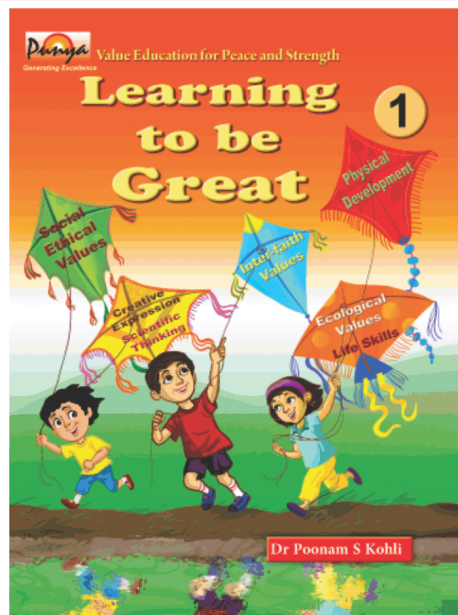


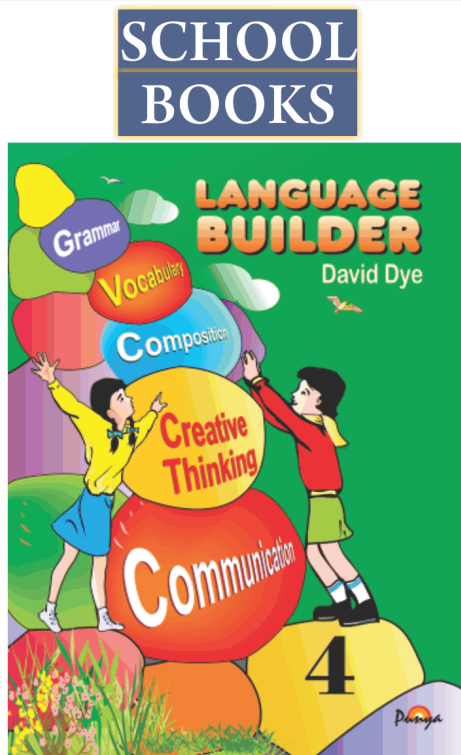


# PUNYA PUBLISHING

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A Value Education Personality Development Series  
**Learning To Be Great 1-5**  
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English Grammar, Composition  
and Communication Series

**Language Builder 1-8 with Keys for teachers**



**New Learning Is Fun 1,2,3**  
Covering complete curriculum  
of Nursery, LKG and UKG

Dr. A P J Abdul Kalam believes that schools and family environment have a great responsibility for creating citizens of tomorrow. Our experienced team, adding best international practices and values works with you to provide excellent education in your school with our text books that focus on internalising concepts by activities, learning and life skills, higher- order learning, character building, holistic development, and creative thinking.

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# Language Builder 1-8

**Breakthrough books for removing problems of learning English.  
THE SERIES ANSWERS ALL YOUR CONCERNS FOR TEACHING ENGLISH**

This is the latest series of English Grammar, based on current research in language learning. It is carefully developed for all boards – CBSE, ICSE and State Boards by an international ELT expert David Dye.

**Unit 3**

Adjectives  
Verbs Action Words  
Verbs Present "To Be"  
Verbs Past "To Be"  
Simple Sentences



Grammar Standards  
Teacher Checklist

Sl. No.		Mastery	Non-Mastery
1.	Adjectives Describing Words		
2.	Adjectives Numbers		
3.	A Vs. An		
4.	Adjectives Colours		
5.	Adjectives Mixed Review		
6.	Verbs Action Words		
7.	"To Be" Verbs Am, Is, Are		
8.	"To Be" Verbs Was, Were		
9.	"To Be" Verbs Review		
10.	Simple Sentences		
11.	Unit 3 Review		
12.	Unit 3 Test		

Units

Unit 1 Noun Test

**Unit 1 Test**

**Nouns:**  
Put an x below each word that fits the noun on the left.

	Singular	Plural	Common	Proper	Possessive
1. book's					
2. Amita					
3. armies					
4. tables					
5. toy					
6. bottles					
7. sisters'					
8. Nicobar Islands					
9. camera					
10. Kapoor's					

**Possessive Nouns:**  
Change the words below into a possessive.

- bone of the dog \_\_\_\_\_
- pens of the students \_\_\_\_\_
- bottle of the baby \_\_\_\_\_

Unit tests

Extremely user-friendly books of this series are divided into well-graded units. All units have unit reviews, to first enable the students to assess their understanding of the units followed by unit tests. This kind of continuous evaluation helps build the confidence of students. The reviews and unit test serve as a useful resource for teachers.

