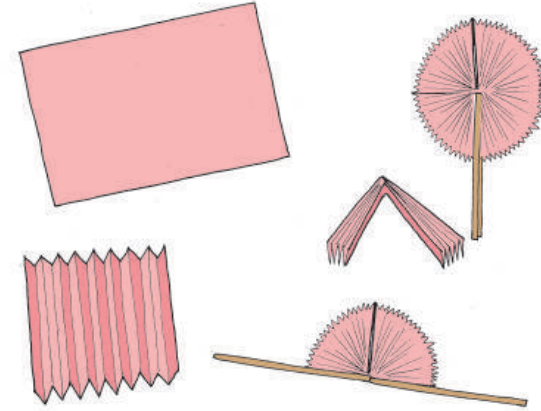
### How to make

1. Fold the paper horizontally in a zig zag manner with a width of 1 cm.

2. Hold the folded ends together and fold it in the middle.

3. Paste glue in the folded end.

4. Open the outer end and stick it along the ends of the stick. Your hand fan is ready.



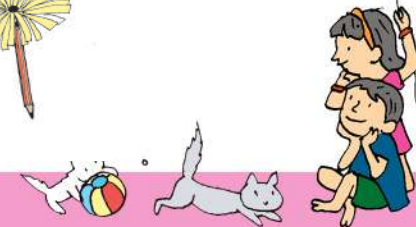
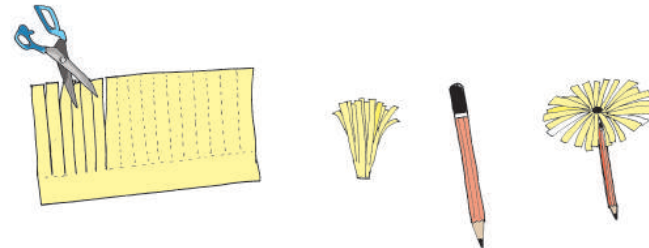
## Paper flower

**Things needed** : Magazine paper, glue, pencil / stick

**Instrument needed** : Scissors

### How to make

1. Cut the colour page from the magazine into two.
2. On one side of the paper draw vertical lines and cut along the lines drawn.
3. Paste glue on the lower end of the paper. Stick and roll it either on a pencil or a stick.
4. Open the paper as the petals of the flowers open up.





# APPENDICES

## കവിതകൾ

### കുടുംബം, വീടും പരിസരവും

#### പാർപ്പിടം

പശുവിന് പാർക്കാൻ ആല  
കോഴിയുറങ്ങും കുട്ടിക്ക്  
പാമ്പിന് പാർക്കാൻ മാളം  
എന്നിങ്ങുമെല്ലാം മുമ്മയ്ക്കും  
അമ്മിണിമോൾക്കും വീടുണ്ട്.

#### എന്റെ വീട്

എനിക്ക് നല്ലൊരു വീടുണ്ട്  
എന്നുടെ വീട്ടിൽ പലരുണ്ട്  
കഥകൾ ചൊല്ലാൻ മുത്തശ്ശി  
ചോറുവീളുവാൻ എന്നമ്മ  
തോളത്തൊട്ടുക്കാൻ എന്നച്ഛൻ  
ആടി രസിക്കാൻ ഉറങ്ങാല  
പാലുകുടിക്കും പുച്ചമ്മ  
വാതിൽ കാക്കും നായ്ക്കുട്ടി  
എന്നുടെ വീട്ടിൽ പലരുണ്ട്  
എന്നോടിഷ്ടമവർക്കുണ്ട്

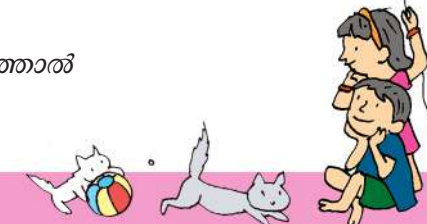
#### വീട്

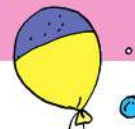
- എന്തു നല്ല വീട്  
ഞാൻ പിറന്ന വീട്  
അച്ഛനുമ്മയ്ക്കും വീട്ടിൽ  
അമ്മയുമ്മയ്ക്കും വീട്ടിൽ
- അമ്മ നല്ല അമ്മ  
അമ്മ തരും ഉമ്മ  
ഉമ്മ തരും അമ്മ  
എന്റെ സ്വന്തം അമ്മ
- വീട്ടിലുണ്ടൊരു മുത്തശ്ശി  
കഥകൾ പറയും മുത്തശ്ശി  
പാട്ടുകൾ പാടും മുത്തശ്ശി  
എന്നുടെ സ്വന്തം മുത്തശ്ശി

- അച്ഛനുമ്മയ്ക്കും വീട്ടിൽ  
അമ്മയുമ്മയ്ക്കും വീട്ടിൽ  
ഒത്തുചേർന്നു പാടിയാടാൻ  
ചേച്ചിയുമ്മയ്ക്കും വീട്ടിൽ
- ഒരുമയുള്ള വീട്  
നന്മയുള്ള വീട്  
അരുമയോടെ കാക്കും - ഞങ്ങൾ  
തെളിമയുള്ള വീട്

#### ബൗ ബൗ മൃഗവും മൃഗവും

അച്ഛവിന്റെ വീട്  
ഭംഗിയുള്ള വീട്  
വീട്ടിലൊരു നായ  
വീരനായ നായ  
അങ്ക പാത്താൽ ബൗ ബൗ  
ഇങ്ക പാത്താൽ ബൗ ബൗ  
അങ്ക ഇങ്ക എങ്ക പാത്താൽ  
ബൗ ബൗ ബൗ  
അച്ഛവിന്റെ വീട്  
ഭംഗിയുള്ള വീട്  
വീട്ടിലൊരു പുച്ച  
വെളുവെളുത്ത പുച്ച  
അങ്ക പാത്താൽ മൃഗവും  
ഇങ്ക പാത്താൽ മൃഗവും  
അങ്ക ഇങ്ക എങ്ക പാത്താൽ





മ്യാവു.. മ്യാവു... മ്യാവു...  
 അപ്പുവിന്റെ വീട്  
 ഭംഗിയുള്ള വീട്  
 വീട്ടിലൊരു കോഴി  
 പുളളിയുള്ള കോഴി  
 അങ്കെ പാത്താൽ കൊക്കൊ  
 ഇങ്കെ പാത്താൽ കൊക്കൊ  
 അങ്കെ ഇങ്കെ എങ്കെ പാത്താൽ  
 കൊ ക്കൊ ക്കൊ

**കൂട്**

കാക്കയ്ക്കുണ്ടൊരു കൂട്  
 കമ്പുകൾ കൊണ്ടൊരു വീട്  
 കുരുവിക്കുണ്ടൊരു കൂട്  
 നാരുകൾ കൊണ്ടൊരു വീട്  
 തത്തയ്ക്കുണ്ടൊരു കൂട്  
 പൊത്തിനകത്തൊരു വീട്  
 കോഴിക്കുണ്ടൊരു കൂട്  
 നമ്മളൊരുക്കും വീട്

**അ.. ആ.... ഇ... ഈ.....**

അ ആ ഇ ഈ ഉ ഊ  
 അക്ഷരമേതാണിഷ്ടം ചൊല്ലൂ  
 അ - പറഞ്ഞാലമ്മ വരും  
 ഇ - പറഞ്ഞാലിപ്പൊ വരും  
 ഉ - പറഞ്ഞാലുമ്മ തരും

**അമ്മ**

ഓടിയെത്തും നേരമെന്നെ  
 ഓമനിക്കും അമ്മ

പാലുതരും പീപ്പിതരും  
 പാവ തരും അമ്മ  
 ഉമ്മവയ്ക്കും പാട്ടുപാടും  
 എന്നുമെന്റെ അമ്മ  
 പട്ടുപ്പു തുന്നിത്തരും  
 പൊട്ടുതൊടിക്കും അമ്മ

**തെങ്ങ്**

അച്ഛൻ നട്ടൊരു തെങ്ങ്  
 അമ്മ നനച്ചൊരു തെങ്ങ്  
 ഏറെ കുലകൾ പേറും തെങ്ങിൽ  
 കാണാനെന്തൊരു ശേല്

കാറ്റത്തിളകും കൈയാൽ  
 മാടിവിളിക്കുന്നെന്നെ  
 കൂഞ്ഞേ! വളരൂ.! വേഗം നന്നായ്  
 നല്ല ഫലങ്ങൾ നൽകൂ.

**തൊന്നും എന്റെ ശരീരവും -  
ശുചിത്വം, ആരോഗ്യം**

**മഴപ്പനി**

കാറ്റും മഴയും വന്നപ്പോൾ  
 മുറ്റം മുഴുവൻ കടലായി  
 കപ്പലിറക്കി കളിയാടാൻ  
 കുഞ്ഞിക്കൂട്ടന് കൊതിയായി  
 കൊതിയും കളിയും തീർന്നപ്പോൾ  
 തീപോലുള്ളൊരു പനിയായി

**അരുതേ അരുതേ**

അരുതേ അരുതേ ചെയ്യരുതേ  
 അരുതാത്തത് നാം ചെയ്യരുതേ

പുകവലിയരുതേ ദുരിതത്തിൽ  
 പുലിവാലിൽ പിടികൂടല്ലേ  
 മദ്യം മോന്തി നടക്കല്ലേ  
 മത്തുപിടിച്ചു നശിക്കല്ലേ  
 വെറ്റിലമുറുക്ക് നടത്തല്ലേ  
 വയ്യാവേലി വരുത്തരുതേ  
 വഴിയിൽ തുപ്പിക്കൂട്ടരുതേ  
 വെറുതെ പൊല്ലാപ്പാക്കരുതേ  
 അരുതേ അരുതേ ചെയ്യരുതേ  
 അരുതാത്തതു നാം ചെയ്യരുതേ

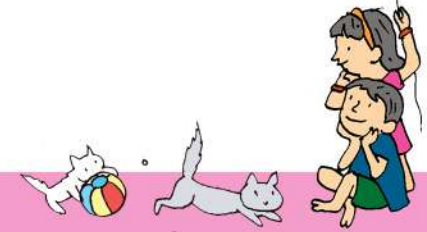
**മടിയൻ**

മടികൂടുമ്പോൾ തടികൂടുന്നു.  
 തടികൂടുമ്പോൾ മടി കൂടുന്നു.  
 മടിയും തടിയും കൂടിവരുമ്പോൾ  
 മടിയൻ തടിയൻ കുഴിമടിയൻ

**കൈയും വായും**

കൈയിൽ അഴുക്ക് പുരണ്ടെന്നാൽ  
 നന്നായ് കഴുകണം കൂട്ടുകാരേ  
 ആഹാരത്തിനു മുമ്പും പിമ്പും  
 കൈയും വായും കഴുകേണം  
 തന്നിന്നം തന്നിന്നം  
 താനിന്നം തന്നിന്നം  
 തന്നിന്നം തന്നിന്നം  
 തന്നാരേ

നിത്യം കുളിക്കണം പല്ലുതേച്ചിടണം  
 കൈനഖമെല്ലാം വെട്ടീടണം  
 തന്നിന്നം തന്നിന്നം  
 താനിന്നം തന്നിന്നം





തന്നിന്നം തന്നിന്നം  
തന്നാരേ

### മഴയും കാലാവസ്ഥയും

#### മഴവെള്ളം

വെള്ളം വെള്ളം മഴവെള്ളം  
മുറ്റം നിറയെ മഴവെള്ളം  
മഴവെള്ളത്തിൽ കളിവെള്ളം  
കളിവെള്ളത്തിലെ യാത്രക്കാർ  
തുമ്പപ്പുവും തുമ്പികളും

#### വെള്ളം

മഴമഴ മഴമഴ പെയ്യുന്നു  
വഴിയും പുഴയും നിറയുന്നു  
മഴമഴ മഴമഴ പെയ്യുന്നു  
തോടും വയലും നിറയുന്നു.  
മഴമഴ മഴമഴ പെയ്യുന്നു  
കുടവും കലവും നിറയുന്നു.  
മഴമഴ മഴമഴ പെയ്യുന്നു  
കിണറും കുളവും നിറയുന്നു.

#### മഴ

മഴ പെയ്യുന്നു മഴ പെയ്യുന്നു  
മുറ്റം നിറയെ മഴവെള്ളം  
മാനത്തെവിടെയിരിക്കുന്നമ്മേ  
മുറ്റം നിറയാൻ മഴവെള്ളം  
ഉണ്ണിനോക്കൂ മാനത്ത്  
മാനം നിറയെ മോലങ്ങൾ  
മോലം മഴയായ് പെയ്യുന്നു  
നാടു മുഴുകെ നനയ്ക്കുന്നു.

#### മഴ

മഴമഴ മഴമഴ മഴ വന്നു  
മാനത്തുനൊരു മഴ വന്നു  
മലയുടെ മുകളിൽ തങ്ങാതെ  
മാളികമുകളിൽ തങ്ങാതെ  
മഴമഴ മഴമഴ മഴ വന്നു  
മിഴികൾക്കുസ്വവമായ് വന്നു

#### മഴ പെയ്താൽ

മിന്നലൊരിടിയും ചിന്നം പിന്നം  
മഴയുടെ വരവിൽ മുന്നോടി  
മാനമിരുണ്ടു മഴ വന്നെത്തി  
ശീതക്കാറ്റിൻ കേളികളായി  
കാറ്റും മഴയും കൈകോർത്തപ്പോൾ  
ആറ്റിൽ അയ്യട പെരുവെള്ളം.

#### മഴ

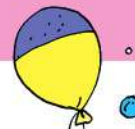
- തുള്ളിച്ചാടി വരുന്ന മഴ  
തുള്ളിക്കൊരു കുടമെന്ന മഴ  
കൊള്ളാമീ മഴ കൊള്ളരുതീ മഴ  
കൊള്ളാം കൊള്ളാം പെയ്യട്ടെ
- മഴ മഴ മഴ മഴ പെയ്തല്ലോ  
ചറ പറ ചറ പറ പെയ്തല്ലോ  
മഴ മഴ മഴ മഴ പെയ്തല്ലോ  
ഇടിയും വെട്ടി പെയ്തല്ലോ  
ഓ.....ഓ.....ഓ.....ഓ.....ഓ.....  
ഓ.....ഓ.....
- മഴപെയ്താൽ മഴവെള്ളം  
മുറ്റത്താകെ മഴവെള്ളം  
മഴപെയ്താൽ മഴവെള്ളം

#### ഇലകളിലാകെ മഴവെള്ളം

മഴപെയ്താൽ മഴവെള്ളം  
ചെടികളിലാകെ മഴവെള്ളം  
മഴപെയ്താൽ മഴവെള്ളം  
റോഡിൽ നിറയെ മഴവെള്ളം

- കിണറെവിടെ കിണറെവിടെ  
(എവിടെ എന്ന ആംഗ്യം)  
വെള്ളം കോരിയെടുക്കട്ടേ  
(വെള്ളം കോരുന്ന ആംഗ്യം)  
പുഴയെവിടെ പുഴയെവിടെ  
(എവിടെ എന്ന ആംഗ്യം)  
തോണിതുഴഞ്ഞു കളിക്കട്ടെ  
(തോണി തുഴയുന്ന ആംഗ്യം)  
കുളമെവിടെ കുളമെവിടെ  
(എവിടെ എന്ന ആംഗ്യം)  
നീന്തി നീന്തി രസിക്കട്ടെ  
(നീന്തുന്ന ആംഗ്യം)
- തുള്ളി തുള്ളി തുള്ളികളായ്  
താളത്തിൽ മഴ പെയ്യുന്നു  
ഇലയിൽത്തട്ടി പൂവിൽത്തട്ടി  
തുള്ളികൾ താഴെത്തെയ്യുന്നു  
താഴെത്തെയ്യ തുള്ളികളെല്ലാം  
ചാലിട്ടെങ്ങോ പോകുന്നു
- കറു കറു കറു കറു കരിമോലം  
മാനം നിറയെ നിരന്നല്ലോ.  
ഠഠഠ ഠഠഠ ഇടി വെട്ടി  
പള പള പള പള പള ഇടിമിന്നൽ  
ആകെ ഇളക്കി മറിച്ചെയ്യുന്നു





ശു ശു ശു ശു കൊടുങ്കാറ്റ്  
കല പില പാടി മഴയെത്തുന്നു  
പുരം മഴയുടെ പൊടിപുരം

- പെയ്യുന്നു മഴ പെയ്യുന്നു  
മലയുടെ മേലെ പെയ്യുന്നു  
പെയ്യുന്നു മഴ പെയ്യുന്നു  
വീടിനു മേലെ പെയ്യുന്നു  
പെയ്യുന്നു മഴ പെയ്യുന്നു  
മാനമിരുണ്ടു മഴ വന്നു  
ഞാനെൻ ശീലക്കൂട ചൂടി  
കാടും തോടും മേടുകളും  
മാനം കൊണ്ടൊരു കൂട ചൂടി  
മഴ മഴ മഴ മഴ പെയ്യുന്നു  
പുഴ പുഴ പുഴ പുഴയൊഴുകുന്നു  
മഴ മാറുമ്പോൾ വെയിലേറും  
വെയിലേറുമ്പോൾ പുഴ താഴും  
കാടിനു വളരാൻ മഴ വേണം  
നാടിന് കുളിരാൻ പുഴ തന്നെ  
മഴയും പുഴയും ഒരുപോലെ  
നമ്മൾക്കെല്ലാം ഉപകാരം

**കുഞ്ഞിക്കാറ്റ്**

കാടു കടന്ന്  
തോട് കടന്ന്  
കുഞ്ഞിക്കാറ്റ് വരുന്നുണ്ടേ  
പൂക്കളെയെല്ലാം തഴുകിയുണർത്താൻ  
കുഞ്ഞിക്കാറ്റ് വരുന്നുണ്ടേ.

**സസ്യങ്ങൾ, മരങ്ങൾ, പൃഷ്ഠങ്ങൾ**

**ആലുമാരം**

ആ....ആ....ആലുമാരം  
ആലിനു മീതെ തത്തമ്മ  
മാ... മാ.... മാവുമാരം  
മാവിൻ മേലെ കുയിലമ്മ  
പാ.... പാ.... പാലമാരം  
പാലമാരത്തിൽ പൂവമ്മ  
പൂവമ്മയ്ക്കൊരു പൊന്നുമ്മ  
അമ്മേടുമ്മ നല്ലുമ്മ

**മാങ്ങ**

മാങ്ങ പഴുത്തതു കണ്ടില്ലേ  
മാവിൽ കയറാൻ വയ്യല്ലോ  
അണ്ണാൻകുഞ്ഞേ വേഗം വാ  
മാങ്ങയൊരെണ്ണമെനിക്കും താ!

