

Guidebook for Planning and Organization of Preschool Education Activities in Anganwadi Centers



**National Institute of Public Cooperation & Child Development
5, Siri Institutional Area, Hauz Khas, New Delhi-110016**

Why this Guidebook?

Early Childhood Care and Education (ECCE) is an indispensable foundation for lifelong learning and development, and it has critical impact on success at the primary stage of education. ECCE refers to programmes and provisions for children from prenatal to six years of age, which cater to needs of a child in all domains of development i.e. physical, motor, language, cognitive, socio- emotional, and creative and aesthetic appreciation; and ensure synergy with health and nutrition aspects. This would cover developmental priorities for each sub stage within the continuum, i.e. care, early stimulation/interaction needs for children below 3 years, and developmentally appropriate preschool education for 3 to 6 year olds with a more structured and planned school readiness component for 5 to 6 year olds. It therefore becomes imperative to accord priority attention to ECCE and invest adequately by providing commensurate resources.

Sending children to preschool therefore holds a significant importance in child's life for his/her life-long term development. The fundamental idea of sending children to Anganwadi is to provide the children with stimulating and enriching physical and psycho-social environment so as to form a foundation for inculcation of social and personal habits and values that are known to last lifetime. Such early habits inculcated in preschool years will shape his/her personality for the future.

The use of computers, mobile phones, tabs and other digital technologies continues to rise in early childhood programs, and technology is being used as a tool for improving program quality in many interesting ways. Similarly, mobile phone or a tab can act as one of the important teaching tool. The secret to integrating technology in the early childhood classroom is to view technology as just another tool and another kind of material to teach specific skills and concepts. It must not be a goal in and of itself (see Dos and Don'ts below). Use of technology in the classroom is intended to expand, enrich, implement, individualize, differentiate, and extend the overall curriculum.

The AWW or Supervisor can download various audios and videos for children coming to the AWC and make them listen whenever the time permits. One can download different poems, rhymes, prayers, moral stories and show it to the children. This will not only be interesting but children will also enjoy different graphics and voice modulations. The mobile can be connected

to different computers and big screen boards for wider display. She can record or make video of good and innovative ECCE activities at her AWC and can send to her counterparts for their use.

These days many activity and learning based apps are available in the play store. These can be downloaded which can enhance the listening and writing skills of the kids. Phones or tabs can be used to capture the children in action, their development milestone, play new songs, email or Whatsapp photos of children to their families, and more.

About this Guidebook

An attempt has been made to make this book AWWs friendly and can cater to their needs. The book aims to provide a bank of activities which are deployable in the AWC. The idea behind providing this book is to enable AWWs/ preschool teachers to understand the relevance of the activity vis-a vis the objectives to meet the requirements for different domains of child development.

All of us as preschool teachers or supervisors are aware of the theoretical aspects of program planning and the concepts of child development. However this book will help build relation between these theoretical concepts so to be able to put it in practice. The overall idea is to minimize the gap between theory and the practice.

Structure of the Guidebook

Details of different aspects of the guidebook have been provided with its practical usability features in respect of various domains of child development and have also been supplemented with examples for better understanding.

There has been an impressive expansion of ECCE in India in quantitative terms with low or inadequate attention to the content and quality of preschool education. However with the growing realization that more qualitative changes are required the need for greater attention with specific aspect to PSE is also being perceived.

There is no dearth of PSE material/resource material available for AWWs to implement activities that promote the holistic growth and development of young children. But still there are some gaps which need to be identified and new and innovative activities need to be complemented with the present traditional ongoing activities of PSE. It is in this context, this Guidebook will not only fill the gap in terms of both content and methodology but will also offer a "hands on" guidebook for AWW/ Caregivers, Supervisors and other allied ICDS functionaries.

Guidebook for Planning and Organization of Preschool Education Activities in Anganwadi Centers

Contents

Foreword	Page
Chapter 1	
Introduction	
<ul style="list-style-type: none">▪ Objectives of Preschool Education▪ A Word with the Trainer/AWW▪ Competencies of Children (3-6yrs)▪ How Children Learn▪ Role of AWWs▪ Skills & qualities of AWWs▪ Introductory Games for Rapport Building with Children	
Chapter 2	
Physical & Motor Development	
<ul style="list-style-type: none">▪ Gross Motor & Fine Motor Skills▪ Essentials of Optimum Physical Development▪ Activities /Games for Gross Motor Skills▪ Activities for Fine Motor Skills	
Chapter 3	
Cognitive Development	
<ul style="list-style-type: none">▪ Essentials for Cognitive Development▪ Development of Basic Skills- Activities for Sensory Development- Activities for Mental Skills- Activities for Concept Development	
Chapter 4	
Language Development	
<ul style="list-style-type: none">▪ Essentials for Language Development▪ Games/Exercises for Language Development▪ Activities for Language Development▪ Development of Listening Skills▪ Development of Reading Skills▪ Development for Writing Skills	

Chapter 5

Development of Science Experience & Creative Expression

- Areas of Creative Expression
- Science Experience Activities

Chapter 6

Social & Emotional Development

- Essentials for Social & Emotional Development
- Activities for Social-Emotional Development
- Games for Socio-Emotional Development

Chapter 7

Suggestive Teaching Aids

- Suggestive Low Cost Educational Material

Foreword

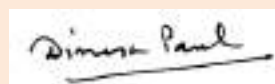
In India, children constitute 39 per cent of the country's population (Census 2011). Children being our most valuable resources, it becomes pivotal to elicit attention from all the quarters to ensure development of children to the fullest of its potential. The first six years of a child's life are fundamentally important. Recent research confirms that the first five years are particularly important for the development of the child's brain, and the first three years are the most critical in shaping the child's brain architecture. In this contextual view, the first six years of life are proved critical since the rate of development is maximum and 80 percent of brain development has already taken place by this time. A psycho-socially deficit environment or emotional neglect can lead to negative consequences for the child development, which may even be irreversible. The development of brain is influenced not only by health, nutrition and quality care but also the quality of psycho-social environment the child is exposed to in these early years. Quality child care is imperative in ensuring children's success educationally, socially, and developmentally. It has been observed that children who received quality child care at a young age were better prepared for school, had greater analytical ability, greater thinking and attention skills, and fewer behavioral challenges.

In this direction, the Ministry of Women and Child Development (MWCD), Government of India, has brought out the National ECCE Policy, and a developmentally-appropriate National Curriculum Framework for ECCE to promote early stimulation and play-based, experiential and child-friendly provision for early childhood education and all round development. The Integrated Child Development Services (ICDS) programme which is the largest and most unique early childhood development programme in the country provides early childhood education through Anganwadi Centres across the country.

As a sequel to the initiatives made by MWCD, Government of India, the Institute has developed this *Guidebook* as a tool to enhance pedagogic interest in Anganwadi Workers (AWWs) and enable them to assess the progress of children in a meaningful way. The development-appropriate activities explained in the *Guidebook* seeks to meet the requirements for various domains of child development and facilitate the AWWs with to a variety of new ideas for implementation of "theme-based" programme plans in Anganwadi and minimize the gap between theory and practice by offering them an opportunity of a hands-on guidebook for AWWs.

I sincerely hope, this *Guidebook* would prove useful to the AWWs, ECCE teachers/Caregivers, their Supervisors, Programme Managers, as well as Trainers in bringing about quality in early childhood /preschool education and re-establish the enthusiasm among AWWs to plan and organize preschool educational activities in a joyful manner so as make the network of Anganwadis a vibrant resource centre for Early childhood Development.

I would like to acknowledge the efforts made by Sh. B.Sahu, Assistant Director in developing this *Guidebook* for the benefit of grassroots-level functionaries of the ICDS programme, ECCE teachers, and trainers of AWTCs and MLTCs.



Dr. Dinesh Paul
Director

CHAPTER 1

INTRODUCTION



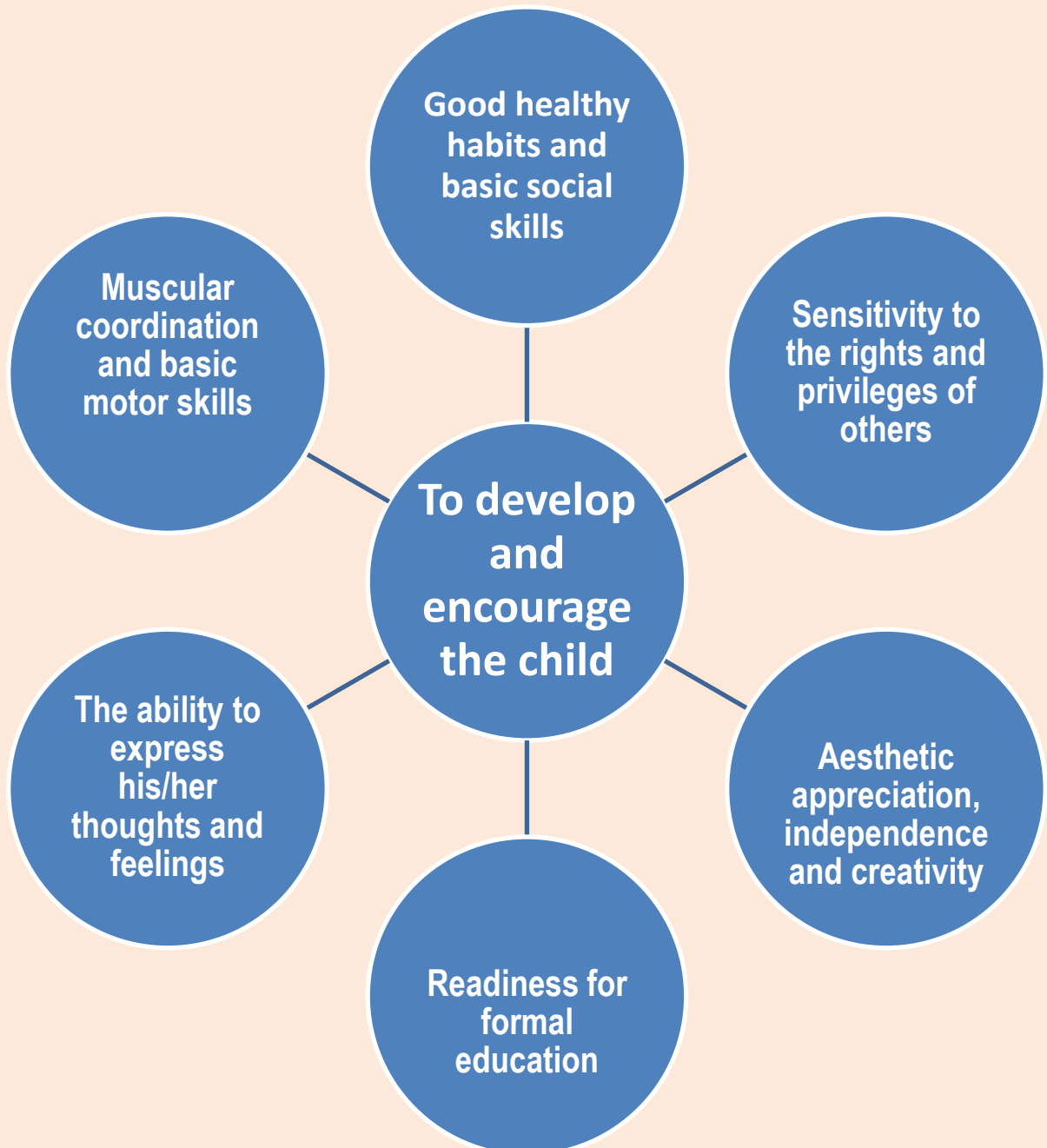
INTRODUCTION

The National Policy on ECCE & New ECCE Curriculum has given a great deal of importance to ECCE/Preschool Education. It takes into account the holistic nature of early childhood care and education and has pointed out the need for organizing programmes for all round development of children. It specially focuses on the need for early stimulation, since the age covered by ECCE is from conception to six years, emphasis is given to child centered approach, play way and activity based learning. Hence, there has been a noticeable increase in the number of childcare institutions in the last few decades. The expansion of ICDS programme has led to the establishment of a large number of Anganwadis. Generally, the emphasis has been on programmes related to health and nutrition services.

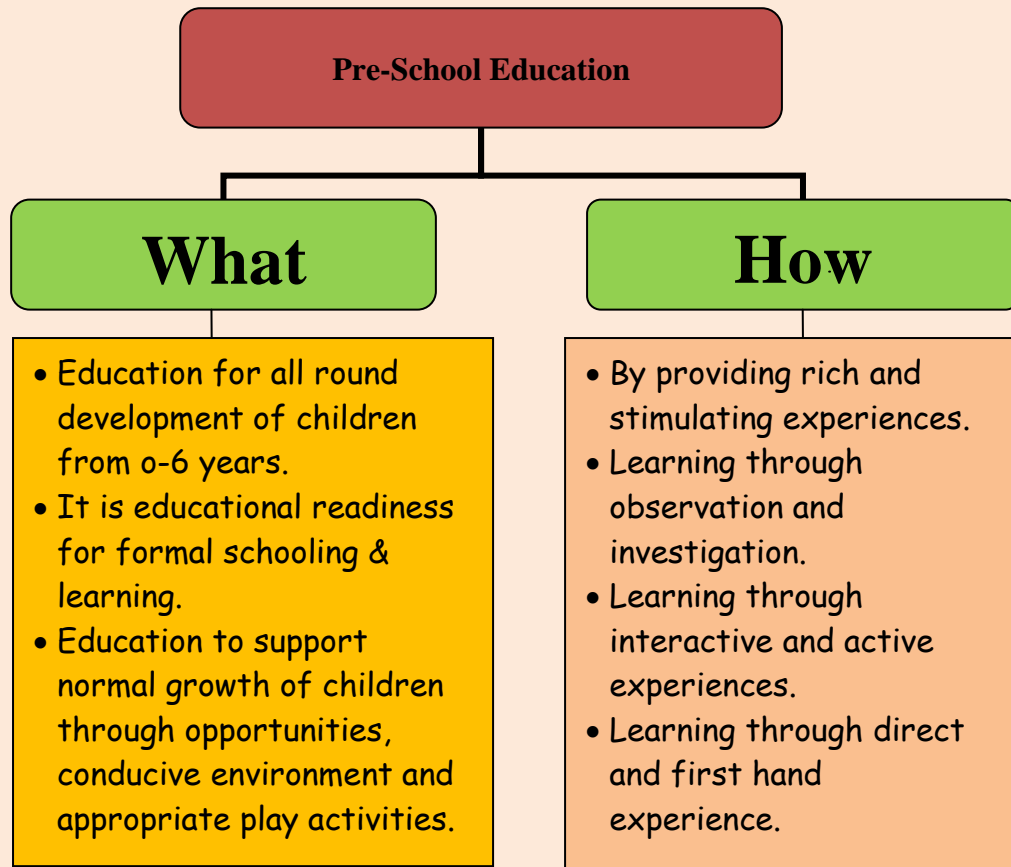
Realizing the crucial importance of rapid physical and mental growth during early childhood, the child's holistic development can be enhanced through stimulating environment. The ideal learning situation is created with stimulatory material. Therefore, there is a need for creating awareness among AWW about the importance of toys and play material that are required to be provided for optimizing physical and motor, cognitive, social and emotional development of children. The activities suggested in this Guidebook need very little or no money and material suggested is low cost or no cost or locally available from the natural resources. The activities have been grouped, for convenience into sections each dealing with one major area of development. Trainers of AWWs at AWTCs and AWWs of Anganwadi Centers will get immense help and support while organizing activities to generate interest for learning.

Hopefully, this guidebook will prove to be handy and user friendly for the Anganwadi workers/caregivers.

OBJECTIVES OF PRE SCHOOL EDUCATION



A word with the Trainer /AWW



Competencies of pre school children

In order to make the games and activities rewarding it is necessary to understand the competencies of a child at different ages. Every game and activity can be played with certain variation to suit the child's age and competence level. Thus, games and activities planned according to the pace of child's growth can help the child at each stage to grow to his optimum.

Competencies of 5-6 years children

Physical & Motor

- Balances on objects
- Climb tress and swings
- Cuts along shapes and pastes them
- Traces with pencil and joins dotted lines

Cognitive

- Solves puzzles
- Performs simple additions and subtractions
- Is able to focus attention on several attributes i.e. color, shape and size
- Understands others

Language

- Uses fairly extensive vocabulary
- Narrates small stories
- Give answers to why, how and what.

Social & Emotional

- Washes, bathes, combs hair and uses toilet independently
- Follows rules in a group
- Actively participates in events, festivals and household tasks

Competencies of 4-5 years children

Physical & Motor

- Walks forward and backwards and can also walk on zigzag
- Dresses independently
- Manipulate toys and can play simple games with rules
- Cuts a long line and draws more difficult shapes. Throws and catches ball
- Can hold pencil

Cognitive

- Matches similar objects on the basis of color, shape
- Understands basic number, and time concept
- Describes pictures by identifying objects, things and their action

Language

- Uses long and complex sentences
- Describes event in small sentences
- Tells his/her name, address and parents name

Social & Emotional

- Helps in simple household tasks
- Follows basic hygiene and cleanliness
- Buttons up clothes independently

Competencies of 3-4 years children

Physical & Motor

- Walks, hops, jumps and runs without Support
- Climbs up and down stairs
- Walks on toes
- Strings bead
- Tears, folds papers and draw simple shapes.
- Throws and catches ball
- Can hold pencil

Cognitive

- Recognizes objects, animals, fruits and vegetables
- Discriminates and identifies colors and shapes
- Enjoys role playing
- Understands the concept of shapes, size

Language

- Names the objects
- Uses long and simple Sentences
- Begins to answer simple questions

Social & Emotional

- Likes to play with other children
- Interacts with family members
- Calls known people by name
- Takes up small responsibilities
- Undress independently

How Preschool Children Learn?

Preschool aged children learn:

- △ Through play
- △ By manipulating objects
- △ By exploring the world around them
- △ By experimenting
- △ Through trial and error
- △ By asking questions
- △ By observing and imitating others

The age and level of development of children is important in selecting activities. Selecting activities that are stimulating and developmentally appropriate for classrooms with children ranging from age three to six can be challenging, but it is important to remember that children have a way of making activities developmentally appropriate for themselves. For example, while playing with blocks, a three year old may stack several blocks on top of each other to make a tower; a six year old will build more complex structures. This is done without the prompting of a teacher. Thus, playing with blocks is an equally appropriate activity for both a three and a six year old.

Children also learn through play: Play to Learn

As Plato Once Said: **“Not by Force Shall the Children learn but through Play...”** . There is a need to provide an environment which allows children to Explore, Discover, Create and Play. With our specially developed ECCE curriculum and methodology, Child experiences hands-on activities filled with the joy and challenge of independent learning and growing. Why Is Play So Important? Because it

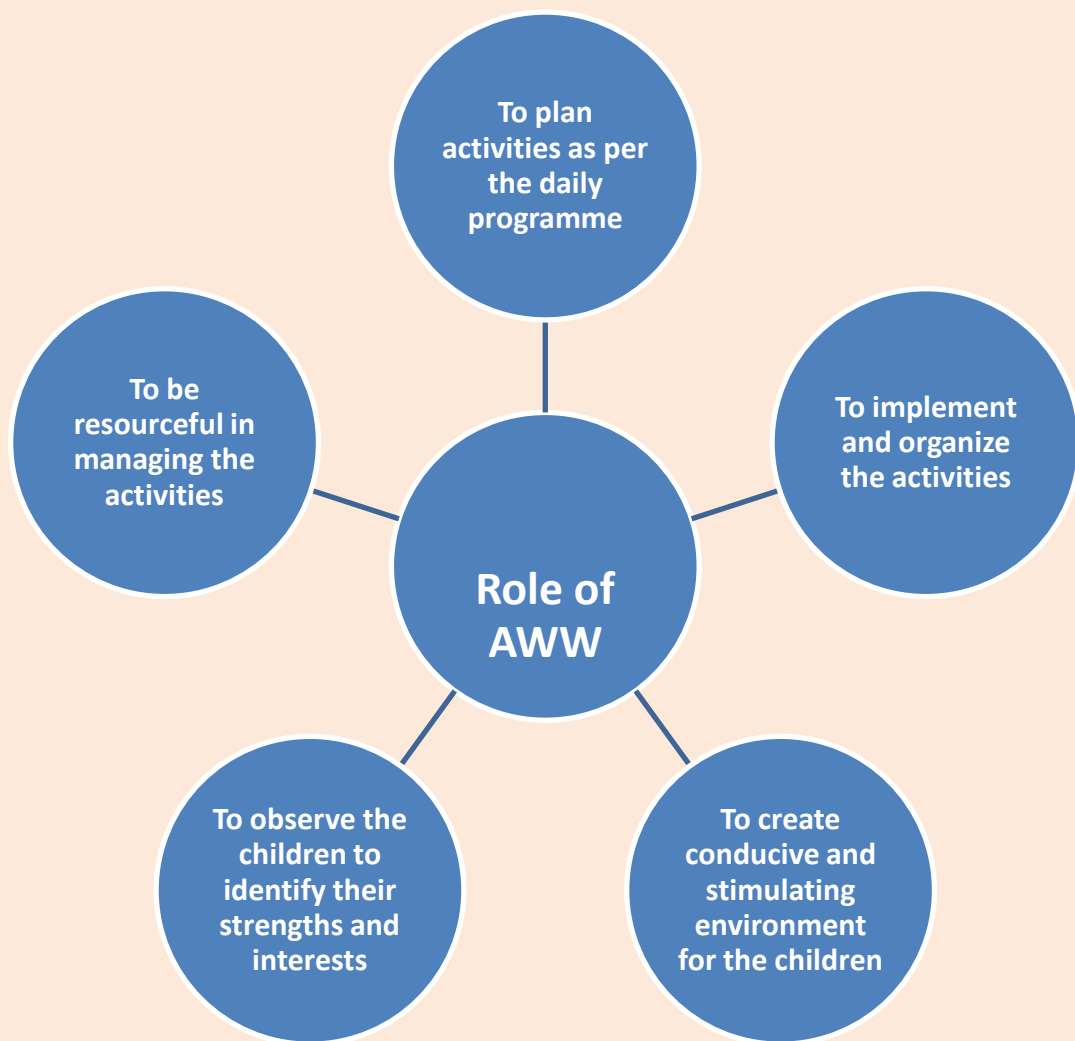
- Allows children to learn at their own speed
- Helps children to try out different ways of doing things
- Stimulates the child’s imagination
- Can provide a sense of achievement
- Helps children observe, listen and communicate
- Provides a way for children to express their emotions
- Helps children develop gross (big) muscles (e.g. through jumping, running and climbing).
- Develops children’s eye/hand coordination (e.g. through catching, pouring and cutting)
- Helps children follow rules and work with one another
- There are sensory plays, dramatic and constructive plays children get engaged in.

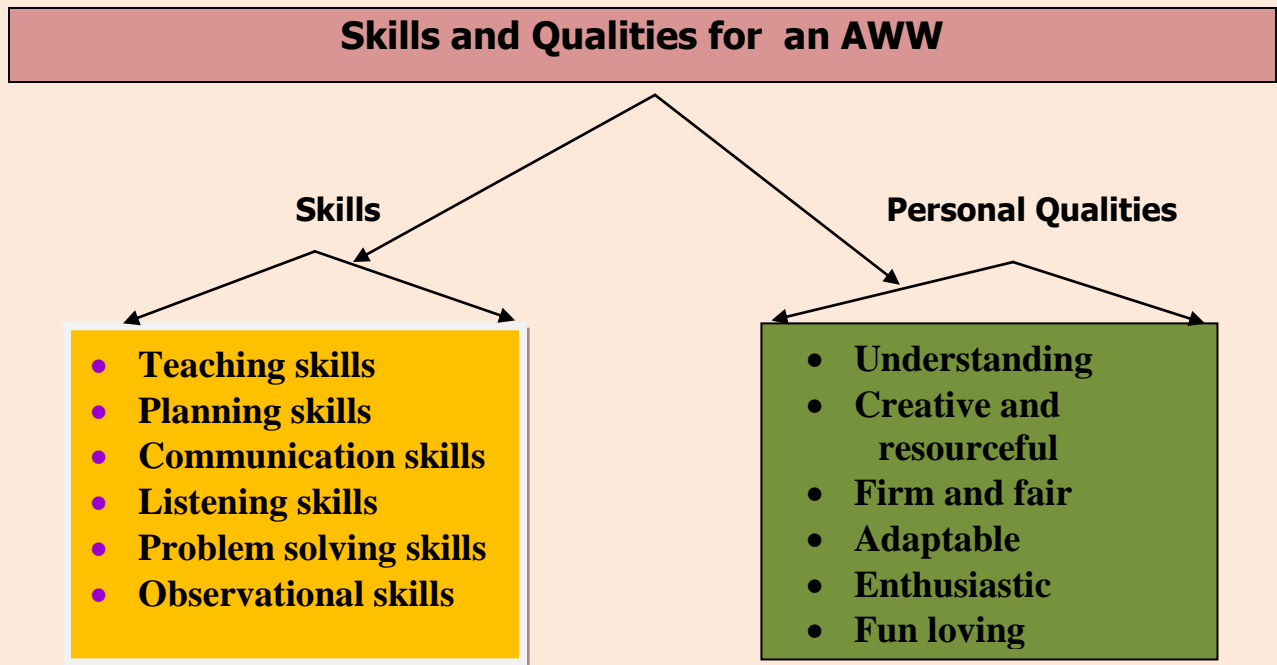
REMEMBER!

AWW should give children the space and opportunity to work on their own development, including making activities developmentally appropriate for themselves.

Role of AWWs

The role of AWW in ECE is very important and multifarious. Teaching young children is demanding both in terms of time and responsibility. Besides this an AWW should possess certain skills for assuming responsibilities and to meet the developmental level of the children and effective programming.





Points to be kept in mind by AWW while planning the activities –

- Activities should be planned according to the need and interest of the children.
- Attention span of the children should be kept in mind i.e. activity should not be planned for more than 10-15 min.
- There should be appropriate space for the activity.
- Balance between indoor, outdoor, active- passive and group-individual activity should be maintained.
- All developmental domains of children should be considered while planning activities.
- As far as possible activities should be planned as per the availability of locally available material.
- Activities should be theme based.
- Activities should be planned with various modes/ methods so that interest of the children is maintained.
- Provide first hand experiences.

Points to be kept in mind while conducting the activities

- Make the children sit in a semi circle so that eye contact is maintained with each child.
- Clear and specific instructions should be given to the children while conducting activity.
- Each child should be encouraged to participate in the activity.
- Provide appropriate guidance and support while conducting activity.
- Preparations should be made.
- Environment should be conducive and safe for the activity.
- Transition from one activity to another should be smooth.
- While conducting activities various modes /methods should be used to retain the interest of the children.

While teaching children AWW must follow the methods such as :

Transition from one activity to another should be smooth

Activities proceeds from simple to complex

Provide hand on experience

Introduce the concepts gradually from simple to complex

Provide enough opportunities to explore

Plan activities according to the attention span of children

Give opportunities to speak and listen

Setting the Environment for learning

A. How Does A Child-Friendly Classroom Look?

- ◆ Furniture and materials should be suitable sizes. The charts on the wall should be at the child's eye level.
- ◆ Displays of the children's art work give children pride in themselves while offering good decoration for the classroom.
- ◆ Hanging and window mobiles should be displayed in the classroom according to the weekly theme.
- ◆ Daily routine chart should be displayed for the teacher to follow easily and may include pictures or images for the children to follow along.
- ◆ The furniture used should be movable to easily put carpets down for story time.
- ◆ Clean and organized.
- ◆ Have some mats/sponges/mattresses in case the children want to sleep.
- ◆ There must be a storeroom cupboard to keep their materials.