Grammar explanations are clear and pictorially supported with mental maps and memory aids.

Appropriate **activities** are given to help develop **language skills**.

A lot of **worksheets** with **real life situations** are provided to help students develop communication skills.

Grammar **games** and **puzzles** are provided to stimulate thinking.

**WORKSHEET 1**

Nouns: person, place and thing

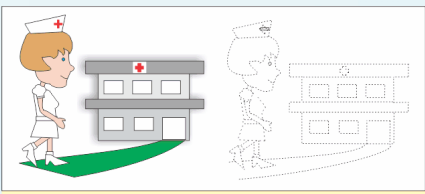
**Nouns**

The name of a person, place, or thing.

**Memory aid**

- The word "noun" sounds like "name". When you think of a noun, think of a name.
- A noun is the name of a person, place, or thing. Think about a nurse. Which are the 2 letters common in the words nurse and noun \_\_\_\_\_?
- Now read this sentence.  
A nurse(person) is going to a hospital(place) wearing a cap(thing).

**Complete and colour the picture of a nurse going to the hospital wearing a cap. Write the word **person** next to the nurse, **place** next to the hospital, and **thing** next to the cap.**



Chant: "A nurse is going to the hospital wearing a cap."  
: person, place and thing

Grammar Activities and Memory aids

Nouns: common and proper

**Write Common and Proper next to each noun.**

- BANANA \_\_\_\_\_
- PATNA \_\_\_\_\_
- TIGER \_\_\_\_\_
- DR. GEORGE \_\_\_\_\_
- RAHUL \_\_\_\_\_
- DESERT \_\_\_\_\_
- INDIA \_\_\_\_\_
- FARM \_\_\_\_\_
- TENNIS (GAME) \_\_\_\_\_
- DRIVER \_\_\_\_\_

**Extension:** Make a list of five (5) proper nouns. Write a matching common noun next to the proper noun just as in exercise 2.

**Map your learning**

**Noun**

- Common Noun**
  - Person: girl
  - Place: school
  - Thing: cake
- Proper Noun**
  - Person: Meena
  - Place: Government school
  - Thing: Plum cake

Study Skills - Mental Maps

**THE SERIES PROVIDES A SYSTEMATIC GRAMMAR PRACTICE.**



All aspects and skills of **writing and communication** including *writing letters* both formal and informal, *note making* and *story writing* are systematically covered. A great emphasis is placed on original thinking and independent speaking and writing.

**WORKSHEET**  
**48**

**Friendly Letters 1**  
Friendly letters

**Read And Learn**

**Heading**

1685 Main Street,  
Kolkata, WB, 700078,  
January 1, 2008

**Greeting,**

Dear Jennifer,

**Body**

Guess what happened to me yesterday. I was at the mall. There was a booth set up for free books. I got in line, and after half an hour, it was my turn. The people there took my interview. They asked me what kind of books I like to read and why I love books. They liked my answers so much that they're going to put it in a magazine. Write me back soon.

**Closing,**  
**Signature**

Sincerely,  
Ekta

**Steps for Writing a Friendly Letter**

**Memory aid**

This activity will help you remember the five parts of a friendly letter. Follow the steps below to memorize the steps of a friendly letter:

**Step 1** Point to your head and say, "Heading". This is the top of the friendly letter. Pointing to the head will help you remember the heading. Go over where to place the heading. The trick for remembering the parts of the heading is this:

**The Address goes first - The City, State and Zip Code followed by the Date.**

The three lines begin with A, C, D, not A, B, C. On a model of the friendly letter that we have shown, circle the A, C, and D. As you do the worksheets later, you can remember this memory aid.

**Step 2** Now point to your mouth and say, "Greeting". (This is also known as the "Salutation".) You greet people by saying hello. In a friendly letter, you greet the reader by putting a greeting such as Dear \_\_\_\_\_, or My good friend \_\_\_\_\_.

Review Steps 1 and 2.

**Step 3** Point to your body and say, "Body". Our body is the largest part of our anatomy. Likewise, the body of the letter is where the main message is delivered.

**Step 4** We've been using example of our bodies to memorize the parts of the friendly letter. We are going to continue this with our clothing. The next part of the friendly letter is the "closing" which sounds like "clothing". Therefore, you can grab your pants or skirt and say "Closing". "closing" sounds like "clothing".