**നെല്ലിക്ക**

നെല്ലിക്കക്കൂട്ടാ നെല്ലിക്കക്കൂട്ടാ.....  
ചില്ലയിൽ നിന്നു നീ താഴേക്കു വാടാ.....  
എങ്ങോട്ടുമില്ലാ ചെല്ലൻ കുറുക്കാ....  
ചങ്ങാതിമാരെല്ലാം ചില്ലയിലാ.

**ചക്ക**

ചക്ക പഴുത്തു  
ചക്ക പഠിച്ചു  
ചക്ക മുറിച്ചു തിത്തിത്തോം  
ചരുവമെടുത്തു  
ചവണയെടുത്തു  
ചവിണിപഠിച്ചു - തെയ്യത്തോം

**മഞ്ചാടിക്കുരു**

കൊഞ്ചിക്കൊഞ്ചി കാട്ടിൽനിന്നൊരു  
മഞ്ചാടിക്കുരു പാടുന്നു.  
കുട്ടികളെന്നെക്കണ്ടാലുടനേ  
കൈയിലെടുത്ത് കളിക്കുന്നു.  
കുസൃതികളിത്തിരിയുണ്ടെന്നാലും  
കുട്ടികൾ നല്ലവരാണല്ലോ  
പുല്ലിൽവീണു കിടപ്പവരേയും  
നല്ലവർ കൈവിടുകില്ലല്ലോ

**കടകഥ - ചക്കപ്പഴം**

മുളളുണ്ടേലും കുത്തില്ല  
പാലുണ്ടേലും രുചിയില്ല  
മൂത്തു പഴുത്തു കഴിഞ്ഞെന്നാൽ  
മൂക്കിൽ തട്ടും മണമല്ലോ  
മുളളും കാടും നീക്കീടിൽ  
ഉള്ളിലിരിപ്പോൻ രുചിവിരൻ

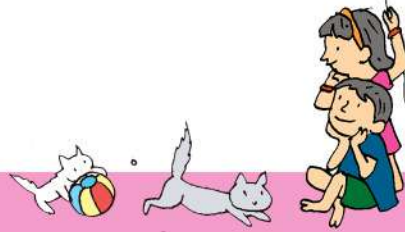
**പഴങ്ങൾ**

പേരമരത്തിൽ - പേരയ്ക്ക  
കാരമരത്തിൽ - കാരയ്ക്ക  
നാരകമരത്തിൽ - നാരങ്ങ  
മധുരം മധുരം - നാരങ്ങ

**ആഹാരം**

**അരിയപ്പം**

അപ്പം - അപ്പം - അരിയപ്പം  
അമ്മ പുഴുങ്ങീ - അരിയപ്പം





അച്ഛൻ തിന്നു - അണ്ണൻ തിന്നു  
അമ്മിണി മോളും തിന്നല്ലോ...

**ഒറ്റശ്വാസത്തിൽ പറയാമോ?**

ഏതക്കായ് വാങ്ങി  
വട്ടത്തിൽ നൂറുകി  
വെളിച്ചെണ്ണേൽ വറുത്ത്  
പാട്ടയിൽ നിറച്ച്  
തട്ടിൻമേൽ വച്ചു  
പൂച്ചമ്മ വന്നു  
തട്ടിൻമേൽ കേറി  
തട്ടൊന്നു കൊടുത്തു  
പാട്ട തുറന്നു  
പൂച്ചമ്മ തിന്നു  
ക്റും.. ക്റും.. ക്റും!!

**ദോശ**

ശീ... ശു.... രണ്ടൊച്ച  
ദോശ ചുടുമ്പോഴുള്ളൊച്ച  
ദോശ ചുടുമ്പോഴു കാതറിയും  
ദോശ ചുടുമ്പോഴു മുക്കറിയും.

**നല്ലതേത്?**

കായും കാമ്പും കുമ്പും ചേമ്പും  
ചേനോ കൂടി കൂട്ടാൻ വച്ചാൽ  
കായോ കാമ്പോ കുമ്പോ ചേമ്പോ  
ചേമ്പോ നല്ലത് ചൊല്ലാമോ?

**വട വേണോ വട**

വട വട - നല്ല പരിപ്പുവട  
വേണോ നല്ല മസാലവട

വട വട രസികനുമുന്നൂവട  
വേണോ കടുമുടു പക്കവട  
വടവട ചുടൻ മുളകുവട  
വേണോ പുത്തൻ തൈരുവട  
വട വാങ്ങീടുക കൈ നിറയെ  
വട വട തിന്നുക വയർ നിറയെ

**നല്ല സദ്യ**

ആഴക്കരിക്കൊണ്ടു ചോറുവച്ചു  
ആയിരം പാത്രത്തിലാക്കിവച്ചു.  
അച്ഛനുമമ്മയ്ക്കും ചോർ കൊടുത്തു.  
അമ്മിണിപ്പാവയ്ക്കും ചോർ കൊടുത്തു.  
അങ്ങേലെ ചേട്ടനും ചോർ കൊടുത്തു  
ഇങ്ങേലെ ചേച്ചിക്കും ചോർ കൊടുത്തു.  
ആനയ്ക്കും നന്നായി ചോർ കൊടുത്തു.  
പട്ടിക്കും പൂച്ചയ്ക്കും ചോർ കൊടുത്തു.  
ആഴക്കരിക്കൊണ്ട് വച്ച ചോർ  
ആയിരം പാത്രത്തിലുണ്ട് ബാക്കി.  
ഉണ്ണുവന്നാരാലും ബാക്കിയുണ്ടോ  
സദ്യക്കിരിക്കുവാൻ ബാക്കിയുണ്ടോ

**നല്ലതു കൂട്ടോളേ**

നല്ലതു നല്ലതു കൂട്ടോളേ  
തകര പച്ചില ഉപ്പേരി  
നല്ലതു നല്ലതു കൂട്ടോളേ  
ചീര തണ്ടു കറിവെക്കാൻ

**ചായക്കട**

പൂട്ടെട് വേഗം കടലയെട്  
ചട്ണിയൊഴിച്ചൊരു ദോശയെട്  
മുട്ട മസാലോ ചപ്പാത്തീ

കട്ടൻകാപ്പിയുമൊപ്പമെട്  
കൂട്ടൻ ചേട്ടൻ പത്ത് പൊറോട്ട  
വെക്കം പാഴ്സലെടുത്തുകൊട്  
പൂട്ടും കടലോ തിന്നൊരു ചേട്ടനൊ-  
രട്ടര രൂപ പറ്റുകൊട്.  
എട്ടരരൂപ ഇല്ലെങ്കിൽ വാ  
ചട്ടീ കലവും തേച്ചുകൊട്.

**സദ്യ**

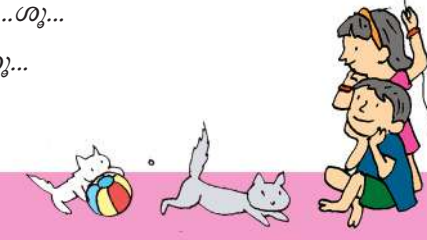
നെയ്യിൽ കാച്ചിയ പപ്പടമുണ്ടേ  
പായസമുണ്ടേ പഴമുണ്ടേ  
പാവയ്ക്കായുടെ തോരനുമുണ്ടേ  
പച്ചടികിച്ചടി രസവുമുണ്ടേ  
ഓലനുമുണ്ടേ കാളനുമുണ്ടേ  
പടവലമിട്ടൊരു സാമ്പാറുമുണ്ടേ  
പച്ചരി വെച്ചു വിളമ്പിയതുണ്ടേ  
ഉണ്ണിക്കൂട്ടാ തട്ടിക്കോ...

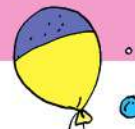
**സാമ്പാർ**

പൊക്കം കുറഞ്ഞൊരു കൂട്ടാ കൂട്ടാ  
തക്കാളിക്കൂട്ടാ വന്നാട്ടെ  
തണ്ടു പെരുത്തൊരു ചേട്ടാ ചേട്ടാ  
വെണ്ടക്ക ചേട്ടാ വന്നാട്ടേ  
പത്തായം പോലുള്ള ചേച്ചീ ചേച്ചീ  
മത്തങ്ങച്ചേച്ചീ വന്നാട്ടേ  
തക്കാളീ വെണ്ടക്കേ മത്തങ്ങേ കൂടി  
വേഗം സാമ്പാറാകട്ടെ.

**ദോശ**

കോരിയൊഴിച്ചു ശു... ശു...ശു...  
നിരത്തിയിട്ടു ശു... ശു...ശു...





പൊരിഞ്ഞകല്ലിൽ ചട്ടുകമിട്ടു  
തിരിമറിയിട്ടു ശൂ... ശൂ...ശൂ...  
മണത്തു പിന്നീടെടുത്തു വച്ചു  
ചട്ടിണി കുട്ടി ശൂ... ശൂ...ശൂ...

**പത്തിരി**

പത്ത് പത്തിരി ചുട്ടമ്മ  
പത്തായത്തിൽ വെച്ചമ്മ  
ഒന്നേ-രണ്ടേ-മൂന്നേ-നാലേ  
അഞ്ചു വിഴുങ്ങി പുച്ചമ്മ!  
ആറേ-ഏഴേ-എട്ടേ-ഒമ്പതേ  
പത്തും തിന്നു പുച്ചമ്മ

**അപ്പം**

അപ്പം അപ്പം അരിയപ്പം  
അമ്മ പുഴുങ്ങി അരിയപ്പം  
അച്ഛൻ തിന്നു-അണ്ണൻ തിന്നു  
അമ്മിണിമോളും തിന്നല്ലോ

**കഞ്ഞിയും കുറിയും**

കണ്ണൻചിരട്ടയിൽ കുഞ്ഞിമാളു  
മണ്ണരിക്കൊണ്ടുള്ള കഞ്ഞിവെച്ചു  
പുകുലകൊണ്ടു കറിയൊരുക്കി  
പച്ചിലപ്പപ്പടം ചുട്ടു വെച്ചു  
പാവക്കിടാവിനു നൽകുവാനായ്  
കണ്ടോ കണ്ടോ തക്കാളി  
എന്തൊരു ചന്തം തക്കാളി

കണ്ടോ കണ്ടോ വെണ്ടക്ക  
എന്തൊരു നീളൻ വെണ്ടക്ക  
കണ്ടോകണ്ടോ കോവക്ക  
വെറുമൊരു മുണ്ടൻ കോവക്ക  
കണ്ടോ കണ്ടോ പാവക്ക  
എന്തൊരു മുളളൻ പാവക്ക  
കണ്ടോ കണ്ടോ പേരക്ക  
മഞ്ഞനിറത്തിൽ പേരക്ക  
കണ്ടോ കണ്ടോ ഓറഞ്ച്  
അല്പികളാക്കി തിന്നാലോ  
ആപ്പിൾ എന്തൊരു രസമാണ്!  
കടയിൽ നിന്നും വാങ്ങാലോ  
ചന്തയിൽനിന്നു വിരുന്നു വന്നു  
അഞ്ചെട്ടു ചങ്ങാതിമാരെൻ വീട്ടിൽ  
മത്തങ്ങ, പാവൽ, പടവലങ്ങ  
മഞ്ഞയടുപ്പിട്ട വെള്ളരിക്ക  
തക്കാളി, പീച്ചിങ്ങ, കക്കരിക്ക  
നീണ്ടു മെലിഞ്ഞുള്ള പച്ചപ്പയർ  
എല്ലാം ചേർത്തൊരു  
സദ്യതീർത്തു  
എല്ലാരും ചേർന്നത് തിന്നു  
തീർത്തു.

**ആഹാരം - എന്തു രസം!**

കറുകുത്തൊരു ഹൽവയും  
വെളുവെളുത്തൊരു ഹൽവയും  
ചെമ്മെമ്മപ്പുള്ള ഹൽവയെ  
കാണാൻ ചെന്നപ്പം  
വെളുവെളെ വെളുത്തൊരു  
ഇടിയപ്പം

കൊഞ്ചിക്കൊഞ്ചിപ്പാടി  
ശർക്കര കുട്ടി കുഴച്ചെടുത്താൽ  
അവലിന് എന്തു രസം!  
പാലും പഴവുംചേർത്തു  
കഴിച്ചാൽ ആഹാര എന്തു രസം!  
ഉപ്പിൽ മുങ്ങിയ  
മാങ്ങ കഴിക്കാൻ  
ആഹാര എന്തു രസം!  
എല്ലാ രസവും  
ചേരുമ്പോഴോ,  
നാവിന് നല്ല രസം!

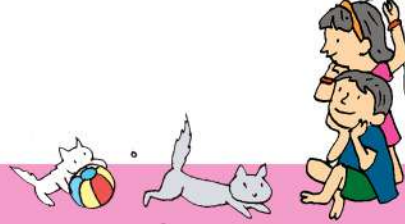
**ആഹാരം**

ചൂട് ചൂട് ചായ  
ആറ്റി ഉറ്റി ചായ  
പതഞ്ഞു പൊള്ളും ചായ  
പാലൊഴിച്ച ചായ  
മെല്ലെ മോന്തി അയ്യോ  
പഞ്ചസാരയില്ല.

**ആഘോഷങ്ങൾ - സ്വാതന്ത്ര്യ ദിനം, ഗാന്ധിജയന്തി, ശിശുദിനം**

**ഇന്ത്യ**

ഇന്ത്യയെന്ന നാട്  
ഞാൻ പിറന്ന നാട്  
എന്റെ സ്വന്തനാട്  
ചന്തമാർന്ന നാട്  
ഭാഷയേറെയുണ്ട്  
വേഷമേറെയുണ്ട്  
എങ്കിലും നാമൊന്നായ്  
കൈകൊരുക്കും നാട്







**കൊടി**

വരിക വരിക കൂട്ടരേ  
വരി വരിയായി നിൽക്കുവിൻ  
തലനിവർത്തി നേരെ നിന്ന്  
നമുക്ക് കൊടിയെ വന്ദിക്കാം  
പച്ച, വെള്ള, കുമ്പുമം  
മൂന്നു നിറങ്ങൾ ഉണ്ടല്ലോ  
നടുവിലായ് കൊടിയിലൊരു  
നീലചക്രമുണ്ടല്ലോ  
നമ്മുടെ നാടിൻ കൊടിയിൽ  
നമുക്ക് കൊടിയെ വന്ദിക്കാം.  
നമ്മുടെ നാടിൻ കൊടിയിൽ  
നമുക്ക് കൊടിയെ വന്ദിക്കാം.

**ബാഷുജി**

നമ്മൾക്കുണ്ടൊരു മുത്തച്ഛൻ  
നന്മയെഴുന്നൊരു മുത്തച്ഛൻ  
നമ്മുടെ നാടിനു സ്വാതന്ത്ര്യം  
നേടിത്തന്നൊരു മുത്തച്ഛൻ  
അടിയും വെടിയും കൂസാതെ  
അടിപിടി കൂടാൻ പോകാതെ  
അടമച്ചങ്ങലപൊട്ടിക്കാൻ  
പാടുകൾ പെട്ടു മുത്തച്ഛൻ  
നല്ലതു മാത്രം ചെയ്യാനും  
നല്ലവരായിത്തീരാനും  
വഴികാണിച്ചു മുത്തച്ഛൻ  
ബാഷുജിയെന്നൊരു മുത്തച്ഛൻ

**ഇന്ത്യ**

ഇന്ത്യ എന്റെ രാജ്യം  
എന്റെ സ്വന്തം രാജ്യം  
ഇന്ത്യ എന്റെ ജീവനേക്കാൾ  
ജീവനായ രാജ്യം  
അമ്മയായ നാട്  
നന്മയാർന്ന നാട്  
മക്കൾ ഞങ്ങൾ സേവനത്താൽ  
സ്വർഗമാക്കും നിന്നെ

**ഗാന്ധിയച്ഛൻ**

പല്ലില്ലാത്ത മോണ കാട്ടി  
പുഞ്ചിരി തൂകും അപ്പപ്പൻ  
നാടിനുവേണ്ടി നിരവധി കാലം  
സമരം ചെയ്തോരപ്പപ്പൻ  
ഇതാണ് നമ്മുടെ അപ്പപ്പൻ  
സ്വന്തം ഗാന്ധിയച്ഛപ്പൻ

**ശിശുദിനം**

ശിശുക്കളാണ് ഞങ്ങൾ (2)  
ചിത്തശുദ്ധിയുള്ള ഓമനക്കിടാങ്ങൾ  
കള്ളമില്ല കപടമില്ല കൊള്ളിവായും  
ഒന്നും ഇല്ലാ.....പുക്കളാണ് ഞങ്ങൾ  
ഗാന്ധിജനിച്ച നാട്ടിലെ  
നെഹ്റുവാണ നാട്ടിലെ  
പുക്കളാണ് ഞങ്ങൾ  
പുക്കളാണ് ഞങ്ങൾ

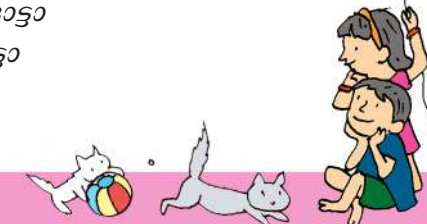
**പൂക്കൾ, പൂന്തോട്ടം, ശലഭങ്ങൾ**

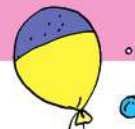
**പത്തുപൂക്കൾ**

- ഒന്നാമൻ - ഓണപ്പൂ
- രണ്ടാമൻ - ഉണ്ടപ്പൂ
- മൂന്നാമൻ - മുല്ലപ്പൂ
- നാലാമൻ - പാലപ്പൂ
- അഞ്ചാമൻ - അല്ലിപ്പൂ
- ആറാമൻ - തുമ്പപ്പൂ
- ഏഴാമൻ - താഴംപൂ
- എട്ടാമൻ - കൊട്ടിപ്പൂ
- ഒമ്പതാമൻ - തുമ്പപ്പൂ
- പത്താമൻ - മത്തപ്പൂ
- പൂക്കളതെല്ലാം ഒത്തപ്പോൾ  
ഓണത്തിനൊരു കളമായി

**പുമ്പാറ്റ**

പുള്ളിയുടുപ്പിട്ട പുമ്പാറ്റേ  
തുളളിപ്പറക്കണതെങ്ങോട്ടാ  
മാനത്തെയമ്പിളിമാമനെ  
മെല്ലെ നീ തൊട്ടുവോ പുമ്പാറ്റേ  
കണ്ടുവോ കണ്ടുവോ പുമ്പാറ്റേ  
നക്ഷത്രക്കുഞ്ഞിന്റെ കുഞ്ഞുടുപ്പ്  
കുഞ്ഞിച്ചിറകിലെ പുള്ളികള്  
കിട്ടിയതെങ്ങനെ പുമ്പാറ്റേ  
പൂവിലെ തേനും പുമ്പൊടിയും  
കട്ടു കുടിക്കണതെന്തിന് നീ  
അമ്മ വരുന്നതിന് മുൻപേ നീ  
ഓടിയൊളിക്കണതെങ്ങോട്ടാ  
ഓടി ഒളിക്കണതെങ്ങോട്ടാ





**കവിതാപുരണം**

റോസാപ്പൂവിന് മണമുണ്ട്  
കോളാമ്പിക്കോ മണമില്ല  
മുല്ലപ്പൂവിന് മണമുണ്ട്  
ചെമ്പരത്തിക്കോ മണമില്ല.