B. How Does The Outdoor Area Look?

- ◆ Be well fenced with a lockable gate at the centre.
- ◆ Have a safe play area in the courtyard of or backyard of AWC with stones and any other dangerous objects removed.
 - ◆ Have a vegetable garden (if there is space and enough supplies...communities can help!)
- ◆ Have hand-washing facilities, either a tap or water tank strategically placed near the toilets to ensure that children do not forget to wash their hands after toilet usage and before meals.
- ◆ Have safe and clean drinking and cooking water.
 - ◆ Have necessary outdoor play materials, e.g., swings, balls, jungle gym, tyres, tunnels, merry go around, climbers, sand pit and where possible trees for shade. All these help the children to exercise their body muscles. It is nice for these to be painted in bright primary colours.

REMEMBER!

The best ECCE centers are hands-on and "child-centered" rather than "teacher-centered" to allow for play and exploration, independence, and self-direction by the child.

The Government of India approved the National Early Childhood Care and Education (ECCE) Policy in 2013. The Policy framework also includes the National Curriculum Framework and Quality Standards for ECCE. The Policy caters to all children under 6 years of age and commits to universal access to quality early childhood education.

The learning environment for Preschool Education should be safe, and secure, allows the child to freely explore and promote experimentation. The enriching environment either at home or school coupled with easy accessibility to play materials stimulates thinking and enables the child to attain optimum development. The stimulating environment opens the scope for social interaction with the adult care givers. Studies on learning, cognitive development and teaching have highlighted the importance of learning environment (context), adult interaction and individual relationship in attaining learning.

As part of "Strengthening and Restructuring of ICDS", the Government of India (GOI) is focusing on strengthening of AWCs as "Vibrant ECD Centers" to become the first village outpost for health, nutrition and early learning and the Government has also proposed ***minimum 6 hours of working*** of AWCs.

Anganwadi centers should provide opportunities for children to work at their own interest level and at their own pace. An effective AWW is ever-present to bring about individual learning through teacher guided interactions and activities.

When designing a developmentally appropriate curriculum for preschoolers, activity area in the Anganwadi centers are a major consideration.

- Rooms need to be commonly divided into learning centers which provide for a variety of learning opportunities for children to maximize interest and engagement. Each child has an opportunity to solve problems, to exchange ideas with peers, and to learn appropriate social behaviors.
- Most activities are typically child initiated (the child decides which center to work in, how long, what materials he/she will use and what the activity will be) while some planned activities may require more teacher involvement to take advantage of teachable moments or develop interest among children. Learning centers provide children with:
 - Flexibility in the time spent on an activity
 - Freedom to participate in a variety of self-selected activities

Setting up classroom

The ECCE classroom arrangement must be flexible, which can be adjusted to lesson plans and activities, such as large groups for singing, storytelling and smaller groups for activities like drawing, blocks and for individual play. It should also have learning/activity 'corners', such as creative corner, book corner, game corner, so that the children can play according to their interests and choose their activity. An example of optimal utilization of classroom space which allows flexibility is given below:

- **Classroom arrangement during large group activities** (e.g. circle time): During the morning circle time, leave enough space between the children. This way the children who come late will be able to join the circle easily and participate in the activities with minimal disruption.

- **Circle time:** During this time, the children sit in a circle, along with the ECCE teacher. Circle time may be used for engaging the children in a discussion, reading a book or singing songs/ rhymes etc. Sitting in a circle allows all children to face each other clearly. The teacher sits on the same type of chair/ mat as the children, which conveys that the ECCE teacher is a facilitator rather than a director.

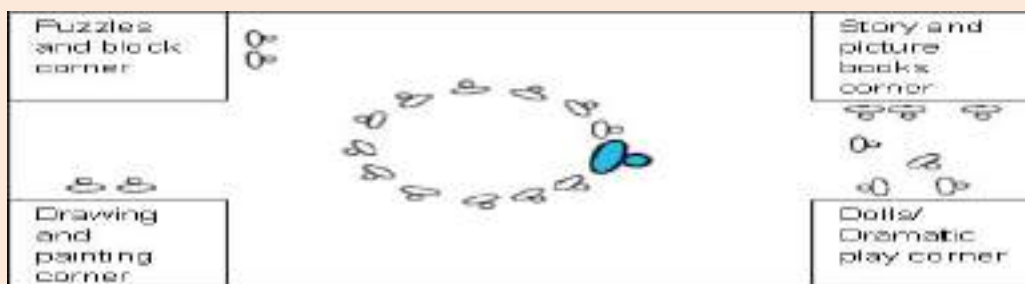
- **Classroom arrangement** during small group activities: The classroom should allow ECCE teacher to engage children of a particular age group in small group activities. During this time, other children can play independently in one of the four corners (free play). The children should be encouraged to choose a corner of their own interest as this will motivate them to be engaged in the learning process. Meanwhile, in the small group, the ECCE teacher can focus on facilitating activities or discussions that are somewhat challenging and need guidance from an adult. In this way, the space in the ECCE centre can be used efficiently by dividing the children into one (sing one tone together) large group and four small groups. It should be ensured that the ECCE teacher can observe all children in each of the corners from where she might be working with a group of children

- **Free play:**

It is important to give children some opportunities to engage in free play. When children have the opportunity to choose what to play with, they follow their interests and usually remain engaged in activities for long periods of time (15-20 minutes) and require minimal teacher supervision. Such opportunities help children to make simple choices, a skill that is needed for problem solving. In addition, as they remain focused in such activities for a longer duration, it helps to increase their attention span.

Learning/Activity Corners

A physical space is divided into interest areas in an ECCE setting where children can explore, make things, experiment and pursue their own interests. Separate interest areas or learning corners are established places in the classroom with resources that actively engage children and may change according to the theme/ topics. Young children learn a great deal by interacting with objects in their surroundings. They are naturally curious; they love to explore and experiment with objects and learn from such experiences. *The important learning corners that need to be set up in a preschool classroom are: dramatic play corner, reading/ story books corner, puzzles and block corner and drawing/ painting corner. The other corners such as the creative art corner, writing corner, science corner and music corner could be included and set up on a rotation basis in the classroom.*



- **Reading and story books corner:** Young children need to have the opportunity to touch, feel, and smell the books. When exposed to books, they begin to identify the front and the back of the book and learn how to turn pages. After reading a story if the ECCE teacher leaves a copy of the book in the book corner, it should give children opportunity to revisit the book and take an active interest as they begin to understand what this book is about. After some exposure children begin to love reading different books, sometimes they have a "favorite book" based on their favorite story or the pictures in the book. It is essential for children to interact with books as they acquire a number of pre-literacy skills through such experiences. A variety of children's books, children's magazines and books made by children in the classroom should be in this corner. These can include large board books, picture books, local folk tales, simple story books, theme related books, comics, newspapers etc.
- **Dramatic play corner:** Children often enjoy pretending to be a teacher, a parent, a policeman or a doctor. It is an important mechanism for children to learn Through fantasy. By acting out what they see in their environment, they strengthen their memory. Also, this is a way for children to solve problems and engage in perspective taking. The materials here can include: various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons etc), pretend food (vegetables or fruits made of clay), dress- up clothes (e.g. scarf, cap, *stole*, jacket, small sari, long pieces of cloth etc.), combs and a mirror.
- **Puzzles and block corner:** By playing with blocks, children begin to learn about shapes, sizes, and colours. They may compare the blocks, arrange them in some shapes (e.g. railway track) etc. Blocks motivate children to think in creative ways as they build different kinds of structures. Moreover, children build a structure cooperatively, which requires them to communicate with each other and work as a team. This corner should have blocks of different colours, shapes and sizes, puzzles, matching cards, lacing strings or lacing cards, threading strings and beads. Include small toys such as cars, trucks, animals, people figures and other toys that relate to children's current interests and objects from the environment.
- **Creative art corner:** Through drawing, painting and working with clay children begin to understand that real life objects and events can be represented in many ways. This fosters symbolic thinking, which is an important pre-writing skill. In addition, these activities provide opportunities to exercise fine motor muscles of the fingers and the hands, which prepare them to write. The materials include: different types of paper, crayons, pencils, washable markers, slates, different coloured chalks, pieces of fabric, paints, brushes, tape, play dough or clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks.
- **Writing corner** can provide children with opportunities to develop their early literacy skills. Children should be allowed to experiment and activities in this corner without having directed. This corner should have materials that encourage children to explore

writing such as different varieties of paper in different sizes, note books, note pads, thick pencils, stamps and stamp pads, punchers, string, envelopes, etc.

- **Science corner** *need not be a permanent corner in the classroom* as children learn scientific concepts and skills in other areas of the room as well. We know that young children learn best through play and investigation. This corner may be equipped with materials that focus on only one topic at a time for example ramps and wheels, magnifying glass, shells, plants, seeds, magnets and iron filings, weighing scales and weights, measuring tapes, or any other locally available materials.

- **Music corner** should provide the children with a comfortable space to relax in. It may be equipped with a tape recorder and a variety of music including rhymes on CDs / tapes, if possible. This corner may have materials such as ribbons or scarves for the children to use to promote creative movement. This corner must also encourage children to experience and explore the sounds of different instruments, such as bells, singing bowls, flutes, tambourines, string instruments and other local musical instruments.

Points to Remember:

- All the materials should not be displayed at once, as this will be too overwhelming for the children. Consider changing the materials in each corner after every two weeks. Children need time to practice but if the materials are never changed they will get bored and will lose interest in the corner.
- Keep active, noisier centers (blocks and constructions) at a distance from quiet ones (reading, games and toys).
- All corners should be labeled using words and illustrations alongside and stating how many children can work there at a time by drawing stick puppets such that children can 'read' it.
- All containers in each corner should be labeled and similar labels should be put on the storage shelves showing children where the materials need to be stored. Once children finish working with a specific material, s/he over time and with support, can participate in cleaning up and caring for the materials.

Displays on the walls

It is essential to display children's artwork and projects on the wall. This helps children to remember the activities in which they participated and fosters their self-esteem, as they feel their work is valued. Parents also feel proud of their children and take a more active interest in their education when they see their children's work displayed in the centre. All displays should be at children's eye level.

Other pictures displayed on the walls must relate directly to the current curriculum in the classroom, such as the theme of the month. It is best to label pictures as this helps young children understand that written words can be used to represent objects, which in turn helps them to understand the purpose of reading and writing. Pictures can also include those of the children in the class or the community in which they live.

Furniture and mats

If there is furniture in the classroom, it must be child-sized, so that children are comfortable in sitting and working on them. It should have rounded edges and height of furniture should be such that children can sit comfortably and use their hands freely. Furniture may not be essential for preschool classrooms. Colorful mats can also be used to

mark the sitting area. It is important to consider the texture when selecting mats. Children must feel comfortable as they sit on the mat and focus on their tasks.

Shelves

Shelves should be low in height and hold manipulative toys, puzzles and other learning materials for children to explore. Children must have easy access to these resources. Storage shelves and/or low room dividers can be used to separate learning corners to clearly mark boundaries.

Establish 'traffic patterns' of movement for entering the room, putting belongings in a specific space, access to bathrooms and sink areas and moving from one area to another.

Grouping

An effective ECCE programme should use appropriate grouping practices. It is well known from research that a multi grade as well as mixed-age grouping is on the whole more appropriate for young children. In classroom, the AWWs should have the flexibility to use grouping that ranges from individual work, to small and large group work, as well as whole class engagements to facilitate learning.

- Individual / multi age groups and ability: If the children in the class are more or less of a similar age, consider grouping them according to their developmental needs and abilities. Offer a range of activities for each group that caters to individual children and their educational needs.

- If a class has children with different ages, consider dividing them into groups according to their ages. Let each group of children work together. The curriculum should be planned in such a way it must meet the developmental levels of each age group.

- Individual, small and large group interactions: While planning the day and activities, make sure to balance quiet individual time with large and small group interactions. Individual time might include the choice of free play in quiet centers such as the reading, writing or the puzzle centre. Group time is often energetic and noisy. Songs, rhymes, finger plays, dramatics, science, math and physical activities can be used during group time. Plan opportunities for group interactions both in the indoors and outdoors settings. Balance it with active and quiet activities. A large group quiet time might include a story read aloud session. Small group interactions might include children working together in the creative centre on a collage or in construction work in the block centre.

The ECCE learning environment should be planned creatively and imaginatively. While planning specific activities, remember to include the development of the whole child. A well thought out and planned activity can involve several aspects of development.

Essential Learning and Play Material

In early childhood stage, a child learns through interacting with immediate environment hence environment should be stimulating which have a variety of materials to arouse and sustain the child's curiosity, interest and promote his learning. Any preschool or ECCE centre should have adequate and varied supply of play materials which is developmentally and age appropriate.

- Developmentally appropriate play materials to foster all round development should be available at the ECCE centre
- The materials should be safe, clean and in good conditions. Sufficient quantity should be available to work in small groups and it should be easily accessible to the child.
- The materials should promote gross and fine motor development and help the child to discover and explore including constructing and reconstructing. It should promote sensory exploration and social interaction along with creative expressions through arts, painting, etc.
- The materials and teaching strategies should be differentiated on the basis of children's needs and context. Strategies such as simplifying directions, use of concrete materials/examples, sequencing learning tasks from easy to hard, repeated opportunities to practice skills and adapting materials by increasing stability (by utilising Velcro), accessibility (e.g. developing a hand splint to hold materials,), visual clarity or distinctiveness (adding contrast or specialized lighting) etc can be adopted
- The materials should be differentiated on the basis of its use by child, teacher, AWW and home use. Materials which can be adapted for multi-purpose usage should be given preference.
- AWWs should be encouraged to develop learning materials using locally available natural resources. Parents, local toy makers, craftsperson and other community members may be encouraged to create play materials for children.

Some essential learning and play materials are

Indoor Material

- Blocks for constructive play
- Manipulative toys
- Material for imaginative play /Dramatic play material – dolls, puppet, masks, kitchen sets, mirrors, old spectacle frames, purses, old shoes, weighting scales, clock etc
- Material to develop Language skills – Books and picture books, story telling aid- puppet, etc, story cards, sound board, conversation cards, flash cards, picture dominoes, collection of rhymes and stories, visual discrimination and auditory and visual association, slates, chalks, crayons, blackboard, drawing paper, etc
- Material to develop cognitive skills – sound boxes, visual discrimination cards, touch cards, feel bag, food items of varying kind to develop sensory skills and materials in the environment, cards, picture jigsaw and self correcting puzzles for matching, sorting, arranging, classifying, problem solving, memory and sequential thinking to develop cognitive skills
- Musical and art material for creative expression such as paints, crayons, sketches, pencil, paint brushes, cotton, threads, clay, knife, papers, scissors, cloth, gum and fevicol, bead, etc. Any open ended material that can be used by children in a variety of ways
- Nature as learning material.

- Indigenous play materials and teacher made learning materials using available resources

Outdoor Materials

Play equipment like climbers, swings, sports field, sports equipment, bicycles, jump ropes, balls, movable items (boxes, plastic crates), storage shed to build balancing, jumping, climbing, swinging, swaying, cycling, etc

Materials like large or small balls, old tyres, rings, etc for throwing, catching, kicking, rolling, etc Sand and water play arrangement with sand pit, mugs, spoons, cups, bucket, sieves, strainer, etc. may be used for conducting different activities

Quality Standards as per ECCE Policy

To standardize the quality of ECCE available to children, basic Quality Standards and Specifications will be laid down for ECCE which will be enforced across public, private and non-governmental service providers. The following base standards would be **non-negotiable** for promoting quality ECCE and shall be made mandatory for all service providers rendering any kind of, ECCE service:

- An ECCE programme of 3-4 hours duration
- Classroom measuring at least 35 square meters (377sq ft) for a group of 30 children and availability of adequate (at least 30 square meters) outdoor space for a group of 30 children.
- Adequately trained staff
- Age and developmentally appropriate, child centric curriculum transacted in the mother tongue/local vernacular (language).
- Adequate developmentally appropriate toys and learning material
- A safe building which is within easy approach. It should be clean and should have surrounding green area
- Adequate and safe drinking water facilities
- Adequate and separate child-friendly toilets and hand wash facilities for girls and boys
- Separate space allocated for cooking nutritionally balanced meals and nap time for children
- Immediate health service in terms of First Aid Medical Kit available at the centre
- The adult Caregiver: Child ratio of 1:20 for 3-6 year old children and 1:10 for under 3s should be available at the ECCE Centre. Children should not be unattended at any given point of time

CHAPTER 2

PHYSICAL & MOTOR DEVELOPMENT



Physical Health and Motor Development:

- ¾ Developing coordination and control of large motor muscles
- ¾ Developing strength and coordination of small motor muscles
- ¾ Demonstrate the use of body with proper sense of space and direction
- ¾ Coordination of fine muscles with dexterity; eye hand coordination
- ¾ Developing sense of balance, physical co-ordination
- ¾ Recognize different food and demonstrate healthy dietary habits
- ¾ Display healthy habits, personal care and hygiene. Display ability to follow safety rules, make choices and avoid danger

PHYSICAL AND MOTOR DEVELOPMENT

The process by which a child learns to use his/her body parts is referred as "motor development". Motor development is important for further development in all other domains of development. For example: if a child doesn't learn how to walk (motor skill) he may never be able to live an independent life. It may be defined as developing control over bodily movements through the coordinated activity of the nerve and muscles.

A **motor skill** is a skill that regards the ability of a child to utilize skeletal muscles effectively. Motor skills depend upon the proper functioning of the brain, skeleton, joints, and nervous system and thus motor skills involve the proper functioning of such systems. Most motor skills are learned in early childhood, although disabilities can affect motor skills development.

Motor skills are divided into two parts:

Gross motor skills are the skills which are performed using the large muscles of the body. It includes lifting one's head, rolling over, sitting up, balancing, crawling, and walking. Gross motor development usually follows a pattern. Generally large muscles develop before smaller ones. Thus, gross motor development is the foundation for developing skills in other areas (such as fine motor skills). Development also generally moves from top to bottom. The first thing a baby usually learns is to control their head.

Fine motor skills are the skills that involve the small muscles of our body. It includes the ability to manipulate small objects, transfer objects from hand to hand, and various hand-eye coordination tasks. Fine motor skills may involve the use of very precise motor movement in order to achieve an especially delicate task. Some examples of fine motor skills are using the pincer grasp (thumb and forefinger) to pick up small objects, cutting, coloring and writing, and threading beads.



Activity:

Please explain to me the types of motor development.

Essentials for Optimum Physical Development

Health and Hygiene

- Personal hygiene
- Clean clothes
- Clean surroundings

Good Muscular Coordination

- Activities for Gross motor skills
 - ❖ Walking
 - ❖ Running
 - ❖ Climbing
 - ❖ Skipping
 - ❖ Catching
 - ❖ Balancing
 - ❖ Crawling
 - ❖ Throwing
 - ❖ Jumping
 - ❖ Hopping
 - ❖ Cycling
 - ❖ Kicking
 - ❖ Pulling & Pushing
- Activities for Fine motor Skills
 - ❖ Tearing
 - ❖ Pasting
 - ❖ Folding
 - ❖ Drawing
 - ❖ Coloring
 - ❖ Clay modeling
 - ❖ Sand play
 - ❖ Cutting
 - ❖ Threading
 - ❖ Writing
 - ❖ Beading
 - ❖ Buttoning





Balanced Diet









- Energy giving food
- Food for growth
- Food for maintenance of body








ENHANCING FINE AND GROSS MOTOR SKILLS

Although children tend to acquire both gross and fine motor skills on their own with time but given a bit of extra stimulation children can learn using their muscles and body parts in a better way which further helps in overall development of the children. The best way for a person to promote this development in a child is to provide with a wide range of activities and material to manipulate as per the dictation of their imagination. Some activities and material has been given below which can aid in both fine and gross motor development.

Activities for Gross Motor Skills

1.	Name of the Activity: Balancing while walking	
	Material Required	Method
	<p>Dafli</p>  <p>Rope</p>  <p>Chalk</p>  <p>Bricks</p> 	<p>Draw a straight line on the floor and ask children to walk along chalk line. Dhapli can also be used while the child is walking on the line. Start playing the dhapli when the child starts to walk along the line and stop playing dhapli when the child finishes walking along the line. It is better to use "dhapli", Beat "dhapli" Allow another child to walk along the rope or the line in the same way. The activity may continue for all children</p> <p><i>Activity can also be organized with the following variations</i></p> <ul style="list-style-type: none"> • Put a straight line using sand on the ground and ask children to walk over the sand line. • Place 5-6 bricks in a straight line and ask children to walk on the bricks without sidestepping. • Use durries, mats available in the AWC. Ask children to walk along the mats and durries border maintaining balance of their feet. Get children to walk on the rope or the chalk line to the beat of "dhapli or song • Draw shapes like square, circle and triangle on the floor. Ask children to walk on the shapes without using or asking for any support. • Introduce variety by providing hurdles e.g. Put planks or tyres on which children step over with proper coordination & balance of body. • Place the rope or draw line in a zigzag manner and ask children walk along. • Allow children to walk backward and forward too.

2.	Name of the Activity	CRAWLING: <ul style="list-style-type: none"> Develop coordination; synchronizes right and left body sides
	Material	Method
	<p>Rope</p>  <p>Chalk</p>  <p>Pillow</p>  <p>Box</p>  <p>Tyres</p>  <p>Balls</p>  	<p>Crawling is a great fun for every child. Group can participate in the activity and children should be given clear instructions what to do.</p> <p>Under a rope</p> <p>Call two older (5-6 years) children to hold a rope straight little above the ground. Ask children to come in a row, creep and crawl under the rope without touching it. Let all children creep and crawl under the rope by following the instructions. After a little practice, increase the height of the rope above the ground and ask children to creep and crawl again under the rope without touching it.</p> <p><i>Activity can also be organized with the following variations</i></p> <p>Follow the line:</p> <p>Draw a chalk line for children to crawl along the line. Ask children to crawl behind someone, some moving objects or plants.</p> <p>Crawling for Treasure hunt:</p> <p>Keep an object (ball, pen and blocks) under a table or a chair or a drum, or a box and ask children to crawl to find out the hidden objects.</p> <p>Crawl through an obstacle course</p> <p>Ask children to crawl through eg.boxes, pipes, and tunnel, under objects, around objects and over objects</p> 

3.	Name of the Activity	Climbing
	Material	Method
	<p>Rope</p>  <p>Box</p>  <p>Tyres</p>  <p>Log</p>  <p>Wooden plank</p>  <p>Drum</p> 	<ul style="list-style-type: none"> Take three boxes (wooden or cardboard) of different size and place them on a line and ask children to climb up and down the boxes. <p>Activity can also be organized with the following variations</p> <ul style="list-style-type: none"> Make a rope ladder, suspend it from a tree or a beam, and ask children to climb the rope. It should be swung in such a way that ends should not touch the ground. Guide the children to climb the ladder by holding the ropes on both sides tightly. Help them climb gradually and keep proper supervision over them. Keep in mind that children need support initially as they are likely to fall down. Hence they need to practice Some other skill development activities may also be organized like <ul style="list-style-type: none"> Climbing the stairs Climbing the small tops Climbing up/down the verandah/steps 
4.	Name of activity	Jumping
	Material	Method
		<p>Jumping over objects:</p> <ul style="list-style-type: none"> Draw a straight line using chalk on the ground. Ask the children to come in a row and jump over the line

	<p>Rope</p>  <p>Bricks</p>  <p>Tyres</p>  <p>Chalks</p>  <p>Stool</p> 	<p>without touching the line. Children may be guided to lift their feet at a time while jumping over the line or a rope.</p> <p>Activity can also be organized with the following variations</p> <p>High Jump</p> <ul style="list-style-type: none"> Make all children stand in a row. Ask two older children to hold each end of the rope above the ground. Ask the children to jump over the rope one by one. Gradually, the height of the rope may be increased. <p>Jumping in and out</p> <ul style="list-style-type: none"> Place one old motorcar / jeep tyre on the ground. Ask children to jump in and out. AWW can use "dapli" and command them with the beats for example, say "jump in" and "Jump out". She can change the beats so that the children jump in or jump out as per the beats. <p>Jump and touch</p> <ul style="list-style-type: none"> Make two children hold each end of the rope 2-3 fts above the ground with suspended objects like balloons, biscuits or toys. Ask children to jump up and touch the balloons, toys or biscuits <p>Stand and Jump</p> <ul style="list-style-type: none"> Make all children stand in a row. Draw 2-3 straight lines on the ground at a distance of 1-2ft. Ask children to jump one by one over the chalk lines without touching the line. Draw different shapes (Triangles, Squares, Circles etc.) on the floor or ground. Ask the children to stand and jump over the shapes. You can also ask the children to jump from one shape to other for example from square to circle, circle to triangle so on and so forth. In the same way, you can place tyres on the ground and ask children from one tyre to other. 
5.	Name of the Activity	Hopping
	Material	Method

Chalks



Box



Dafli



Rope



Color



- Place a rope on the floor and ask the children to hop along the rope.

Activity can also be organized with the following variations

Hopping on shapes

- Draw different shapes like square, round triangle on the ground and encourage children to hop from one shape to another

Animal Hopping:

- Games dramatizing animal movements can be played example; Draw straight lines on the ground. Ask children to hop like frog, rabbit or monkey along the line.


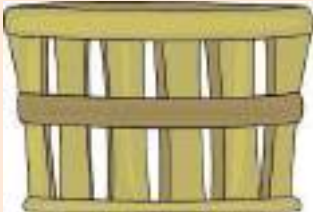


Statue Game






- Draw a line or place a rope straight on the ground. Ask the children to come in a row and hop along the line/rope while the children are hopping play dhapli. Tell them to listen carefully to the beats of dhapli. When you say stop, children must stay still without twisting their body like a statue. If any child moves/tries to step down, the child is out.