**Step 5** The final part of the friendly letter is the **signature**. With the big toe, draw an "S", and say "Signature". **And with that finish your friendly letter.**

Review Steps 1 through 5.

Step by step letter writing

**WORKSHEET**  
**84**

**Paragraph Writing 2**  
Paragraph Writing

**One Main Idea Practice**

If a teacher asked you to write a paragraph about a book that you've read, what would you do? The first thing you would need to do is figure out the main idea of your paragraph. There are so many main ideas: Your favourite character, a summary of the entire book, the best part of the book and many more.

A paragraph is typically **five to seven sentences** about **one main idea**. We can write a good paragraph by focusing on the **one main idea**.

Look at the possible main ideas for a paragraph about Fishing.

**Possible Main Ideas for 'Our Fishing' Paragraph**

1. How To Fish	3. Types of Bait
2. Fishing Equipment	4. Best Fishing Spots
5. Salt Water Fishing	

For each topic below, write five main ideas that would make good paragraphs. Use the pictures for ideas.

**Topic: Heroes**

Five steps Paragraph Writing

**WORKSHEET**  
**48**

**Vocabulary Builder**  
Vocabulary Builder

**Present Progressive Tense**

3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

**Oops! Let me correct my errors**

I already looking forward to your invitation. **WRONG**

I am already looking forward to your invitation. **RIGHT**

They still waiting for you. **WRONG**

They are still waiting for you. **RIGHT**

The form of the present progressive tense is **am/are/is + -ing**.

Examples

I am (I'm) going out today.

You are (You're) feeding the crows.

Common Errors

The books focus the attention of students on Funny English Mistakes by giving them in boxes according to the concept being taught.

**WORKSHEET**  
**48**

**Vocabulary Builder**  
Vocabulary Builder

**City Buildings**

**Tickle Your Brain**

Use the clues below to solve the crossword puzzle regarding buildings in a city.

**Across**

- Christians place of worship
- Muslims place of worship
- eat food
- buy stamps, post letters

**Down**

- get coffee and tea
- travel to another city in train
- has shops for buying different things
- a place of learning
- Hindus place of worship
- people work here

(answers on page 112)

Vocabulary Building

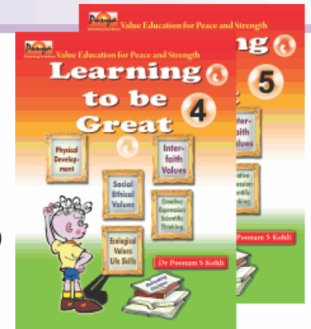
Every book of the series has a special section of Vocabulary Building.

Title	ISBN	Price
Language Builder Book1	81-89534-02-5	Rs. 95.00
Language Builder Book2	81-89534-03-3	Rs. 95.00
Language Builder Book3	81-89534-04-1	Rs. 98.00
Language Builder Book4	81-89534-05-X	Rs. 102.00
Language Builder Book5	81-89534-06-8	Rs. 106.00
Language Builder Book6	81-89534-07-6	Rs. 110.00
Language Builder Book7	81-89534-08-4	Rs. 115.00
Language Builder Book8	81-89534-09-2	Rs. 120.00



*Never Before books for developing physically, emotionally and spiritually strong personalities having creative thinking and scientific attitude.*

## LEARNING TO BE GREAT 1-5



10 64

Such gates were made on many other dams including Krishna Raja Sagar Dam of Mysore.

Great people are unselfish and not money but welfare of others is their motive in life

Visveswaraiah got his gate patented but refused to make any financial profit from his great discovery.

### Think and Tell

Did Visveswaraiah face any difficulties during his studies?  
What were the reasons of success of Visveswaraiah?  
Did he try to make money from his discovery of flood gates?  
What was the principle used for cleaning the water for the well of Sakhar town?  
Which scientific principle works for the automatic flood gates?

### Activity

Take an old reel of thread. Pass a long nail through it. Now take a thick thread. On one side of it tie a small piece of cardboard. On the other side tie a small weight. Place this thread on the pulley. See that the weight should be equal to the weight of the cardboard. Now dip the weight in water and see what happens?  
Is the weight able to balance the cardboard? What happens to the cardboard?

### For Parents / Grand Parents

Encourage children to read the lives of great scientists. Help children to do simple experiments and learn by activities and observation.

## The Web of Nature

Ecological Values

65

### Silent Sitting

Close your eyes. Try to see whatever you like; a lamp, stars, a lake, a garden or a flower. Thank nature for all the things that it has given us.