.....  
.....

മുല്ല പൂത്തു മുല്ലപൂത്തു  
മല്ലികളും പൂത്തു  
പൂ പഠിക്കാൻ പോരണില്ലേ  
കുട്ടുകാരേ നിങ്ങൾ  
പൂവുകൊണ്ടൊരു മാലകെട്ടാം  
തലമുടിയിൽ ചുടാം  
തലമുടിയിൽ ചൂടിയിട്ട് പാട്ട് പാടിയാടാം.

**പൂക്കൾ**

മാനം നോക്കിയിരിക്കും  
കാറ്റിലാടി രസിക്കുന്നു  
പൂവിലിരിക്കും ഓണത്തുമ്പി  
നൃത്തം ചെയ്തു കളിക്കുന്നു.  
മാവിലിരിക്കണ വാനമ്പാടികൾ  
നൃത്തം കണ്ട് രസിക്കുന്നു.  
തേൻ തേടീടും വണ്ടത്താനോ  
പൂന്തേനുമുണ്ട് രസിക്കുന്നു.

**പൂന്തോട്ടം**

മുറ്റത്തുണ്ടൊരു പൂന്തോട്ടം  
ചന്തമുള്ളൊരു പൂന്തോട്ടം  
പിച്ചി, മുല്ല, ചെമ്പരത്തി

മല്ലികപ്പൂവുണ്ടല്ലോ  
കാണാനെന്തൊരു ചേലാണ്!  
ഹാ! കാണാനെന്തൊരു ചേലാണ്!

**പൂക്കൾ**

പൂക്കൾ ഞങ്ങൾ പൂക്കൾ  
ഞങ്ങൾ റോസാ പൂക്കൾ  
ചുവന്ന റോസാ പൂക്കൾ  
പൂക്കൾ ഞങ്ങൾ പൂക്കൾ  
പൂക്കൾ ഞങ്ങൾ പൂക്കൾ  
നല്ല നല്ല പൂക്കൾ  
പല നിറത്തിൽ  
പല തരത്തിൽ  
നറു മണത്തിൽ പൂക്കൾ

**പൂക്കളും**

പൂക്കളും പൂക്കളും  
ഭംഗിയുള്ള പൂക്കളും  
ഞങ്ങൾ തീർത്ത പൂക്കളും  
എന്തു നല്ല പൂക്കളും!  
പൂക്കളും പൂക്കളും  
എത്ര നല്ല പൂക്കളും,  
പല നിറത്തിൽ പൂക്കളും  
എന്തു ഭംഗി പൂക്കളും!

**പൂമ്പാറ്റ**

പൂമ്പാറ്റകൾ തോറും പാറിനടന്ന്  
തേൻ കുടിക്കും പൂമ്പാറ്റേ  
പൂന്തേനുമുണ്ട് കഴിഞ്ഞാൽ നീ - എന്നുടെ,  
അരികിൽ വന്നാട്ടെ

ചക്കര മുത്തം നൽകീടാം  
കളിയും പാട്ടും ആട്ടവുമായി

**മഞ്ഞപ്പൂമ്പാറ്റ**

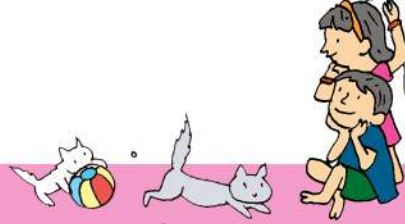
മൂന്ന് മഞ്ഞപ്പൂമ്പാറ്റ തേൻ കുടിക്കാൻ വന്നല്ലോ  
ഒന്നും കുടി പറന്നുവന്നാൽ  
അപ്പോൾ എണ്ണം നാല്  
നാല് മഞ്ഞപ്പൂമ്പാറ്റ തേൻ കുടിക്കാൻ വന്നല്ലോ  
ഒന്നും കുടി പറന്നുവന്നാൽ  
അപ്പോൾ എണ്ണം അഞ്ച്  
അഞ്ചു മഞ്ഞപ്പൂമ്പാറ്റ തേൻ കുടിക്കാൻ വന്നല്ലോ  
ഒന്നും കുടി പറന്നുവന്നാൽ  
അപ്പോൾ എണ്ണം ആറ്  
ആറ് മഞ്ഞപ്പൂമ്പാറ്റ തേൻ കുടിക്കാൻ വന്നല്ലോ  
ഒന്നും കുടി പറന്നുവന്നാൽ  
അപ്പോൾ എണ്ണം ഏഴ്

**മുല്ലപ്പൂവ്**

വെളുത്തപ്പൂവേ മുല്ലപ്പൂ  
മഞ്ഞപ്പൂവച്ച ജമന്തിപ്പൂ  
ചുമന്നിരിക്കും ചെമ്പരത്തി  
നീലപ്പൂവിതു കായാമ്പു  
പിക്കാണല്ലോ നാലുമണിപ്പൂ  
റോസകൾ പലനിറമുണ്ടല്ലോ

**പൂമണം**

മണമുണ്ടേ മണമുണ്ടേ  
മുല്ലപ്പൂവിന് മണമുണ്ടേ  
മണമുണ്ടേ മണമുണ്ടേ  
റോസാപ്പൂവിനു മണമുണ്ടേ





മണമുണ്ടേ മണമുണ്ടേ  
ജമന്തിപ്പൂവിന് മണമുണ്ടേ

**മാല**

മാല നല്ല മാല  
ഞങ്ങൾ കോർത്ത മാല  
എന്തു നല്ല മാല  
ചന്തമുള്ള മാല  
മാല നല്ല മാല  
പലനിറത്തിൽ മാല  
പലതരത്തിൽ മാല  
ഞങ്ങൾ കോർത്ത മാല

**പൂക്കാരൻ**

പൂവിന്മേലൊരു പൂക്കാരൻ  
പൂവിൽ നോക്കിയിരിക്കുന്നു  
പമ്മിച്ചെന്ന് പിടിക്കാനായ്  
പിള്ളേരോടിച്ചെല്ലുന്നു  
അയ്യട മനമേ പൊങ്ങുന്നു  
ചിറകു വിരിച്ചു പറക്കുന്നു  
ആഹാ കാണാനെന്തു രസം!  
പാറി നടക്കും പൂമ്പാറ്റ

**മുല്ലപ്പൂ**

കുട്ടി : മുല്ലേ, മുല്ലേ, പൂ തരുമോ?  
മാലകൊരുക്കാൻ നീ വരുമോ?  
മുല്ല : എന്തിനു കുഞ്ഞേ മുല്ലപ്പൂ?  
ഉണ്ണിത്തലയിൽ ചൂടാനോ?  
കുട്ടി : എനിക്കു ചൂടാനല്ലല്ലോ  
വേറൊരു കാര്യമുണ്ടല്ലോ.

മുല്ല : എനിക്കു വെള്ളം തന്നവളേ,  
നിനക്കെടുക്കാം പൂവെല്ലാം.

കുട്ടി : പൂക്കളിറുക്കും ഞാനെന്നും  
മാലകൊരുക്കും ഞാനെന്നും

മുല്ല : ആർക്കു കൊടുക്കാനാ മാല?  
ആരെച്ചാർത്താനാ മാല?

കുട്ടി : ചുവരിലിരിക്കുന്നുണ്ടല്ലോ  
നമ്മുടെ ഗാന്ധിജിയപ്പപ്പൻ

**പൂമ്പാറ്റ**

പൂവുകൾ തേടും പൂമ്പാറ്റേ  
പൂന്തേനുണ്ണും പൂമ്പാറ്റേ  
പൂമ്പൊടി പേരും പൂമ്പാറ്റേ  
പൂന്തേനുണ്ണും പൂമ്പാറ്റേ

**തുമ്പി**

ഞാനൊരു തുമ്പിയെ കണ്ടു  
ഹാ! എന്തൊരു ഭംഗി  
ആനത്തലയൻ കമ്പിവാലൻ  
പൂവിന്റുറ്റത്ത് പൂവിന്റുറ്റത്ത്  
ആരുമില്ലേ കാണാൻ  
അമ്മച്ചിവന്നാൽ കാണാം  
ചേച്ചിവന്നാൽ പോകുമെന്നെ  
ആനത്തലയൻ തുമ്പി  
അയ്യയ്യോ പോയല്ലോ  
ദൂരത്തങ്ങനെ പോയല്ലോ  
ഞാനെന്നു ചെയ്തു  
നീയങ്ങ് പറക്കാൻ  
ഇനിയും വരുകില്ലേ  
ഇനിയും വരുകില്ലേ

**ഓണം**

**ഓണക്കൊതി**

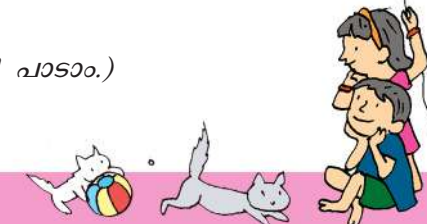
ഓണക്കറികൾ പലതുണ്ടേ  
പയ്യെ പയ്യെ വിളമ്പാം ഞാൻ  
പച്ചടി, കിച്ചടിയച്ചാർ  
അച്ചിങ്ങാക്കറി സാമ്പാർ  
ഓലൻ, കാളൻ, നെല്ലിക്കാ  
ചേനത്തോരൻ പർപ്പടകം  
മത്തങ്ങാക്കറിയുപ്പേരി  
പുളികൊണ്ടുള്ള പുളിശ്ശേരി  
ജിംജിം ജിംജിം പുളിയഞ്ചി  
തൊട്ടാൽ നക്കാം ചമ്മന്തി  
ഓണക്കറികൾ പലതുണ്ടേ  
കൊതികെണ്ടങ്ങനെ വരയ്ക്കും ഞാൻ

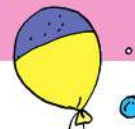
**ഓണക്കറികൾ**

ഓണത്തപ്പാ മുത്തപ്പാ  
ഓണക്കറികള് എന്തെല്ലാം?  
അച്ചിങ്ങ പീച്ചിങ്ങ സാമ്പാർ  
പച്ചടി കിച്ചടിയച്ചാർ

**ഓണം**

ഓണം വന്നേ ഓണം വന്നേ  
മാമല നാടിനൊരുത്സവമായ്  
പൂവിളികൾ കേൾക്കുന്നു. പൂക്കളും തീർക്കണം  
ഒരു വട്ടിപുതാ കൊച്ചുതുമ്പി  
മാവേലി എത്തുന്നു സദ്യയൊരുക്കേണം  
തിരുവേണമാണിന് കൊച്ചുതുമ്പി  
(വരികൾ കുട്ടിച്ചേർത്ത്  
ഭക്ഷണസാധനങ്ങളെപ്പറ്റി പാടാം.)





**ഓണത്തപ്പൻ**

ഓണത്തപ്പാ കുടവയറാ  
പൊന്നോണക്കറിയെന്തെല്ലാം  
ചേനത്തണ്ടും ചെറുപയറും  
ചിരട്ടപൊട്ടിച്ചുപ്പേരീം  
ഓണപ്പുക്കൾ പരിക്കട്ടെ  
ഓണക്കോടി ഉടുക്കട്ടെ  
ഓണസ്സദ്യ ഉണ്ണട്ടെ  
ഓണക്കളികൾ കളിക്കട്ടെ

**ഓണത്തുമ്പി**

ഓണമടുത്തു കഴിഞ്ഞല്ലോ  
ഓണപ്പുക്കൾ വിരിഞ്ഞല്ലോ  
കുഞ്ഞിക്കിളിയേ പോരുന്നോ  
ഉറഞ്ഞാലാടാൻ പോരുന്നോ  
ഓണക്കോടിയുടുക്കേണ്ടേ  
ഓണപ്പാട്ടുകൾ പാടേണ്ടേ  
ഓണസ്സദ്യ ഒരുക്കേണ്ടേ  
ഓണത്തുമ്പി പോരുന്നോ

**ഓലപ്പീപ്പി**

ഓണത്തപ്പനെയെ-  
തിരേൽക്കാൻ  
ഓലപ്പീപ്പി മെടഞ്ഞു തരാം

ഓണപ്പത്തനെയെ  
തിരേൽക്കാൻ  
ഓണപ്പുക്കളുമിട്ടു തരാം  
ഓണപ്പുവട ചുട്ടുതരാം  
ഓണപ്പാട്ടുകൾ പാടീടാം  
ഓണത്തുമ്പി നീ വരുമോ

**ഓണസ്സദ്യ**

ഓണത്തപ്പാ കുടവയറാ  
നാളത്തെക്കറി എന്തെല്ലാം?  
പച്ചടി കിച്ചടി സാമ്പാറ്  
അച്ചിങ്ങാക്കറി പുളിശ്ശേരി  
അവിയലുമോലനുമിഞ്ചിക്കറിയും  
രുചിയേറുന്നൊരു തോരൻ പിന്നെ  
അമ്പിളിപോലൊരു പപ്പടവും  
ഹാ ഹാ നല്ലൊരു പായസവും

**പുമ്പാറ്റ**

പുമ്പാറ്റേ... പുമ്പാറ്റേ  
പുളളിച്ചിറകുള്ള പുമ്പാറ്റേ  
വരയും കുറിയും മേലാകെ  
എന്തൊരു ചന്തം പുമ്പാറ്റേ!  
കൊമ്പൻമീശകൾ രണ്ടെണ്ണം  
ഉണ്ടക്കണ്ണുകൾ രണ്ടെണ്ണം  
എന്തൊരു ചന്തം പുമ്പാറ്റേ!

**പച്ചക്കറികൾ**

**പച്ചക്കറി**

മഞ്ഞനിറത്തിൽ മത്തങ്ങ  
ചോപ്പുനിറത്തിൽ തക്കാളി  
കനകനിറത്തിൽ കാരറ്റ്  
കാവി നിറത്തിൽ ബീറ്ററൂട്ട്  
വെള്ള നിറത്തിൽ കാബേജ്  
പോഷകമേറും പച്ചക്കറികൾ  
എന്നും നമ്മൾ കഴിച്ചിടേണം.

**മത്തൻ**

മത്തൻ വാങ്ങി മത്തായി  
മത്തൻ വെട്ടി മത്തായി  
മുഴുവൻ തട്ടി മത്തായി  
മത്തൻ പോലെ വയറായി

**തോട്ടം**

എന്തു നല്ല തോട്ടം  
നമ്മൾ കണ്ട തോട്ടം  
പൂവുകളും കായ്കളും  
ഇളകിയാടും തോട്ടം (എന്തു നല്ല തോട്ടം...)  
വെണ്ടയുണ്ട്, ചീരയുണ്ട്  
മുളകുമുണ്ട് നോക്കൂ  
വഴുതനയും പാവലും  
വെള്ളരിയും ഉണ്ട് (എന്തു നല്ല തോട്ടം...)  
അരികിലായി വാഴയുണ്ട്  
പേരമരവുമുണ്ട്  
മാവുണ്ട്, മുരിങ്ങയുണ്ട്  
സപ്പോട്ടയുമുണ്ട് (എന്തു നല്ല തോട്ടം...)





# ജീവികൾ, പ്രാണികൾ, വളർത്തു ജീവികൾ, വന്യമൃഗങ്ങൾ

## ഇയ്യോപാറ്റ

അയ്യയ്യയ്യേ....

ഇയ്യോപാറ്റേ

പാരിപ്പാറി വിളക്കത്തേക്കോ?

അയ്യയ്യയ്യേ

ഇയ്യോപാറ്റേ

ചിറകു കരിഞ്ഞോ കഷ്ടം, കഷ്ടം!