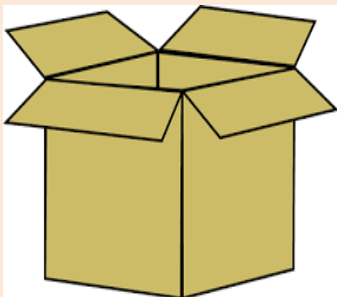

Sack race










- Two-legged/ sack race can be organized for children where they hop from one point to other













6.	Name of activity	Throwing and Catching
	Material	Method
	<p>Ball</p>  <p>Basket</p>  <p>Throw</p>  <p>Catch</p> 	<ul style="list-style-type: none"> Divide children into two groups and make them stand in circles. Ask children to throw the ball up in the air and catch it. Between throwing and catching let the children carry out an action such as clapping, hopping etc. before ball comes down. <p>Activity can also be organized with the following variations</p> <p>Throwing ball into a box/basket</p> <ul style="list-style-type: none"> Draw a line and ask the children to stand behind the line. Place a basket or box in front of children at a distance. Ask children to throw the ball into the box/basket. Gradually the distance of the box/basket may be increased as the game progresses. <p>Throwing ball over and under</p> <ul style="list-style-type: none"> Ask the children to stand in a circle and throw the ball to one another in different ways i.e. over the head or under the legs. Children will throw catch and vice-versa. AWW can also organize activities like passing the ball, bounce the ball, roll the ball, kicking the ball and moving the ball as per the body parts and ask them to name the body parts. Gradually, when children become older, AWW can introduce number and colors to the group and organize the game (1, 2, 3, 4 & Red, Green, Blue etc.) <p>Catching Using Launch Boards</p> <p>Place a small ball or beanbag on the launch end of the board. If using a ball, drill a 2" hole in the end of the board to lay the ball in. A beanbag may be the best choice as it lays flat on the board and is easy for children to grab out of the air.</p> <p>"Place your beanbag on the low end of the board. Go to the other end, get your hands ready to catch by holding them out in front of you, then raise your foot and stomp on the end of the board. As the beanbag flies into the air in front of you, clap your hands around the beanbag and catch it.</p> <p>The instructional emphasis for this activity should be to have children concentrate on getting their hands ready to catch the beanbag and to focus on watching the beanbag as it moves through the air. Children should first focus on attempting to catch the beanbag with both hands at the same time then with the right and the left hand alone.</p>

7.	Name of the Activity	Rolling
	Nature of activity	Outdoor
	Material to be used	Method
	<p>Ball</p>  <p>Rope</p>  <p>Mat</p>  	<p>Roll the ball:</p> <ul style="list-style-type: none"> Draw a straight line or curved line on the floor. Ask the children to come in a row and roll the ball along the line drawn. <p>Rolling on the mat</p> <ul style="list-style-type: none"> Spread a mat on the floor and ask children roll on the mat. Encourage them to roll forward and back ward. <p>Rolling Ball with Feet/Hands</p> <ul style="list-style-type: none"> Draw a line and ask the children roll the ball with their feet/ hands along the line. Children should not roll over the line. If a child rolls the ball over the line, he/she will be out and another child will join in. 
8.	Name of the Activity	Walking/Stepping
	Participation	Group
	Material	Method
		<p>Blind fold walking:</p> <ul style="list-style-type: none"> Place the rope or draw a straight line on the ground. Lines may be drawn in such a way that each line should be parallel to each other. Blind fold the child. Ask the child to walk over the line or rope without touching it. You can beat "dhapli". If they touch the

	 <p>Chalks</p>  <p>Dafli</p> 	<p>rope or line</p> <ul style="list-style-type: none"> • In and out: • Place a rope in a circular manner or draw a circle on the floor. Call the children to stand along the line of the circle. When you say "in" children will step "in" and when you say "out" they will step out of the circle. Play "dhapli" for commands. The child who does not follow the command and do wrong is out. Continue the game until the last child is there. Announce the winner in the end. <p>Walk along "Q" shapes</p> <ul style="list-style-type: none"> • Draw various shapes on the floor. Ask children to walk along the shape as per your. The child, who does not walk along the right shape, must sit out and watch.  
9.	Name of activity	Hiding castle
	Age	2-3 years
	Materials	How to organize
	<p>Cardboard box</p> 	<p>Take a big cardboard box closed on all sides. Cut holes on the sides of the box in the shape of windows and doors. Ask the children to crawl in and out of the box, using it as a hiding place.</p> 
10.	Name of activity	Push and Pull
	Age	2-3 years
	Materials	How to organize
	String	Tie a string to a toy car or to some small furniture. Children will pull or push it along while walking.

	  Toy car	
11.	Name of activity	Dancing
	Age	3-6 years
	Materials	How to organize
	Dholak  Dafli 	<p>Arrange a dafli or dholak. AWW/AWH will sing while playing the musical instruments and the children will dance on the tunes.</p> 
12.	Name of activity	Imaginative activity
	Age	3-6years
	Materials	How to organize
	Dancing sticks  Hula hoops 	<p>Give children some Ribbon dancing sticks, jump ropes and hula hoops, and tells them to use it as many things as they can imagine it to be.</p> 
13.	Name of activity	Outdoor painting project
	Age	4-6 years
	Materials	How to organize







	Newspaper  Color 	<p>Lay sheets of newspapers on the ground and fill paint pans with different colors. Encourage children to paint as “big” as possible, using his hands, legs, feet and body to paint as much of the canvas as he can.</p> 
14.	Name of activity	Garden make over
	Age	4 – 6 years
	Materials	How to organize
	None	<p>Ask children to help with gardening by lifting dirt or pulling weeds or clean up by collecting sticks or raking leaves.</p> 
15.	Name of activity	Balloon Toss
	Age	5-6years
	Materials	How to organize
	Balloons 	<p>Blow up several balloons and toss them back and forth. Try blowing the balloon up in the air using different body parts (hands, elbows, heads). See how many times your preschooler can bounce the balloon up before it falls to the ground.</p> 
16.	Name of activity	Mother May I?
	Age	5-6years
	Materials	How to organize
	None	<p>In this simple game, the direction giver stands on one side of the room/yard, and the child(ren) stand on the other. The children take</p>

		<p>turns asking the direction giver, “Mother, may I _____?” (i.e., take 3 giant steps; hop 4 times; take 2 baby steps) The direction giver can answer “Yes you may” or “No you may not” at her whim.</p> 
17.	Name of activity	Hopscotch
	Age	4-6 years
	Materials	How to organize
	<p>Pebbles</p>  <p>Chalk</p> 	<p>Draw your basic hopscotch grid, and then the first player throws a marker (we use a rock) into box #1. The player hops on one foot (or alternating feet, or both feet for some kids!) all the way to the last box and back, stopping to pick up the marker on her way. Players take turns trying to throw in each box in order (1, 2, 3, etc.).</p> 








Activity: Tick the activity which will aid in gross motor development.












Games for Gross Motor Skills



1.	Name of the Game	Musical Chairs
	Nature	Outdoor
	Participation	Group
	Material	Method
	<p>Chalks</p>  <p>Dafli</p>  <p>Tyres</p>  <p>Papers</p>  <p>Mats</p> 	<ul style="list-style-type: none"> Place 5 - 6 chairs in a large circle. In case there are no chairs available, you can replace chairs by placing papers, cloths, old tires, and mats. Keep one chair less than the number of children taking part in the game. Ask children to run around the chairs and you being the organizer beat "dhapli". Tell every child to find its chair when you stop playing dhapli the child who does not get his chair will be out of the game. Now remove one of the chairs and continue the game until only one child is left. He will be the winner.  





2.	Name of the game	CREATIVE MOVEMENT
	Material	Nil - (use body parts)
	Nature	Indoor/ Individual and group
		<p>Method</p> <p>Children need to be explained about the game. Ask one child at a time to do the action. In this game, ask the children to move like a monkey, bloom like a flower, blow like a balloon etc. Share all these to children when they are in a group. Let the children choose their ways to move. Follow the children. Ask the children to show different movements as per their imagination & experience. For example, a child may show the movement of a batsman or kite player. Others will watch and guess whose movement it is. Here, none will express the action rather demonstration action before the group.</p> 

3.	Name of the Activity	LALA JI KA LADDOO
	Nature	Indoor
	Participation	Group
	Material	Method
	<p>Ball</p>  <p>Rope</p>  <p>Dafli</p>  <p>Hanky</p>  <p>Safety pin</p>  <p>Plastic plates</p> 	<ul style="list-style-type: none"> Collect picture chart of Domestic Animals. Keep the cutouts of the pictures of domestic Animals ready. Divide the children into two teams e.g. Team I & Team II. <p>Each team will have 5 children; both teams should pinned up one domestic animal picture on the shirts. For example, one child will be "dog", other as "cat" so on and so forth. Call both teams to stand on a line, one facing the other, and place the ball in a plastic plate in the middle. The middle line should be marked at a distance of approximately 10 f/s from the line.</p> <p>Now, call out the name of domestic animals; for example 'cat', the ones who have been pinned up as "cat", (in both the teams) must run to the centre and pick up the ball. The one who picks up the ball will be awarded a point of the concerned group. In the same way, call out another name and repeat the game. The team who has maximum number of pick up, will be declared as winner of "Lalajee Ka Laddoo". They will take out the ball for their team. It is interesting if toffees or laddoos can be arranged instead of a ball.</p> 

4.	Name of the activity	Potato Race/Lemon Race
	Nature	Outdoor
	Participation	Group
	Material to be used	Method
	<p>Rope</p>  <p>Dafli</p>  <p>Spoon</p>  <p>Lemon</p> 	<ul style="list-style-type: none"> • Prepare children for racing; • Explain them the rules and regulations. • Collect required No of potatoes or lemon and spoons. • Divide the children into two teams i.e. Team – A or in the name of any animal i.e. Cheetah & Team – B as "Dog" etc. • Ask children to keep the potato on the spoon and hold the spoon under the teeth. • Place a landmark within a distance of 20 – 25 ft. Tell children to run and touch the mark and come back to the starting point. Tell children that they should not drop spoon and potato/lemon from the mouth while running. If a child drops any of the items, will be out of the race. The team completes the race successfully, will be declared "winner". Subsequently, the other Team will play in the same manner.  

5.	Name of the Activity	Do As I Say. (Captain Speaks)
	Nature	Indoor
	Participation	Group
	Material to be used	Method
	<p>Dafli</p>  	<ul style="list-style-type: none"> • Draw a circle using chalk on the floor. Ask children to stand along the circle. You stand in the middle and perform a simple action, for example; putting the hands over the shoes, feet, eyes, head or shoulder. • When you are performing an action, describe something else different from what you are actually doing. For example, if you act "bending down" tell children to show "stand up" or "walking" Children must do whatever you say not what you perform, do or act. Children who do what you do, will be out of the game and watch. Go on doing this exercise until one child is left. Let the children take their turn and try to be the leader or captain of the game. 
6.	Name of Activity	Granny's Chasing (दादी की दौड़)
	Nature	Indoor
	Participation	Group
	Material to be used	Method
		<ul style="list-style-type: none"> • Select a group of 8 - 10 children to take part in this game. Pick up a child who can play the role of a Grand Mother or Daadi Maa, other

	<p style="text-align: center;">Dafli</p> 	<p>child as Dada (Grand father) and rest will play the role of local children.</p> <ul style="list-style-type: none"> • Explain the instructions and steps to be followed. • The game proceeds as; "Daadi Maa" comes to take bath in the pond while children play near the pond. Suddenly all children come to her and stops her from bathing in the pond. They demand sugar candy or toffees from Dadi Maa if she wants to take bath in this pond. After a little negotiation with children, the Daadi Maa is allowed to take bath. Then she comes to the kitchen and prepares chapatti for Dadaji . Suddenly she decides to go to a nearby market to fetch fresh green vegetables for making curry. In the meantime while Daadi Maa is out, one of the children enters her kitchen and eats up chapatti. Daadi Maa returns from market and find her Chapatti is missing. She comes out and asks children one by one ," who has eaten my chapatti?" • Children reply," a dog, a cat, a crow" Suddenly the child who has eaten her chapatti speaks loudly," I have taken". • Daadi tries to chase and catch the boy and The boy who is caught by Daadi will be invited to play the role of Daadi Maa and the game continues further 
7.	Name of the activity	Blind fold
	Nature	Indoor/outdoor
	Participation	Group
	Material to be used	Method
		<ul style="list-style-type: none"> • Collect a black ribbon of I ft length or handkerchief.

	<p>Dafli</p>  <p>Handkerchief</p> 	<ul style="list-style-type: none"> Tie the handkerchief over the eyes of a child. Ask other children to clap or beat Dhapli keeping pause in between clapping or beating Dhapli. Child, who is blindfold, asked to chase the sound of clapping or beats of daphli and try to catch the child who claps or plays "dhapli". If the blindfold catches the child, he/she will be tied with ribbon or handkerchief again and the game will continue then. 
8.	Name of the activity	Statue making
	Nature	Outdoor
	Participation	Group
	Material to be used	Method
	<p>Dafli</p> <p>Chalks</p> 	<ul style="list-style-type: none"> Draw a circle on the floor. Call all children to stand along the circle. Explain them how to go about it. Beat Dhapli and ask children to walk in the circle. Make a rhythmic sound with "Dhapli" and tell children to stop as soon as the beat (rhythm) of the "dhapli" is stopped. Tell children to stop and stand still. If any child attempts to move or flicker, or loses its balance must be dropped out of the game. To make this game interesting, ask children to initiate the game like an animal; say, monkey, rabbit or frog.



- Ask children to walk like a rabbit, frog or a monkey. Stop the dhapli and children are supposed to stand like a **STATUE (as is where is)**. The child who holds/stands the place longer hours is declared winner.



Tick the game that helps in improving gross motor development.





Activities for Fine Motor Skills

Fine motor skills are described as small muscle movements; those that occur in the finger, in coordination with the eyes. Fine motor skills need to be developed over time and practice. Let us try a few activities.

1. Tearing, Placing and Pasting

- Place a variety of objects (e.g. Blocks, felt pen, paper, string, wool, cereal, cottonseeds etc.) Give them old newspaper, magazines, petals etc to tear. Trace outlines for children ask them to place the objects on the outlines.
- Match shapes, color, or pictures to a page and paste them within the outlines. Take a few flower petals or leaves and ask children to place them in the traced shapes.



2. Tracing and Coloring

- Trace a thick black line if needed
- Trace and then color shapes, increasing the size and complexity gradually
- Draw outline sketch of some Animals/Plants/Flowers and ask children to color it.



3. Practicing Self – Care Skills

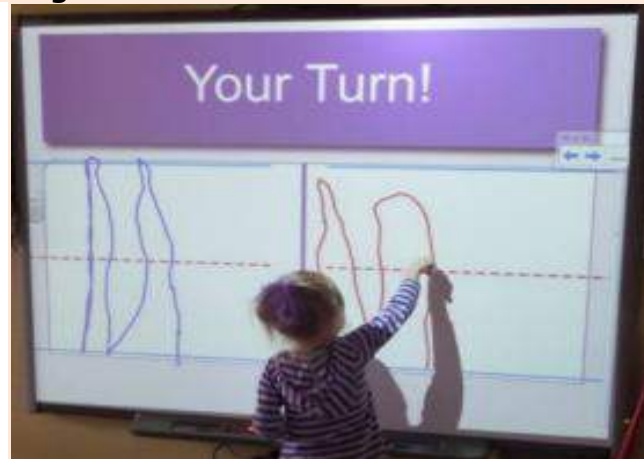
1. Buttoning
2. Lacing
3. Zipping
4. Carrying
5. Locking and unlocking a door/lock
6. Winding a Wire/Thread/Rope
7. Opening and closing Bottles
8. Peeling off skins of vegetables/banana/orange etc
9. Washing dishes/plates
10. Booming floor/arranging beddings
11. Dressing up dolls/self
12. Bathing toys/self too



4. Finger Tracing

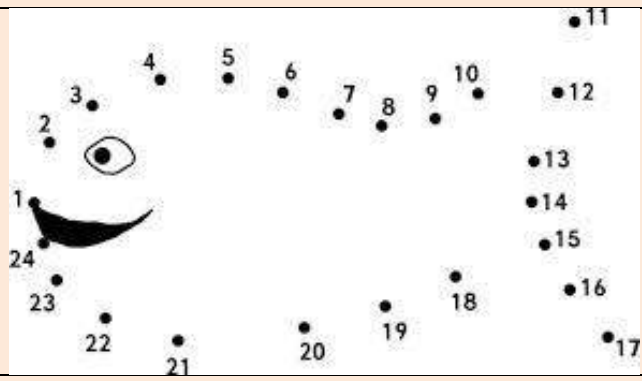
- Have the child trace a pattern in sand, flour, finger paint, etc. The textures give the child aesthetic feeling. It helps to trace the pattern with his finger before he tries it with a pencil.

Using Smart Board



5. Pre-Writing (Joining Dots)

- Dot-to-dot drawings of pictures, objects, shapes, numbers, letter, etc.
- Tile and mosaic designing with dominoes
- Folding activities (Paper napkin etc.)
- Fine coloring (fine traced outlines on Animal Figure)



6. Building Blocks

- Katories/Plastic cups can be used or building blocks. Marble pieces can be collected locally and used as block play. Safety measure needs to be taken when use local objects like bricks, stones, marbles etc



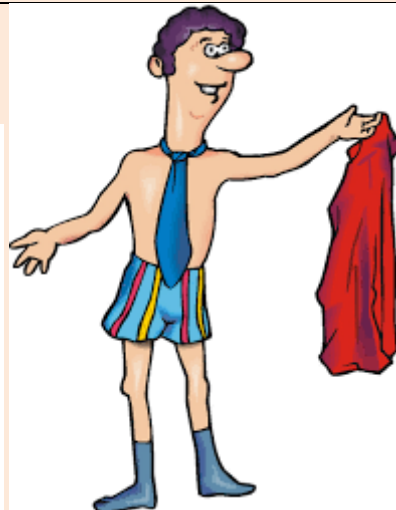
7. Sorting

- Sorting small object such as beans, seeds, paper clips and rubber bands into groups, will strengthen the child's fine motor skills. Be sure and watchful child should not eat them (safety).



8. Dressing & Undressing

- Children can build up self-care skills by buttoning, zipping, buckling, etc. Tying their shoes will help too. On this same path, dressing up their dolls will also encourage fine motor development. Also such practices promotes eye hand coordination and balancing



9. Drawing

- Manipulating pencils, crayons, and stamps are good activities to build fine motor development. Free drawing on the floor, on the paper and mixing mud with water are good exercises for child's finer motor coordination skills.



10. Wind up Toys

- Winding up toys will strengthen the child's pincer grip. Be careful the toy's winding mechanism is not too difficult to turn, that will frustrate the children. Kitchen Utensil set are also best aids for child to learn the manipulation skills



11. Play with Fit- in Puzzles

- Completing or putting puzzles together develop the eye hand co-ordination that is so very important to the development of fine motor skills. Children also play with picture puzzles in different segment



12. Pegboards

- Pegboards enhance children's fine motor skills. The ability to pinch the peg between their fingers and relocate the peg to another slot strengthens their skills. Use card Board or Mount Board or old File Boards for this purpose. Draw Small shapes where children can play.



13. Clay Modeling

- Modeling clay is also great for developing fine motor skills; add plastic forks and other utensils for cutting the clay into pieces. A garlic press, whisk, rolling pin, cookie cutters, even a rolling cake cutter (with supervision) can add a new dimension to the same activity.



14. Inserting

- Allow children to insert coins into an earthen pot (Gulak), (the kind with a slot on top) to build fine motor skills. Children enjoy putting coins in the pot to and love to collect coins. You may provide seeds/stones to drop them into a tin and play. This is a traditional activity performed by children at all places.



15. Finger Painting/Printing





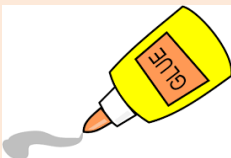

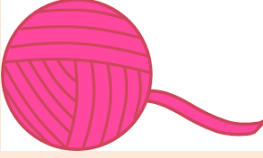


- Use finger painting as more than just a sensual experience and entertainment for children. As the child uses their fingers to paint, they are developing good motor skills. Handmade colors are also useful for the child to engage himself in finger painting/printing. E.g. turmeric, brick powder, green leaf juices etc

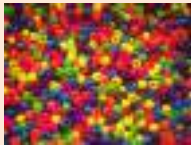


















16. Stringing Beads









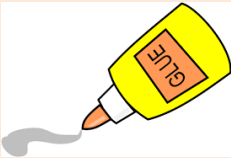


- Stringing beads, buttons, flowers and seeds are also fun ways to help a child refine fine motor coordination. They play with clay beads and flower buds too. In some places, children gather leaves and make garlands for rituals.



Name of activity	Egg Carton and Beans
Age	3-4 years
Materials	How to organize
Beans  Egg carton 	<p>Have the child hold a few beans in his hand, and place them into the container one by one by moving a single bean up to the fingertips each time. Once finished he can again pick up the beans from the container one by one.</p> 
Name of activity	Mini Paper Crumpling
Age	3-6 years
Materials	How to organize
Newspaper  Glue 	<p>Crumpling small pieces of newspaper into balls and using it for craft activities such as sticking it on a pre drawn figure to fill it instead of coloring.</p> 
Name of activity	Woolen Squirt Toys
Age	3-4 years
Materials	How to organize
Woolen ball  Paper 	<p>Take a woolen ball and with help of some paper turn into the shape of any animal. This ball can be used as a squirting toy for children.</p> 

Name of activity	Play dough and beads
Materials	How to organize
Beads  Flour  Color 	<p>Make colorful dough by mixing some edible color in the flour. Give the dough to the children and ask them to make any animal, utensil or bird of their choice using the dough. Then give small beads to the children so that they can stick the beads on the figure that they have created.</p> 
Name of activity	Woven paper place mats
Age	5-6 years
Materials	How to organize
Paper strips 	<p>Give children some newspaper strips and ask them to weave a mat out of it. The AWW/AWH has to give a demonstration first.</p> 
Name of activity	Learning with coins
Age	3-4years
Materials	How to organize
Coins  Buttons 	<p>Provide children with some coins or buttons and ask them to make a line or flower or any other shape using only those coins or buttons.</p> 

Name of activity	Clothespins on a Box
Age	3-4 years
Materials	How to organize
Clothes pins  Shoebox 	<p>Children squeeze the clothespins and clip them to the sides of the box</p> 
Name of activity	Nuts & Bolts
Age	4-6 years
Materials	How to organize
Nuts & bolts 	<p>Children use their fingers, hands, and wrists, coordinating both hands while grasping and twisting the metal nuts onto the bolts.</p> 
Name of activity	Sewing/Lacing Cards
Age	4-6 years
Materials	How to organize
Cardboard shapes  Laces 	<p>Cut cardboard boxes in to different shapes and puncher them using a punching machine. Use shoe laces or plastic lacing. Tie one end of the lace to one hole of the card. Children lace the string through each hole.</p> 

Name of activity	Water shifting race
Age	3-6years
Materials	How to organize
Flannel   Bowls  Color	<p>Give children a flannel cloth, 2 bowls one of which is filled with colorful water and ask children to take water from one bowl into the cloth and squeeze it dry in the second bowl.</p> 
Name of activity	Punch sheets
Age	5-6 years
Materials	How to organize
Newspaper   Broom sticks	<p>To do this activity, cut squares of newspaper. Draw a numeral, letter, or simple shape with a marker. Children place the paper on the table or floor and use broomstick to punch holes all along the black lines. When they are done, they can hold their paper up to the light and see the light shining through the holes.</p>  
Name of activity	Pinching Sand
Age	3-6 years
Materials	How to organize
Glue   Sand	<p>Provide a simple outline (or have the children draw one), a small bowl of white glue, a small bowl of colored sand, and a "glue brush". Children paint the glue on their paper with the brush, pinch some sand with their fingers, and sprinkle it over the glue. Place a pan, tray, or paper plate on the table for children to shake off the excess sand.</p> 

Tick the activities that help in improving fine motor development.



CHAPTER 3

COGNITIVE DEVELOPMENT



COGNITIVE DEVELOPMENT

What is cognitive development?

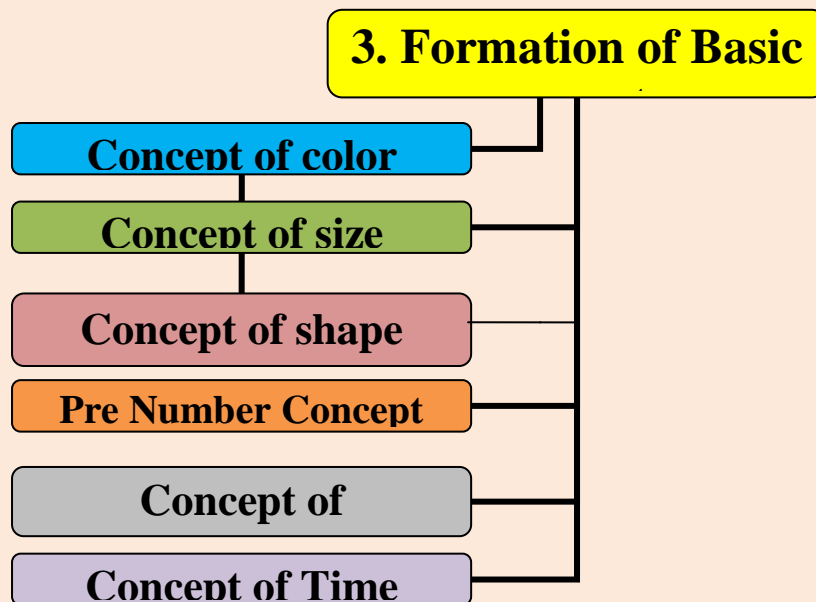
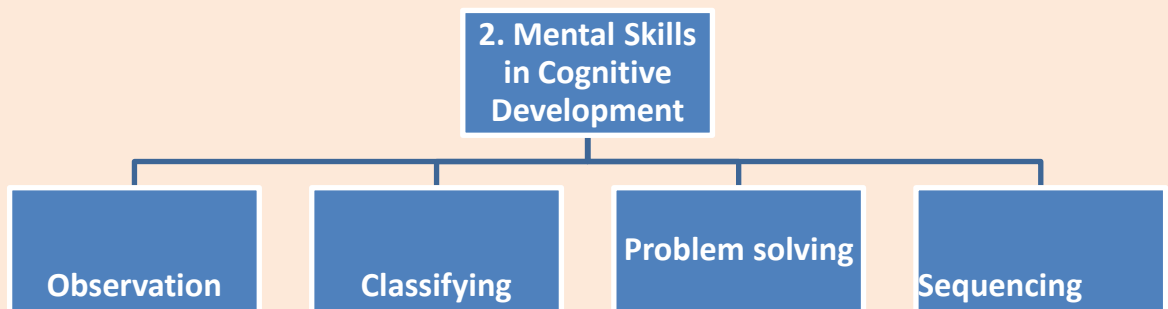
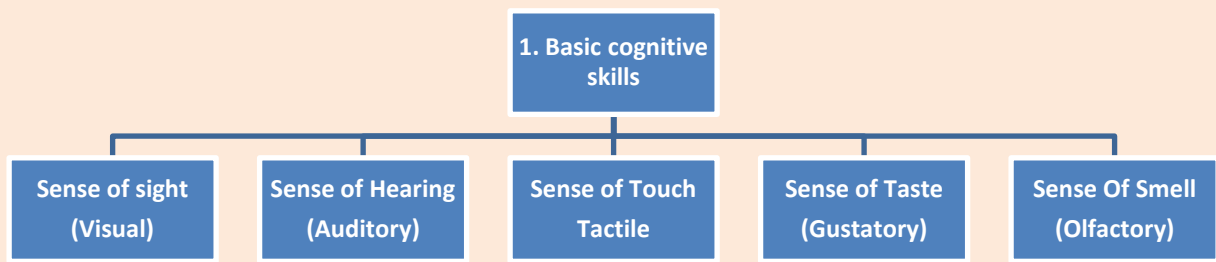


Cognitive development is the development of mental process or skills that enable him to understand his environment in which he lives

Essentials for Cognitive development

1. Development of Basic skills
2. Development of Mental skills
3. Concept Formation






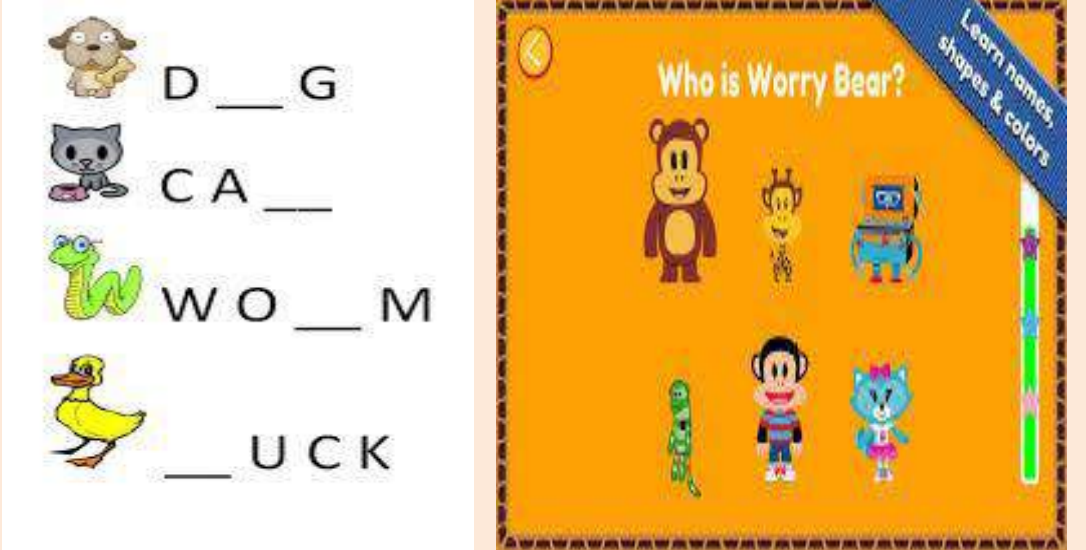

Cognitive Development Domain


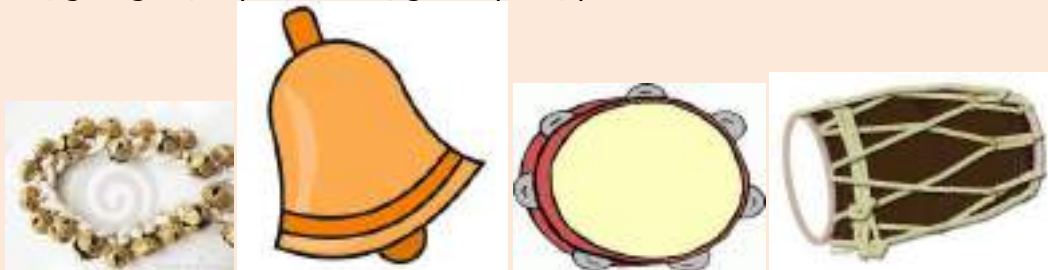

- Development of various concepts including pre number and number concepts and operations (knowledge and skills related to comparing, classification, seriation; understanding of and vocabulary related to space, quantity, length and volume, one to one correspondence; counting etc),
- Predicting patterns and making estimations in measurement; data handling;
- Develop skills related to sequential thinking, critical thinking, observing, reasoning and problem solving;
- Explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalizations.
- Differentiate between events that happen in past, present and the future
- Develop knowledge of relationship between people, places and regions





Development of Basic Skills



Activities for Sensory Development

Sense of Sight	
Material	<p>Picture/Aids (to provide experience to children in matching, charts, discriminating, seriating, sequencing etc.)</p> 
Method	<ul style="list-style-type: none"> • Make children sit in small group of 5-6 each • Give them aids (cards or game on a tablet) so that they learn to match identifiable objects i.e. two same pictures or objects • Discriminate a different object from a group of common objects e.g. picture of an animal from group of fruits
Activity	Look and identify
Material	Picture card of birds/picture chart of Birds/Animals

	
Method	<ul style="list-style-type: none"> Place picture cards of birds like peacock, parrot, hen on a board/floor Give enough opportunity and experiences so that children are able to identify the birds When the children are able to identify, give them number of cards Then call the children, one by one and ask the child to pick up on card that that matches with the picture placed on the board.
Sense of Sound	
Activity	Identification of sound
Material	Wood, Glass, Tin, Musical Instruments etc.
	