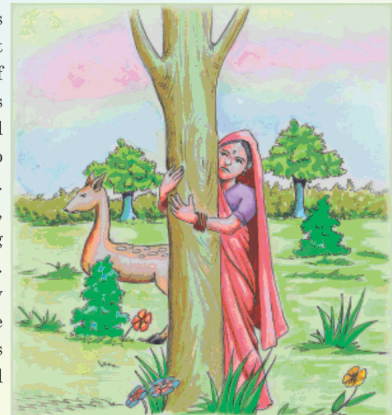
THINK

### Understanding the Values

You are aware of the problems caused by **deforestation** and **extinction of wildlife**. Let us read a story of sacrifice to save the trees.

### A STORY

Five hundred years ago, a great drought hit a region of Rajasthan. Trees dried; grass shrivelled and people started to move from that area. In one of the villages, there lived a young man named Jambaji. Jambaji deeply thought about it. He realised that the trees sustained the land and its life.



## A Nature Project

### What do we learn from the stars

Look at this picture.  
What do you see?

A lot of stars are shining.

When do the stars shine?

The stars shine in the darkness and give us the message of shining brightly even in the darkness

### Discussion

Tell what do you want to be?  
How will you try to become great?

### Remember

When you look at the stars think that you have to rise high.  
You have to be always bright and shining

### Holistic Development, Value Education and Character Building

Never Before books for developing physically, emotionally and spiritually strong personalities having creative thinking and scientific attitude. The books give opportunities to explore the values through stories, questions, dramas and projects.

### Stories for Internalising Values and to Stimulate thinking

These books develop social, ethical and spiritual values through stories, biographies and real life incidents. Adapted from Jataka, Panchtantra, and Indian and Foreign tales, the stories are told in such a way that they encourage students to constantly think and actively participate in the learning process.

### Projects - Self confidence and Creative expression

Students internalise values through projects, roleplay and activities. This helps to clarify values, develop critical thinking and decision making. Several dramas are given in the books so that students can develop their confidence, verbal skills and imagination.

No one could shake Punyakoti's determination to stand by her promise, even though it meant giving her life. Thus to keep her promise Punyakoti went to the jungle.

Punyakoti: O great tiger, I have come after doing all my duties. Now you can eat me.

The young calf also came running after her.

Young Calf: O great tiger, please eat me as well along with my mother. I cannot live without my mother.

The tiger was deeply moved by this scene. He thought that when I die, my cubs will also weep for me like this.

The thought of his cubs melted his heart.



He started thinking, how could he kill such a truthful cow and her child.

Arbuda: I have changed my mind. You are like my sister, I do not want to kill such a truthful sister.

Punyakoti: Do not speak like that, O great Tiger. Eat me and satisfy your hunger.

Arbuda: No I cannot kill such a truthful cow. Gods will not forgive me if I kill such a truthful animal. I do not want to lead this kind of life of killing others.

So saying the tiger touched the cow's feet and left the place.

20

### A Practical Project

1. If you were Punyakoti, what would you have done?
2. Why did Punyakoti come back to the jungle again?
3. What was more important for her than even her life? Do you think what Punyakoti did was correct.
4. Why did tiger Arbuda not eat Punyakoti?

### Activity

Enact this play in the class.

### Living with Awareness

You got up late today, so could not get ready for school on time and reached late. Tick mark from the following reasons what you will tell your teacher.

1. My mother was not well so I could not get ready on time.
2. I got up late so I am late for school. I am sorry.
3. We had to take our brother to a doctor, so I am late for school.

(Encourage children to mark honestly.)

### Discuss

If students tell lies why do they do that?  
Is it out of fear?

Is it because they want something so they tell lies?

For Teachers: Try to remove such fears from their minds which make them tell lies. Encourage those children who speak the truth. Avoid creating fears to avoid telling lies.

### For Parents / Grand Parents ( Bed-time stories )

Tell the child that the play in this lesson is based on a traditional folk song. Our country has a rich culture and it has many such stories. Tell them some more stories on truth from scriptures. Give a lot of love to children. Encourage them even if something goes wrong. Create enough confidence in them to always speak the truth.

21

In India also similar conditions prevail. Due to the cutting down of their natural habitat many wild elephants sometimes harm the crops.



Have a group discussion in the class on the topic.

Do you see the stumps of so many trees in the photograph? Hundreds of trees are lost in jungles for making dams or as a price of civilization.