## മിന്നുന്നതെല്ലാം പൊന്നല്ല

മിന്നുന്നു മിന്നുന്നു പൊന്ന് - എങ്ങും

മിന്നിപ്പറക്കുന്നു പൊന്ന്

പൊന്നല്ല പൊന്നല്ല കുഞ്ഞേ - വെറും

മിന്നാമിനുങ്ങിന്റെ കുഞ്ഞ്

## ചോണനുറുവ്

മിഠായിഭരണിയിൽ പെട്ടുപോയി

പെട്ടെന്ന് കേറുവാൻ പറ്റാതായി

മിഠായിയൊക്കെയും തിന്നുതീർത്ത്

കുട്ടകം പോലെ വയറുമായി

തിരികെ കയറുവാൻ വയ്യാതായി

കുത്തിയിരിക്കുന്നു കുഞ്ഞുചോണൻ

## മൃട്ട

കണ്ടാലൊരു ചെറു മഞ്ചാടി

ചോര കുടിക്കും ചങ്ങാതി

കടികൊണ്ടാലോ 'സുല്ലായി'

പിന്നെയുറക്കം 'കട്ടായി'

## ഉറുമ്പുകൾ

അരിമണി പൊക്കാൻ വയ്യയ്യോ - ഏലയ്യോ

ഏലയ്യോ

വരണേ വരണേ നാട്ടാരെ - ഏലയ്യോ ഏലയ്യോ

അതു കേട്ടു വിടുന്നവിടുന്നായി - ഏലയ്യോ

ഏലയ്യോ

അറുപത് ഉറുമ്പുകൾ പാഞ്ഞെത്തി -

പാലക്കൊമ്പിലൊരുക്കീടാം-ഏലയ്യോ ഏലയ്യോ

ഏലയ്യോ! എന്നാർപ്പോടെ-ഏലയ്യോ ഏലയ്യോ

അവരും ഒത്തുപിടിച്ചിട്ട്-ഏലയ്യോ ഏലയ്യോ

അരിമണി തരിപോൽ കൊണ്ടോടി-ഏലയ്യോ

ഏലയ്യോ

അവരുടെ കുട്ടിലത്താഴം - ഏലയ്യോ ഏലയ്യോ

## കുഴിയാന

നമ്മുടെ വീട്ടിലുമുണ്ടല്ലോ

വീടിനു ചുറ്റും നൂറാന

പിന്നോട്ടാണ് നടപ്പയ്യ

നമ്മുടെ ആന കുഴിയാന

## അണ്ണാറക്കണ്ണൻ

അണ്ണാറക്കണ്ണാ ചാടിച്ചാടി വാ

മാവിന്റെ കൊമ്പുകൾ തോറും

തെണ്ടി നടക്കാതെ

കാറ്റടിച്ചാലോ വീണുപോവുലേ

മാവു കുലുങ്ങിയാലോ താഴെ വീഴുലേ

ചരിൽ ചരിൽ ചരിൽ പാട്ടുകൾ പാടാം

കൂട്ടിന് പോരാം ഞാൻ കഥ പറഞ്ഞീടാം

## മണ്ണിര

മുറ്റത്തുണ്ടൊരു തീവണ്ടി

മിണ്ടാതോടും തീവണ്ടി

തൊടിയിലുമുണ്ടി തീവണ്ടി

തൊട്ടാൽ നിൽക്കും തീവണ്ടി

പുകയില്ലാത്തൊരു തീവണ്ടി

പാളം വേണ്ടാ തീവണ്ടി

തീയില്ലാത്തൊരു തീവണ്ടി

തിന്നും മണ്ണി തീവണ്ടി

കണ്ടോ നല്ലൊരു തീവണ്ടി

മണ്ണിര നമ്മുടെ തീവണ്ടി

## പല്ലി

ചുവരിനു മീതെ ഓടിനടക്കും

പല്ലിക്കൂട്ടാ ചങ്ങാതി

ചുവരിൽ നിന്നും താഴെ വീണാൽ

ദേഹം നോവൂം ചങ്ങാതി

പേടിവന്നാലുടനെ തന്നെ

വാലുമുറിക്കും ചങ്ങാതി

വാലുമുറിഞ്ഞാൽ നീ പിന്നെ

വാലില്ലാത്തൊരു ചങ്ങാതി

## കുഴിയാന

ഞങ്ങളുടെ വീട്ടിലുമുണ്ടല്ലോ

വീടിനു ചുറ്റും നൂറാന

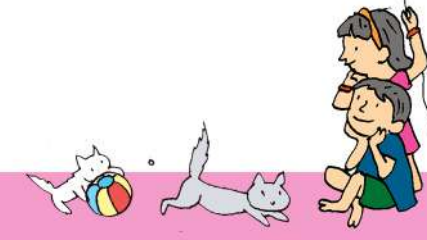
പിന്നോട്ടാണു നടപ്പയ്യ

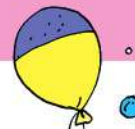
നമ്മുടെ ആന കുഴിയാന

വീട്ടിൽ ചെന്നാൽ ആളില്ല

വീടു തുറന്നാൽ ആളുണ്ട്

മണ്ണു കുഴിച്ചതു വിടാക്കും





നമ്മുടെയാന കുഴിയാന  
 മണ്ണിനു മീതെ വച്ചാലോ  
 ഇന്ത്യ വരയ്ക്കും കുഴിയാന  
 അങ്ങനെയിങ്ങനെ ഇഴയുമ്പോൾ  
 അക്ഷരമെഴുതും കുഴിയാന.

**പെരുകുള്ളൻ**

ചേരിലും പാറിടും  
 ചെളിയിലും പാറിടും  
 ചൊരിയിലും കേറിടും  
 ചോരിലും കേറിടും  
 ആറുകാലുള്ളൊരു  
 പെരുകുള്ളനീച്ചയെ  
 കണ്ണിന്റെ വെട്ടത്ത്  
 കണ്ടാലകറ്റണം.

**ആനച്ചേട്ടൻ**

അമ്പമ്പോ ആനച്ചേട്ടൻ  
 കുമ്പയിളക്കുന്നേ  
 അമ്പമ്പോ ആനച്ചേട്ടൻ  
 തുമ്പിയാട്ടുന്നേ  
 അമ്പമ്പോ ആനച്ചേട്ടൻ  
 കൊമ്പു കുലുക്കുന്നേ  
 അമ്പമ്പോ വമ്പൻമാരേ  
 പമ്പ കടന്നോളൂ

**അണ്ണാൻ**

മാങ്ങ പഴുത്താലും  
 മാങ്ങ പഴുത്താലും  
 വാഴകുലച്ചാലും

അവിടെ ചിൽ ചിൽ ചിൽ  
 ആരോ ചിൽ ചിൽ ചിൽ  
 പേരുകൾ കായ്ച്ചാലും  
 ചക്ക വിളഞ്ഞാലും  
 അവിടെ ചിൽ ചിൽ ചിൽ  
 അണ്ണാൻ ചിൽ ചിൽ ചിൽ

**പൂച്ച**

മീശയുള്ള പൂച്ച  
 മ്യാവ് - മ്യാവ് - പൂച്ച  
 കണ്ണൂരും - പൂച്ച  
 ഹായ് - ഹായ് - പൂച്ച  
 വെളുവെളുത്ത പൂച്ച  
 പങ്ങിപ്പങ്ങി വന്ന്  
 കലമുടയ്ക്കും പൂച്ച

**പേടി**

എലികൾക്കുണ്ടൊരു പേടി  
 മ്യാവു മ്യാവു പൂച്ച  
 കോഴിക്കുഞ്ഞിൻ പേടി  
 കാകാ കാകാ കാക്ക  
 കള്ളൻമാർക്കൊരു പേടി  
 ഭൗ ഭൗ ഭൗ ഭൗ നായ!

**കുസൃതികാരൻ**

കൊച്ചു കുറുക്കൻ കാട്ടിൽ മുഴുവൻ  
 കുസൃതികൾ കാട്ടിനടക്കുന്നു  
 ഓടിപ്പോകും മാൻകുട്ടികളെ  
 പേടിപ്പിച്ചു കളിക്കുന്നു.  
 മൂയലുകളോടി വരുമ്പോഴവരുടെ  
 മുന്നിൽച്ചാടിച്ച് ചെല്ലുന്നു

കടുവച്ചാരോ പുലിയോ വന്നാൽ  
 ഉടനെ പേടിച്ചോടുന്നു.

**ഹെൽമറ്റാമ**

ആമച്ചാരേ കൊള്ളാം കൊള്ളാം  
 എവിടുന്നാണീ ഹെൽമറ്റ്  
 കൂടു കൂടു - കൂക്കൂടു ബൈക്കിൽ കേറി  
 ചെത്തിയടിച്ചു കറങ്ങാലോ  
 പോലീസേമ്മാൻ കൈകാണിച്ചാൽ  
 കുസാരത്ത് പറക്കാലോ

**ഏതുപോലെ**

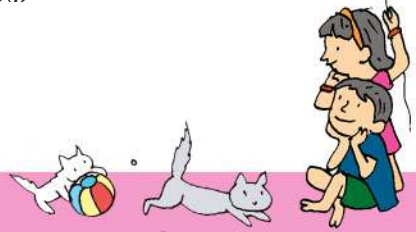
ആന നടക്കണ കണ്ടിട്ടുണ്ടോ?  
 ഏതുപോലെ ഏതുപോലെ  
 ആന നടക്കണ കണ്ടിട്ടുണ്ട്  
 ഇതുപോലെ ഇതുപോലെ  
 (കൂടുതൽ മൃഗങ്ങളുടെ ചലനങ്ങൾ അനുകരിക്കാം).

**പൂച്ച**

പൂച്ച നല്ല പൂച്ച  
 വൃത്തിയുള്ള പൂച്ച  
 പാലുവെച്ച പാത്രം  
 വൃത്തിയാക്കി വെച്ചു

**വമ്പനൊരാന**

വമ്പനൊരാന നടന്നു വരുന്നു  
 കൊമ്പുകൾ രണ്ടുണ്ടേ  
 കുമ്പ കുലുക്കി നടന്നു വരുന്നു  
 തുമ്പിക്കരമുണ്ടേ  
 അമ്പട! ഞാനെ പാപ്പാനങ്ങനെ  
 മുമ്പിൽ നടപ്പുണ്ടേ  
 നല്ല തിരക്കുണ്ടേ





**പുച്ഛ**

കൊച്ചു പുച്ഛയെ കണ്ടിടുമ്പോൾ  
എന്ത് കൗതുകം  
നീണ്ട വാലും കുറിയകാലും  
കുർത്ത ചെവികളും  
നീണ്ടുരുണ്ട കണ്ണുകളും കൊമ്പൻ മീശയും  
എലിയെ കണ്ടാൽ പാത്തു പതുങ്ങി  
ചാടിച്ച് പിടിച്ചിടും

**അടിക്കല്ലേ**

തട്ടിൻ പുറത്തൊരു ചുണ്ടെലിക്കുഞ്ഞിനെ  
പുച്ഛ പിടിച്ചപ്പോൾ കീ.. കീ.. കീ..  
ചിക്കിപ്പൊറുക്കുന്ന തള്ളച്ചിക്കോഴിയെ  
കുറുക്കൻ പിടിച്ചപ്പോൾ കൊക്കൊക്കോ  
കൂട്ടിൽ കിടന്നൊരു വെള്ളച്ചിപ്പട്ടിയെ  
കൂട്ടനടിച്ചപ്പോൾ ബൗ ബൗ ബൗ...  
പൊട്ടക്കുളത്തിലെ പേക്കാച്ചി മുപ്പനെ  
പാമ്പുപിടിച്ചപ്പോൾ ക്രോം - ക്രോം  
വല്ലാതെ വാശിപിടിക്കുന്ന കുഞ്ഞിനെ  
അമ്മയടിച്ചപ്പോൾ അയ്യോ അയ്യോ അയ്യയ്യോ...

**പൈക്കുട്ടി**

വാലുകുലുക്കി  
കാലുമടക്കി  
പാലുകുടിച്ചു പൈക്കുട്ടി  
വാലു നിവർത്തി  
കാലു നിവർത്തി  
ചാടി മറഞ്ഞു പൈക്കുട്ടി

**ദിക്കുകൾ**

പുളളിപ്പശുവേ എങ്ങോട്ടാ?  
പുല്ലു തേടി വടക്കോട്ടാ...  
നായേ നായേ എങ്ങോട്ടാ?  
കാവലിരിക്കാൻ തെക്കോട്ടാ...  
പുച്ചേ പുച്ചേ എങ്ങോട്ടാ?  
പുഴമീൻ വാങ്ങാൻ പടിഞ്ഞാട്ടാ...  
പുവൻകോഴി എങ്ങോട്ടാ?  
കുഴലുവിളിക്ക് കിഴക്കോട്ടാ...

**നാരാച്ചി**

നമ്മം നമ്മം നാരാച്ചി  
നാരാച്ചിക്കുടുകേലൈത്തുണ്ട്  
കുഞ്ഞനു വെച്ചു ക്കണ്ട്.  
ക് ന് കൂട്ടാനെത്തുണ്ട്  
കുഞ്ഞിക്കോയിന്റെ കൊക്കുണ്ട്.  
കൊക്ക് മുറിച്ച് പാലോട്ട്  
പാലത്തിനക്കരെ വായെച്ച്  
വായ കൊലച്ച് തെക്ക്ന്ന്  
തെക്ക്ന്ന് വന്ന പനങ്കിളിയെ  
തെക്കോട്ടെന്തെല്ലാം വർത്താനം  
ഇന്നലേം പന്ത്രണ്ടെള്ളാട്ടി  
ഇന്നും പന്ത്രണ്ടെള്ളാട്ടി  
വലിയ പെലാക്കൂല് ചെല്ലമ്പം  
ചോണനുറുമ്പിന്റെ കല്യാണം  
ചെറിയ പെലാക്കൂല് ചെല്ലമ്പം  
ചെറിയനുറുമ്പിന്റെ കല്യാണം

**ഉറുമ്പിന്റെ കല്യാണം**

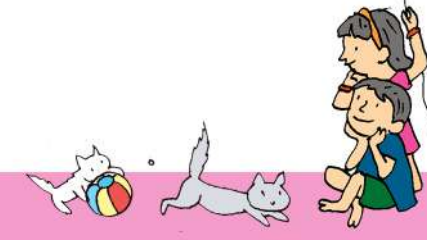
അയ്യോ നിങ്ങളറിഞ്ഞില്ലേ?  
കുന്നനുറുമ്പിനു കല്യാണം  
ആരാണാവോ മണവാട്ടി?  
എന്തു വിളമ്പും സദ്യക്ക്?  
വാഴത്തേനും പുമ്പൊടിയും  
സദ്യവിളമ്പാനാരു വരും  
ചോണനുറുമ്പുകൾ നൂറു വരും

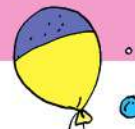
**തവള**

വയലിനു നടുവിലെ  
കുഞ്ഞുകുളത്തിൽ  
തവളക്കൂട്ടം പാടുന്നു  
പേക്രോം പേക്രോം  
പേക്രോം പേക്രോം  
താളം കൊട്ടി പാടുന്നു.  
പാട്ടുകേട്ടു പാത്തുപതുങ്ങി  
നീന്തിവരുന്നു നീർക്കോലി  
പാട്ടു നിർത്തി തവളക്കൂട്ടം  
പൊത്തിലൊളിച്ചല്ലോ

**കൊച്ചുപുച്ഛ**

കൊച്ചുപുച്ഛക്കുഞ്ഞിനൊരു കൊച്ചുമളി പറ്റി  
കാച്ചി വെച്ച ചൂടുപാല് ഓടിച്ച് പിടിച്ചു നക്കി  
കൊച്ചുനാവു പൊള്ളിയപ്പോൾ  
പുച്ഛക്കുഞ്ഞു തേങ്ങി ബ്യാവു...ബ്യാവു..





**ഉറുമ്പ്**

കുഞ്ഞനുരൂമ്പിൻ പട്ടാളം  
വരിവരിയായി വരുന്നുണ്ടേ  
അരിമണി പൊക്കി വരുന്നുണ്ടേ  
തരികൾ പേരി വരുന്നുണ്ടേ  
തീരെ ചെറിയവരാനേലും  
ഒത്തൊരുമിച്ചൊരു പട്ടാളം

**നന്ദിനിഷശു**

**കുട്ടി :**എവിടെ എവിടെ വീടെവിടെ  
സുന്ദരിക്കാക്കേടെ വീടെവിടെ?  
**സുന്ദരിക്കാക്ക :**അവിടെ അവിടെ മരക്കൊമ്പിൽ  
സുന്ദരിക്കാക്കേടെ കുടവിടെ.  
**കുട്ടി :**എവിടെ എവിടെ വീടെവിടെ  
നന്ദിനിപ്പശുവിന്റെ വീടെവിടെ?  
**നന്ദിനിപ്പശു :**അവിടെ അവിടെ ആ വീട്ടിൽ  
നന്ദിനിപ്പശുവിന് തൊഴുത്തുണ്ട്

**അണ്ണാൻ**

മിണ്ടാൻ പാടാൻ കഥ പറയാൻ  
മാവിൻകൊമ്പിൽ പലരുണ്ട്.  
മഞ്ഞക്കിളിയും തത്തകളും  
മാടത്തക്കിളി ഉണ്ടല്ലോ

**പൂച്ച**

പൂച്ചവരുന്നതു കണ്ടോ  
പമ്മിവരുന്നതു കണ്ടോ  
പൂച്ചവരുന്നതു കണ്ടോ  
പാത്തുവരുന്നതു കണ്ടോ

അയ്യോ ഒറ്റച്ചാട്ടം  
എലിയോ പേടിച്ചോട്ടം  
അയ്യോ ചമ്മിപ്പോയി  
പൂച്ച ചമ്മിപ്പോയി

**ആനയും ഈച്ചയും**

ആ വരുന്നതൊരാന  
ഈ വരുന്നതൊരീച്ച  
ആനയ്ക്കുണ്ടോ പേടി  
ഈച്ചയ്ക്കുണ്ടോ പേടി  
രണ്ടിനുമില്ലൊരു പേടി  
ആന നടന്നു നേരേ  
ഈച്ച പറന്നു മേലേ

**വീട്ടുമൃഗങ്ങൾ**

വീട്ടുമൃഗങ്ങൾ ഏതെല്ലാം  
ഒന്നൊന്നായി ചൊല്ലട്ടെ  
വീട്ടിൽ കാവൽകിടക്കാനായ്  
പട്ടികളല്ലോ കേമന്മാൻ  
പൂച്ചയെ നമ്മൾ വളർത്തീടും  
എന്തിനാണ് ചൊല്ലാമോ  
പാറ്റോ എലിയോ ഇല്ലാതാക്കാൻ  
പൂച്ചയ്ക്കുണ്ടേ സാമർഥ്യം.  
ആടും പശുവും എരുമകളേം  
എന്തിനു നമ്മൾ വളർത്തുന്നു?  
പോഷകമേറും പാലുതരാൻ  
ഇവർക്കു കഴിയും അറിയില്ലേ  
വണ്ടിവലിക്കാൻ കാളകളും  
വയലുഴുവാനായ് പോത്തുകളും

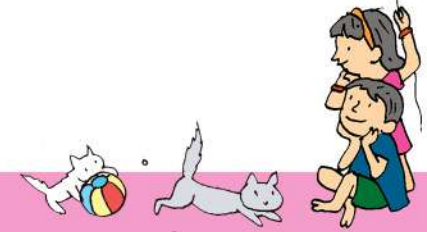
കൗതുകമേറും മൂയലുകളും  
വളർത്തീടും നാം വീടുകളിൽ

**ചോണനുരൂമ്പ്**

മുട്ടോളം കയറിയല്ലോ ചോണനുരൂമ്പ്  
തട്ടീട്ടും തട്ടീട്ടും പോകുന്നില്ല  
ഇടുപ്പോളം കയറിയല്ലോ  
ചോണനുരൂമ്പ്  
തട്ടീട്ടും തട്ടീട്ടും പോകുന്നില്ല  
വായറോളം കയറിയല്ലോ  
ചോണനുരൂമ്പ്  
തട്ടീട്ടും തട്ടീട്ടും പോകുന്നില്ല  
നെഞ്ചോളം കയറിയല്ലോ  
ചോണനുരൂമ്പ്  
തട്ടീട്ടും തട്ടീട്ടും പോകുന്നില്ല  
കഴുത്തോളം കയറിയല്ലോ  
ചോണനുരൂമ്പ്  
തട്ടീട്ടും തട്ടീട്ടും പോകുന്നില്ല  
തലയോളം കയറിയല്ലോ  
ചോണനുരൂമ്പ്  
തട്ടീട്ടും തട്ടീട്ടും പോകുന്നില്ല