Method	<ul style="list-style-type: none"> Make children sit in semicircles or rows Familiarizes them with sound of different objects like metals, glass, wood, musical instruments, animals, means of transport etc. Also make them aware about the sounds of clapping and snapping Then blindfold children one by one and ask them to identify different object/animals etc. by their sound Also ask them to tell the direction from which the sound has been heard Allow one child to search his family using the sounds e.g. cat mewing



Activity	Listen and identify
Material	Bell, glass and spoon 
Method	<ul style="list-style-type: none"> • Ask children to sit in a circle and close the eyes and listen to the sounds created carefully • Then create the sound of clap, scrip, tap, bell glass spoon • Ask the children to identify the sounds made • The child who identifies the maximum number of sounds is greeted with clapping
Activity	Identifying sounds in sequence
Material	Bell, ghungroo, daphli, dholak, glass-spoon, pebbles in a small box etc. 
Method	<ul style="list-style-type: none"> • First show all the children the different collected items • Then one by one familiarize the children with the sound of the collected items and ask the children to listen carefully • Ask the children to close their eyes • Make the sound of any three items and ask the children to listen carefully • Ask the children to identify the sound in the object in the correct order. • The child who identifies is the correct order is greeted by clapping
Sense of Touch	
Activity	Feely bag
Material	A bag of cloth containing items like piece of wool, metal, plastic, cork, rubber, small fruits etc. 
Activity	Touch Board


Material	<p>A cardboard piece on which pieces of sand paper glaze paper different clothes such as jute, wool, nylon, silk, cotton etc. have been pasted.</p> 
Method	<ul style="list-style-type: none"> • Make children sit in a circle • Pass on the feely bag to children use Daphli • Stop the beat. The child who holds the bag at this time has to touch one object inside it and describe his feelings • He has to tell whether the object is rough or smooth, hard or soft, light or heavy, short or tall, round or square etc. • Finally child has to identify the object and show it to everyone • The activity continues till all children get a chance. • Similarly, each child can touch the various pieces of cloth, paper on cardboard and identify them.
Sense of Taste	
Activity	Identification of different taste
Material	<p>Sugar/Jaggery, Salt, Lemon/Tamarind, Methi Seed Powder Chilies etc. Small bottles (plastic)</p>   
Method	<ul style="list-style-type: none"> • Make children sit in two consecutive semi circles or rows • Discuss with them about things that taste sweet, salty, sour, bitter and hot etc. • Make them taste these things so that they can identify them by taste. Do not force anybody to taste chilly powder • Blindfold one child, give him something to taste so as to identify the item with its taste • Give chance to all children turn by turn
Sense of Smell	
Activity	Identification of different taste
Material	<p>Kerosene oil, pieces of onion, fresh and fermented food, spices, pieces of rubber, leather and other smelly objects like flowers garlic, agarbatti, pudhina etc.</p>

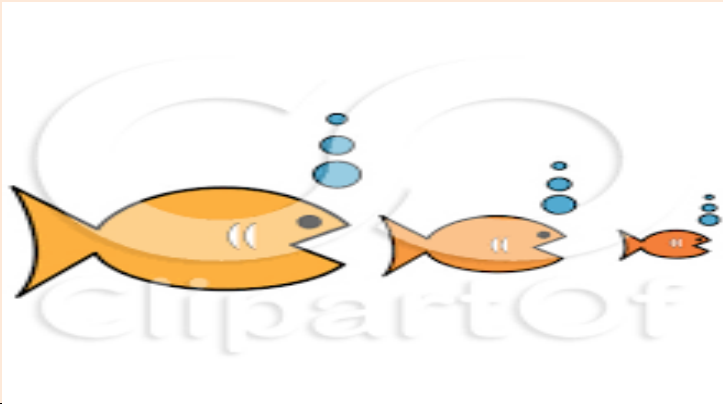
	  
Method	<ul style="list-style-type: none"> • Make children sit in consecutive semi circles or rows • Make them smell the above objects and identify them • Then blindfold children one by one and ask them to identify different objects by smell.


Activities for Mental skills

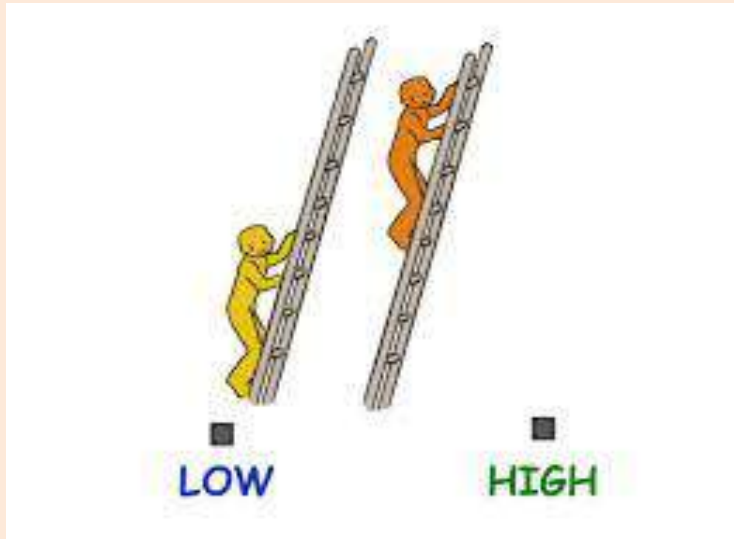
Memory and Observation



Activity	
Odd man out (Classification)	
Material	Cards of different shapes/size  
Method	<ul style="list-style-type: none"> • Make children sit in a semicircle. • Call one child at a time and ask him to spot the shape that is different from the rest. • Helps to discriminate between various shapes, and classify them. • Increase observation skills.
Activity	
Be Quick (identification & Classification)	
Material	NIL
Method	<ul style="list-style-type: none"> • Make a children sit in a circle • Ask the children to clap their hands twice and click their fingers till they get into a rhythm.


	<ul style="list-style-type: none"> At the clicking of fingers, the children have to tell the names of the objects with specified shape. For example the teacher starts with. - "Be quick" tell me the names of "round" things. The children who fail to name objects at the clicking of fingers have to start again Develops ability to recognize different shapes Develop attention skills too
Pre-number Concept-Activity Identification of Size	
Material	Leaves of different size, tablet
Method	 <ul style="list-style-type: none"> Make children sit in a semi circle Call children one by one. Ask the child to sort out and name the biggest and smallest leaf. Then give each child 3 leaves and ask him/her to seriate them in order i.e. biggest to smallest. When the child is able to seriate 3 leaves gradually increase the number of leaves. Develops ability for seriation Stimulates thinking

Activity	Big and Small
Material	Pen, Pencil, Pebbles and wooden sticks
Method	<ul style="list-style-type: none"> Make children stand in a circle holding hands. The teacher should also join the circle. The teacher gives instruction to the children according to which they would increase the size of the circle for example when she says form a small circle. Children move inwards and when she says form a big circle, the children spread out. <p>Help children to learn concept of big and small in concerted way Develops ability to follow instructions.</p> 
Activity	Tall and Short
Material	Dhapli, Leaves, Flowers, sketch pens etc.
Method	<ul style="list-style-type: none"> Divide children into groups of 5 Ask children to keep running around, while the teacher claps or plays

	<p>the dhapli.</p> <ul style="list-style-type: none"> When the teacher stops clapping the children have to stand in a line in order of their heights. Helps children to learn concept of tall and short Develops ability to seriate. Such activity can be organized without any teaching aids too. 
--	---

Activity High and Low	
Material	NIL
Method	<ul style="list-style-type: none"> Make children stand in a circle. The teacher should join the circle. The teacher instructs children to stand on their toes and raise their arms above their heads if she says "high" and to bend down with hands a little above the ground if she says "Low". 
Activity Seriations Cards	
Material	Cards of different size (3X3")
Method	<ul style="list-style-type: none"> Make children sit in a semi-circle Call children one by one. Place 3 cards at a time in front of them. Ask them to arrange the cards in order. Children may arrange either in ascending or descending order

	<p>Gradually add more cards and ask the children to place these in order. (big to small or vise-versa)</p> 
Activity	IN-Out
Material	NIL
Method	<ul style="list-style-type: none"> Make all children stand around the circle The teacher calls out "in/out" and the children should accordingly jump in the circle or out of the circle. The child who fails to follow instructions correctly is considered out. 
Activity	Moving in a circle – Game (Direction) (Concept of Direction)
Material	NIL
Method	<p>Teacher sings the song with children doing actions accordingly.</p> <p>Let us go in, in, in Let us go out, out, out Then we turn around</p>

	<p>Let us go up, up, up Let us come down, down, down Then we turn around Let us go right, right, right Let us go left, left, left Then we turn around</p> 
Activity	Lets Become Seeds (Creative Movements)
Material	Nil
	<p>Now, Ask children to join for an action song using the following song. Children will be thrilled to perform action and they will grasp the concept of Direction we are seeds, So So small Then we are big trees, See how tall Bend your body Touch your toes Standup straight and Lift your nose. Sideways bending sideways Bending, arms so wide Bending low from side To side bending low, From side to side, Helps to differentiate between" big and small", "up and down", Etc</p>



One to One Correspondence (Method of Concept Teaching)

- Make children sit in a semi-circle
- Call children one by one. Place five leaves in a row in front of the children. Now give some pebbles and ask the child to place one pebble one leaf again to make it a pattern of one to one.
- Develops understanding of one to one correspondence

Activity Puzzles

- Material
1. Fruit/Vegetable/Animal Pictures
 2. Mount Board (1)
 3. Gum
 4. Scissors

Method

Make children sit in a semicircle
 Shuffle the card and spread them in front of children
 Call one child to put the puzzle together. As the puzzles are self, corrective the child will be able to join only those two cardboard pieces, which interlock with each other.
 Develops concept of number





Activity We will go to the Market (Hum Bazar Jayenge)


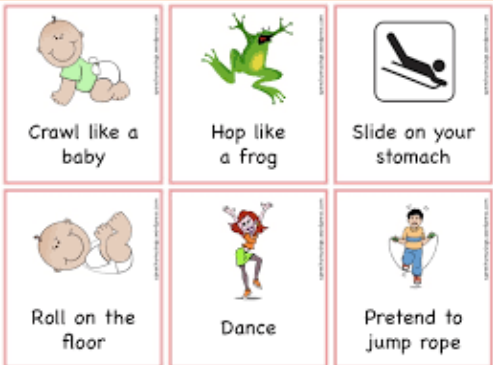
Material Nil



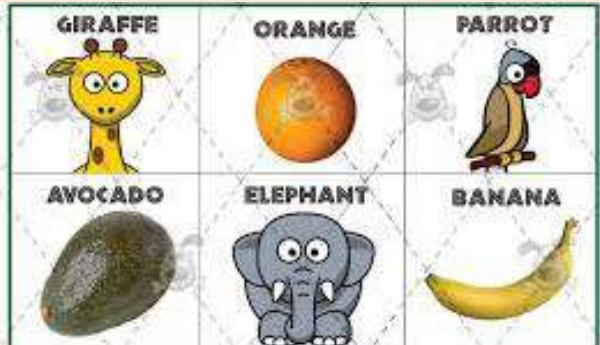
Method



Make all children stand in a big circle with the teacher in the centre. Children are explained the game clearly



	<p>The teacher stands in the centre of the circle and says “we will go to the market and bring lots of sweets”. The children run around the circle. The teacher then says. “We’ll bring four sweets”. Then the children have to form a group of four. The teacher may call out any number and children have to form groups of that number. It is better if the small circles are drawn on the flour. Children will enter into the circle in groups as per the command of the teacher.</p> <ul style="list-style-type: none"> • Children who fail to join any group are out. • So, Children have to rush to enter in that group
Activity	Number Game
Material	Nil
Method	<ul style="list-style-type: none"> • Make children sit in a Semicircle • Invite one child to start counting from number 1 (one) and the child sitting next to him/her continues with number 2 and the one next to him/her with number 3 and so on. The child who has to say the numbers 5 instead of number 5 he has to say chup and the next child again start with number one. If a child forgets to say chup he/she is out. • You can break the counting number at 3 or 4. • Make all children stand in a semi-circle and practice this exercise again to make themselves aware of numbers and have fun. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Activity	Number rhymes – action song
Material	Nil
Method	<ul style="list-style-type: none"> • Ask children to stand in a semicircle • Teacher sings and the children to sing along the teacher and perform actions accordingly • Two little hands to clap, clap clap Two little legs to tap, tap, tap Two little eyes to open wide One little head goes side to side

Activity	Picture Puzzle
Material	Animal Picture card
Method	<ul style="list-style-type: none"> • Make children sit in a semi-circle. Get ready with the picture cut outs. • Call children one by one and give them the cut piece. Ask each child to join the puzzle pieces to form a whole picture of an Animal





	
Activity Picture card Classification Exercise	
Material	Picture cards(Actions/Still)
Method	<ul style="list-style-type: none"> • Make children sit in a Semi-Circle. Show them the action picture cards and cards without actions in it. • Call children one by one and let them classify the cards by putting them in two separate categories i.e. Action and still • Enables children to differentiate between animals and birds and classily them accordingly. Animals cannot fly and birds only fly. <div data-bbox="730 902 1225 1265" style="text-align: center;">  </div>
Activity Odd Man Out (Memory skills)	
Material	Picture strips of animals/ fruits / vegetables etc
Method	<ul style="list-style-type: none"> • Call children one by one. Show them the strips and ask to point out the one that is different. Ex: (Which picture looks different) • Enables children to differentiate between fruits and vegetables, Birds and Animals transport and flowers etc.



	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p style="text-align: center;">ODD ONE OUT</p>  </div> <div style="flex: 1;">  </div> </div>
Activity	Playing cards (Classification and Concept Development)
Material	Cards of fruit, Vegetables Flowers, animals etc
Method	<ul style="list-style-type: none"> • Make children sit in a semi-circle • Distribute at least 5 to 6 cards to each child. Ask one child to throw a card in the centre. The next child would see whether the card is of fruit or vegetables and accordingly throw his card, let's assume it to be a fruit card; if he/she has a vegetable card then he/she would throw a fruit card. The next child would also see his/her card and if he/she has a vegetable card then he would throw if a vegetable card and take all the cards (Note: The same activity can be done using animals, birds and other concept cards) <div style="text-align: center;">  </div>
Activity	Water Game (Science Experience)
Material	Plastic items/mug /glasses small stones, Thermocol, dry leaves etc.
Method	<p>Make children sit in a small group in semicircle. Keep a mug filled with water</p> <ul style="list-style-type: none"> • The teacher will demonstrate the activity by dropping some objects into the water one by one and asking the children to observe which object floats/sinks. Later children can do this activity independently on their own to experience the skill similarly, teacher can demonstration dropping the objects into water which can be dissolved in water. Children will observe and experience the objects like salt, sugar and mud

	<p>etc.</p> <ul style="list-style-type: none"> • Develop concept of floating and sinking objects • Develop concept of heavy and light • Increase observation skill  <p>The graphic is titled "Sink or Float?" in blue. It features two rectangular boxes. The left box is blue and labeled "Drag objects that sink here." The right box is light blue and labeled "Drag objects that float here." Below these boxes is a row of various objects: a pumpkin, a coin, a seashell, a red apple, a piece of wood, a stone, a pencil, a leaf, a grey ball, and a red toy car. At the bottom right of the objects are two buttons labeled "Reset" and "Check".</p>
Activity	Candle Game
Material	Candle, glass, Match box
Method	<ul style="list-style-type: none"> • Divide children in two groups. Arrange the seating arrangement i.e. one group will sit at a slightly higher level and other group at lower level. It will help both the groups to observe the experience at their eye level. • Take two big size candles • Light both candles and fix them firmly on a smooth surface in such a way that children can see them. Ask one child to cover one candle with a glass to see the results. Light will be off. • Let you take out the glass and light the candle. Show the result to children • Develops understanding that air is a necessary for burning • Children becomes aware of air around us and its and impact on environment. Continue interaction in this aspect  <p>The image shows a clear glass tumbler on the left and three lit candles (purple, yellow, and blue) on the right. The candles are standing upright on a flat surface.</p>
Activity	Magic time
Material	Glass of water, blotting paper or post card or thick paper
Method	<ul style="list-style-type: none"> • Divide children into two groups, make one group of children sit close to the teacher while the other group is engaged in another activity. • The teacher can demonstrate the activity and then children

	<p>can do it independently.</p> <ul style="list-style-type: none"> • Take a glass of water. Cover it with a old post card or thick paper. • Then invert the glass. The water will not flow down ward. Guide children carefully how to invert the glass of water • Explain children that due to air pressure the water stops flowing down ward. <div style="display: flex; justify-content: space-around;">   </div>
--	---

Sequential thinking (Knowledge about stages)

Material/Pebbles, Buds, Flowers, leaves	
Method	<ul style="list-style-type: none"> • Make children sit in small groups of 4 to 5 children each. • Distribute buds, leaves and flower among children. Ask them to complete the sequence. Example; keep a leave first, than bud; and a flower. Explain them the stage. First comes seed, seedlings, bud and than flower. <div style="display: flex; justify-content: space-around;">     </div>
Activity	Word building game
Material	NIL
Method	<ul style="list-style-type: none"> • Make children sit in circle • Let one child start the game by saying – “I went to the market and bought an apple”. • The next child should say. –“I went to the market and bought an apple a toffee and a banana”. • The third child says, “I went to the market and a bought a toffee, a banana and mango.” • Note: children can do only up to about five objects at a time. This activity can be organized concept wise like, fruits, animals, birds etc.
Activity	What is Missing /Who is missing (Memory Development)
Material	Available items (familiar) e.g. leaves, pebbles, flowers etc.

Method	<ul style="list-style-type: none"> • Make children sit in a semicircle • Keep a chart paper or card board or a plastic tray • Call children one by one. • Keep the tray in front of the children. Ask them to name each object. • Then ask the child to close his eyes and remove any one object. • Ask the child to open his eyes and name the missing object. E.g. Keep leaves, flowers, and pebbles and hide pebble. <p>Ask the child name "What missing?" Similarly send a child to go out from the group and ask "Who is missing"?</p> 
Activity	Problem solving game -What will You do? (Creative Thinking)
Material	NIL
Method	<ul style="list-style-type: none"> • Make children sit in a semicircle. Do free conversation with them. Establish your rapport with them • Ask children simple questions, for example- • What will you do If your finger is cut • What will happen if there is rain • What will happen if you fall down on the floors 

Activities for Concept Development

Learning and using early math's skills help children to make sense of the world around them and to develop their ability to reason and problem solve.

Using math's concepts is a natural part of young children's play and daily activities. **Through play, children explore mathematical concepts** such as counting, sorting, measuring, classifying, comparing quantities, and recognizing shapes and patterns. Our preschool activities includes learning more about geometrical shapes and objects, measurement of length, weight, capacity, time, and temperature, use of money, graphs and charts used for data analysis and prediction, and patterns.

Our resources contain fun activities, folder games, and lessons for teaching math with manipulation. Activities given in the guidebook will provide children with the opportunity to learn & practice their skills: **Numbers, Shapes, Measurement, Patterns, Counting, etc.**


Basic Principles of Teaching Colors and Shapes / Numbers


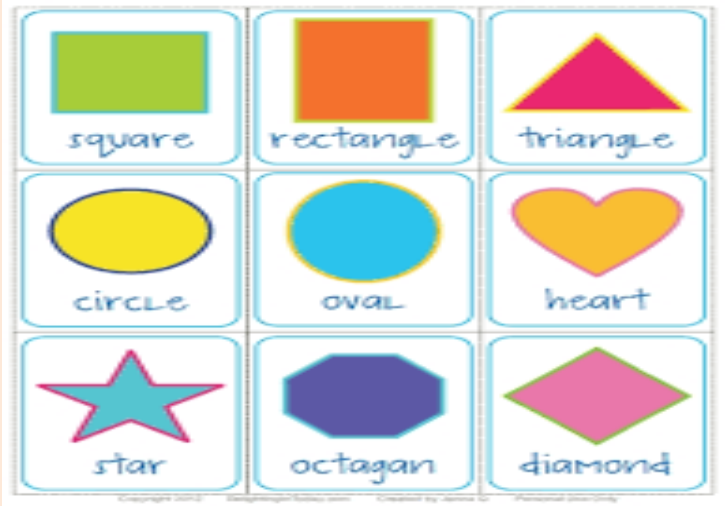
- i) Matching

- ii) Identification
- iii) Naming & Classification

A. Development of color Concept

i. Matching of colors	
Material	Methods
<p>Leaves</p>  <p>Color cards</p>  <p>Flowers</p>  <p>Dominoes</p> 	<ul style="list-style-type: none"> • Make all children sit in a semicircle • Distribute one color domino card to each child. Place one color domino (card) in the centre of the circle. Ask children with the identical color card to come forward and place their cards along side to form a pattern of same color. Children will also come forward and match their dominoes in the same manner to understand the color pattern. • Ask children keep one color card together in a group • Provide leaves (green) flowers (red, yellow & white) to match and group identical colors together  
ii. Identification of colors	
Material	Bell/Dhapli
	 

Method	<ul style="list-style-type: none"> • Ask children to stand in a circle and keep moving to the beat of dhapli. • While or playing dhapli, the teacher calls out the name of the any color children, have to show that concern color where that color is kept or run to touch that color. • Helps children to identify the color and Improves observation power • Teacher can also ask children to point out the color by showing the dress of children in the class. • Through question answer method, teacher can develop the skill of identification, for example show a red color domino and ask children to identify and tell about a fruit or vegetable looks like this dominoes
iii. Naming the colors	
Material	<p>Objects of regular use/locally available</p> 
Method	<ul style="list-style-type: none"> • Make children sit a circle. • Call children wearing red color, for example to stand together. Ask children to name the color of children standing together. Children should be encouraged to name the color. • Teacher can also organize games with children to arrange red color items in one row and clap twice; arrange yellow color objects and produce and animal sound etc. • Collect locally available material of different colors e.g. Red, Yellow, Green, Black & Blue, vegetables, fruits, bangles and pebbles are good for such activity. Ask children to group the material/objects as per their color. Ask them to identify. You can use the color of dress children wear. • Enables children to name different colors. <p>Helps children to identify objects of different colors</p>
Activity	Matching Shape
Material	<ul style="list-style-type: none"> • Cards of different shapes (Triangle, circle, square)

	 
Method	<ul style="list-style-type: none"> • Make children sit in the semi circle. Distribute one dominoes card to each child. Place one in the centre of the circle. The shape dominoes should be clearly visible to all • The child who has a card with the identical shape as in the card placed in the centre will come forward and place his card to match the previous one. • One by one the rest of the children will match their card in the same manner to form a pattern.

Numbers and Operations

- Counts through and beyond 10.
- Identifies the number of objects in a set.
- Recognizes, writes, and uses whole numbers through 10.
- Identifies and creates sets of objects with more, less, or equal amounts.
- Identifies the position of an object using the numbers first through fifth.
- Estimate quantities less than 20.
- Models addition and subtraction using concrete objects.
- Identifies more/than and less/than.
- Children need to develop their basic skills and these sensory experiences form the

basis for development of concepts in future.

Color Glove

Paint the fingers of a pair of white gloves the following colors: red, yellow, blue, green, and orange, so that you have two of each color. Then, sing this song:

(Tune: Freres Jacques)

Where is red? *(Bring one hand up with all fingers showing.)*

Where is red? *(Repeat with other hand.)*

Here I am, *(Wave one hand.)*

Here I am. *(Wave other hand.)*

Show me if you can, *(Hold hands up.)*

Show me if you can.