**Felling of trees has a sky-high price.**

### Another Neighbour - Crow

You find it everywhere. In the houses, on the trees or in the gardens making a sound caw, caw. It is black, has a strong bill and feet. Its neck may be grey or it may be completely black but if you see in light it is glossy.



Let us learn communication and togetherness from them

Try to hear the caw, caw of a crow. Do you know they have more than thirteen different ways of calling. The crows are constantly communicating with one another from morning to evening. Their calls indicate danger, food, screaming and so many other things. They are not selfish. When you give some food to one crow, it starts cawing and soon many crows collect there. Similarly, if any enemy such as an owl is there they fight with it together.

### For Parents

Suggestions have been provided for parents and grandparents to actively participate in the development of children through activities and bedtime stories.

### Life skills - Managing Emotions

Several real life situations are provided to learn life skills and manage emotions in various stressful situations.

### Environment Protection - Information processing

Students are introduced to their immediate environment and through observation they develop ecological values and are introduced to the skills of collecting and understanding current information to form the right opinions.

### For Teachers

Personality development form, extensive notes for teachers and suggested activities help the teachers to mould the personalities of students in an effortless way for their total development.

68

### Personality Development Observation Schedule

This observation Schedule can be used to observe the personality of students. It gives an idea to teachers about the growth and effective internalisation of values and their effect on the personality of the student. Since development of skills and values cannot be separated Life skills are also observed here as a part of the personality development.

The assessment is not meant for judging the students or grading them, it is meant to help the students strengthen the areas in which they are weak. The assessment items are given below along with the suggestions for observations to be made.

#### PHYSICAL DIMENSION

##### Correct Sitting posture

Observations to be made

Sits with

	Always	On urging	Seldom
a. Holding the head up	"	"	"
b. Holding their back straight	"	"	"
c. Shoulders in one level	"	"	"
d. Pulling the shoulders back	"	"	"

##### Correct standing posture

Observations to be made.

	Always	On urging	Seldom
a. Head is held straight	"	"	"
b. Back is straight	"	"	"
c. Shoulders are in level	"	"	"
d. Knees are straight facing forward	"	"	"

#### General Motor Skills: (Observations to be made on the play ground)

	Skillfully	Fair Well	Poorly
1. Initiates simple body movements	"	"	"
2. Performs a given action from verbal instructions (One or two actions in each sequence)	"	"	"
3. Overall Motor Control	Above Average	Average	Poor

One day the partridge left her home in search of food. A little distance from her house there was a rice field. The partridge liked the rice ripe very much. It did not return to her house for many days as it started living in that field.



While the partridge was away a rabbit found her empty nest. The rabbit did not have a home. So he went to live in the partridge's nest. He made that as his home and started living there.

When the partridge returned she found her house occupied by the rabbit. She was very angry. She asked, "What are you doing here? This is my house."

"Your house?" asked the rabbit, "I have been living here for many days."

"But you cannot stay here any more," said the partridge. "I built the house. I have always lived here. You can ask anybody."

60

"Why should I ask anybody," replied the rabbit. "When I came here, I found that nobody was living in this house, so I started living here. Since I live here, so this is my house. You can ask anybody. I am living here."



"No, it is my house," said the partridge. "I went out in search of food. Now I have come back, so please get out of my house."

"No, I won't," said the rabbit firmly, "I am not going to leave the house."

The quarrel between the partridge and the rabbit went on for a long time. Many animals listened to the quarrel, but none of them could say to whom the house belonged and who should live there. The rabbit and the partridge then decided to go in search of a judge to settle the matter. They walked several miles and came to the banks of the Ganga river.

61

Very attractive colourful illustrations and design.


Title	ISBN	Price
Learning To Be Great Book 1	81-901897-3-5	Rs. 80.00
Learning To Be Great Book 2	81-901897-4-3	Rs. 80.00
Learning To Be Great Book 3	81-901897-5-1	Rs. 85.00
Learning To Be Great Book 4	81-901897-6-X	Rs. 85.00
Learning To Be Great Book 5	81-901897-7-8	Rs. 85.00

The image displays three overlapping book covers from the 'Poonam's First Activity Book' series. The top cover is green and titled 'Your First Activity Book', featuring a cartoon girl. The middle cover is red and titled 'A Beginner's Best Second Activity Book', featuring a cartoon boy. The bottom cover is blue and yellow, titled 'New LEARNING IS FUN', and features illustrations of a girl roller skating, a boy painting, and a dog. The author's name, Dr. Poonam S Kohli, is visible at the bottom of the blue cover.