**പാറ്റയും പല്ലിയും**

വിളക്കു തെളിയും നേരത്ത്  
പാറ്റകൾ പാറിവന്നെത്തും  
പാറ്റകൾ വട്ടം ചുറ്റുമ്പോൾ  
നാവു നീട്ടി പല്ലിയതാ







**ചെറുപ്രാണികൾ**

ചെറുപ്രാണികളും പലതരമുണ്ടേ  
ഏതെല്ലാമെന്നറിയാമോ  
പല്ലിയും പാറ്റയും കരിവണ്ടും  
പുമ്പാറ്റകളും ഉണ്ടല്ലോ  
തുമ്പിയും ഈച്ചയും ചിലന്തിയുമെല്ലാം  
ചെറുപ്രാണികളിൽപ്പെടുമല്ലോ

**ഉറുമ്പ്**

വരിവരിയായി വരുന്നുണ്ട്  
ഒന്നിനു പിറകെ ഒന്നൊന്നായ്  
നന്നായ് ജോലികൾ ചെയ്യുന്നു  
കൂട്ടായ് ജോലികൾ ചെയ്യുന്നു  
കൂട്ടംതെറ്റിപ്പോയാലോ  
തിരികെ കൂട്ടം ചേരുന്നു

**അമ്മ**

ഓടിയെത്തും നേരമെന്നെ  
ഓമനിക്കും അമ്മ  
പാലുതരും പീപ്പിതരും  
പാവതരും അമ്മ  
കൊച്ചു കഥ ചൊല്ലിത്തരും  
നിത്യവുമെന്നമ്മ  
പട്ടുറുമാൽ തുന്നിത്തരും  
പൊട്ടുതൊടുവിടും  
അച്ഛനെനെ തല്ലിടുമ്പോൾ  
ഓടിയെത്തും അമ്മ  
അമ്മയാണീ പാരിടത്തിൽ  
എന്നും എന്റെ ദൈവം

അമ്മയെ മറക്കുമോ ഞാൻ

ജീവനുള്ള കാലം

**എലിയും പൂച്ചയും**

പൂച്ചയിതാ എലിക്കുഞ്ഞിനെ പിടിക്കാനായി  
പോണം  
എലിയൊന്നതാ മാളം നോക്കി പരക്കം  
പാഞ്ഞു പോണം  
മാളമാണെന്നോർത്തു എലി കുപ്പിയൊന്നിൽ  
കയറി  
കുപ്പിയേയും ചുറ്റിപ്പറ്റി കാവലായി പൂച്ച  
കുപ്പിൽ നിന്നും രക്ഷപ്പെടാൻ  
എലിക്കുഞ്ഞിന് മേല  
കുപ്പിക്കുള്ളിൽ കടന്നു ചെല്ലാൻ തക്കം  
നോക്കി പൂച്ച  
പൂച്ചയ്ക്കൊരു ബുദ്ധിതോന്നി  
ചൂണ്ടയിട്ടെടുക്കാം  
ചൂണ്ട തേടി പൂച്ചയതാ പോകുന്നത് കണ്ടോ  
തക്കം നോക്കി എലിക്കുഞ്ഞിന്റെ കൂട്ടുകാ  
രുമെത്തി  
പേടിക്കേണ്ട കൂട്ടുകാരാ...രക്ഷിച്ചീടാം ഞങ്ങൾ  
കൂട്ടുകാരൻ തോളുകാട്ടി മറ്റൊരാളു കേറി  
അതിനു മേലെ അടുത്തയാളും ചാടിയതാ  
കേറി  
മോളിൽ നിന്നും കുപ്പിക്കുള്ളിൽ വാലു നീട്ടി  
കാട്ടി  
കൊച്ചുനൂജൻ വാലു നീട്ടി പുറത്തേക്കുണ്ട്  
ചാടി  
കൂട്ടരവർ ഒത്തു ചേർന്നു ഓടിയൊളിച്ചല്ലോ  
ചൂണ്ടയുമായ് വന്ന പൂച്ച ഓടിയൊളിച്ചല്ലോ

**പൂച്ചമ്മ**

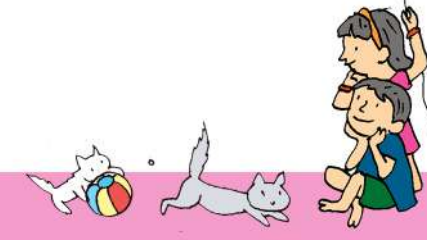
രാരിരീ രാരിരീ രാരിരാറോ (2)  
എന്തിനാണമ്മേ ഈ പൂച്ചയെന്നും  
നക്കിത്തുടയ്ക്കുന്നു ദേഹമെല്ലാം  
ദേഹം മുഴുവനും വൃത്തിയാക്കാൻ  
നക്കിത്തുടയ്ക്കുന്നു പൂച്ചയെന്നും  
(രാരിരീ...)  
പൂച്ചയ്ക്ക് സോപ്പില്ലേ വെള്ളമില്ലേ  
നമ്മെ പോലൊന്ന് കുളിച്ചുകൂടേ  
പൂച്ച കുളിക്കുകയില്ല മോളേ  
വെള്ളവും സോപ്പും അതിനു വേണ്ട  
(രാരിരീ..)

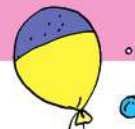
**ആട്ടിൻകുട്ടി**

ആട്ടിൻകുട്ടിക്കറിയാം  
കാട്ടിൽ മേയാനറിയാം  
തുളളിച്ചാടാനറിയാം  
തണലിലുറങ്ങാനറിയാം  
വെയിൽ ചായുന്നൊരുനേരം  
വീട്ടിൽ പോകാനറിയാം  
അമ്മയ്ക്കരികിൽ ചെന്ന്  
ഉമ്മ കൊടുക്കാനറിയാം

**തുമ്പിക്കൈ**

തുമ്പി-തുമ്പി-തുമ്പിക്കൈ  
പുത്തുമ്പിക്കില്ലാ തുമ്പിക്കൈ  
ആനയ്ക്കുണ്ടൊരു തുമ്പിക്കൈ  
കുഴിയാനയ്ക്കില്ലാ തുമ്പിക്കൈ





**ആന വരുന്നു**

കുത്ത പൊണ്ണൻ മലപോലെ  
ആന വരുന്നുനെയ്യ്യാ!  
വെളുത്ത കൊമ്പുകൾ രണ്ടുണ്ട്  
കുത്ത തുമ്പിക്കൈയുണ്ട്  
മുറം കണക്കെച്ചെവിയുണ്ട്  
ചുല്ല കണക്കൊരു വാലുണ്ട്  
തൂണുകൾ മാതിരി കാലുണ്ട്  
പത്തായം പോൽ വയറുണ്ട്  
കുത്ത പൊണ്ണൻ മലപോലെ  
ആനവരുന്നുനെയ്യ്യാ!

**ജിറാഫ്**

കഴുത്തു നീണ്ട ജിറാഫേ നിന്നെ-  
കാണാനെന്തു രസം  
കഴുത്തു നീളാൻ കാരണമെന്തേ?  
കാര്യം പറയേണം  
പല പല കൊമ്പിൽ കഴുത്തു നീട്ടി  
ഇലകൾ തിന്നല്ലോ  
കണ്ടോ കണ്ടോ അങ്ങനെയെന്നുടെ  
കഴുത്തു നീണ്ടല്ലോ!

**പശു**

കൊമ്പു കുലുക്കും പശുവമ്മ  
വലിട്ടാട്ടും പശുവമ്മ  
പുല്ലു തിന്നും പശുവമ്മ  
പാലു തരുനൊരു നല്ലമ്മ

**കൃഷി**

**വാഴ**

വാഴേ വാഴേ ചങ്ങാതി  
വാവാ ഞങ്ങളുടെ ചങ്ങാതി  
ഞങ്ങൾക്കുണ്ണാൻ തുശനില  
കൂട്ടാൻ കൂട്ടാൻ കീറ്റിലയും  
ചക്കര പൊതിയാൻ കരിയിലയും  
തരുന്ന നീ ഞങ്ങളുടെ ചങ്ങാതി  
മുത്തശ്ശിക്ക് വെറ്റില പൊതിയാൻ  
വാഴപ്പോളയുമെന്നല്ല  
കറിവയ്ക്കാനായി വാഴക്കായും  
പഴവും പലവക തന്നീടും  
കൊച്ചനിയത്തി കരയുമ്പോൾ  
കൊടുത്തൊരു വാഴത്തേൻ  
ഈ വകയെല്ലാം നൽകും നീ  
മറന്നീടാത്തോൻ ചങ്ങാതി

**കൃഷി**

ചോറുണ്ടാവാൻ എന്തുണ്ട്?  
ചോറുണ്ടാവാൻ അരിയുണ്ട്?  
അരിയുണ്ടാവാൻ എന്തുണ്ട്?  
അരിയുണ്ടാവാൻ നെല്ലുണ്ട്  
നെല്ലുണ്ടാവാൻ എന്തുണ്ട്?  
നെല്ലുണ്ടാവാൻ കതിരുണ്ട്  
കതിരുണ്ടാവാൻ എന്തുണ്ട്?  
കതിരുണ്ടാവാൻ ഞാറുണ്ട്.  
ഞാറുണ്ടാവാൻ എന്തുണ്ട്?  
ഞാറുണ്ടാവാൻ വിത്തുണ്ട്.

വിത്തുണ്ടാവാൻ എന്തുണ്ട്?  
വിത്തുണ്ടാവാൻ നിലമുണ്ട്  
വിത്തുവിതയ്ക്കാൻ ആരുണ്ട്?  
വിത്തുവിതയ്ക്കാൻ ഞാനുണ്ട്.

**ചോദ്യോത്തരപ്പാട്ട്**

നെല്ല് കൊയ്യട്ടെ കുഞ്ഞാ  
എനിക്കു വയ്യെന്റമ്മേ  
കറ്റമെതിക്കട്ടെ കുഞ്ഞാ  
എനിക്കു വയ്യെന്റമ്മേ  
നെല്ലുകുത്തട്ടെ കുഞ്ഞാ  
എനിക്കു വയ്യെന്റമ്മേ  
കഞ്ഞി കുടിക്കട്ടെ കുഞ്ഞാ  
അങ്ങനെ പറയെന്റമ്മേ

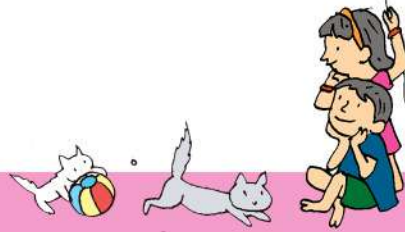
**പക്ഷിപ്പർ**

**കുയിലും കാക്കയും**

കാകാ - കരയും കാക്കച്ചി  
കുറുമ്പിയാണേ കാക്കച്ചി  
കുക്കു - കുക്കും കുയിലമ്മ  
കുറുമ്പിയാണേ കുയിലമ്മ

**തത്തമ്മ**

മാവിന്റെ കൊമ്പത്തെ തത്തമ്മ  
മാവു മറിഞ്ഞാലെന്തു ചെയ്യും  
ആടിക്കുലുങ്ങി ആലുമറിഞ്ഞാൽ  
ആലിന്റെ കൊമ്പത്തെ തത്തമ്മേ  
ആലുമറിഞ്ഞാലെന്തു ചെയ്യും  
ആടിക്കുലുങ്ങി ആലുമറിഞ്ഞാൽ  
മാനത്തുനോക്കി പറപറക്കും.





**പുക്കുയിൽ**

കുഞ്ഞിക്കുയിലേ പുക്കുയിലേ  
കുഞ്ഞിച്ചുണ്ടിൽ പാട്ടുണ്ടോ?  
കുഞ്ഞിനു കേൾക്കാനൊരു ഗാനം  
പുക്കുയിലേ നീ പാടാമോ  
പാടിത്തീർന്നാൽ ഞാൻ നൽകാം  
പാലും പഴവും സമ്മാനം  
പവിഴത്താലൊരു തേൻകൂട്ടം.

**താരാവ്**

താരാവേ താരാവേ  
തത്തിട തരികിട താരാവേ  
ഏലേലം പുഴയോളത്തിൽ  
എല്ലാരും കൂടെങ്ങോട്ടാ  
നീണ്ടു വളഞ്ഞ കഴുത്തല്ലേ  
നീന്താൻ പറ്റിയ കാലല്ലേ  
മുട്ടകളിട്ടു തരാമെങ്കിൽ  
ഇഷ്ടം പോലെ തീറ്റ തരാം.

**മുളും ചങ്ങാതി**

കൂടെ വരാമോ ചങ്ങാതി - 'ഉം'  
കൂടു തരാമോ ചങ്ങാതി - 'ഉം'  
ഉരുള തരാമോ ചങ്ങാതി - 'ഉം'  
ഉരുളി തരാമോ ചങ്ങാതി - 'ഉം'  
ആരൊതു പറഞ്ഞാലും ചങ്ങാതി - 'ഉം'  
ആളൊരു മണ്ടൻ മുങ്ങച്ചാർ - 'ഉം'

**പച്ചക്കിളി**

പച്ചക്കാട്ടിൽ പോയിടാം  
പച്ചമരങ്ങൾ കണ്ടിടാം

പച്ചമരത്തിൽ കൊമ്പിലിരിക്കും  
പച്ചക്കിളിയെ കണ്ടിടാം

**ടക് ടക്**

കൊത്തി കൊത്തി പിന്നേം കൊത്തി  
പലനാൾ കൊത്തി  
ടക്, ടക്, ടക്, ടക്  
ടക്, ടക്, ടക്, ടക്  
ഒത്തിരി കൊത്തി-  
ട്ടിത്തിരയുള്ളൊരു

പൊത്തുണ്ടാക്കി  
പൊത്തിലിരിക്കും  
പുഴുവെ കൊത്തി  
ചിറക് വിരിച്ചൊരു  
കിളിയുടെ പേരത്  
പറയാമോ? മരംകൊത്തി

**തത്ത**

തത്തേ തത്തേ വാവാവ  
ചക്കരമുത്തം താതാതാ  
പാലും പഴവും തന്നിടാം  
പുതിയൊരു കൂടും തന്നിടാം  
കുട്ടിലിരിക്കാൻ മടിയാണെങ്കിൽ  
എന്നുടെ മടിയിലിരുന്നോളു  
പല പല കഥകൾ പറഞ്ഞിടാം  
കൂട്ടരുമൊത്ത് കളിച്ചിടാം.

**ചോദ്യോത്തരപ്പാട്ട്**

തത്തിപ്പാറുന്ന തത്തമ്മേ നിന്നെ  
പാറാൻ പഠിപ്പിച്ചതാരാണ്?  
മേലേ പൊത്ത് താഴോട്ട് വീണപ്പം

ചിറകിട്ടിക്കാൻ പഠിച്ചതാണ്  
നീന്തി നടക്കണ മീനേ നിന്നെ  
നീന്താൻ പഠിപ്പിച്ചതാരാണ്?  
വെള്ളത്തിലാണ്ടെങ്ങ് പോകാറായപ്പം  
ചിറകാൽ ഇഴഞ്ഞ് പഠിച്ചതാണ്  
ഓടിനടക്കണ കുഞ്ഞേ നിന്നെ  
ഓടാൻ പഠിപ്പിച്ചതാരാണ്  
എന്നെ കൈവിട്ടമ്മ ദുരേക്ക് പോകുമ്പം  
പിന്നാലെ ഓടി പഠിച്ചതാണ്.

**കുയിൽ**

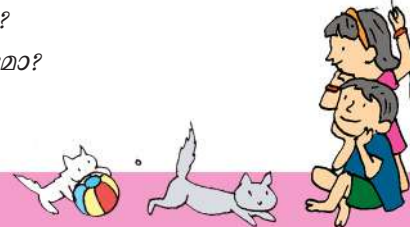
പാട്ടു പാടി പാറി നടക്കും  
കറുത്ത കുയിലമ്മേ  
കാക്ക കുട്ടിൽ മുട്ടയിടുണൊരു  
കള്ളിക്കുയിലമ്മേ  
ദൂരെ മാവിൻ കൊമ്പിലിരുന്ന്  
നീ പാട്ടു പാടുമ്പോൾ  
കൂകൂ കൂകൂ ഏറ്റുപാടാം  
ഞാനും നിൻ കൂടെ...

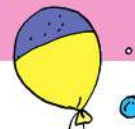
**കിളിപ്പാട്ട്**

ആലുകടവിലൊരാലുണ്ട്  
ആലിൻ മേലൊരു പോടുണ്ട്  
പോടിനകത്തൊരു കൂടുണ്ട്  
കുട്ടിനകത്തൊരു കിളിയുണ്ട്  
കിളിയുടെ ചുണ്ടിൽ പാട്ടുണ്ട്  
പാട്ടൊഴുകുന്നു കീ... കീ...കീ...

**മയിലും കുയിലും**

മയിലേ മയിലേ പാടാമോ?  
കുയിലേ കുയിലേ ആടാമോ?





മയിലിനു പാടാനറിയില്ല  
 കുയിലിന് ആടാനറിയില്ല  
 മയിലാടുമ്പോൾ കുയിൽപാടും  
 കുയിൽ പാടുമ്പോൾ മയിലാടും

**കുട്ടിയും കാക്കയും**

കുട്ടി : കാക്കേ  
 നിന്നുടെ പേരെന്താ?  
 കാക്ക : കാക്കക്കുട്ടൻ  
 എന്നാണേ  
 കുട്ടി : കാക്കേട്ടച്ചന്റെ  
 പേരെന്താ?  
 കാക്ക : കാക്കക്കറുമ്പൻ  
 എന്നാണേ  
 കുട്ടി : കാക്കേടമ്മേട  
 പേരെന്താ?  
 കാക്ക : കാക്കക്കറുമ്പി  
 എന്നാണേ  
 കുട്ടി : കാക്കേ നിന്നുടെ  
 നാടേതാ  
 കാക്ക : കാക്കശ്ശേരിയിൽ  
 എൻനാട്

**കാക്ക**

കറുത്ത കോട്ടും കാലുറയും  
 കുറിക്കു കൊള്ളും കൗശലവും  
 കാക്കേ! നീയൊരു വക്കീലോ?  
 പക്ഷിക്കോടതി വക്കീലോ?

കേസിനു പോവാൻ നീ മുമ്പൻ  
 ക്രോസു നടത്താന നീ വമ്പൻ  
 കാക്കേ! നീയൊരു വക്കീലോ  
 പക്ഷിക്കോടതി വക്കീലോ?