Where is red?

Where is red?

Repeat this with all the colors allowing the toddlers to show you the colors.





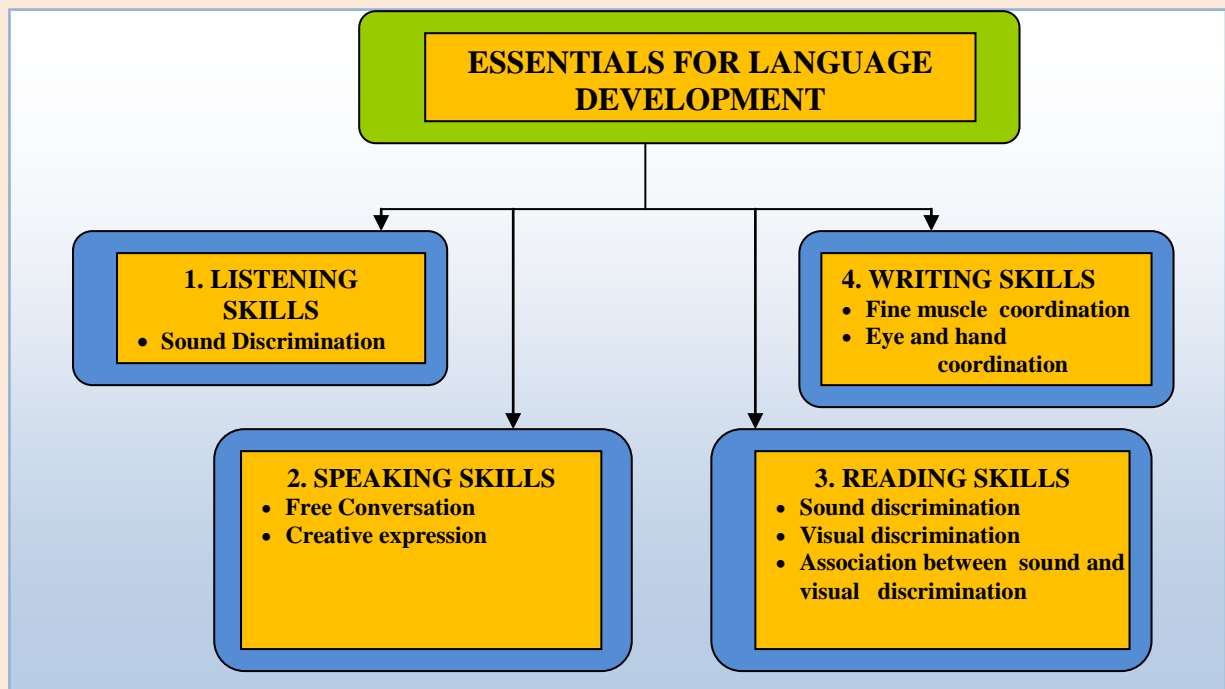
CHAPTER 4

LANGUAGE DEVELOPMENT



LANGUAGE DEVELOPMENT

Although the **first year is really important** for language development in children, major learning continues throughout a child's early years. In their first 12 months, babies develop many of the foundations that underpin speech and language development. For the first three years or so, children understand a lot more than they can say.



Children learn language through



Imitating others

- ❖ Repetition
- ❖ Encouragement
- ❖ Opportunities to listen and speak



- **Acquisition of proper language skills** is only possible if children are given:
 - Healthy Stimulation
 - Opportunity for speaking and listening to good quality conversations.
 - Opportunities by parents, caregivers, and adults and other children
 - Freedom to play and interact with environment – Through Nature walk

- **Games & Exercises for Language Development**

- Story making
- World Building Games (through passing Ball)
- Searching key (sounds through clapping)
- Sound Pattern
- Ludo game for letter perception
- Who am I? (Game)
- Language Game
- Riddles based on plants, anomaly and familiar objects of child)
- Rhyming (using rhyming words)

Activities to Help Your Child Learn About Language

Here are some activities to help your child learn about language. Do them for as long as your child enjoys them. Then add new activities as your child grows older.

3 to 4 years

Provide books in English and in your family's home language.

★ Let your child see him- or herself in books. Choose some books about families like yours and people from your cultural and ethnic group.

★ Have a special place for books, magazines, and other reading materials in the home. Your child should be able to reach books without help in a reading corner and in other places around the home.

★ Help your child to create his or her own "This Is Me" album. Together with your child look at and talk about the family album, photographs, or special memorabilia.



4 to 5 years

Show your child how reading and writing are important in daily life.

★ Point out the print around you and show how it serves a purpose. Watch TV together and talk about books that relate to topics seen on TV.

★ Let your child see you enjoying a book or magazine often.

★ Encourage reading in different places. When you go out with your child, take books for the child to read in the car or on the bus.










5 to 6 years	<p>Make sure that your child has writing materials and places to write.</p> <ul style="list-style-type: none"> ★ Let your child see you write every day. ★ Put writing materials for your child -- paper, pencils, crayons, markers, and chalk -- in an open box on a low shelf so that the child can reach them easily. ★ Talk with your child about his or her writing. ★ If you cannot read the words your child has written, ask your child to read the writing to you. Over time, your child will learn how to write words that others can read. <div data-bbox="710 560 1165 873" data-label="Image"> </div>
---------------------	--



Development of Listening Skills




i. Sound Discrimination/Auditory

Material Method	<p>Picture Cards of familiar animal/birds</p> <ul style="list-style-type: none"> Ask the children to sit in a circle Give the picture cards of child and ask them not to show each other Then ask the children to create the sound of the animal they are having on the picture care and make a group <div data-bbox="603 1276 1276 1590" data-label="Image"> </div> <div data-bbox="678 1590 1348 1915" data-label="Image"> </div>
-------------------------------	--

Activity	Jungle main Mungle
Material	Pictures Cards of familiar animals and birds
Method	<ul style="list-style-type: none"> Ask the children to sit in a circle Then give the picture card of familiar animals/birds to each child and instruct them not to show it to other children Then ask each child one by one to create the sound of the animal/birds they are having on the picture card Ask rest of the children to identify the animal/bird When the children are able to identify the animal/birds/they can be asked to create the sound along with action. Children can also be asked to create sound in rhythm too. i.e. koo, koo and beat of Dhapli Dap, Dap <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Activity	Chinese whisper
Material	Nil
Method	<ul style="list-style-type: none"> Ask the children to sit in a circle The teacher should ask the children to listen carefully The teacher will whisper e.g. Meri Mummy Aachchi hai Thus, the children will also whisper the same if they can feel 
Material	Stick puppet flash card etc related to
Method	<ul style="list-style-type: none"> Narrate simple short stories to children. The themes of the stories should be familiar and of interest to children, (for example, animals, circus, fair, etc.) to motivate them to listen. Use appropriate gestures, facial expression, voice modulation, sounds etc. to hold the interest of the children <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Material	As per local availability (Ball, flower, leaves, seeds etc)
Method	<ul style="list-style-type: none"> Get the children sit in a semi circle. Give each child some simple instruction, for example. "Bring me the ball". "Clap your hands", etc. Once the child has done the action ask all the children what the instruction was and whether the child did it as required or not. It will encourage all the children to listen attentively to the instruction and do the action Tell all the children to clap for the child who does it correctly. 
Activity	Riddles
Material	Nil
Method	<ul style="list-style-type: none"> For each theme some simple one line riddles can be made which the children should be asked to answer, for example, theme on Animals and Birds could have rhymes like "I say Quack, Quack, Quack, Who am I?" I am an animal with a long long trunk. Who am I?" The riddle should include some significant clues, for example, "quack" and "trunk". For each theme two to four line riddles can be prepared, for example, <ul style="list-style-type: none"> a) I am green, green, green I have a red, red, beak I go "tai, tai, tai" Guess who am I?" (Parrot). b) I am an animal who eats grass & carrot lives in a burrow, guess who am I (Rabbit) 

Activity	Captain says
Material	Nil
Method	<ul style="list-style-type: none"> Group games can be played with children to develop alertness and critical listening, for example, "captain says". Let children stand in a circle. The teacher asks the children to do what she instructs only if she prefixes the instruction with "captain Says" for example, She may say "captain says, touch your head" or "Captain says, close your eyes". If she says, close your eyes or "touch your head" only, children should not do anything. Those who still do it are considered "out". Children need to do what is said to do not anything else. 
Activity	Completing the sentence
Material	Nil
Method	<ul style="list-style-type: none"> For critical listening, activities like listening to clues to complete a thought are also useful, for example, "We take the tooth brush, put tooth paste on it and then". Let the children complete the sentence. What we do after it. 

Activity	Spotting the odd verbally
Material	Local material
Method	<ul style="list-style-type: none"> Classification and memory skill activities at the verbal level also develop critical listening, for example. Spot the odd man out: "tiger, dog, apple, cat." "Car, house, bus, scooter". Activities can be given for the 4 – 5 years olds by making the activity a little complex. 
Material	Picture cards, charts etc.
Method	<ul style="list-style-type: none"> Let all children sit in a circle. One child is asked to go out. When he comes in he tells the seated children to guess what he saw outside. The children have to offer clues, for examples, "Is it black thing? Is it a bird? Is it big? Is it sun? etc. The child will answer "Yes" or "No". Once the children are able to guess correctly the next child goes out and the game continues. It encourages item to improve vocabulary and observation skills 
Material	Picture of animal/birds/fruits etc.
Method	<ul style="list-style-type: none"> Let children sit in a circle. The teacher should pin a picture of an animal/bird or any other object on the back of any one child in such a way that the child does not get to know what the picture is. Let him go round the circle showing his back towards children so that they can see the picture. The child with the picture has to now guess what could be the picture about by asking other children for clues, for example, Is it an animal? Is it a bird? Does it cry? if the child gets the correct answer all the children should clap & game continue. 

ii. Free Conversation (Without Chart)

- Free conversation should, as far as possible, be the first activity of the day after 'welcome' and 'prayer'.
- Children have a lot to tell as soon as they come in the morning. They like to share with everyone what happened at home, what they did the previous evening or what they may have seen on the way. This activity provides opportunity to every child to express himself and share his experiences. Once satisfied, the child can settle down to other activities.



- The teacher should only encourage each child to get a chance to speak. Under no conditions should the teacher dominate the conversation. Allow children to speak only.









- While on some days the activity can be left totally "free" on other days the teachers can instruct the children to observe something on their way to the school/centre and talk about that, for example, "observe carefully all that you saw on the way and then tell us".
- Encourage children to use complete sentences and grammatically correct speech by repeating their phrase/sentences in correct form and not by correcting them directly. That will tend to discourage them.



iii. Nature walk

Nature walk provides key experiences to children to improve observational & imaginative skills. They get direct learning experience from the field which they do not get in classroom.

Material Required	Identify tag of children
<p>Method</p>     	<p>1) Go on nature walk 2) Find many things from nature (must be semi flat) 3) Talk about things found in the area. 4) Hang up and enjoy</p> <ul style="list-style-type: none"> Steps in conducting Nature Walk <p>Selection of Place</p> <ul style="list-style-type: none"> Prepare children before hand by conversing with them about where they are going and what they should observe <p>Tasks to be done/things to be observed</p> <ul style="list-style-type: none"> Try to give a specific assignments, for example, look out for and collect leaves/twigs/dry leaves/fallen petals/caterpillars etc. They should be given tiny baskets/plastic bags/small match boxes for collecting. <p>Items to be carry</p> <ul style="list-style-type: none"> Carry a magnifying glass with you if available and let them see leaves, ant hills, etc. through it, in small groups. <p>Things to be collected</p> <ul style="list-style-type: none"> Encourage them to talk about what they are seeing around them. Let them bring back the collected things which can be used for sorting, matching, calcification, creative activities etc. Nature walk is an excellent activity for stimulating language through first hand observation of natural phenomena, for example, changes due to seasons, plant growth, the physical environment, activity of birds and insects, etc. 

iv. Story Telling

- Story telling should, as far as possible, be a daily activity in the preschool programme. (Daily story telling session)
- Stories can be told in a variety of ways: (Methods and material)
 - With picture books/ With puppets (finger, glove, stick puppets, etc.)
 - With story folders /Hangers/Flash Cards/Flannel Board etc

a. Selections of Story

It is important to choose stories which have themes of interest to children, for example, animals, birds, day to day family events, festivals, etc. Stories should be short and in simple language.

a. Seating Arrangements

Seating Arrangement must be appropriate for story telling

- Children should sit close to the AWW in a group in a semi-circle.
- The AWW should sit at a higher level than the children so that they can have good eye contact. (Proper eye contact between AWW and children)
- The teacher must ensure that every child is able to see and hear AWW clearly.



b. How to read to the children effectively?

Get excited Be enthusiastic. Use varying tones in your voice. Let your facial expressions tell the kids the emotions of the story. The children's attention span will be restored if keep them interested.

Let the kids in on the action By stopping at points in the story that "take a turn" and asking the children what they think will happen, you involve them.

Talk about the story: Let them use their imaginations and finish the story on their own.

Discuss how the characters feel or why they do what they do. Have the children express their opinions.

- Take feedback from children in the end. Use simple questions to say different characters.
- Best would be if AWW can dramatize the story.

Let children play a game based on the story and the AWW can dramatize the story too. Give a scene or a situation to the children, for example, railway station or market scene and let them assume different characters and act out the scene.

Puppet play: Let children dramatize a story using finger or rod puppet by them.

Using masks: Let teacher guide children to dramatize the same story using masks of different characters of the story












CREATIVE DRAM

Creative drama means dramatizing a story or event in an informal way with the players (children) creating their own dialogues, as far as possible. Creative Drama is a valuable activity for children because it

- Develops imagination
- Develops independent thinking
- Develops one's own ideas
- Provides an opportunity for cooperation
- Builds special awareness
- Releases emotions
- Develops verbal expression
- Provides a form of recreation



Name of activity		Read Together
Age		3-6 years
Materials		How to organize

	<p>Read to the children. Discuss the illustrations when you're looking at books together. Ask the children to tell you what she sees. Ask her to point out specific items on the page.</p>
<p>Name of activity</p>	<p>Define me</p>
<p>Age</p>	<p>5-6 years</p>
<p>Materials</p>	<p>How to organize</p>
<p>None</p>	<p>Name an object and ask children to tell any one thing about that object one by one. Example. AWW says top, children will reply "it's a toy", "it is made up of wood", we tie a string around it, etc.</p> <div data-bbox="911 645 1153 882" data-label="Image">  </div>
<p>Name of activity</p>	<p>Name the room</p>
<p>Age</p>	<p>3-5 years</p>
<p>Materials</p>	<p>How to organize</p>
<p>None</p>	<p>Ask the children to name all the objects and things that they can see in the room.</p> <div data-bbox="810 1055 1254 1256" data-label="Image">  </div>
<p>Name of activity</p>	<p>Call me up</p>
<p>Age</p>	<p>5-6 years</p>
<p>Materials</p>	<p>How to organize</p>
<p>Cardboard sheets</p> <div data-bbox="196 1400 422 1534" data-label="Image">  </div> <p>Color pens</p> <div data-bbox="295 1568 497 1742" data-label="Image">  </div> <p>Toy phones</p> <div data-bbox="406 1776 598 1951" data-label="Image">  </div>	<p>Cut out a cardboard box to make some strips of 3''*6'' and with help of color pens draw a phone on it. Provide these to two children at a time and ask the children to converse with each other.</p> <div data-bbox="630 1503 940 1677" data-label="Image">  </div> <div data-bbox="1112 1491 1420 1677" data-label="Image">  </div> <div data-bbox="813 1704 1249 1951" data-label="Image">  </div>

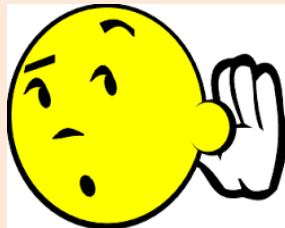
Important Notes for AWWs – Keep in Mind

Reading readiness for children does not mean teaching them the **alphabet**.

- **Motor Control and Coordination:** Children need to get their fine motor and their gross (or large) motor coordination up to par. Fine motor is usually much more connected to reading and writing than large motor, as a child with poor motor coordination will have a very hard time holding a pencil correctly and even following the words on the page.



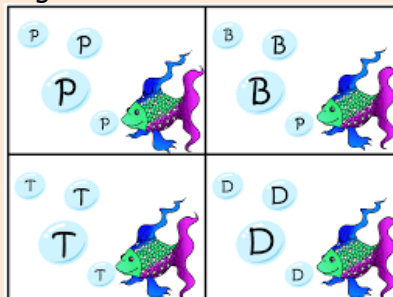
- **Auditory Discrimination:** If a child cannot tell the difference between the sound of a **b** or a **p** he/she will have a hard time when learning to distinguish these letters when reading.



- **Visual Discrimination:** Kids need to be able to see the differences in objects to be able to discern differences in letters.

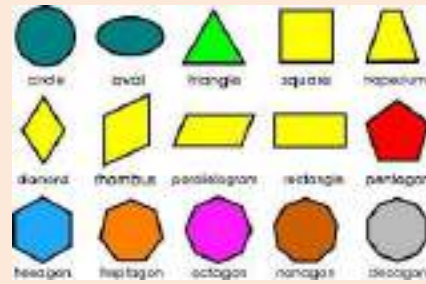


- **Differentiating sound of words:** Children need to be able to differentiate the differences between words like motors and matching or children and chickens. If there is an awareness that children often get these mixed up then we can work on these skills in a natural setting.



- **Hearing first sounds of anything in words:** If the kids can relate actual objects to the first sound it makes then that will make reading more concrete for them.

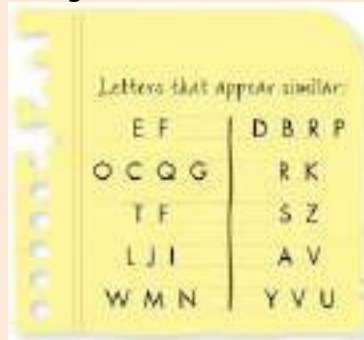
- **Recognizing shapes and sizes:** Always best to do this during and throughout the day as opposed to making a unit out of it. Shapes and sizes are all around us and we can find them all.



- **Attention span/ visual activities games:** Even though attention span usually increases with age.



- **Seeing Relationships and Seeing Likenesses and differences:** Helps them even more when actually learning the letters and sounds that go together.



- **Exposure to Reading and the written word:** It is very important to write a lot with children in clear legible way . You can write many things the children tell you. Their names, stories, store lists etc. Children learn that reading is talk written down and the more exposure to the written word the more they want to read it on their own.



- **Look at Pictures and Tell a Story:** Look at picture books with your child and encourage them to tell you (make up) a story based on the pictures. Every picture

tells a story. Cut out pictures from magazines, newspapers, or junk mail and put them together to tell a story. Ask your child what each picture says to him/her and write a caption using your child's words.

- **Help Child Identifies Other Children by Name**
- **Repeats A Sentence Of 6 - 8 Words**
- **Tell The Meaning Of Simple Words**

While reading a story, stop once in a while and talk about what's happening. As you drive in the car, point to street signs or billboards and ask your child if they know what it means. If they don't know - tell them. Have your child act out or talk about words.



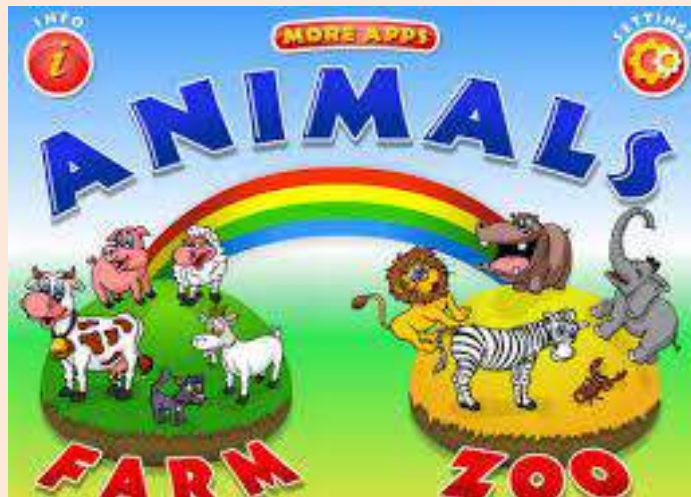
Show Objects & its Functional Use: Talk about tools with your child. Show your child how to use kitchen appliances correctly, and let them use under your guidance. Let your child help with household chores. Show your child the phone, television, camera, computer, remote control and other electronic wonders. Show him/her how they work and let them use it as well with your supervision.

- **Take the First Name of the Child**
- **Pronounces Last Name of Child**

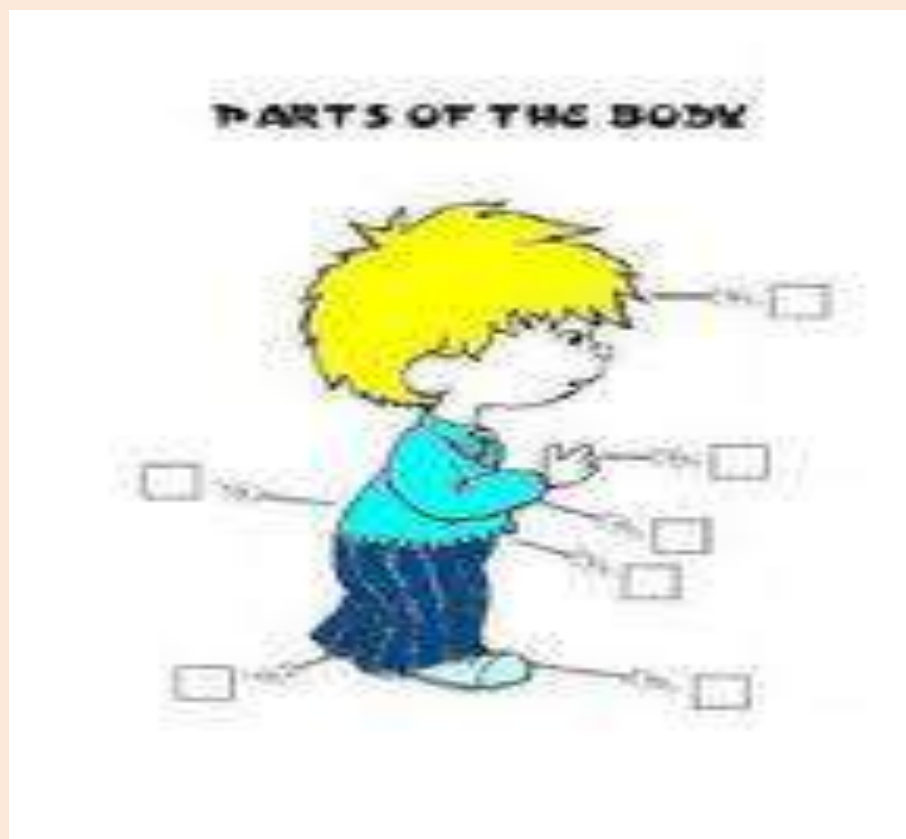
Say your child's name often and have him/her repeat it. Play "The Door Game" -You and your child stand on opposite sides of the door. One person knocks and the other person asks, "Who is there?" Use first and last name when responding to the question. Have your child introduce him/her using their whole name when they meet people.



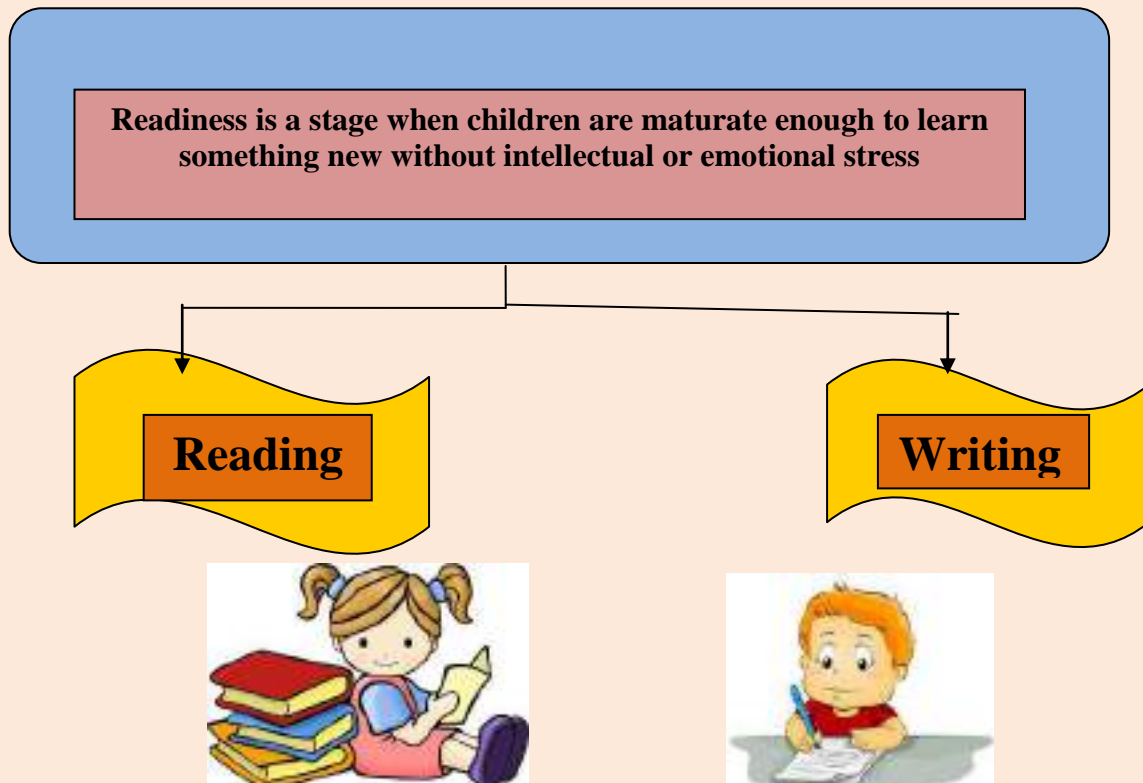
- **Identify Farm and Zoo Animals- Show pictures to Read**



- **Identify Parts of the Body:** Sing: "Head, Shoulders, Knees, and Toes"- Hindi Rhyme. Talk about body parts. Tell your child what everything on his body is called; use proper names. Using proper names for body parts will help the child let you and others know when something is wrong with them. Ask your child what his/her body parts are called.