First research based series devised for the holistic development of children - Cognitive, Social and Physical. Written by a specialist in Early Childhood Education these books introduce learning skills and concepts in a gentle and entertaining way. The author Dr. Poonam S Kohli has decades of experience in research, teacher orientation and curriculum development in the area of Early Childhood Education.


### Trace and tell

Then colour the big letters.





EEE







FFF






GGG















HHH








### Match and circle

e	f	③	g	④	h
					






  

f	f	g	h	e	f
					

g	g	f	h	g	e
					


  

h	h	f	h	e	g
					

**For teachers:** Using the alphabet chart ABCD... with children. This will prepare them for learning the letters and will incidentally teach alphabetical order. Encourage children to trace the letters with their fingers.


### Read and sing

Sing this song.




A cat with a cap  
A cat with a cap  
Came with a bat  
Sat on a mat  
To wait for a rat.

A rat with a cap  
Ran from a van  
Holding a fan  
It looked like a man.



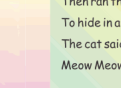
**For teachers and parents: Language development** – Learning to identify *onset* of soundly and *ending* accurately is a challenge. Let children enjoy the song. Ask one child to be a cat and another to be a rat. They can take turns for doing the roles.

### Read and sing












He saw the mat  
He saw the bat  
He even saw the cat  
Saying meow ...

Then ran the rat  
To hide in a can  
The cat said  
Meow Meow.



Look at the pictures and read the words.


	cat		fan
	bat		bag
	rat		cap
	mat		tap
			van

Extensive **notes for parents and teachers** are provided to understand and help the child.

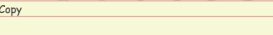
**Attention Span** -Pages are devised taking Care of **Attention Span** of this age group. Children never get tired doing the interesting activities as the attention span is taken care of in every activity.

## Practice Patterns

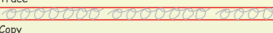
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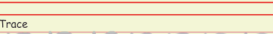
**Copy**




**Trace**



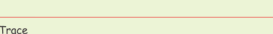
**Copy**



**Trace**



**Copy**



**For teachers and parents:** Circles and tails: Encourage children to "listen" make each part of the tail, make a stroke pull the tail out. In the second pattern - draw a line going down in the oval, add the head, then before the oval, make a circle tracing the top and going up. In the third pattern pull the head down, repeat the movement without pull and enjoy the pattern making! The first pattern practice

## For Teachers and Parents

**Learning Good Handwriting**

Handwriting is the building block of learning to the life of a child. Practice is a good handwriting habit. The major skills of children, ability of comparing them and their achieving their goal is life.


**First Step - Shapes**

Encourage children to draw and color shapes. Encourage practice in drawing and coloring by the line marked of children and make it easier for them to understand the diagrams.

**Second Step - Pattern Practice**

One children are motivated to do drawing they then practice in drawing, dots and anti-dots, circles, lines. Give practice for learning the patterns. With group practice, draw movement of the letters and the children will be able to do handwriting practice.

Two activities: Shape, figure with the children for pattern. For example for the following patterns.



Arrange group up, sign up

Each child in the circle, child lead

Then children show a tracing pattern, to copy patterns or make their own to keep the pattern.

Then children to correctly copy the pattern without pattern.


**Third Step - Letter Practice**

Show children the stroke of the letter to draw.

Ask them to follow the stroke of the letter by hand movement.

Draw the letter into the handwriting, speaking 12,3 then stop change the movement of the letter.

Draw by letter 1 to 4 then as the children can on the movement.



m n o p

q r s t

u v w x

y z

**For teachers and parents:** Circles and tails: Encourage children to "listen" make each part of the tail, make a stroke pull the tail out. In the second pattern - draw a line going down in the oval, add the head, then before the oval, make a circle tracing the top and going up. In the third pattern pull the head down, repeat the movement without pull and enjoy the pattern making! The first pattern practice

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One children are motivated to do drawing they then practice in drawing, dots and anti-dots, circles, lines. Give practice for learning the patterns. With group practice, draw movement of the letters and the children will be able to do handwriting practice.

Two activities: Shape, figure with the children for pattern. For example for the following patterns.



Arrange group up, sign up

Each child in the circle, child lead

Then children show a tracing pattern, to copy patterns or make their own to keep the pattern.

Then children to correctly copy the pattern without pattern.