**പക്ഷികൾ**

കോഴിക്കുഞ്ഞു ഞങ്ങൾ മുട്ടയിൽനിന്നും  
 പുറത്തിറങ്ങി വന്നു ആഹാ ആനന്ദം  
 ക്വോ ക്വോ ക്വോ ക്വോ ക്വോ ക്വോ  
 കാൺമിൻ ഞങ്ങളുടെ കാലുകൾ കാൺമിൻ  
 ഞങ്ങളുടെ ചുണ്ടുകൾ  
 ചികഞ്ഞീടും പിന്നെ കൊത്തി കൊത്തി  
 തിന്നും  
 ക്വോ ക്വോ ക്വോ ക്വോ ക്വോ ക്വോ  
 ഞങ്ങളുടെ അമ്മ കൊക്കോ കൊക്കോ  
 വിളിക്കും  
 ഓടി ഞങ്ങൾക്കുടും തീറ്റി മുമ്പായ് നേടാൻ  
 ക്വോ ക്വോ ക്വോ ക്വോ ക്വോ ക്വോ  
 ഒരു ദിനമയ്യോ മഹാദുഃഖം കഷ്ടം  
 വലിയൊരു പരുന്ത് പറന്നു താണു  
 ക്വോ ക്വോ ക്വോ ക്വോ ക്വോ ക്വോ  
 ഓടി ഞങ്ങൾകൂടി അമ്മയുടൻ തന്നെ  
 ചിറകൊന്ന് വിടർത്തി നന്നായൊളിപ്പിച്ചു  
 പക്ഷേ ഒരു സോദരൻ പറന്നെത്തും മുമ്പേ  
 ദുഷ്ടനായ പരുന്ത് റാഞ്ചിക്കൊണ്ട് പോയി.  
 നല്ല പാഠം പഠിച്ചു ദുരെയൊന്നും പോവില്ല  
 അമ്മയുടെ സാമീപ്യം ഭയമില്ലല്ലോ  
 ക്വോ ക്വോ ക്വോ ക്വോ ക്വോ ക്വോ

**വാചനങ്ങൾ**

**തീവണ്ടി**

നീളക്കാരൻ കുക്കുന്നേ  
 പാളം തെറ്റാതോടുണേ  
 കു കു എണൊരു കഥയറിയാം  
 കട കട നല്ലൊരു പാട്ടറിയാം.  
 മരങ്ങൾ തിന്നും പുഴുവാണോ?  
 മണ്ണു തുരക്കുമൊരലിയാണോ  
 കിതച്ചൊരൽപ്പം നിന്നാലും  
 കുതിച്ചു പായും തീവണ്ടി

**വണ്ടി**

അനിയനുണ്ട് വണ്ടി  
 രണ്ടു ചക്രവണ്ടി  
 മണിയടിച്ചു നീങ്ങും  
 നല്ല സൈക്കിൾ വണ്ടി  
 ഏട്ടനുണ്ട് വണ്ടി  
 രണ്ടു ചക്രവണ്ടി  
 കുതികുതിച്ചു പായും  
 നല്ല സ്കൂട്ടർ വണ്ടി

**മോട്ടോർ**

ചെറിയ ചെറിയ മോട്ടോർ  
 വലിയ വലിയ മോട്ടോർ  
 പമ്പടിക്കണ മോട്ടോർ  
 പോം പോം മോട്ടോർ

**ശ്രദ്ധിക്കണം**

ലാ മല്ലാ മല്ലാ ലേലോ  
 ലോ മല്ലേലാലോ ലോ  
 വണ്ടികളോടും റോഡിൽക്കൂടി





തണ്ടും കാട്ടി നടക്കരുതേ  
 തണ്ടും കാട്ടി നടന്നാലയ്യോ  
 കുണ്ടാമണ്ടി പിണഞ്ഞിടുമേ.  
 കൂട്ടും കൂടി നടക്കുമ്പോൾ നാം  
 റോഡാണെന്ന് മറക്കരുതേ  
 റോഡിൽക്കൂടി നടക്കുമ്പോൾ നാം  
 വലതുവശത്തു നടക്കേണം.  
 റോഡു മുറിച്ചു കടക്കുമ്പോൾ നാം  
 ഇടതും വലതും നോക്കേണം

**വിമാനം**

വാവാ എന്നു വിളിച്ചു വാനം  
 വാനിലുയർന്നു വിമാനം  
 പാറിപ്പാറി നടന്നു നാടുകൾ-  
 പലതും കണ്ടു വിമാനം  
 കുന്നും കുഴിയും പുഴയും വഴിയും  
 കടലും കണ്ടു മടങ്ങി.  
 മതി മതിയെന്നു മനസ്സിൽ തോന്നി  
 മണ്ണിൽ തിരികെയിറങ്ങി

**കട-കട ..... കാളവണ്ടി**

കട കട കട കട കാളവണ്ടി  
 കിണി കിണി കിണി കിണി  
 സൈക്കിൾ വണ്ടി  
 പോ പോ പോ പോ മോട്ടോർ വണ്ടി  
 ഡ്യൂക് ഡ്യൂക് ഡ്യൂക് ഡ്യൂക് തീവണ്ടി

**തീവണ്ടി**

- കുക്കു കുക്കു തീവണ്ടി  
 കുക്കിപ്പായും തീവണ്ടി

കൽക്കരി തിന്നും തീവണ്ടി  
 വെള്ളം മോന്തും തീവണ്ടി

- ചൂക് ചൂക് ചൂക് ചൂക് തീവണ്ടി  
 ഒരുപാടാളെക്കേറ്റിപ്പായും  
 വമ്പൻ ഞാനൊരു തീവണ്ടി  
 ചൂക് ചൂക് ചൂക് ചൂക് തീവണ്ടി  
 ചൂക് ചൂക് ചൂക് ചൂക് തീവണ്ടി  
 നീളമുള്ളൊരു തീവണ്ടി  
 ആളെക്കേറ്റും തീവണ്ടി  
 ചൂക് ചൂക് ചൂക് ചൂക് തീവണ്ടി

**കൂട്ടന്റേ വികൃതി**

ഓടിപ്പോകും വണ്ടിയിലൊരുനാൾ  
 ചാടിക്കയറാൻ ഭാവിക്കെ  
 കൂട്ടന്റേ കരഞ്ഞു പറഞ്ഞു  
 കൂട്ടാ മോനേ കയറല്ലേ  
 അമ്മ പറഞ്ഞത് കേട്ടിടാതെ  
 കൂട്ടൻ പാഞ്ഞു മുന്നോട്ട്  
 ചാടിക്കയറും നേരം കൂട്ടൻ  
 കൈവിട്ടയ്യോ നടുറോഡിൽ  
 നടുവും പോയി പുറവും പോയി  
 കാലുകളങ്ങനെ ഒന്ന് രണ്ട്

**തീവണ്ടി**

ഡം ഡം ഡം കാരത്തോ-  
 ടോടി പോകും തീവണ്ടി  
 ഡടിതിയിലെങ്ങോട്ടിയാത്ര  
 ഡാൻസിയിലേക്കോ? പൊയ്ക്കോട്ടെ.

ടീച്ചർക്കും കുട്ടികൾക്കും ചേർന്ന് പാടിക്കളി  
 ക്കാവുന്ന പാട്ട്:

ദൂരെ ദൂരെ പോകേണം  
 ഏതിലൂടെ പോകേണം  
 കരയിലൂടെ പോകേണം  
 ഏതു വണ്ടിയിൽ പോകേണം  
 തീവണ്ടിയിൽ പോകേണം (സൈക്കിൾ, കാർ,  
 ബസ്)

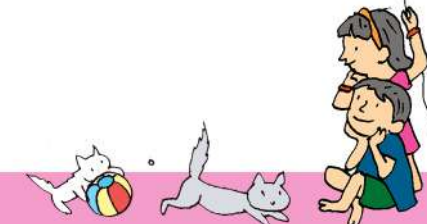
ദൂരെ ദൂരെ പോകേണം  
 ഏതിലൂടെ പോകേണം  
 കടലിലൂടെ പോകേണം/പുഴയിലൂടെ  
 പോകേണം  
 ഏതു വണ്ടിയിൽ പോകേണം

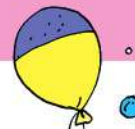
കപ്പൽ കയറി പോകേണം (ബോട്ട്, തോണി,  
 വഞ്ചി)

ദൂരെ ദൂരെ പോകേണം  
 ഏതിലൂടെ പോകേണം  
 മാനത്തൂടെ പോകേണം  
 ഏതു വണ്ടിയിൽ പോകേണം  
 വിമാനമേറി പോകേണം  
 വിമാനമേറി പോകേണം (ഹെലികോപ്റ്റർ...)

**വിമാനം**

ചിറകു വിടർത്തി മാനത്ത്  
 പറന്നു പോകുവതാരാണ്?  
 ആളെക്കേറ്റി വേഗത്തിൽ  
 പറന്നുപോകും വിമാനം





**തീവണ്ടി**

വമ്പൻ വണ്ടി തീവണ്ടി  
കുകിപ്പാഞ്ഞു വരുന്നുണ്ടേ  
എന്തൊരു നീളം അമ്പമ്പോ  
എന്തൊരു വേഗം അമ്പമ്പോ!  
അതാ വരുന്നു ചെറുതോണി  
ചാഞ്ചക്കം ചാഞ്ചക്കം  
ചെറുതോണി നമുക്ക്  
തുഴഞ്ഞീടാം  
അക്കരെ വേഗം എത്തീടാം

**എന്റെ ഗ്രാമം, പൊതുസ്ഥാപനങ്ങൾ, വാർത്താ വിനിമയമാർഗങ്ങൾ**

**പോസ്റ്റുമാവൻ**

ഞങ്ങൾക്കുണ്ടേ സ്നേഹിക്കാൻ  
ഞങ്ങളുടെ നാട്ടിലൊരമ്മാവൻ  
നീലയുടുപ്പും സഞ്ചിയുമായ്  
സൈക്കിളിലെത്തും അമ്മാവൻ  
നട്ടുച്ച കൊടുവെയിലത്തും  
കോരിച്ചൊരിയും മഴയത്തും  
കത്തും പണവും പാഴ്സലുമായി-  
ട്ടെത്തിടുണൊരമ്മാവൻ

**ടി.വി.**

വെളു വെളു ചില്ലുള്ള സുന്ദരിപ്പെട്ടി  
അച്ഛനീ കുട്ടനു നൽകിയപെട്ടി  
വീരലൊന്ന് തൊട്ടാലോ ആട്ടവും പാട്ടും  
കാട്ടിത്തരുണൊരു ചങ്ങാതിപ്പെട്ടി

മഴവില്ലിൻ നിറമൊക്കെ കാത്തിത്തരുന്നു  
മധുരമാം ഗാനങ്ങൾ കേൾപ്പിക്കുന്നു.

**റെയിൽവേസ്റ്റേഷൻ**

റെയിൽവേ സ്റ്റേഷനിൽ ചെന്നാലോ  
ട്രെയിൻ വരുന്നതു കണ്ടീടാം  
കൊടികൾ കാട്ടി നിൽക്കുന്ന  
ഗാർഡിനെയൊന്ന് കണ്ടീടാം  
ചുവപ്പു കൊടികൾ കാട്ടുമ്പോൾ  
ട്രെയിൻ നിൽക്കുന്നത് കണ്ടീടാം  
പച്ചക്കൊടികൾ കാട്ടുമ്പോൾ  
ട്രെയിൻ പോകുന്നതു കണ്ടീടാം

**റേഡിയോ**

വീട്ടിലുണ്ടൊരു കൊച്ചുപെട്ടി  
പാട്ടുപാടും പെട്ടി  
പെട്ടിക്കുള്ളിലൊരുമില്ല  
ഒച്ച മാത്രം കേൾക്കും  
കഥ പറയും കളി പറയും  
വാർത്തകൾ വായിക്കും

**വണ്ടി**

വണ്ടിയിലേറിപ്പോകുമ്പോൾ  
കാഴ്ചകളെന്തെല്ലാം  
പോലീസ് സ്റ്റേഷനും പോസ്റ്റാപ്പീസും  
ബസ് സ്റ്റാൻഡുകളും ഉണ്ടല്ലോ  
സ്കൂളിൻ മുന്നിൽ കുട്ടികളെല്ലാം  
കുച്ചവടക്കാർ മേളിക്കും.

**അമ്പിളിമാമൻ**

വാനിൽ നിന്ന് ചിരിക്കുന്നു  
വെള്ളിവെളിച്ചം വിതരുന്നു

ഞാനോടുമ്പോൾ ഓടുന്നു  
ഞാൻ നിൽക്കുമ്പോൾ നിൽക്കുന്നു  
എന്തൊരു സുന്ദരനമ്മാവൻ  
നമ്മുടെ അമ്പിളിയമ്മാവൻ

**കുട്ടാപ്പി**

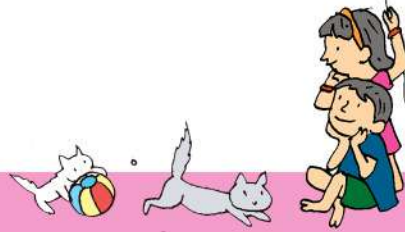
ചന്തയിൽ പോകും കുട്ടാപ്പി  
നിന്നുടെ വണ്ടിയിൽ എന്താണ്?  
പുള്ളിപ്പശുവിൻ പാലുണ്ട്  
കുപ്പികൾ നിറയെ പാലുണ്ട്  
അമ്മിണിയാടിൻ പാലുണ്ട്  
മുട്ടകൾ കുട്ടയിൽ പലതുണ്ട്  
തട്ടിപ്പൊട്ടാതെത്തേണം  
ചന്തയിൽ വാങ്ങാനാളുണ്ട്

**ടെലിഫോൺ**

കിണി കിണി കിണി കിണി മണിനാദംടെലി  
ഫോണിന്റെ മണിനാദം  
ആരോ എന്നെ വിളിക്കുന്നു  
ചെവിയിൽ ചേർത്തു പിടിച്ചപ്പോൾ  
'ഹലോ' എന്നു കേൾക്കുന്നു  
ചേച്ചി വിളിച്ചൊരു കോളാണേ  
ഗൾഫീനുള്ളൊരു കോളാണേ

**ഫോൺ**

ബെല്ലടി ബെല്ലടി കൈയിലെടുത്തു  
കാതോട് ചേർത്തു ചോദിച്ചു  
ഹലോ ഹലോ ആരാണു  
കാര്യമറിഞ്ഞു നന്ദി പറഞ്ഞു  
നമസ്കാരം





**വൈദ്യുതി**

വൈദ്യുതി എന്നൊരു കേമൻ  
ആളെ കൊല്ലും ഭീമൻ  
സിമിൾ തൊട്ടാലോടിവരും  
പെട്ടെന്നുതന്നെ ശൂരൻ  
കാണാൻ കണ്ണിന് കഴിയില്ല  
തൊട്ടാൽ തട്ടി എറിഞ്ഞീടും  
വിരലിൻ തുമ്പത്തുത്താലാടും  
മനുഷ്യൻമാരുടെ ദാസൻ

**കലകൾ, പ്രാദേശിക ഉത്സവങ്ങൾ,  
കളികൾ, വിനോദങ്ങൾ**

**പുരം**

ചെണ്ടയിലടിയടി ചീണ്ടൻ ചേട്ടാ  
ഡിണ്ടട ഡിണ്ടം ഡിണ്ടിണ്ടം  
മദുമുടനടി മാത്തൻ ചേട്ടാ  
ധിംധിമി ധിംധിമി ധിംധിംധോ.  
കുഴലുവിളിക്കൂ കുഞ്ഞൻ ചേട്ടാ  
പെപ്പര പെപ്പേ പെപ്പപ്പേ  
കൈമണി മുട്ടു മണിയൻ ചേട്ടാ  
രധിം രധിം (2)

ഡിണ്ട ധിംധിമി പെപ്പരരധിം  
ചേർന്നാൽ പുരം പൊടിപുരം

**പുരം**

കാവിൽ പുരം പുമ്പാറ്റേ  
തെയ്യോം തിരയും പുമ്പാറ്റേ

കൊട്ടും കുഴലും പുമ്പാറ്റേ  
കാണാൻ പോരു പുമ്പാറ്റേ

**ചെണ്ട**

ചെണ്ട കണ്ടോ ചെണ്ട  
മണ്ടയുള്ള ചെണ്ട  
ചെണ്ട മുട്ടു കേട്ടോ  
ഡിണ്ട ഡിണ്ട ഡിണ്ടും

**ഞണ്ട്**

ലല്ലലല്ല ലാലെ ലല്ലലല്ല ലാലെ  
കല്ലിനുള്ളിലെ ഞണ്ടേ  
കല്യാണത്തിനു പോണ്ടേ  
ലല്ലലല്ല ലാലെ ലല്ലലല്ല ലാലെ  
താലിം മാലേം വേണ്ടേ  
ഓലപ്പീലി വിളിക്കേണ്ടേ  
ലല്ലലല്ല ലാലെ ലല്ലലല്ല ലാലെ  
പച്ചടി കിച്ചടി വേണ്ടേ  
പാൽപ്പായസവും വേണ്ടേ  
ലല്ലലല്ല ലാലെ ലല്ലലല്ല ലാലെ  
കൊട്ടും കുരവയും വേണ്ടേ  
ക്യാമറ ഒന്ന് മിന്നണ്ടേ  
ലല്ലലല്ല ലാലെ ലല്ലലല്ല ലാലെ

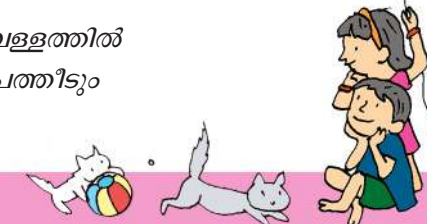
**ആവർത്തനം**

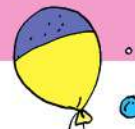
കുട്ടുകാരെ നിങ്ങൾ കുട്ടമ്മാണെ കണ്ടോ  
കുട്ടുകാരെ നിങ്ങൾ കുട്ടമ്മാൻ  
കെട്ടിയ വീടുകണ്ടോ  
കുട്ടുകാരെ നിങ്ങൾ കുട്ടമ്മാൻ  
കെട്ടിയ വീട്ടിലിരിക്കുന്ന കുടു കണ്ടോ  
കുട്ടുകാരെ നിങ്ങൾ കുട്ടമ്മാൻ