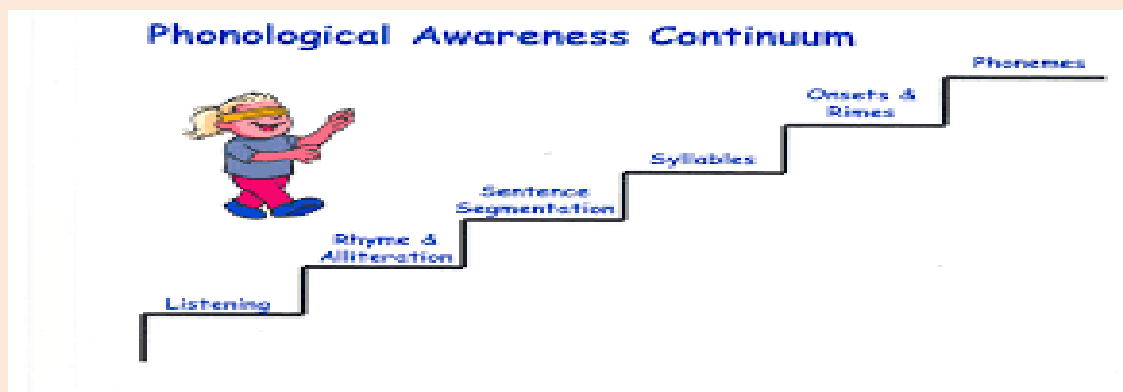
Development of Reading Skills (School Readiness Activity)



It is important to remember that each child is an individual that grows and develops at his or her own pace and in his or her own way. We believe children at this age learn best if the subject is presented in a natural, informal manner, so that they do not feel forced into an activity. You can teach many of these academic skills through daily conversations, activities, and games.

Phonemic Awareness/Phonics

- Identifies and recognizes words beginning with the same sounds. (e.g., balloon, bike, and butterfly all have /b/ at the beginning).
- Blends sounds together to make words. Begins to hear, identify, and make rhyming words (e.g., the cat sits on the mat.). Begins to identify and use initial consonant sounds to read words (e.g.,
- The first sound in sun is /s/.) Begins to use word patterns to read words (_at, _all).



Oral Language/Vocabulary

- Speaks to inform or relates experiences
- Expands word choices to communicate effectively



Comprehension

- Reads emergent reader level text and repeats and understands information from the text and picture



Writing

- Expresses a thought or idea using drawings, letters, or words
- Writes simple sentences
- Spells high frequency words (sight words) correctly
- Writes independently using age appropriate spelling



A. Sound Discrimination : Let the children sit in semi-circle. Ask them to close their eyes for a short

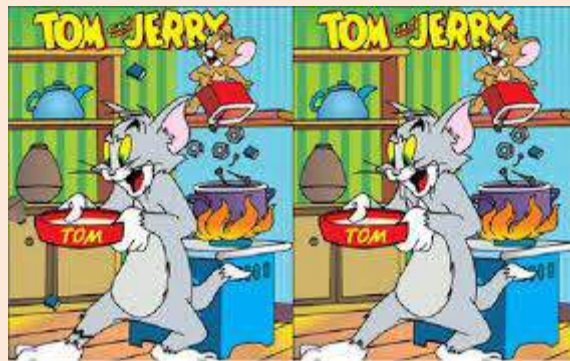
While and listen to the different sounds in the environment via using different instruments or sound books. After a while ask them to open their eyes and describe the sounds that they had heard.

- Similarly, the teacher can play a game with the children in which the children have to think of object within the class with a particular beginning sound, for example, with alphabet B they can say ball, bar etc.
- Towards the final term the children can be given worksheets with pictures of objects starting with different alphabets. Let them color the ones with the same beginning sound in identical colors. E.g. b for blue or black color. Play a game of "rhyming with the children. Let them sit in a semi-circle.
- The AWW can start the game by giving a simple two letters word, for example, Laya. Each child by turn has to give a word that rhymes with this word. For 4 to 5 years old children it is not necessary that the word they give is meaningful since they do not yet have a large enough vocabulary. The important consideration should be that the child should develop sensitivity to sounds of words.
- Children can be asked to play the game of "Antakshari". Let them sit in a semi-circle. One child can start the game by saying a word, for example, "Kal". The next child has to make a word with the last sound of the given word i.e., "I" and so on.
- Two teams can be formed. One team can think of a word and indicate its beginning and end sounds only. The other team can ask for clues and guess the word. If they guess it correctly they get a point and then they get their turn.



B. Activities for Visual Discrimination

- Ask children to match blocks or cards according to shape picture like of name color or shapes picture like D D D C A 3 Square 1 Triangle
- Ask them to sort beads of different colors
- Prepare some strips as follows:-
 - Make one separate card for each strip. Let the children find the picture matching the card in each strip.
 - Make two otherwise identical pictures with only one prominent difference in them. Let the children spot the difference. Take Discrimination strip for this
 - Use dominoes (Pictures, colors, dots) and ask children to arrange these by matching. E.g. Color matching, shape matching and number matching.
 - For 5 to 6 years olds the same activities may be given with an increase in complexity.



C. Activities for Auditory & Visual Association

- Give the children a collection of familiar pictures collected cut from old magazines. Call out any letter, for example. B and let them find pictures of objects beginning with B by listening the sounds of "B".
- Call out a letter in Hindi, for example "DA" children will tell a word based on it and find a picture or object or eatable beginning with the letter "D".

 <p>I like to drink _____</p> <p>A. Horse B. Milk C. Carnival</p>	 <p>I brush my _____</p> <p>A. Peanut B. Baby C. Teeth</p>	 <p>I put my _____ on my feet.</p> <p>A. Shoe B. Dump C. Bottle</p>
 <p>It's a windy day outside, so I'm going to fly my _____</p> <p>A. Knee B. Kite C. Horn</p>	 <p>I heard a knock at the _____</p> <p>A. Door B. Fall C. Tall</p>	 <p>My mom drives a _____</p> <p>A. Sheep B. Doll C. Car</p>

Development of Writing Skills

JOINING DOTS

FORMAL WRITING IN PRESCHOOL

- At the preprimary level, it is not advisable to introduce formal writing since children are at a developmental level when their finger and eye muscles still need strengthening and coordination. They also have specific perceptual difficulties, for example, in:
 - Noticing differences in figures that have transformation from line to curve (e.g. V and U).
 - Noticing differences in letters that are reversed (e.g. M and W).
 - Noticing differences in letters that are rotated (e.g. M and W).
- By primary grades, this problem is much less common.

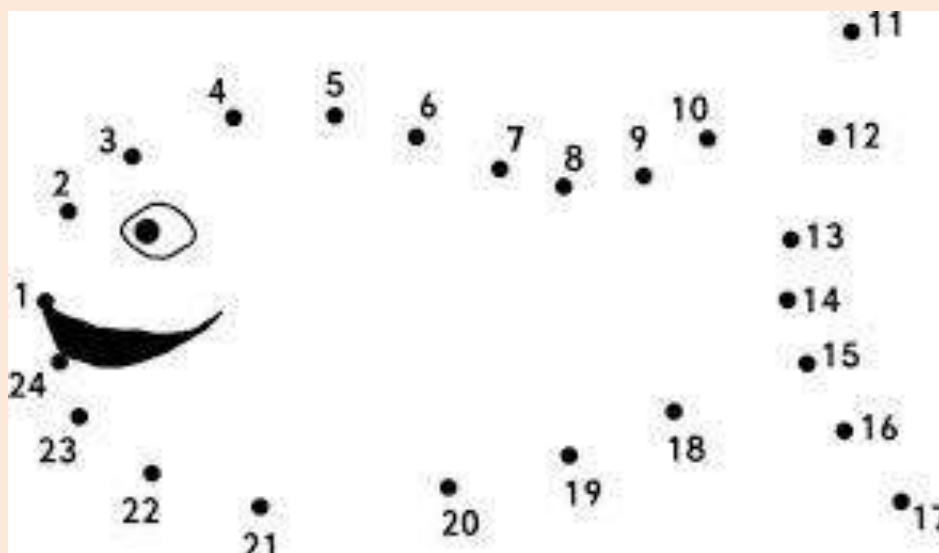


- Child will be able to develop skills of making vertical, horizontal, diagonal lines and copying shapes.

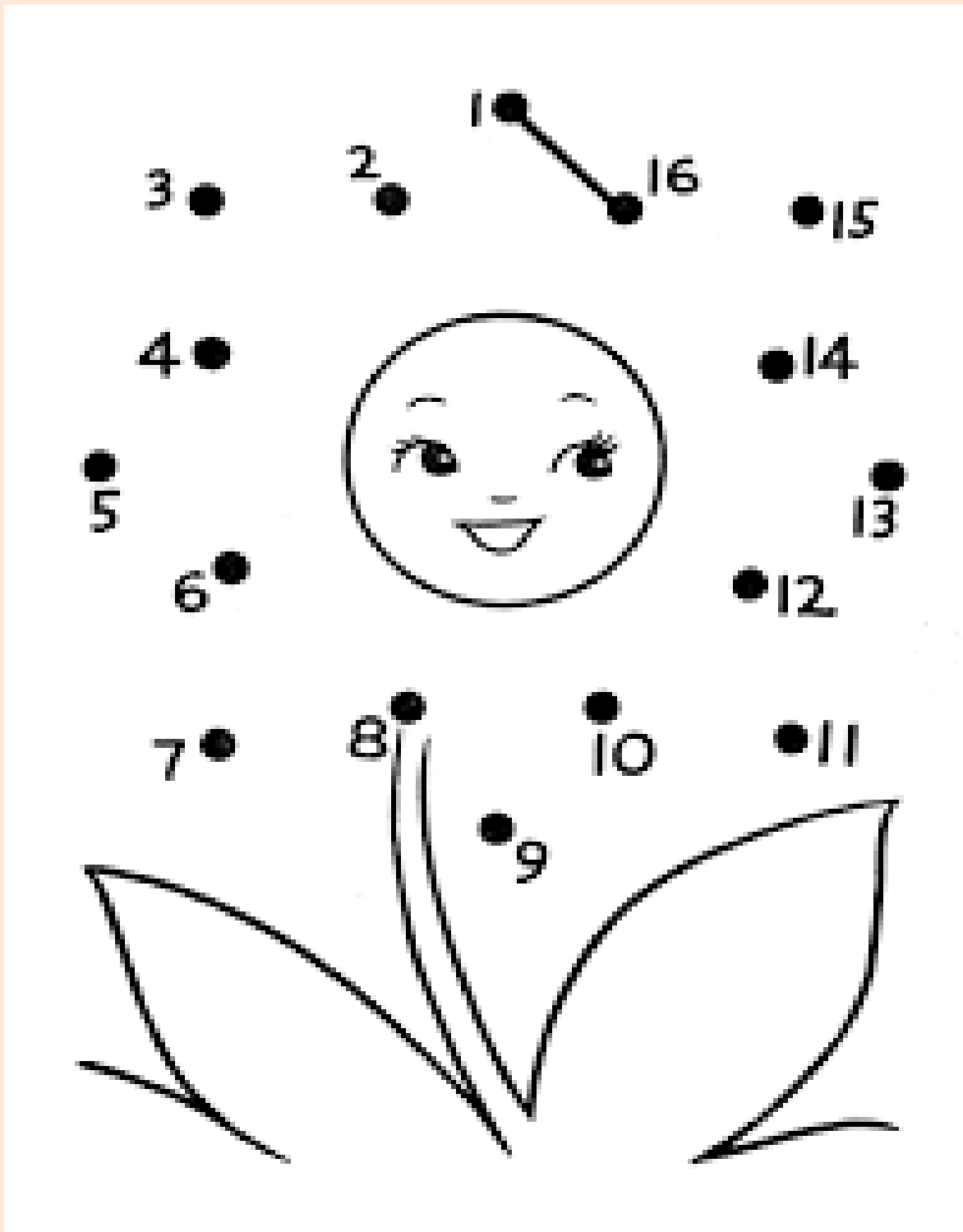
Activity

- Put dots on paper, slate or sand in different shapes or designs and ask children to join them with a crayon, chalk or stick e.g.

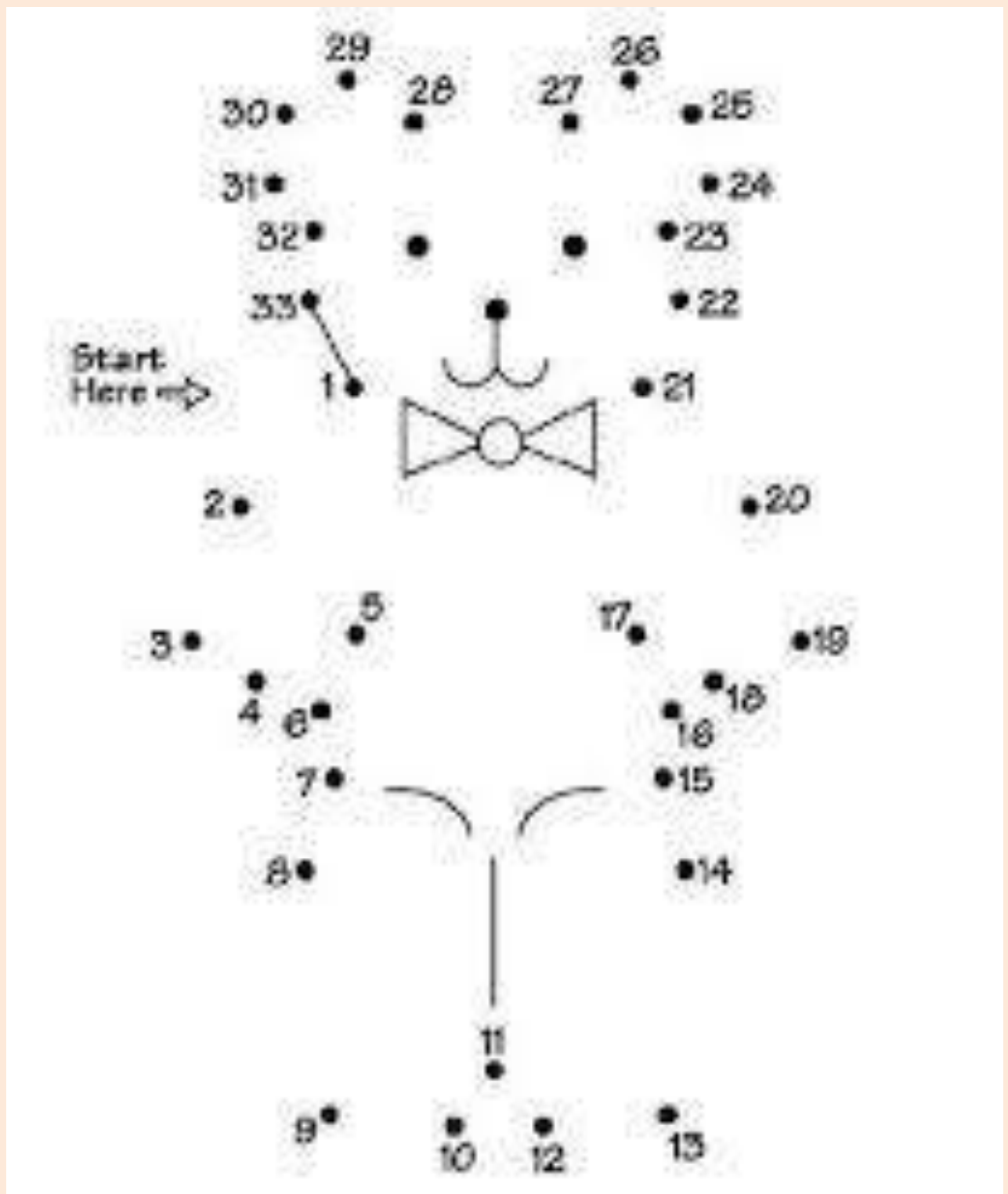
ACTIVITY: JOINING DOTS WORKSHEET



ACTIVITY: JOINING DOTS WORKSHEET



ACTIVITY: JOINING DOTS WORKSHEET



ACTIVITY: JOINING DOTS WORKSHEET



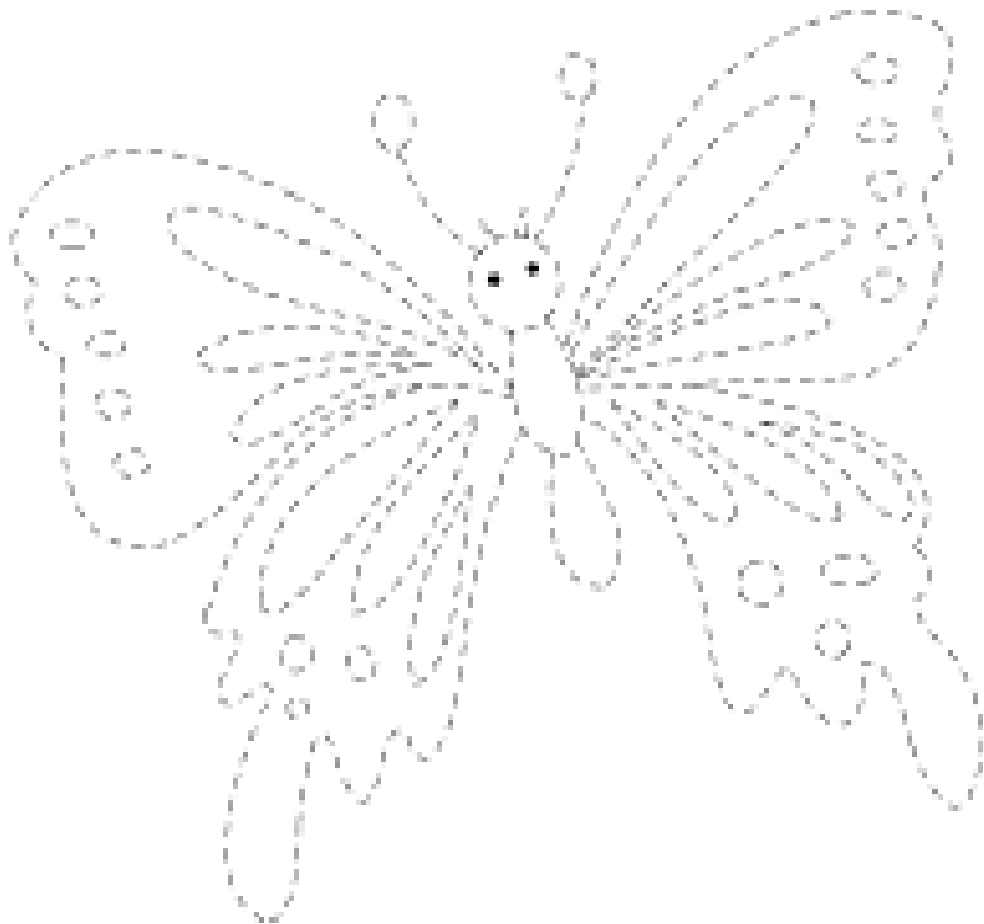
TRACING ACTIVITY

- Should be able to develop skills of making controlled visual motor movements by tracing given shapes.

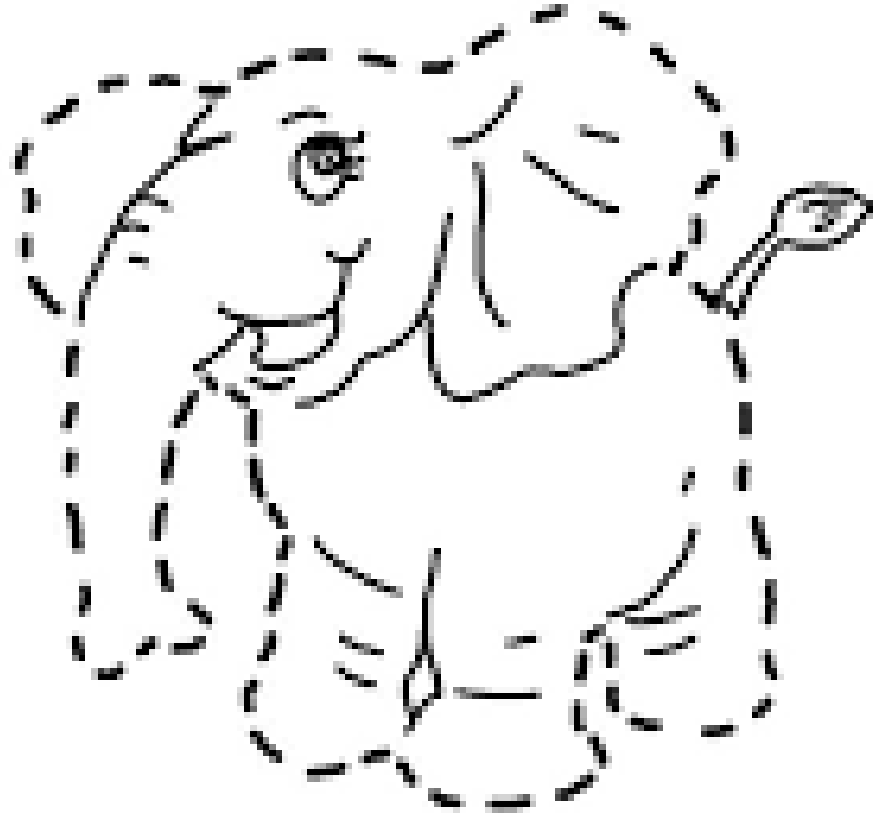
Suggested Activity

- Draw large sized forms such as squares, triangles, circles, alphabets, etc. Ask children to draw over them or trace them.
- Draw incomplete outlines of different forms or shapes and ask the children to complete them. (Continue at least for two weeks).

ACTIVITY: TRACING

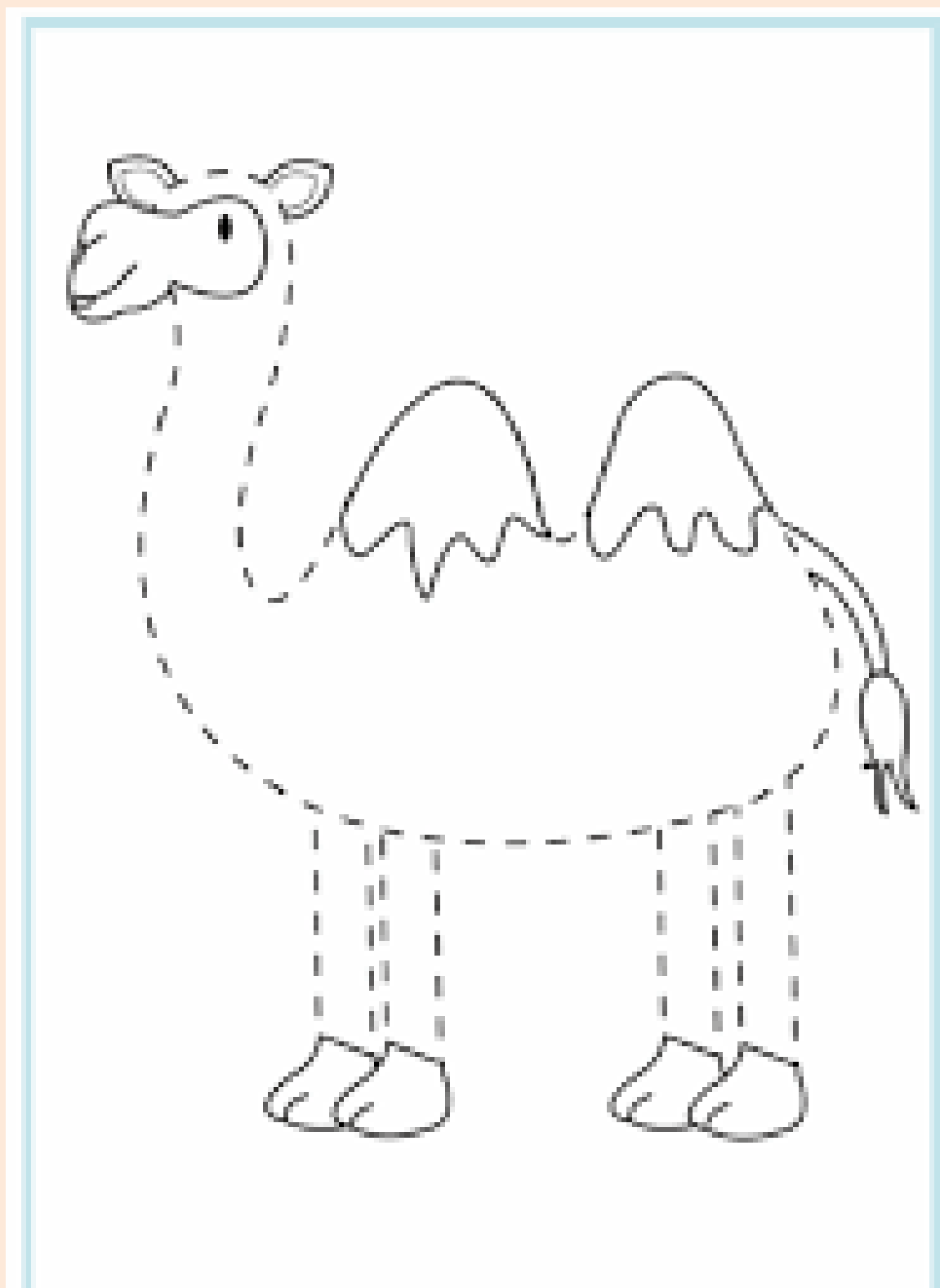


ACTIVITY: TRACING



elephant

ACTIVITY: TRACING



ACTIVITY: TRACING



COPYING FORMS

- Should be able to develop skills of controlled visual motor movements.

Activity

- Draw some shapes like triangle, square, circle on the blackboard or paper and ask the children to copy it in their slate or paper.
- Let children trace imaginary shapes and letters in the air to get familiar with the required movement.
- If available, collect stencil paper/carbon paper from the CDPO's office and give children for copying various forms of objects. Children enjoy and get fun.

ACTIVITY: COPYING

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
Y	Z						

ACTIVITY: COPYING

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

ACTIVITY: COPYING

क क क क

ख ख ख ख

ग ग ग ग

घ घ घ घ

ङ ङ ङ ङ

च च च च

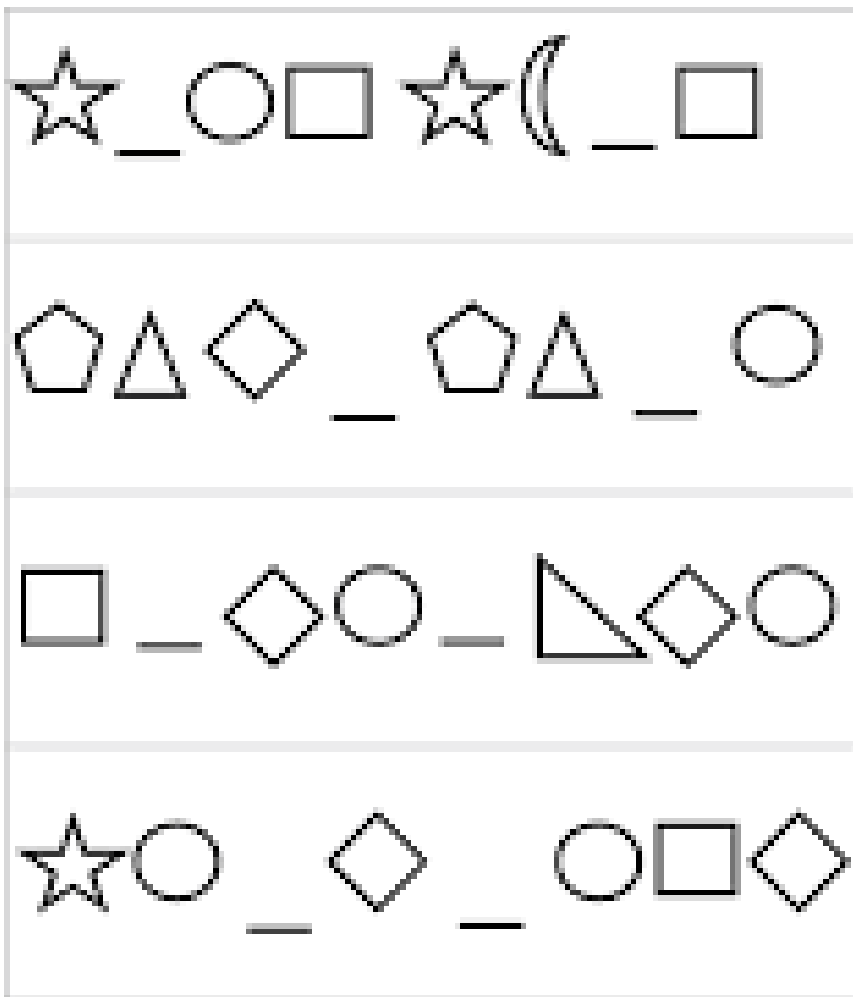
छ छ छ छ

ज ज ज ज

Pattern Making

- Should be able to develop skills of making patterns which are similar to alphabets.
- Draw parallel straight lines on the slate or paper and let children make different pattern.
- Give flowers, pebbles and sticks to make pattern.