**Third Step - Letter Practice**

Show children the stroke of the letter to draw.

Ask them to follow the stroke of the letter by hand movement.

Draw the letter into the handwriting, speaking 12,3 then stop change the movement of the letter.

Draw by letter 1 to 4 then as the children can on the movement.



m n o p

q r s t

u v w x

y z

## Let us play

**Physical and Social Development** (Walking forward and backward, following)  
Let us go to the playground. Make games. We will have a walking race.

**WALKING**  
Let us start the race.  
Ask five to six children to stand in a row. Explain to them the signal for starting and stoppage.  
Tell them that they have to start walking with one long stride or one step on Dapdi and stop with two strides or two steps on the Dapdi. When again one stride or one step it is there then they have to start again. If a child will not stop and start with the signal, he or she will be out of the race. This helps to give practice in carefully listening and following instructions.



## Let us sing and learn



I am a special person,  
And I'll tell you why.

I have two hands to feel with,  
I have two eyes to see with,  
I have two ears to hear with,  
I have one nose to smell with,  
I have one mouth to taste with,

I have two hands to work with,  
I have two legs to walk with,  
And all these to do good,  
And all these to help others.  
That makes me a special person.  
A very special person  
And that is why.

**For teachers and parents:** Visual Communication and Social Development  
Encourage children to recite this poem with actions. Ask them to teach another part of body and feel how they help us.  
Also ask how we can help others. Give children an opportunity of flexible thinking. Encourage them to give different answers and accept whatever answers they give without discouraging them.



**Cleanliness Clock**

This is a clock with no arms but the child will have to rotate the arms every day. Take a plate of cardboard. Cut it in a round disc with a diameter of approximately 6 inches. Draw a piece of paper. Cut it in a long paper thin that a child should look every day. **HEAD, HAND, NAG, SHOES, CLOTHING, BELLY** for his/her cleanliness. Stick paper on the disc. Fix a needle.

The cleanliness clock is ready. A child should rotate the needle of the clock and check every day whether all these are clean or not. This will develop a habit of cleanliness and regularity among children. Encourage young ones to check in the cleanliness to check items of cleanliness for all the children of the class every day. Rotate the arms of the clock to whatever item it points. Check that.



**Activities, stories and songs** are provided for **Social, Physical and Emotional Skills Development**. The objectives and skills of pre-primary education are completely taken care of.

## First series that takes care of the **Sensory development of Children**

### Feel and tell

**DEVELOPING THE SENSE OF TOUCH: Hard and Soft, Rough and Smooth**

**ACTIVITY**  
Take two small pieces of each of these materials:  
Polythene, sponge, sandpaper, dry leaves, fresh leaves, piece of nylon cloth, cotton, coconut fibre, glazed paper, twigs.  
Put each of these in a bag. Keep one set of things on the table.  
Ask children to put one by one their hand in the bag without looking inside it. Feel the thing and tell whether it was hard or soft, or rough or smooth. Then looking at the things on the table, the child should tell which is the thing being felt by his/her. They should then take out the thing and see whether their guess was correct.  
Also, whether they could correctly judge, soft or hard and rough or smooth textures of the things.  
Talk to children about other objects that are rough and smooth.

**Sand play-Sing and Play**  
Give a sand-tray, or a sand-box to children and ask them to draw letters of the alphabet on the sand.  
**Singing:**  
apple starts with a  
a is small  
ball starts with b  
b is big  
They can go on with their singing and drawing of letters on the sand. Singing should be encouraged as it helps in adding pleasure in learning and recall.  
Also, give them balls of clay to play with. This will develop their finger muscles.  
After playing with sand and clay ask children to wash their hands.

### Feel and tell

Look at the pictures of the objects. Put the hard things in the ☐ box and the soft things in the ☐ box. Draw lines from the objects to the boxes for the hard and soft things.

**Hard**

**Soft**

**For teachers and parents:** Encourage and judge whether the child is able to correctly judge the texture of the objects. Encourage the child to play with sand and clay to develop their finger muscles.

### Same and different

Look at the pictures in each row. Mark the face that is different. Tell how is that face different from the others in each row.

**For teachers and parents:** Cognitive Development - This exercise is for observing similar and different in detail. The activity is meant to develop reasoning ability.