കെട്ടിയ വീട്ടിലിരിക്കുന്ന കുട്ടിൽ  
കിടക്കുന്ന കോഴിയെ കണ്ടോ  
കുട്ടുകാരെ നിങ്ങൾ കുട്ടമ്മാൻ  
കെട്ടിയ വീട്ടിലിരിക്കുന്ന കുട്ടിൽ  
കിടക്കുന്ന കോഴിയമ്മയെ കൊന്ന  
കുറുക്കനെ കണ്ടോ  
കുട്ടുകാരെ നിങ്ങൾ കുട്ടമ്മാൻ  
കെട്ടിയ വീട്ടിലിരിക്കുന്ന കുട്ടിൽ  
കിടക്കുന്ന കോഴിയെ കൊന്ന  
കുറുക്കനെ കൊന്നൊരു തോക്കു കണ്ടോ  
കുട്ടുകാരെ നിങ്ങൾ കുട്ടമ്മാൻ  
കെട്ടിയ വീട്ടിലിരിക്കുന്ന കുട്ടിൽ  
കിടക്കുന്ന കോഴിയെ കൊന്ന  
കുറുക്കനെ കൊന്നൊരു തോക്കുമായ്  
തെക്കുന്ന് തക്കിട, തരികിട താളം  
ചവിട്ടി വരുന്നതു കണ്ടുവോ  
കുട്ടമ്മാനല്ലയോ

**കടകഥപ്പാട്ട്**

- i) ചാടിച്ചാടി പോകും ഞാൻ  
വെള്ളം കണ്ടാൽ നീന്തീടും  
പോക്രോം പോക്രോം കരയുന്ന  
ഞാനാരാണെന്നറിയാമോ?
- ii) പാറകണക്കെ തോന്നീടും  
ഒച്ചയനക്കെ കേട്ടാലുടനെ  
തല ഞാൻ ഉള്ളിലൊളിപ്പിക്കും  
പരയു പരയു പരയാമോ?  
ഞാനാരാണെന്നറിയാമോ?
- iii) ഞങ്ങൾ നീന്തും വെള്ളത്തിൽ  
കരയ്ക്കു വന്നാൽ ചത്തീടും





നിങ്ങളുടെ കൈയിൽ പെട്ടാലോ  
കറിയുണ്ടാക്കി തിന്നീടും

**പട്ടം**

കുട്ടൻ കെട്ടിയ പട്ടം  
കുത്തനെ മറിയും പട്ടം  
ചേലിൽ പറയും പട്ടം  
ഉയരെ പോകും പട്ടം  
പാടം ചുറ്റും പട്ടം  
കാണാൻ നല്ലൊരു പട്ടം

**പുരം**

പുരം വന്നേ  
തക്കിട - തരികിട ജീയുഞ്ചം  
കാവിൽപ്പുരം വന്നല്ലോ  
പെപ്പര-പെപ്പര-ഡും ഡും ഡും  
കാവിൽപ്പുരം വന്നല്ലോ  
ടെട്ടെട്ടെട്ടെ - വെടിപൊട്ടി  
കാവിൽപ്പുരം വന്നല്ലോ  
എന്തു തിരക്കാണവമ്പോ  
കാവിൽപ്പുരം വന്നല്ലോ

**ചെണ്ട**

(കുട്ടികൾ വായ്ത്താരി മാത്രം ഏറ്റുപാടുന്നു.  
ടീച്ചർ വരികൾ പാടുന്നു.)  
ഡിം ഡിം ഡിണ്ട ണേ  
ഡിംകണ ഡിംകണ ഡിംഡണ്ടേ  
അമ്പലനടയിൽ പൊത്തുന്നേ  
വമ്പൻ മേളം ഡിംഡിണ്ടേ

(ഡിം ഡിം)

കോലുകൾ പൊങ്ങിത്താഴുന്നേ  
ആളുകൾ ഓടിക്കൂടുന്നേ

(ഡിം ഡിം)

ആർപ്പുവിളികളുമുയരുന്നൂ  
ആവേശത്തിൽ പടരുന്നൂ

(ഡിം ഡിം)

കുറ്റിത്തലയിൽ തോലുണ്ടേ  
തോലിൻ മേലെ കോലുണ്ടേ

(ഡിം ഡിം)

**പുരം**

മുത്തുകൂടയും ചൂടി നിരന്നൂ  
ആനകളെല്ലാം വരിവരിയായ്  
മേലേക്കാവിലെ പുരത്തിന്  
ഇന്നാണല്ലോ കൂടമാറ്റം  
നീലനിറത്തിൽ മഞ്ഞനിറത്തിൽ  
കൂടകൾ വിരിഞ്ഞു മാനത്ത്  
മുത്തുകൂടകൾ വിരിയുമ്പോൾ  
ആർപ്പും വിളിയും പൊടിപുരം

**ചെണ്ടയടിക്കാൻ പോരുന്നോ**

**ശ്ലോകം 1:** ചെണ്ടയടിക്കാൻ പോരുന്നോ  
ചങ്ങാതികളേ പോരുന്നോ

**ശ്ലോകം 2:** ചെണ്ടയടിക്കാൻ പോരുന്നൂ  
ചങ്ങാതികളേ പോരുന്നൂ  
ഡംപട പട പട ഡംപട പട  
പട ഡംപട പടപട ഡ്രം ഡ്രം ഡ്രം

**ശ്ലോകം 1:** മദ്ദളം കൊട്ടാൻ പോരുന്നോ  
ചങ്ങാതികളേ പോരുന്നോ

**ശ്ലോകം 2:** മദ്ദളം കൊട്ടാൻ പോരുന്നൂ  
ചങ്ങാതികളേ പോരുന്നൂ  
തലിമി തകഡിമി തലിമി  
തകഡിമി തലിമി തകഡിമി  
ധീം ധീം ധീം

**ശ്ലോകം 2:** ചേങ്ങില കൊട്ടാൻ പോരുന്നോ  
ചങ്ങാതികളേ പോരുന്നോ  
ചേങ്ങില കൊട്ടാൻ പോരുന്നൂ  
ചങ്ങാതികളേ പോരുന്നൂ  
ണോ ണോ, ണോ ണോ, ണോ  
ണോ, ണോ ണോ  
ണോ ണോ, ണോ ണോ, ണോ  
ണോ, ണോ.

**ശ്ലോകം 1:** കൊമ്പ് വിളിക്കാൻ പോരുന്നോ  
ചങ്ങാതികളേ പോരുന്നോ

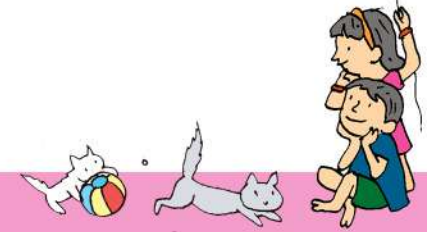
**ശ്ലോകം 2:** കൊമ്പ് വിളിക്കാൻ പോരുന്നൂ  
ചങ്ങാതികളേ പോരുന്നൂ  
പെപെപ്പേ പെപെപ്പേ  
പെപ്പേ  
പെപ്പേ പെപ്പേ

**മണ്ണപ്പം**

മണ്ണപ്പത്തിന് മണ്ണ് കുഴച്ചു  
ചപ്പിളി ചളിപിളി  
ചപ്പിളി ചളിപിളി  
ഹാ ഹാ എന്തു രസം!

**കടകഥപ്പാട്ട്**

ആ...ആന...ആറാട്ട്  
ഈ...ഈച്ച...ഈരണ്ട്







ഉ...ഉ...ഉ...ഉ...ഉ...ഉ...ഉ...ഉ...ഉ...  
 ഏ...ഏ...ഏ...ഏ...ഏ...ഏ...  
 ആ...ആ...ആ...ആ...ആ...ആ...  
 തലയിൽ കൊമ്പുകൾ രണ്ടുണ്ട്  
 ഉടലിൽ പിന്നിൽ ചെറിയൊരു വാൽ  
 പാലുതരും ചെറിയൊരു ജന്തുവിൻ  
 പേരെന്താണ് പറയാമോ?  
 ആ.....ട്  
 ചക്കരകണ്ടാൽ എന്തും ചുറ്റിപ്പറ്റി  
 പറക്കും  
 ഓടിച്ചാലും ഓടിച്ചാലും പിന്നെയുമെന്തും  
 ആരാണ്?  
 ഈ.....ച്ച  
 മാനം മേലെ പറന്നീടും മരങ്ങളിൽ കുടുകൾ  
 കുട്ടീടും  
 കിലുകിലെ എന്നൊരു പാട്ടും പാടി  
 മുറ്റത്തെത്തുവതാരാണ് - കിളി  
**ആരാണാപോകുന്നു**  
 ആരാണോ പോകുന്നു..ചെണ്ടക്കാരല്ലയോ  
 അവലത്തിൽ കൊടുവാൾ തുമ്പമോടെ  
 പോകുന്നു.  
 ചെന്നെത്തി ചെന്നെത്തി പിന്നെയെന്തു  
 ചെയ്യുന്നു  
 ചെണ്ടച്ചരട് മുറുക്കിട്ട് മുണ്ടൊന്നരയിൽ  
 കെട്ടിട്ട്

തക്കിട, തരികിട താളത്തിൽ ഇർറണ്ടം  
 ഇർറണ്ടം  
 തംബാളാ താളത്തിൽ ജീം ജീം ജീം ജീം  
 മുട്ടുന്നു  
 വന്നല്ലോ വന്നല്ലോ കുഴൽവിളിക്കാർ  
 വന്നല്ലോ  
 കുഴലുകൾ കൈയിലെടുക്കുന്നു പീപ്പിപി  
 പിപ്പിപ്പി പെപ്പരപെപ്പര പെപ്പെപ്പേ...  
**കഥാഗാനം**  
 താനാരെ താനാരെ...  
 അങ്ങേവീട്ടിലെ മുത്തശ്ശിയമ്മേടെ  
 പൂവൻകോഴിയൊരുനാൾ  
 കാട്ടിൽ നടന്ന കലോത്സവം കാണാൻ  
 പാണ്ടൻ പുച്ചയോടൊത്ത് പോയി(താനാരേ)  
 വാനരന്മാരുടെ താളത്തിനൊത്ത്  
 പുളളിമാനുകൾ തുള്ളാൻതുടങ്ങി  
 പച്ചക്കിളിയുടെ പാട്ടുകൾക്കൊപ്പം  
 പുളളിമയിലുകൾ നൃത്തംചവിട്ടി (താനാരേ)  
 പെട്ടെന്നൊരു കുര കേട്ടു(2)  
 വേട്ടക്കാരന്റെ പട്ടി ബൗ.... ..ബൗ...  
 പാട്ടും കളികളും എല്ലാം നിലച്ചു  
 കൂട്ടമായെല്ലാം ഓടി ഒളിച്ചു (താനാരേ)  
 കൂട്ടത്തിൽ പാണ്ടനും കാട്ടിലൊളിച്ചു  
 പൂവൻകോഴി ഒറ്റയ്ക്കുമായി  
 പട്ടി കുരച്ചുകൊണ്ടോടിയെത്തി  
 പൂവൻ പേടിയതേറി (താനാരേ)  
 ഒറ്റ കുതിപ്പിന് കേറി മരക്കൊമ്പിൽ  
 രാത്രി മുഴുവനങ്ങൊറ്റയ്ക്കിരുന്നു

പിറേന്ന് വീടിനെ നോക്കിക്കൂതിച്ചു  
 വീട്ടിൻ പടിക്കലോ പാണ്ടനെ കണ്ടു (താനാരേ)  
 ആപത്തിൽ കൈവെടിഞ്ഞീടുന്ന ചങ്ങാതി  
 ചങ്ങാതിയാകുമോ കൂട്ടുകാരേ....

**ആകാശം**

**മേഘം**  
 പറന്നു പോകും കിളിയല്ല  
 പാട്ടുകൾ പാടാനറിയില്ല  
 കടലിൽ നിന്നും പൊങ്ങുന്നു  
 കാറ്റത്തങ്ങനെ നീങ്ങുന്നു.

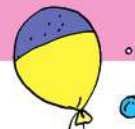
**ആകാശം**

വടിയില്ല പിടിയില്ല നല്ല കൂട  
 തുണിയില്ല കാലില്ല നല്ല കൂട  
 മഴയത്തു ചോരുന്ന നല്ല കൂട  
 വെയിലു കൊള്ളിക്കുന്ന വലിയ കൂട  
 പകലു കഴിഞ്ഞാൽ കറുത്ത കൂട  
 ഇരുളിൽ മിനുങ്ങുന്ന മുത്തുക്കൂട  
 ആകാശം നമ്മുടെ നല്ല കൂട  
 ഭൂമിക്കു മേലുള്ള വലിയ കൂട

**പുലരി**

പൂവിടരുമ്പോൾ പൊൻപുലരി  
 പൂവാടുമ്പോൾ മുവന്തി  
 വെയിലെത്തുമ്പോൾ പൊൻപുലരി  
 വെയിലാറുമ്പോൾ മുവന്തി  
 കിളി പാടുമ്പോൾ പൊൻപുലരി  
 കിളി പോകുമ്പോൾ മുവന്തി  
 പുലരി കൊടുക്കും വകയെല്ലാം  
 തിരികെയെടുക്കും മുവന്തി





**മേഘം**

മുകളിൽ കുടി പോകുമ്പോൾ  
മാനത്തങ്ങനെ പറുമ്പോൾ  
മലയിൽ വയലിൽ പൂൽമേട്ടിൽ  
മഴ പെയ്യിക്കും മേഘം ഞാൻ

**നക്ഷത്രങ്ങൾ**

ആകാശത്തെ പുമുറ്റത്തൊരു  
തേങ്ങാപ്പുള്ളി കിടക്കുന്നു  
കൊതിയൻമാരാം നക്ഷത്രങ്ങൾ  
ചുറ്റും നിന്നു ചിണ്ണുങ്ങുന്നു.

**വെള്ളം, ധൂഴ, ഓടൽ,  
ജലജീവികൾ**

**മീൻ**

താനാ തനതാ താനന്ന (2)  
പൂക്കോട്ട് കായലിൽ മീൻ പിടിക്കാൻ  
താനാ.....  
മീൻ തലയ്ക്കൊരു ചുണ്ടുറിഞ്ഞു  
താനാ.....  
ചുണ്ട വലിച്ചവൻ നോക്കുന്നേരം  
താനാ.....  
ചുണ്ട തലയ്ക്കൊരു മീൻ കുടുങ്ങി  
ചുണ്ട വലിച്ചവൻ കരയിലിട്ടു  
മീൻ മുരിച്ചവൻ നോക്കുന്നേരം  
മീനികതെത്തൊരു ചെപ്പുകണ്ടു  
ചെപ്പു തുറന്നവൻ നോക്കുന്നേരം  
ചെപ്പിനകത്തൊരു മാലകണ്ടു

മാലയെടുത്തവൻ കഴുത്തിലിട്ടു  
ആനന്ദം കൊണ്ടവൻ തുള്ളിച്ചാടി.  
(ഓരോ വരിക്കിടയിലും 'താനാതന്ന' എന്ന  
വായ്ത്താരി ചൊല്ലിയാൽ രസകരമാകും.)

**തവള**

മഴയൊന്ന് വയ്ക്കാൻ മാനം കറുത്താൽ  
മണ്ണിന്റെ പാട്ടും പാടിരസിച്ച്  
മറ്റുള്ളോർ കാണാതെ പാടവരമ്പത്ത്  
കുത്തിയിരിക്കും തവളയെ കണ്ടോ?  
കട്ടം തറയിൽ ചാടാനും  
പൊട്ടക്കുളത്തിൽ നീന്താനും  
വട്ടക്കണ്ണുള്ളൊരു കൊച്ചുമിടുക്കൻ  
ഒട്ടുമേ പേടിയില്ലയ്യോ ഒട്ടുമേ പേടിയില്ല.  
തുമ്പികൾ പാറിപ്പറക്കുമ്പോൾ  
നാക്കുഞ്ഞ് നീട്ടിപ്പിടിച്ചീടും  
നാക്കിന്റെ അറ്റത്ത് ഒട്ടിപ്പിടിക്കുന്ന സൂത്രം  
പശയെന്ന് ചൊല്ലുമത്രേ  
സൂത്രം പശയെന്ന് ചൊല്ലുമത്രേ!

**ആമ**

വലിയൊരു തോടും ചുമന്ന് കൊണ്ട്  
ഇഴഞ്ഞ് നീങ്ങും ചങ്ങാതി  
തലയും കാലും വാലും മാത്രം  
പുറത്ത് നീട്ടും ചങ്ങാതി  
ശബ്ദം കേട്ടാൽ തോടിനുള്ളിൽ  
ഒളിച്ചിരിക്കും ചങ്ങാതി  
കരയിൽ കാണാം  
കുളത്തിൽ കാണാം  
ആമച്ചേട്ടൻ ചങ്ങാതി



**പേട്രോം..... പേട്രോം.....**

പേട്രോം പേട്രോം തവളച്ചാർ  
പാടവരമ്പിൽ ചാടുന്നു  
ഉണ്ടക്കണ്ണു തുറുപ്പിച്ച്  
കുണ്ടും കുഴിയും തേടുന്നു.  
കുട്ടികൾ ചുറ്റും നിന്നിട്ട്  
മാക്രിയെന്നു വിളിക്കുന്നു.