ACTIVITY: PATTERN MAKING

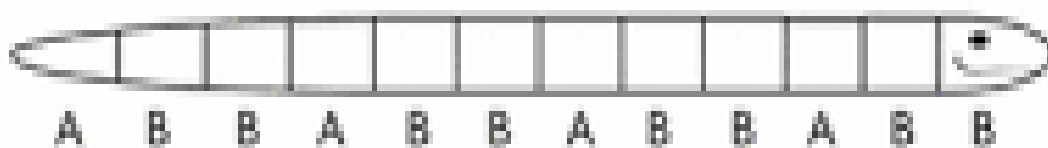
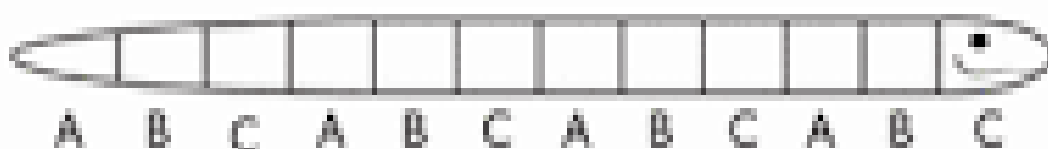
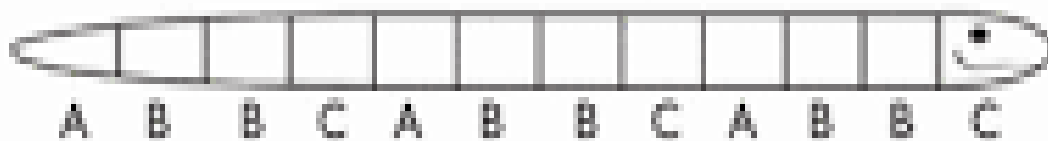
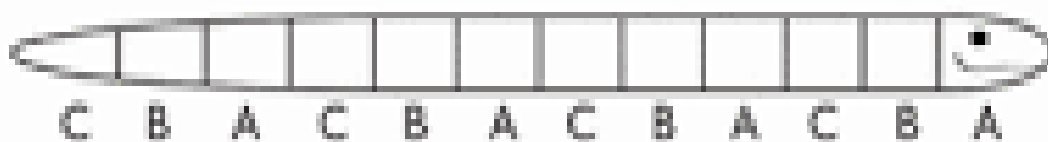
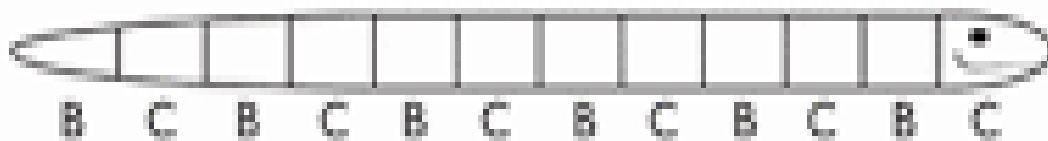
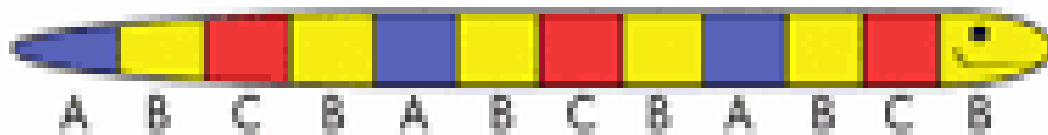


ACTIVITY: PATTERN MAKING

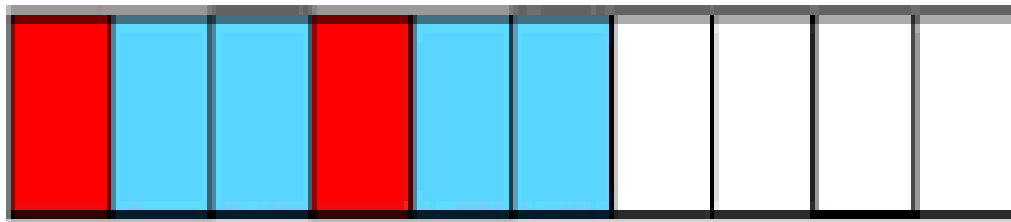
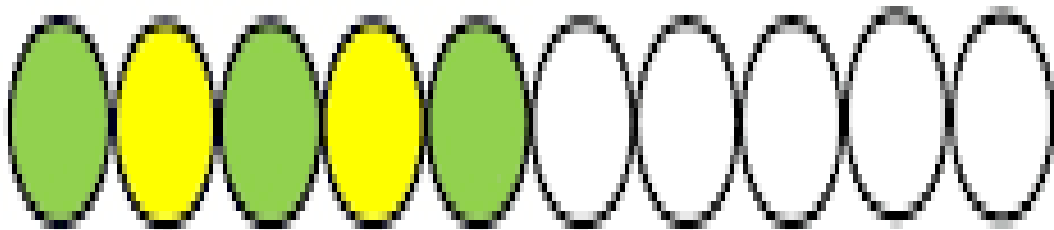
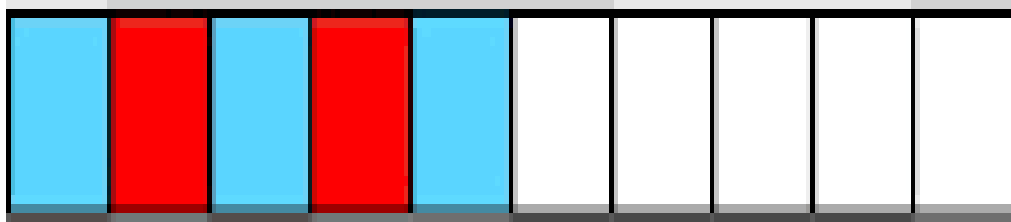
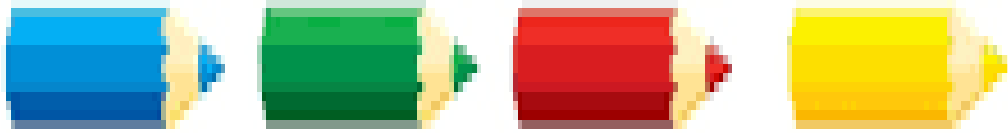
Sneaky Snake Pattern Practice

These sneaky snakes are hiding their patterns until you color them in!

A =  B =  C = 



ACTIVITY: PATTERN MAKING



Some Games for of Listening Skills

Name of the activity	Birds Fly, Who else Fly? (Chdiya Ud)
Material	Nil
Method	<p>Ask the children to stand in semicircle. Explain children that the child who listens carefully can only answer correctly.</p> <ul style="list-style-type: none"> - Children will identify and answer "who are flying object/things and non-flying objects - When the teacher, "Says "Dog, Cat" etc. children respond. If teacher says, a parrot, "eagle" or pigeon" them children should respond "yes" in louder noise. - Let the activity continues and all children get chance to be involved. 
Name of the activity	Body orchestra
Material	Nil
Method	<ul style="list-style-type: none"> • Ask children to do action while singing a song. Collect songs from the local environment and use. • Ask children to play table with claps in a rhythmic manner.   

A. Use Riddles

Two to four line riddles can be prepared, for example,

I look green
I have a red beak
I go "tai, tai, tai"

Guess who am I?"

Ans : (Parrot) more games of riddles

Also, games like:

- Let all children sit in a circle. One child is asked to go out. When he comes in he tells the seated children to guess what he saw outside. The children have to offer clues, for examples, "Is it black thing? Is it a bird? Is it big?, etc. The child answers in "Yes" and "No". Once the children are able to guess correctly the next child goes out and the game continues.
- Let children sit in a circle. The teacher should pin a picture of an animal/bird or any other object on the back of any one child in such a way that the child does not get to know what the picture is. Let him go round the circle with his back towards the children so that they can see the picture. The child with the picture has to now guess what is in the picture by asking the other children for clues, for example,. Is it an animal? Does the child get the correct answer all the children should clap.



CHAPTER 5

DEVELOPMENT OF SCIENCE EXPERIENCE & CREATIVE EXPRESSION



Development of Science Experience& Creative Expression

What is creative development?



Creative development is the development of the ability to make new things, encouraging imaginative thought and familiarizing the child with artistic medium/media of self-expression.



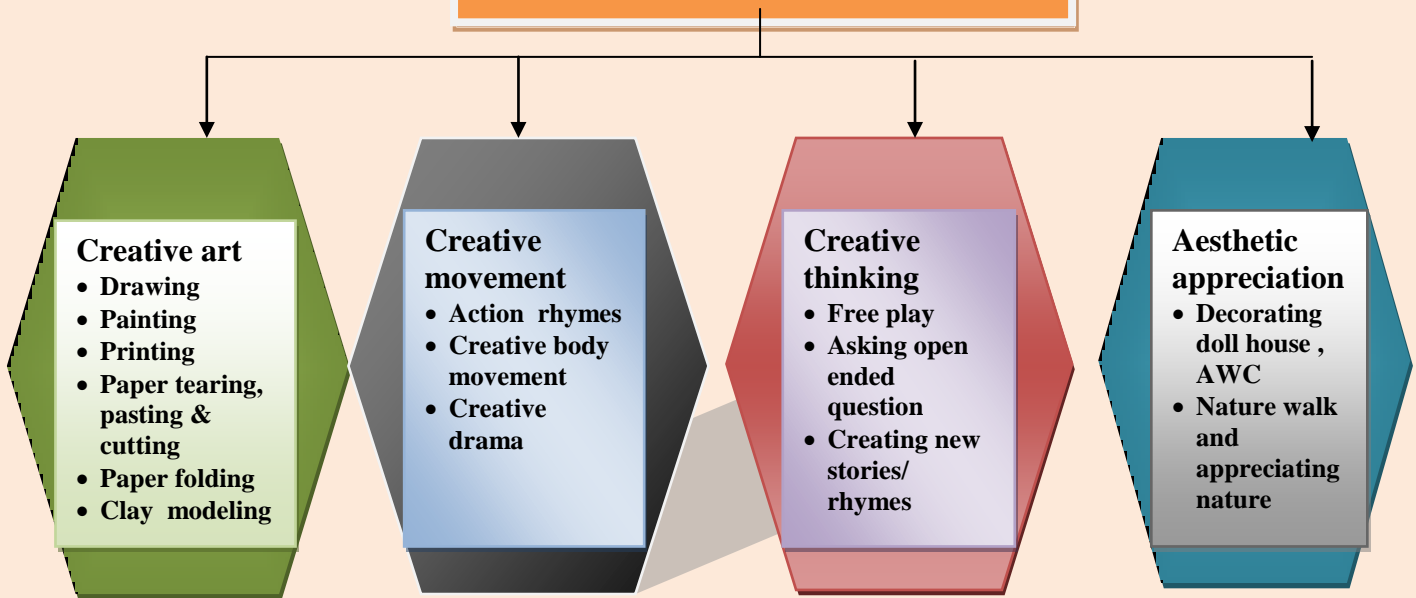
Development of Creative and Aesthetic Appreciation:

- Representing objects, events and ideas in the form of drawing, clay modeling and other art forms
- Develop expression, enjoyment and disposition for music and movement
- Demonstrate creativity and inventiveness with materials

Following points may be kept in mind while dealing with creativity and aesthetic appreciation.

- All children have potential for creativity but in different degree
- Creativity is not identical with intelligence
- Environment is important for nurturing creativity
- Opportunities and facilities for free play particularly dramatic and constructive play foster creativity in children
- Freedom to children is the main medium to promote creative expression.
- Acceptance and appreciation are the main tools to expect creative expression and aesthetic values in children
- Encouraging children for exploration, imagination and curiosity proves vital

MAJOR AREAS OF CREATIVE EXPRESSION



SCIENCE EXPERIENCE


Science helps answer all those questions that kids ask like "why the sky is blue?", and how come the bird flies. science when introduced to children provide them with a new curiosity and outlook for the world around them.



Importance of Science At a glance

- Science involves a lot of communication with other people.
- Science develops patience and perseverance in kids.
- It can help kids form a healthy dose of skepticism.
- Science teaches kids about the world around them.
- Science can spark in kids' minds that they, too, can help solve the world's big problems.



Science Activities for Children

Science Activities with Water	
Materials	A tub full of water, pieces of paper, wood, cork, stones, leaves, cloth empty and filled tins, tumblers, bottle salt, sugar, sand, chalk, poster colors etc.
Method	<ul style="list-style-type: none"> • Make children sit in two semi circles • Keep a tub of water in the centre. Put pieces of stone, cork, wood, leaves cloth, empty and filled tins to show that light things float while heavy things sinks paper and cloth absorb water while stone and tins do not • Take two glasses of water. Dissolve salt/sugar in one and sand in other to show that some things dissolve in water and some do not • Dissolve ink/poster color in a glass of water to show that color of water can be changed • Pour water over a slanting wooden piece to show that water always flows downwards • Pour water from glass to bottle and vice verse to show that water takes the shape of vessel in which it is poured. • If possible show ice, how it into water and when water is boiled it changes into vapor • Children can make paper boats and float in water 
Activities with Plants	
Materials	Three tins or pots filled with soil and seeds of mustard or paddy or wheat
Method	<ul style="list-style-type: none"> ○ Plants seeds in three tins and pots ○ When seedlings sprout and start growing, show its different parts to children and explain how a plant grows. ○ Cover one tin with cardboard box and go watering the plant ○ Do not water the plant in second tin ○ Water the plant in the third tin as well as light by not covering it. • Through tins experiment the children can learn that a plant needs air, light, and water to grow.

		
Activities with Light		
Materials	A candle, tin box, a cardboard with hole in the centre, prism	
Method	<ul style="list-style-type: none"> • Make children sit in semicircles • Light a candle and cover it with a tin box. The candle will extinguish • Explain that air is needed to light candle/fire • Place a cardboard with a hole in front of the flame of candle • Place another cardboard in front of the first cardboard at a little distance • Light from the candle will pass through the hole and reflect on the cardboard. • Place some object in front of the hole. Its shadow will be cast on the other cardboard • Explain to children that light travels in straight line and casts shadows. • Ask children about different Sources of light as sun, moon stars and artificial sources like bulbs, tube lights etc. 	
Activities with Air		
Material Required	Paper	
Method	<ul style="list-style-type: none"> ○ Make children sit in a semicircle ○ Give each child a piece of papers ○ Ask them to tear the paper into small pieces and place them on their palm ○ First ask them to keep their hand away from their face ○ Children will take deep breath and blow it out. The paper will not blow ○ Then ask them to bring their hand near their mouth ○ Ask them to take deep breath and blow it out. All the bits of papers will blow away. 	



Candle Game Science

Material

Candle, glass

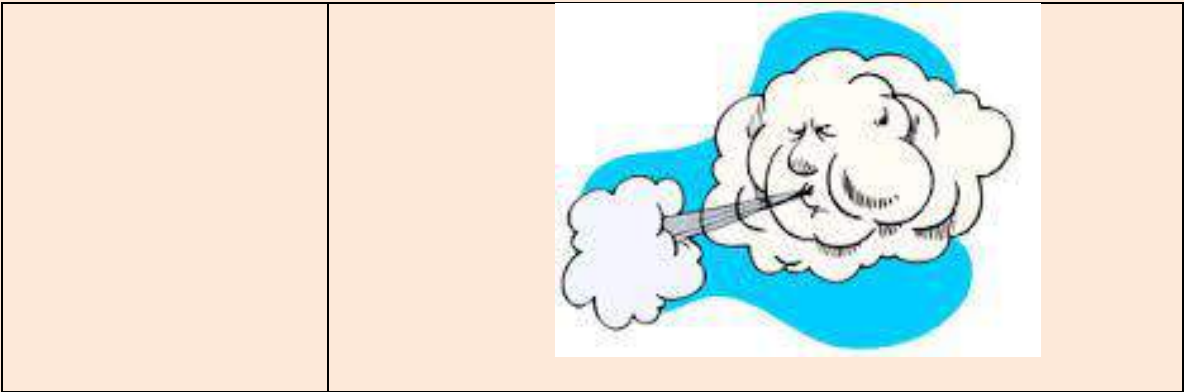
Method

- Divide children into 2 groups. Make children of one sit close to the teacher who sits at slightly higher level. Let other children do some other creative activity.
- Light both candles and fix them firmly on a smooth surface in such a way that children can see them. Ask one child to cover one candle with a glass. Results with children.
- Develops understanding that air is a necessary for burning
- Children becomes aware of air around us and its and impact on Discuss environment



Magic time: Science Exp

- Divide children into two groups; make one group of children sit close to the teacher while the other group is engaged in another activity.
- The teacher should first demonstrate the activity and then children can do it independently. Take a glass of water and cover it with post card or thick paper. Then invert the glass. The water will not flow for some time.
- Helps to understand simple properties of air like "air exerts pressure".



Learning days of the week : How do we (celebrate) Activities each day	
Monday	Maths, English, Science, History, Art, Music, PE, ICT, RE, PSHE
Tuesday	Maths, English, Science, History, Art, Music, PE, ICT, RE, PSHE
Wednesday	Maths, English, Science, History, Art, Music, PE, ICT, RE, PSHE
Thursday	Maths, English, Science, History, Art, Music, PE, ICT, RE, PSHE
Friday	Maths, English, Science, History, Art, Music, PE, ICT, RE, PSHE
Saturday	Maths, English, Science, History, Art, Music, PE, ICT, RE, PSHE
Sunday	Maths, English, Science, History, Art, Music, PE, ICT, RE, PSHE

Each day talk about what day it is and what you will do today. Read the book today is Monday together. Plan the lunch/snack menu together and ask the children to name his/her favorite Monday foods or Tuesday foods, etc. Talk about which day they go to day care and which days they stay home.



Discover while walking

Include walks, park visits and field trips. Anytime you go on a walk, to a park, or on a field trip as a preschool activity, give the children a purpose. Have them look for everything of a certain color or have them find a particular shape along the way. Having a purpose does not mean that anything else they stop to look at is a distraction. May be when you see that they are picking up every rock or touching every bug, You will want to change your focus. Don't criticize from for being children. Allow them some room, but having a purpose gives a little more meaning to your outings.



Comb magic

Divide children in four groups.

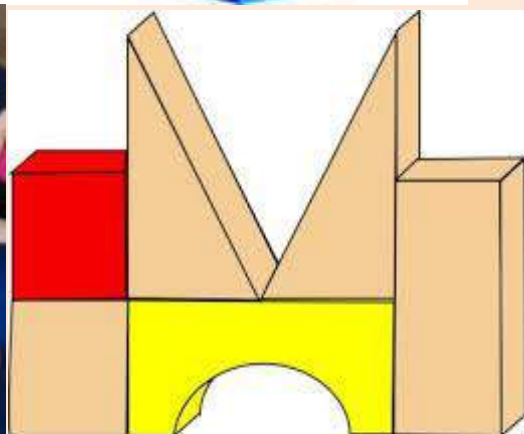
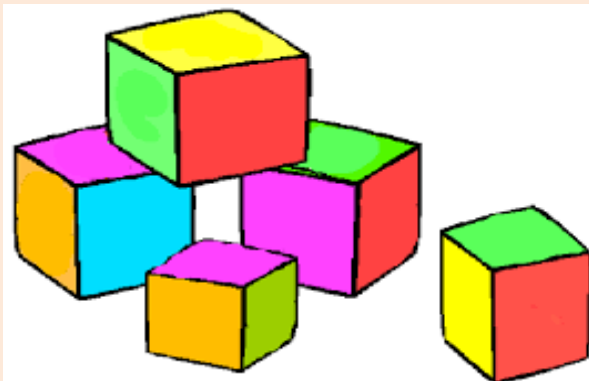
Give a big size comb and arrange cut pieces of waste paper, color paper, wood powder etc. Ask Children to comb their hair and touch the comb with the wood powder or paper

pieces. Children will see the articles clinging comb and enjoy magic.










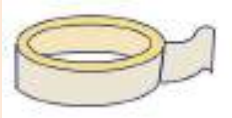


Blocks

Intellectually, block help children learn across many academic subject. Young children develop their vocabularies as they learn to describe sizes, shapes and positing. Preschoolers and kindergarten children develop math skills by grouping, adding, subtracting and eventually multiplying with block. Older children make early experiments with gravity, balance, and geometry.



Name of activity	My family
Age	5-6 years
Materials	How to organize
Empty thread roll	Use empty toilet rolls or small plastic juice bottles to make a family. Draw on faces, stick on paper clothes, and use cotton wool for hair. When you've finished making the family, child could use

 <p>Crayons</p>  <p>Tape</p> 	<p>these new toys to describe a scene at his/her house.</p> 
Name of activity	Jewel shop
Age	4-6 years
Materials	How to organize
<p>Bottle caps</p>  	<p>Collect small plastic lids, patty pan cases and other ‘threadables’ with children. Provide them with plastic or jute string and ask them to make jewellery.</p> 
Name of activity	Building houses
Age	5-6 years
Materials	How to organize
<p>Cardboard box</p>  <p>Crayons</p> 	<p>Get a large cardboard. Seal it from all sides. Cut out some windows and doors on the sides of the box. Give children some crayons and let them draw on bricks, window frames to make a house.</p> 
Name of activity	Home-made binoculars
Age	5-6 years
Materials	How to organize

<p>Elastic band</p>  <p>Empty thread roll</p>  <p>Tape</p> 	<p>Tape two empty thread rolls together. Make two holes at the end of both rolls. Tie an elastic band or thread from both the holes. Head out to the park or back yard and look for birds!</p> 
<p>Name of activity</p>	<p>Dumb charade</p>
<p>Age</p>	<p>5-6 years</p>
<p>Materials</p>	<p>How to organize</p>
<p>None</p>	<p>Ask one child to copy and act like any animal or person. All other children should guess who or which animal that child is.</p> 

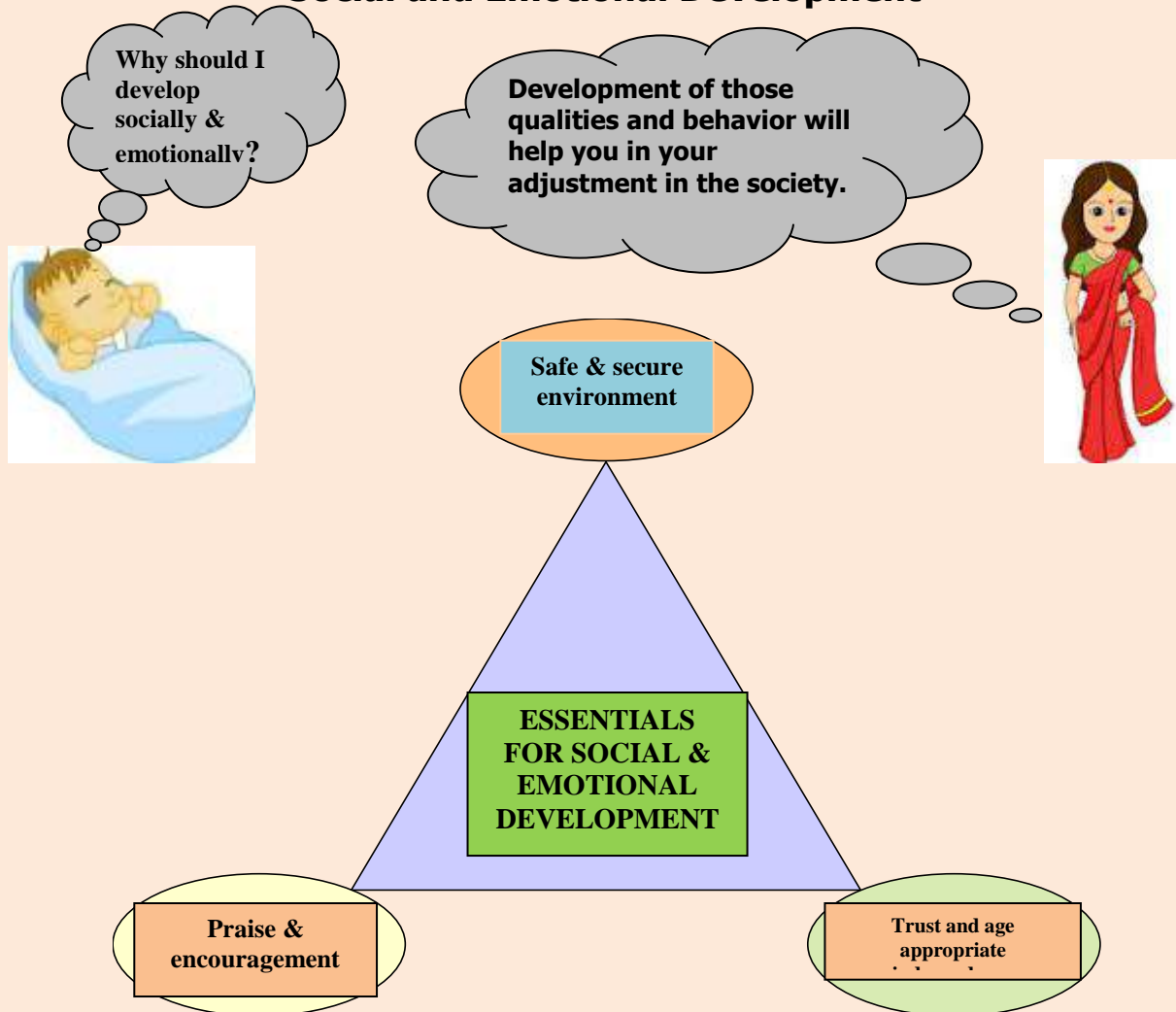


CHAPTER 6

SOCIAL AND EMOTIONAL DEVELOPMENT



Social and Emotional Development



Social and Emotional Development:

- Development of self concept; self control; life skills/ self help skills;
- Develop initiative and curiosity in new experiences and learning
- Developing a sense of independence and autonomy;
- Display awareness of abilities and preferences, appreciates similarities and differences in people and awareness of behaviour and its actions
- Displays relevant and appropriate habit formation, increased attention span, engagement and persistence in daily activities
- Develop interpersonal skills with respect to peers, family, teachers and community
- Display behaviours of cooperation; compassion; social relationships; group interaction; pro- social behaviour; expressing feelings, accepting others feelings.
- Develop the ability to adapt and control emotions

Developmentally “Social skills”, sometimes referred to as “play skills” are just that behaviors used when involved in social and play situation.