### Lunch box

Chunni, Munni, Teenu, Veenu, Shagan, Phagan, Channan and Turtun were all in the same class. One day Channan forgot to bring her lunch box. She sat down in a corner with a sad face. Channan came and asked her, "You did not bring your lunch box?" Channan said, "No." Teenu, Veenu, Shagan, Phagan they all came and asked Channan, "No lunch today," and went away to eat their lunch. Channan sat alone. Then little Turtun came. She put her arm around and Channan. Turtun told Channan to open her lunch box and share the lunch with her. Both Channan and Turtun started eating together. Channan started smiling. She had a happy face now.

**For teachers and parents:** Affective and Social Development: Sharing - Tell the children the story and ask them to draw a picture showing Channan and Turtun sharing their lunch box. Ask them to draw a picture showing Channan and Turtun sharing their lunch box. Ask them to draw a picture showing Channan and Turtun sharing their lunch box.

**Number and Verbal concepts** are taught in using activities involving different senses of the child to ensure understanding.

**Multiple Activities for Multiple Intelligence**  
Different activities of drawing, colouring, story telling, craft and games ensure that there is no burden on the children of varying aptitudes.

### Numbers-their names

Seven spotty rabbits sitting near a gate.

Another one came there and made them **Eight**

⑦ seven \_\_\_\_\_

⑧ eight \_\_\_\_\_

Eight spotty rabbits running around a tall pine.

One more joined them and then they were **Nine**

### Numbers-their names

Nine spotty rabbits sleeping near a den. One came to wake them up and then they were **Ten**

⑨ nine \_\_\_\_\_

⑩ ten \_\_\_\_\_

Count the bricks and write in blanks the numbers and words.

⑥ Six

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Stories

Look at the pictures of the animals and tell the stories. Write the names of the animals in the blanks.

## NEW Activity Cards With Instructions

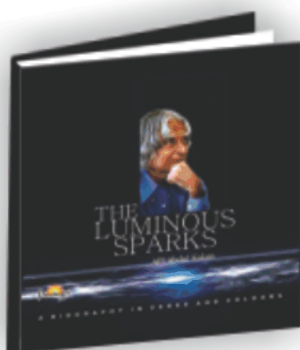
Not to worry if the child is not able to pick up, a **comprehensive index** helps to return to the activities and learn them again.

A tested and validated **Integrated Development Observation Form** is provided free for teachers and administration to record the growth and development of each child.

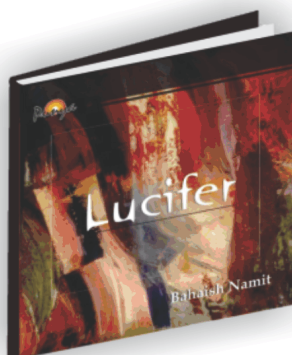
LEARNING IS FUN	
BOOK - 1 2 3	
A book wise ready reference for skills and competence development Observe the developmental continuum according to the age of the child in Books 1, 2 & 3	
<b>Cognitive Development</b>	<b>Social and Affective (Emotional) Development</b>
Identification	Memory
Sorting	Classification
Sequencing	Part to whole
Language Dev.	Writing
Pre writing Skills	Phonics
Letter Phonics	Letters & Sounds
Recognition	Reading
Letters & Sounds	Phonics
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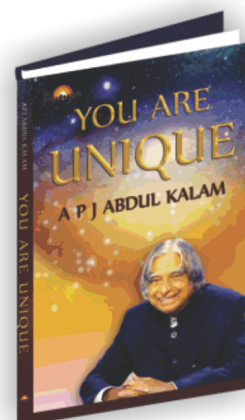
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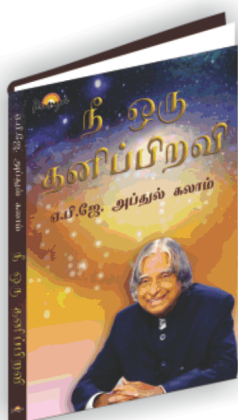
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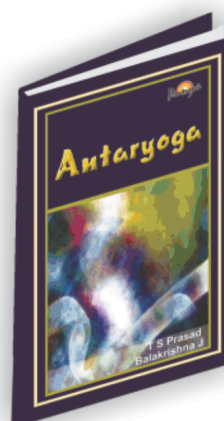
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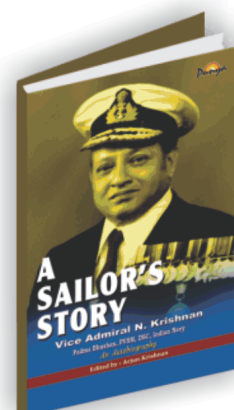
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