**മഴവില്ല്**

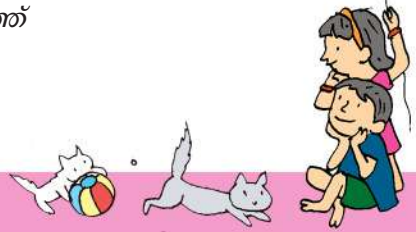
കൊള്ളാം നല്ലൊരു മഴവില്ല്  
മാനത്തുള്ളൊരു മഴവില്ല്  
നിനക്കു കിട്ടിയ ഏഴുനിറങ്ങൾ  
പകർന്നു തരാമോ ഞങ്ങൾക്കായ്  
പകർന്നു തരാമോ ഞങ്ങൾക്കായ്

**മഴവില്ല്**

കണ്ടോ കണ്ടോ ചന്തത്തിൽ  
മഴവില്ലൊന്ന് മാനത്ത്  
ഏഴു നിറത്തിലെ വില്ലാണേ  
ഏഴുപുക്കുള്ളൊരു വില്ലാണേ  
ആകാശത്തിലെ മഴവില്ലിനെ  
കാണാനാണെന്തൊരു ചേലാണേ

**കരിമുകിൽ**

കരിമുകിൽ നിറയണു മാനത്ത്  
മഴവില്ലണയണു ചാരത്ത്  
മയിലുകൾ ആടണു കൊമ്പത്ത്  
പുതുമഴ വീഴണു പാടത്ത്





**പോകല്ലേ**

വാർ മഴവില്ലേ വന്നാലും  
വാനിൽ മടിയിലിരുന്നാലും  
കൺകുളിരുന്നു കാണുമ്പോൾ  
കരൾ നോവുന്നു മായുമ്പോൾ

**ആമ്പൽപ്പൂവ്**

കഴുത്തിനൊപ്പം വെള്ളത്തിൽ  
മുങ്ങിക്കുളിച്ചു രസിക്കും ഞാൻ  
തണുത്തു കോച്ചും വെള്ളത്തിൽ  
നീന്തിക്കളിച്ച് രസിക്കും ഞാൻ  
ലാല ലല്ല ലല്ലല്ല... (2)

വെള്ളം താഴുമ്പോൾ താഴുന്നു  
വെള്ളം പൊങ്ങുമ്പോൾ പൊങ്ങുന്നു  
ഞാനാരാണെന്നറിയാമോ  
ഞാനാണല്ലോ ആമ്പൽപ്പൂ  
ലാല ലല്ല ലല്ലല്ല... (2)

**പുഴ**

പുഴയമ്മാവാ.....പുഴയമ്മാവാ  
എവിടെനോടി വരുന്നു നീ?  
അകലെ കാണും മലയിൽ നിന്നും  
ചാടിത്തുള്ളി വരുന്നു ഞാൻ  
പോരും വഴിയിൽ എന്തെല്ലാം  
കാഴ്ചകൾ കണ്ടു രസിച്ചു നീ?  
പുൽമേടുകളും പുന്തോപ്പുകളും  
പുഞ്ചോലകളും കണ്ടു ഞാൻ

പുഴയമ്മാവാ.....പുഴയമ്മാവാ  
എവിടെയ്ക്കോടി പോണു നീ?  
അങ്ങു പടിഞ്ഞാറുള്ളൊരു  
കടലിൽ കുടി ചേരാൻ പോണു ഞാൻ.

**ക്രിസ്മസ്**

**ക്രിസ്മസ് മരം**

മുറ്റത്ത് നിൽക്കണ  
ക്രിസ്മസ് മരത്തിനെ  
കാണാനെന്തൊരു ചേലാണ്  
കാണാനെന്തൊരു ചേലാണ്!  
മിനുമിനെ മിന്നും നക്ഷത്രങ്ങൾ  
വർണബലൂണുകൾ എമ്പാടും  
വർണബലൂണുകൾ എമ്പാടും  
മുത്തുകൾ റിബണുകൾ  
എല്ലാമുണ്ടേ  
കാണാനെന്തൊരു ചേലാണ്!

**നക്ഷത്രദീപം**

നക്ഷത്രദീപം കൊളുത്തി വച്ചു  
പുൽക്കൂട് നന്നായി ഒരുക്കിവച്ചു  
ഒട്ടേറെ കുഞ്ഞുങ്ങൾ കാത്തിരുന്നു  
ക്രിസ്മസ് രാത്രിയിങ്ങെത്തിയല്ലോ  
ആകാശ താരകൾ കൺതൂറുന്നു  
മാലാഖമാർ വന്നു കാതിലോതി  
സ്നേഹസമാധാന ദൂതുമായി  
ദേവൻ (ഉണ്ണിയേശു) പിറന്നതീ രാത്രിയല്ലോ

**പിറന്നാൾ**

പൊന്നുണ്ണിക്ക് പിറന്നാളു്  
ഇന്നാണല്ലോ പിറന്നാളു്  
അച്ഛൻ നൽകി പൊന്നുമ്മ  
അമ്മ കൊടുത്തു നൂറുമ്മ  
പുത്തനൂട്ടപ്പുകൾ തുന്നീലോ  
നല്ലൊരു കേക്കും വാങ്ങീലോ  
ചേട്ടനയച്ചൊരു കാർഡുണ്ട്  
ആശംസകളുടെ കാർഡുണ്ട്.

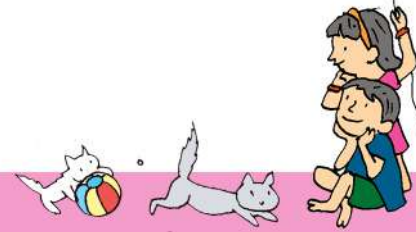
**ക്രിസ്മസ് പപ്പ**

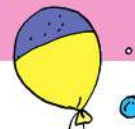
ക്രിസ്മസ് പപ്പ  
ക്രിസ്മസ് പപ്പ  
ഞങ്ങളുടെ തൊപ്പികൾ കണ്ടില്ലേ  
പലനിറമുള്ളൊരു  
തൊപ്പികൾ കാണാൻ  
എന്തൊരു ചേലാണയ്യതാ.....  
സമ്മാനങ്ങൾ തരുമോ പപ്പ  
പകരം തൊപ്പികൾ തന്നീടാം

**ഗണിതഗാനങ്ങൾ**

**ഒന്നും രണ്ടും**

ഒന്നും ഒന്നും രണ്ട്  
പുവിലുണ്ട് വണ്ട്  
രണ്ടും രണ്ടും നാല്  
മയിലിനുണ്ട് പീലി  
മൂന്നും മൂന്നും ആറ്  
ആറ്റിലുണ്ട് പാറ.  
നാലും നാലും എട്ട്





നെറ്റിയിലൊരു പൊട്ട്  
അഞ്ചും അഞ്ചും പത്ത്  
അത്തിമരത്തിൽ പൊത്ത്

**നാല്**

മൂന്നും ഒന്നും നാലാണ്  
പശുവിന് കാലുകൾ നാലാണ്  
രണ്ടും രണ്ടും നാലാണ്  
കാറിനു ചക്രം നാലാണ്.

**ഒന്നൊരു കൊന്നപ്പുവാൻ**

ഒന്നൊരു കൊന്നപ്പുവാൻ  
രണ്ടൊരു ചെറുകുരിവണ്ടാണ്  
മൂന്നൊരു പച്ചക്കുന്നാണ്  
നാലൊരു നാടൻ കലമാണ്  
അഞ്ചൊരു പുത്തൻ ബഞ്ചാണ്  
ആറൊരു മേട്ടോർ കാറാണ്  
ഏഴൊരു വാഴപ്പഴമാണ്  
എട്ടൊരു മഞ്ഞപ്പട്ടാണ്  
ഒൻപതൊരാമ്പൽക്കുളമാണ്  
പത്തൊരു തത്തപ്പെണ്ണാണ്

**ഒന്ന്..... രണ്ട്.....**

ഒന്നാം പാഠം കൈയിലെടുത്തി-  
ട്ടുണ്ണിക്കണ്ണൻ പാടുന്നു.  
ഒന്ന്... രണ്ട്... മൂന്ന്... നാല്  
അഞ്ചുണ്ടല്ലോ മഞ്ചൊടി!  
രണ്ടാം പാഠം കൈയിലെടുത്തി -

ട്ടുണ്ണിക്കണ്ണൻ പാടുന്നു.  
ആറ് ഏഴ് എട്ട് ഒമ്പത്  
പത്തുണ്ടല്ലോ തത്തമ്മ

**ഉണർത്തുപാട്ട്**

നമുക്ക് പാടാം, ചുറ്റിച്ചുറ്റി ആടാം.  
കൈമുട്ടിക്കൊൾവിൻ ബാലകരേ  
എല്ലാരും കൂടി, ഒരുമിച്ചു കൂടി  
കൈമുട്ടിക്കൊൾവിൻ ബാലകരേ...

കൈരണ്ടും പൊക്കി  
കൈ രണ്ടും താഴ്ത്തി  
നേരെ നിൽപ്പിൻ കൂട്ടുകാരേ...

വലം കൈപൊക്കി  
ഇടം കൈ താഴ്ത്തി  
വലം ഭാഗം നോക്കിൻ കൂട്ടുകാരേ

ഇടം കൈ പൊക്കി  
ഇടം കൈ താഴ്ത്തി  
ഇടം ഭാഗം നോക്കിൻ കൂട്ടുകാരേ

വലം കാലിടിച്ച് ഇടം കാലിടിച്ച്  
വലം ഭാഗം തിരിയിൻ കൂട്ടുകാരേ...

ഇടം കാലിടിച്ചു വലം കാലിടിച്ചു  
ഇടം ഭാഗം തിരിയിൻ ബാലകരേ...

**പെരുവിരൽ**

ഒന്നാം പെരുവിരൽ ഒന്നടി പതിയെ  
രണ്ടാം പെരുവിരൽ ഒന്നടി പതിയെ  
മൂന്നാം നടുവിരൽ ഒന്നടി പതിയെ  
നാലാം മോതിരാവിരൽ ഒന്നടി പതിയെ  
അഞ്ചാം ചെറുവിരൽ ഒന്നടി പതിയെ

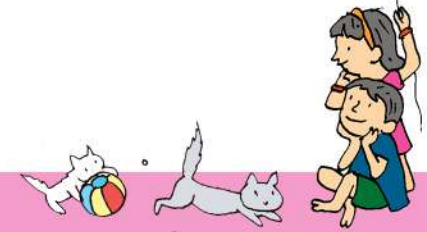
അഞ്ചാളും ചേർന്നൊന്നടിപതിയെ  
ഒന്ന്... രണ്ട്... മൂന്ന്... നാല്... അഞ്ച്...  
(എന്ന് പറഞ്ഞ് കൈകൊട്ടുന്നു.)

**നല്ലതു മാത്രം**

നമുക്ക് കണ്ണുകൾ രണ്ടാണേ  
നല്ലതു മാത്രം കാണുക നാം  
നമുക്ക് കൈകൾ രണ്ടാണേ  
നല്ലതു മാത്രം ചെയ്യുക നാം  
നമുക്ക് ചെവികൾ രണ്ടാണേ  
നല്ലതു മാത്രം കേൾക്കുക നാം  
നമുക്ക് കാലുകൾ രണ്ടാണേ  
നല്ല വഴിക്കു നടക്കുക നാം  
നമുക്ക് നാവതു ഒന്നാണേ  
നല്ലതു മാത്രം ചൊല്ലുക നാം.

**കവിതകൾ**

വട്ടം വട്ടം വട്ടത്തിൽ  
പപ്പമുണ്ടേ വട്ടത്തിൽ  
വട്ടം വട്ടം വട്ടത്തിൽ  
അമ്പിളിമാമൻ വട്ടത്തിൽ  
വട്ടം വട്ടം വട്ടത്തിൽ  
പൊട്ടുണ്ടല്ലോ വട്ടത്തിൽ  
വട്ടം വട്ടം വട്ടത്തിൽ  
കുഞ്ഞിക്കിണ്ണം വട്ടത്തിൽ  
വട്ടം വട്ടം വട്ടത്തിൽ  
പത്തിരിയുണ്ട് വട്ടത്തിൽ





ഒന്നെന്നു പറയുമ്പോൾ  
ഒന്നിച്ചു നിൽക്കണം  
രണ്ടെന്നു പറയുമ്പോൾ  
കൈ രണ്ടും കൊട്ടണം  
മൂന്നെന്നു പറയുമ്പോൾ  
മൂന്നോട്ട് നീങ്ങണം  
നാലെന്നു പറയുമ്പോൾ  
നാണിച്ചു നിൽക്കണം  
അഞ്ചെന്നു പറയുമ്പോൾ  
ബെഞ്ചിലിരിക്കണം

**ദിവസങ്ങൾ**

ദിവസങ്ങളെത്ര ഒരാഴ്ചയിൽ  
ഏതെന്ന് ചൊല്ലി  
പേരൊന്ന് ചൊല്ലി.... ചൊല്ലി  
തിങ്കൾ, ചൊവ്വ, ബുധൻ, വ്യാഴം  
വെള്ളി, ശനി, ഞായർ

**ഗണിതഗാനങ്ങൾ**

ഒരു പച്ചത്തവള ചാടിച്ചാടി പോകുന്നു  
ഒന്നും കൂടി ചാടി വന്നാൽ അപ്പോഴെണ്ണം  
എത്ര?  
ഒരു പച്ചത്തവള ചാടിച്ചാടി പോകുന്നു  
ഒന്നും കൂടി ചാടി വന്നാൽ അപ്പോഴെണ്ണം  
രണ്ട്.  
രണ്ടു പച്ചത്തവള ചാടിച്ചാടി പോകുന്നു  
ഒന്നും കൂടി ചാടി വന്നാൽ അപ്പോഴെണ്ണം  
എത്ര?

രണ്ടു പച്ചത്തവള ചാടിച്ചാടി പോകുന്നു  
ഒന്നും കൂടി ചാടി വന്നാൽ അപ്പോഴെണ്ണം മൂന്ന് -  
(ടീച്ചർ ഉത്തരം പറയുന്നു.)  
മൂന്നു പച്ചത്തവള ചാടിച്ചാടി പോകുന്നു  
ഒന്നും കൂടി ചാടി വന്നാൽ അപ്പോഴെണ്ണം എത്ര?  
മൂന്നു പച്ചത്തവള ചാടിച്ചാടി പോകുന്നു  
ഒന്നും കൂടി ചാടി വന്നാൽ അപ്പോഴെണ്ണം നാല്  
- (കുട്ടികൾ പറയുന്നു.)  
നാലു പച്ചത്തവള ചാടിച്ചാടി പോകുന്നു  
ഒന്നും കൂടി ചാടി വന്നാൽ അപ്പോഴെണ്ണം എത്ര?  
നാലു പച്ചത്തവള ചാടിച്ചാടി പോകുന്നു  
ഒന്നും കൂടി ചാടി വന്നാൽ അപ്പോഴെണ്ണം അഞ്ച്  
- (കുട്ടികൾ പറയുന്നു.)

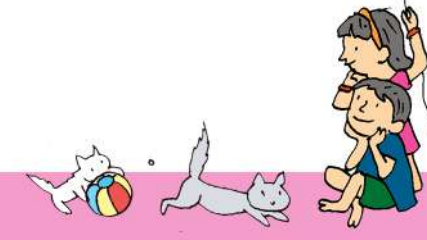
(കുട്ടികളെ പാടിക്കളിപ്പിക്കുന്നു (മാസ്ക് ഉപയോഗിച്ചും കളിക്കാം).)

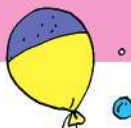
**സംഖ്യാഗാനം**

പാട്ട് : വെള്ളം കോരിത്തേവുമ്പോൾ  
പാളക്കാരുടെ വിളികേൾക്കാം  
ഒന്ന് ഓരോന്ന് ഒന്ന് ഓരോന്ന്  
(ആംഗ്യത്തോടെ അവതരിപ്പിക്കുന്നു. വെള്ളം കോരി  
ത്തേവുന്ന ആംഗ്യവും സംഖ്യകളും വിരലുകൊണ്ട്  
കാണിക്കണം).  
വെള്ളം കോരിത്തേവുമ്പോൾ  
പാളക്കാരുടെ വിളികേൾക്കാം  
രണ്ട് ഈരണ്ട്  
രണ്ട് ഈരണ്ട്

**ഒന്ന് രണ്ട് മൂന്ന്**

ആന നടന്നു വരുന്നുണ്ട്.  
ആനയ്ക്കെത്ര വാലുണ്ട്  
ഒന്നേ... ഒന്നേ... ഒന്നേ...  
ആന നടന്നു വരുന്നുണ്ട്.  
ആനയ്ക്കെത്ര കൊമ്പുണ്ട്.  
രണ്ടേ... രണ്ടേ... രണ്ടേ...  
ആനമേലെത്ര ആളുണ്ട്  
മൂന്നേ മൂന്നേ മൂന്ന്  
ആനയ്ക്കെത്ര കാലുണ്ട്  
നാലേ നാലേ നാല്  
ആനയ്ക്കെത്ര വയസ്സായി  
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### *The reference materials used for the Text*

- Preschool curriculum
- Pre-primary policy note
- Expert panel report
- NCF 2005
- National ECCE Policy - 2013
- Theme chart - ICDS
- Mazhavillu
- Shishukaumara Manasikarogyavum Prashnangalum Sameepanangalum Dr. Jayaprakash R (Chintha Publishers)
- Child Development - Laura E. Berk
- Aadyakala Shisuvvidhyabhyasa Pravarthana Sahayi (DPEP)
- Kaliyumu Karyavum (Kerala Shasthra Sahithya Parishathu)
- Kalivandi
- Thalolam
- Anganapoomazha
- Child magazines/publications

### *The reference materials which can be used by teachers (4+)*

1. Aa Poocha Evidae - Manjula Padbhanabhan
2. Oru Divasam Priya - Kathy
3. Eecha Poocha - Kala Shashikumar
4. Nhrutham Cheyyuna Theneechakal - Renjith Lal
5. Ettavum Nalla Koottukar - G. Mohanakumari
6. Njan Enthu Undakkum - Nandhini Nayyar
7. Gramachanda - Radhika Meghanadhan
8. Njan Ottayanu - Manjula Padbhanabhan
9. Pranavintae Chitram - Nandhini Nayyar
10. Vithu - Deepa Balsavar
11. Malli - Jeeva Reghunath
12. Melottum Thazhottum - Vinayak Varma
13. Njan Aaranu - Sakshi Jayan

14. Nirangalae Snehicha Kutty - Subeer Sukla
15. Thalem Kuthi - T. R. Rajesh
16. Sanchariyaya Urumbamoomma - Sandya Rao
17. Poovan Kozhiyum Suryanum - Merin Impchen
18. Aanayum Thayyalkkaranum - K. B. Janardhanan
19. Mallanum Madhevanum - K. T. Radhakrishnan
20. Muthashiyude Kannukal - Sandya Rao

### *The reference materials which can be used by teachers (3+)*

21. Puli varunne Puli - Susan George
22. Nellu Koyyada Kora - K. T. Radhakrishnan
23. Thodiyile Thengu - Anwar Ali
24. Nalloru Naya - D. Vinayan
25. Ente Kakka - D. Vinayachandran
26. Mannangattayum Kariyilayum - Vimala Menon
27. Aanathara - D. Vinayachandran
28. Aamayum Kuranganum Vazha Natta Katha - Susan George
29. Pushthakapoomam - Kerala Shasthra Sahithya Parishad
30. Nirangalude Utsavam - Madhu Pavle
31. Nagarathilae Chanda Sandharsham - Manjula Padhmanabhan
32. Kattil Oru Shabdham - Jagadeesh Joshi
33. Vavalukal - Hydrose Aluva
34. Meghavritthamayoru Dinam - Melvin Bargar
35. Deepavali - Ravi Paragpe
36. Orikkal Oru Gramathil - H. C. Madhan
37. Veedukal - NBT
38. Ithoru Verum Katha - Kathy Spagnoly
39. Oru J.C.Byude Katha - Sacheendran Karadukka
40. Hayu - N. T. Rajeev
41. Evide Ente Deppi - N. T. Rajeev
42. 24 x 7 - Venki