- I. Each child is different from other in her/his behaviour, motivation and characteristics.
- Some children are very active, outgoing, independent, explorative, and curious; others may seem shy, passive, dependent and withdrawn.
 - Hence, social development is the development of those characteristics or behaviours that help the Emotional development in a way, provides the base for social development as it has implications for the child’s social behaviour and interactions.
 - Since a child’s socio-emotional development influences the child’s social adjustment and emotional status, it plays a very significant role in child’s overall performances and achievements.
 - A preschool child is generally ego-centric i.e. can only see and feel things from his point of view. He is attention seeking too and not capable of pro-social behaviour like cooperation, sharing, helping etc. It is therefore necessary to help the child progress from egocentrism to socio-centrism i.e. towards planing with others, sharing with others, being with others, communicating in group and getting, gradually socialized.

Children learn by

- *Observation*
- *Imitation*
- *Repetition*
- *Love, praise, encouragement*
- *Enjoyment*

➤ **Examples of good habits and behavior are:**

a) In health and hygiene

- Washing hands before/after eating food
- Clean all parts of the body, nails, and fingers feet
- Keep cloths clean



- Regular toilet habits
- Taking clean drinking water
- Combing hair daily

b) In nutrition

- Eating balanced foods
- Taking food in hygienic condition
- Eating at regular intervals
- Avoiding staple foods and foods kept out side/with flies



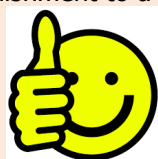
c) In social behaviour



- Speaking politely
- Keeping patience to listen
- waiting for one's turn
- sharing things with other
- Taking part in groups

d) Healthy and desirable attitudes and values

- being kind to others
- lacking to all
- helping each other
- respecting one's feelings and emotions
- Self-confidence building activities
- inculcate values of your own culture
- developing discipline through activities
- avoiding physical punishment to a child



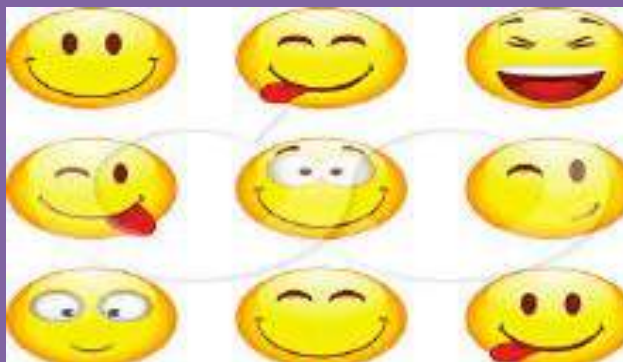
Activities for Social-emotional development

S. No.	Social Development	Emotional Development
1.	Social Awareness Activities Puppet show Safety Family Self	Dressing up
2.	Drama/Role Plays	Creative movements
3.	Celebration of Birthday, festivals, picnics and national holidays	Action songs
4.	Group Games	Water play
5.	Group Feeding	Sand Play
6.	Group Dance	Doll Play
7.	Group Play	Dramatization too
8.	Use of Humour	Home Decoration

9.	Buildings Blocks	Creative Activities
10.	Sharing wait for the Turn	Poojas/Rituals

1.1 Keeping a Sense of Humor/Jokes

Being silly is a great laughing buster! After all having fun is what play is all about. When you find the pressure building during the day do something silly and teach the children how to have a sense of humour.



1.2 Community Helpers

Trips to a farm, bank, post office and the store. Make them understand the way the people in your community interact with each other and help each other. Take this opportunity to discuss with the children what everyone he is doing and how they help each other. Take children to a carpenter, Blacksmith, chowkidar and barber in the village and explain how these people help us.



1.3 Role Play

To help develop social skills such as taking turns and getting along with others, you can organize activities such as playing house (role-playing) or playing games (taking turns). Role playing activities such as mailman or grocery store will help them learn their relationship to their community



1.4 Foster Independence

To foster independence and interest about learning, you can set up activity areas throughout the room and give the children choices throughout the day to follow their own interests get them work with whatever toys or crafts interest them. Activity areas can include art supplies, books, musical instruments, and building blocks, paintings, drawings, puzzle play, Ludo, etc.



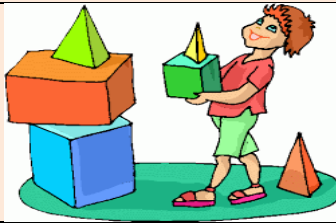
1.5 Resolve conflicts

You should turn to encourage children to talk about their feelings and to resolve conflicts by using their words. Expressing their feelings by declaring, "I'm mad" Or "I'm sad," is an excellent way to start. When they begin to "tattle" on another child, be sure to include both children while you model to them how to "talk it out". Soon they will begin to recognize other children's feeling which is an excellent step towards teaching empathy.



1.6 Staking cups/Blocks play

Blocks help children learn Socially – Blocks encourage children to make friends and cooperate. Large block play may be a young child's first experience playing in a group. While small block play may encourage an older child to work with others in solving problems. Children get good opportunity to be social and understand their own group.



1.7 Food Preparation (In AWC) Group Eating

Preparing meals and snacks together provides an opportunity to model positive interaction with the children. Even helping to clear the table together gives them the chance to "share" a task and presents them with an example of fairness. There is something for everyone to do when meals and provide water to drink. Some children can spread Durries/mat. Some may bring plates/bowls and glasses. In this way, children learn positive relationship.






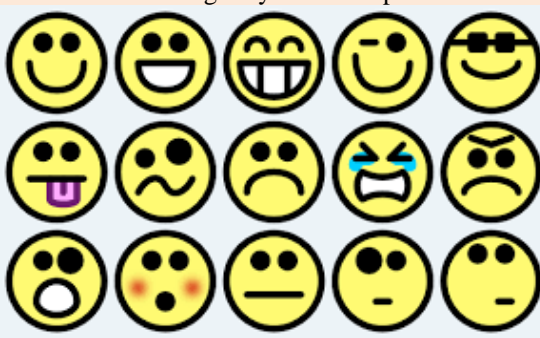



Tooth brushing song

Demonstrate basic brushing to children. Remember to slowly demonstrate brushing on the outside, the inside, and the chewing surfaces of the top and bottom teeth, using short vibrating strokes. After children have a basic understanding of the technique, you can teach the children the following song to the tune of "Here We Go Round the Mulberry Bush." Have them practice the tooth brushing motions holding their toothbrushes out in front of them while singing. Repeat this activity several times prior to having children brush their own teeth.

This is the way we brush our teeth
Brush our teeth, brush our teeth.
This is the way we brush our teeth,
Cleaning top and bottom.
This is the way we brush our teeth
Brush our teeth, brush our teeth.
This is the way we brush our teeth,
Cleaning in and out.
This is the way we brush our teeth
Brush our teeth, brush our teeth.
This is the way we brush our teeth,
Cleaning where we chew.
This is the way we brush our teeth
Brush our teeth, brush our teeth.
This is the way we brush our teeth,
Now we smile all day.



Name of activity	Friendship Scrapbook
Age	5-6 years
Materials	How to organize
 	<p>Create a friendship scrapbook with children and fill it with pictures and lists of favorite toys games, festivals and group activities.</p> 
Name of activity	My emoticon
Age	4-6 years
Materials	How to organize
<p>Crayons</p>  <p>Papers</p> 	<p>Provide children with some papers cut as circles and crayons and ask them to draw different emotions using only the facial parts.</p> 
Name of activity	Role-play
Age	5-6 years
Materials	How to organize
None	<p>One child is asked to play the role of the AWW/AWH while rest of the children and AWW/AWH act as children.</p> 

Games for Socio-emotional Development

- ❖ Find your partner (Cat & Dogs)
- ❖ Find your home (Rabbits & Squirrels)
- ❖ Traffic game
- ❖ Where do you go Mamaji?
- ❖ Wolf & Cats

CHAPTER 7

TEACHING LEARNING MATERIAL



Teaching Learning Material

The use of computers, mobile phones, tabs and other digital technologies continues to rise in early childhood programs, and technology is being used as a tool for improving program quality in many interesting ways. Similarly, mobile phone or a tab can act as one of the important teaching tool. It can be used for various purposes in following ways.

1. The AWW or Supervisor can download various audios and videos for children coming to the AWC and make them listen whenever the time permits. One can download different poems, rhymes, prayers, moral stories and show it to the children. This will not only be interesting but children will also enjoy different graphics and voice modulations. The mobile can be connected to different computers and big screen boards for wider display.
2. She can record or make video of good and innovative ECCE activities at her AWC and can send to her counterparts for their use.
3. These days many activity and learning based apps are available in the play store. These can be downloaded which can enhance the listening and writing skills of the kids.
4. Phones or tabs can be used to capture the children in action, their development milestone, play new songs, email or whatsapp photos of children to their families, and more.

Characteristics of the learning environment

- Is welcoming to children
- Provides enough materials for all the children
- Allows children to find, use, and return materials independently
- Encourages different types of play
- Allows the children to see and easily move through all the areas of the classroom or center.
- Is flexible so children can extend their play by bringing materials from one area to another. Provides materials that reflect the diversity of children's family lives

A: GROSS MOTOR DEVELOPMENT



S. No.	Activities	Teaching Aids	Qty.	Raw Material	Quantity
1.	Throw and Catch a Ball	Paper Ball	1 each	1. Old News Paper 2. Gum Tube 3. Glaze Paper or Old Magazines of sports/film fare	5 Pcs. Each 1 5 Pcs.
2.	Relay Race	--	--	1. Spoon (Plastic)	6
3.	Rhymes & Movements with Musical Chairs	Rattler	1 each	1. Caps of Cold Drinks Bottles 2. Iron Strings 3. Sticks (thick)	100 Pcs. 100 each 1 Pc.
4.	Walking on Rope	Skipping Rope	1 each	1. Rope (thick) 2. Jute	1 Pc.

B. FINE MOTOR DEVELOPMENT

S. No.	Activities	Teaching Aids	Qty.	Raw Material	Quantity
1.	Threading/ Lacing	Lacing Board	1 each	1. Old File Boards 2. Shoes Lace	1 Pc. 1 Pair each
2.	Stringing Beads/ Buds	Beads from clay/buds/ flowers	15 beads each	1. Plastic beads (Big size of different colors) 2. Clay 3. Cotton/plastic string	15 Pcs. 1 Pkt. 1 Mtr.

3.	Tearing and Pasting	Drawing Card Board	1 each	1. Card board 2. Old magazines 3. Gum Tube 4. Small scissors (objects collecting from local environment) Chart Paper	1/2 Pc. 1 Pc. 5 Pcs. 2 Pcs.
4.	Drawing and Coloring	Color Chart	1 each	1. Chart Paper 2. Sketch Pen 3. Gum	1 5 Pcs.
5.	Buttoning	Buttons	1 each	1. Old Cloths 2. Stitch Button/Buttons 3. Needle 4. Thread	1/2 Mtr. 5 Pcs. 1 Pkt. (big) 1 Roll
6.	Clay Modelling	Clay Tray	1 each	1. Plastic Tray 2. Old News paper 3. Clay	1 Pc. 2 Pkt. 3. Pkt.
7.	Toy Making	Stuff toys	1 each	1. Old Sari/cloth 2. Cotton 3. Glaze Paper 4. Old News paper 5. Thread 6. Needle	1/2 Mtr. 100 Gm. 3 Pcs. (red, black) 5 Pcs.
8.	Painting	Paint board	1 each	1. Mount Board 2. Water color 3. Crayons 4. Brush (No.10)	1/2 Mtr. 1 Pkt. 5 Pcs.
9.	Printing	Printing File/Folder	1 each	1. Vegetables 2. Dry leaves 3. Thread 4. White paper 5. Water color 6. Block/thumb 7. Finger	2 (Potatoes, lady finger) 1 Bundle 6 Pcs. Each 1 Pkt. (6 Pcs.)
10.	Paper Folding and Paper Cutting	Craft work	5 each	1. Old magazines 2. Glaze paper 3. Gum	5 Pcs. 3 (red, yellow, green)



II. Teaching Aids for Social Development

S. No	Activities	Teaching Aids	Quantity	Raw Material	Quantity
1.	My Family - Puppet show	Finger Puppets (5) Rod Puppets (5)	5 each	Bukram Cloth Mount Board Wooden Sticks Water Color Gum	½ mit 1 pc. 5 pcs.
2.	My body parts (self)	1. Body chart	1 each	Card Board Gum Sketch Pen White Papers	1 1 1 6
3.	Know our friends	1. Community Helper Chart	1 each	Chart Paper Picture Charts, Community Helpers (Doctors, Teachers, Farmers, Carpenters) Gum	2 4
4.	Traffic	1. Light Post Board using Card Board or Mount Board	1 each	Chart Papers 2. Card Board 3. Picture Chart (Transport) 4. Gum 5. Sketch Pens	1 1 2 1 1Pckt.



Domain : Emotional Development					
1.	Dolls Play/Doll's Marriage	1. Doll's Paper/Cloth etc.	1 set	Card Board Chart Paper Sketch Pens	4 2 1 pckt

				Fevicol	1
2.	Creative Activities Design's Pattern making Painting	1. Craft Board	1 set	Mount Board Chart Paper Glaze Papers (Red,Green, Black) Gum Local Material	1 2 2 each



Suggestive Low Cost /No Cost Multifunctional Teaching Learning Material



Prepare PSE Aids

- Teaching aids provide a stimulus for exploration and thinking with added input of verbal, personal communication with an adult, interaction and discussion arise and these are crucial to real activity based learning.
- Preparing teaching aids is an emotionally, intellectually, aesthetically as the tacitly and professionally rewarding experience. It is act of love and freedom. Appropriate learning materials help children to develop their innate abilities and inner feelings.
- Teaching aids can be prepared out of locally available low cost/no cost indigenous waste material, natural resources and man made items. In order to make the learning interesting the teacher/AWW needs to use proper teaching aids for promoting skills and abilities of children to foster physical, mental and emotional growth of children of preschool education classes and pay more attention to the activities being supported by the use of various learning material (teaching aids, play material and pictures) in the class.
- Activities can be interesting, entertaining, memorable and rich through teaching aid
- AWW uses selected/commonly used multipurpose teaching aids which can be handled by children easily. AWW needs to concentrate those aids to propose which are less time consuming and useful in daily activities in the AWC.

Item. 1	Conversation Chart
----------------	---------------------------

Objectives

To Foster in children

- Language skills
- Concept Development
- Cognitive skills
- Personal Social habits
- Emotional Expression
- Creative Expression
- Imagination

In order to have a good rapport with children AWW can use this chart initially. Also this chart is useful while AWW receives new children in the AWC for initiating interaction. This chart is more useful to the children of shy and aggressive nature.

What You Need

¼ Mount Board / Old File Covers

¼ Card Board / Old File Boards

¼ White Chart Paper

- Picture Charts like Animals, Plants, Transports, Market Place, and Village Scene Ponds/Rivers etc. Collected from old magazines and news papers
- Gum
- Water
- Paint Brush

What You Do (Process)

Take a Mount Board or Card Board and white/colored chart. Cut them as per the size indicated. Paste the chart paper on the Card Board. Paste the pictures collected from magazines old news papers on the Card Board. Do not use human figure/pictures on Card Board. Children do not get much excitement by looking at with human figures ("Uncle, Aunty, Girl, Ladka, Ladki.) It is always useful to use Pictures of Animals, Birds, Forest Scene Plants, Fruits and Vegetables etc. It will encourage child to speak out freely and openly.

Alternative: Mount Board Conversation Chart

AWW can make drawing of village scene, town, market place, forest scene, zoo or post office and color it with water color or crayons. AWW should keep in mind the following while preparing the conversation chart.

- Picture should be familiar
 - Drawing of objects/pictures/figures should be clear and easily readable by the children
- Conversation chart may be shown to children and then kept in a corner to allow all children to see.
- AWW need not point at any object, figure or picture
- Chart needs to be shown at eye level of children

Reading Level	Age	Grade	Years	Months
Beginner	4-5	1	1	1
Intermediate	5-6	2	2	2
Advanced	6-7	3	3	3
Expert	7-8	4	4	4
	8-9	5	5	5
	9-10	6	6	6
	10-11	7	7	7
	11-12	8	8	8
	12-13	9	9	9
	13-14	10	10	10
	14-15	11	11	11
	15-16	12	12	12
	16-17			
	17-18			
	18-19			
	19-20			
	20-21			
	21-22			
	22-23			
	23-24			
	24-25			
	25-26			
	26-27			
	27-28			
	28-29			
	29-30			
	30-31			
	31-32			
	32-33			
	33-34			
	34-35			
	35-36			
	36-37			
	37-38			
	38-39			
	39-40			
	40-41			
	41-42			
	42-43			
	43-44			
	44-45			
	45-46			
	46-47			
	47-48			
	48-49			
	49-50			
	50-51			
	51-52			
	52-53			
	53-54			
	54-55			
	55-56			
	56-57			
	57-58			
	58-59			
	59-60			
	60-61			
	61-62			
	62-63			
	63-64			
	64-65			
	65-66			
	66-67			
	67-68			
	68-69			
	69-70			
	70-71			
	71-72			
	72-73			
	73-74			
	74-75			
	75-76			
	76-77			
	77-78			
	78-79			
	79-80			
	80-81			
	81-82			
	82-83			
	83-84			
	84-85			
	85-86			
	86-87			
	87-88			
	88-89			
	89-90			
	90-91			
	91-92			
	92-93			
	93-94			
	94-95			
	95-96			
	96-97			
	97-98			
	98-99			
	99-100			

Item. 2 Flannel Board

Objectives

To Promote Language skills, creative thinking, imagination, awareness of concepts, acquaintance with environment and confidence

What You Need

1. Collect raw materials as
 - 1/2 Card Board (16"X25)
 - Flannel Cloth or Jute Cloth (19"X27")
 - Bukram/Cloth Strips (1mt.x2")
 - Fevicol (25 gm)
 - Chart Papers (3)
 - Picture Chart(2)
 - Cut-outs from the Moral Story/ Picture charts from the market

What You Do

1. Keep two Mount Boards / Old File Covers stretched as per the specifications given above. Cover one side of the board with Jute cloth or flannel cloth or old shawl piece as required with adhesive (Fevicol) and fold the board in the middle when opened becomes one piece like a book. You can use 1 1/2 mt. Flannel cloth for the activity.
2. **Selection of Cut outs/ Flannel Figures :** The cut outs or flannel figures need to be collected from story charts, old magazines / books on the basis of your selected Story

For example, monkey, crocodile, tree are called the characters. When these characters are cut and stored called cut outs. Collect other cut out like birds, animals, human figures or houses. Paste cotton or sand paper bits on the back of each cut outs/flannel figures with adhesive. Now keep these cut outs in a folder in a sequence as per the sequence of the story

3. **Demonstration & Use**

Flannel Board can be used for the following activities:

1. Story Telling
4. Picture Reading/Conversation
5. Matching and Classification games
6. Finding the pair or partner



Item. 3	Feely Bag (1)
----------------	----------------------

Objectives

To Foster in children

- Sensory skills
- Language Vocabulary & interaction skills
- Imagination
- Self expression
- Concept formation
- Awareness of environments objectives and concepts

What You Need

- Old printed cloth (12"x15") one set
- Thread
- Needle

What you need to do

- Collect a piece of old printed Sari and cut as per the given specification
- Collect a few familiar objects of different shapes and size like leaves, seeds, pen, pencil, coins, chalks, rubber. AWW call one child at a time to initiate the activities. She needs to explain the child about the steps to follow. Allow the child to insert her hand in the bag and make him familiar by touching those objects already lying in the feely bag. AWW may ask the child to speak about the objects one by one about its texture, size and shape.

Use: One child will touch one object inside the feely bag and narrate about the same like its texture, size, shape, AWW needs to probe the child to express more about the object. Finally, the AWW will ask the child to name the object. Then, AWW will take out the object from the feely bag and show to all children whether the child has named correctly or not. If the child fails to name correctly, the AWW may ask others to describe the same. The feely bag can be used in the following way too.

Activities

Feely bag is very interesting and effective teaching aid for the following activities:

1. Free conversation: Child can speak more words, vocabularies, 2-3 line sentences
2. Learning new words and vocabularies
3. Concept Development activities
4. Identification of objects
5. Exploring and imagination
6. Monotony Breaking Activity



Item. 4	Masks – one set
----------------	------------------------

Objectives

To foster in children;

- Emotional and social skills
- Development of verbal expression
- Independent thinking skills
- Leadership and team building
- Imagination
- Concept formation skills

Description

Items to be procured

- Bukram (10" x 12") = 5 pcs
- Chart paper = 2 pcs
- Old Newspaper/Paper = 5 Envelops
- Adhesive (fevicol) = 100 gm
- Water color/ Crayon pencil = 1 pckt
- Elastic band = ½ mitre
- Paint brush = 4-5 pcs (0-5 numbers)

Preparation

Buy ½ meter Buckram and cut into 5 pieces of 10X12 cm size along with chart paper too.

- Take old mask of animals or collect Xerox copy of any animal face masks or draw/trace the face of the animals on the buckram with pencil
- Bring a tea soccer and a glass of water. Mix a little amount of water with water colors you select/choose to your choice.
- You can also prepare local colors adding brick powder, leaves milk and black from ashes.
- Colors the buckram with paint brush or homemade cotton brush. Choose the colors mixture of your own to paint the mask.
- Tie the mask with elastic band or woolen thread on both sides so that it cannot be loosen.

- Collect old paper envelop and draw eyes, nose, mouth, head, teeth with the scrach color pen and tie with elastic band (1.2cm width) use it as a mask for dramatization

Notes:

Normally masks are prepared on Animal faces or fruits and vegetables which become easy for an AWW or helper to prepare. Plastic Masks are also available in the market can be used.

Activities

1. Masks can be used to organise action, songs, dramatize stories, organise group language games and personal hygiene.
2. Masks can be used to creat awareness about environmental object – its merits, demerits etc.



Item. 5 (a)	Puppets (4)
--------------------	--------------------

Puppets (4)

1. Glove Puppets (4)
2. Stick/Red Puppets (4)
3. Finger puppets (5)

Objectives

To foster in children

- Emotional expression
- Oral expression
- Eye hand coordination
- Development of attention span
- Group building
- Fun, humor and recreation
- Creative thinking
- Concept formation
- Aesthetic development

Descriptions

1. Glove puppets
 - 12 X 9 cm printed cloth for one puppet body
 - 4"x4 Plain cloth for one puppet head
 - Thread, color, cotton & needle



2. Finger Puppets:
 - 2.5" x 4.5" cm Bukram for each puppet (5) (use cut pices/left outs of the bukram used for masks)
 - color

- Needle, thread
- fevicol
- Wooden stick/twigs



How to make

1. Glove puppet:
 - Collect 1.2 metre old printed cloths
 - Cut the cloth as per the measurement given i.e.
 - 12x9 (12 cm length plus 9 cm. Width)
 - Each piece of bukram should be made as per the size of five different fingers
 - Color the finger puppet like face of a father, mother, brothers and sisters e.g. my family

Rod puppet:

1. Take a card board and cut it in equal half (1.2)
2. Paste the chart paper with fevicol on the cut card board or mount board
3. Decide the theme, Cut the figures s accordingly
4. Fix the stick in the middle of card board so that it can be held straight like a "pla card"
5. The stick or the rod may be of wooden or old newspaper roll which can be used as stick
6. Now the stick puppet is ready for use.

Activities

These puppets are used mainly for story telling dramatization, action, song, drama or role play or socio-drama



Item. 5 (b)	<i>Puppet with matchbox head and body</i>
--------------------	--

Objectives

1. Vocabulary Development to develop
2. Story telling
3. Dramatization
4. Socialization

Material Required

- Two matchbox lids and one tray
- A broomstick
- Four small shirt buttons
- A small handkerchief or a piece of cloth
- Narrow satin or nylon ribbon
- A face drawn on a card and colored chart paper
- Fevicol, needle and thread

Preparation

- Apply fevicol on the back and long sides of the matchbox tray (Two match boxes)
- Push lid 1 and lid 2 half way over each end of the tray.
Press gently till dry
- Attach the broomstick to the back of the boxes. Use a big needle and strong thread
- Tie of stick or stitch a piece of cloth around the bottom of lid 1. Cut a small opening on each side; so that the ribbon ends come out.
- Attach the ribbon ends to the top of lid 2 to make the arms. Attach the 2 other ribbon pieces to bottom of lid 2 to form the legs.
- Sew buttons at the ends for hands and feet. Paste the face on lid 1.



Item. 6	Jute Story Hanger (1)
----------------	------------------------------

Objectives

- To promote children's
- Language & cognitive skills
- Emotional skills and expression
- Creative thinking
- Imagination
- Aesthetic values
- Healthy habits
- Listening and speaking skills
- Healthy attitude
- Empathy

Descriptions

- Collect Jute cloth (10 " x full width)
- Jute Gunny Bag from the local vendor
- Fevicol – 50 g or Home made maida paste
- Moral story chart (1.2)
- Thread & Needle (one each)

Preparation

AWW has to collect the material from local sources to prepare the the story hanger

1. Take jute cloth from the vegetable vendor cut with scissors (Tailor) 10 Inch width and around 25 inch long (strip)
2. Take half moral story chart and select 4 pictures of animals or human figures.
3. Apply adhesive (festival) on the entire body of the Jute cloth cut earlier (10 x 25 inch)
4. Paste the pictures/figures in a sequence as per the story made e.g. The clever monkey". The arrangement of pictures/figures will be.
 1. Monkey's picture (Top)
 2. Two cats with cake
 3. Weighing scale (TARAJU)

4. Monkey climbing up the tree
Caution: The figures have to be pasted in proper order/in sequence. Missing anyone stage in the order, will create confusion during presentation of the story before children
5. Fold the hanger in equal four folders as per the order i.e. top to bottom. The folding should be carefully made so that no figure is folded in the middle or damaged/scratched.
6. Stitch the handle of hanger now on the top. Hang it in the AWC, use when needed.
7. Story hanger can be made on chart paper also in the same way as in case of Jute Story Hanger. Flannel cloth is expensive but durable.

Activities

AWW can use story hanger for story telling and dramatization of story

Item. 7	A set of dominoes (28) (one set)
----------------	---

Objectives

To promote children's

- Sensory skills
- Vocabulary
- Concept of shapes size, color, number and objects
- By hand coordination

Material Required

Mount Board (1/4)

Glaze Paper

Sketch/color pencils

Office gum or Fevicol

Preparation

1. Collect a mount board (one side is white and another side is color) cut 1/4 of the board. Make 28 small pieces of 4 x 2 cm size.
2. Choose Primary colors from glaze color papers cut and paste on the cards.
3. Sketch the cards with crayons or color pencil
4. Use one side of the card as color domino and other side as number domino
5. Paste color of different size/ shapes like triangle, circle, square, half square etc. 15 cards for colors and numbers and 13 cards for shapes.

Activities

Organise activities with these dominoes such as

1. Matching colors/shapes/numbers/objects
2. Number concept-counting numbers
3. Concept of shape and size- through play
4. Concept of Direction
5. Making patterns like 1-1, 2-1-2, etc.



Item. 8	Puzzles
----------------	----------------

1 Picture puzzle

Objective - To foster children through fun & free play

- *Exploring skills*
- Imagination & creativity
- Language and cognitive skills
- Concept formation
- Social skills
- Manual skills
- Coordination of eye and hand
- Problem solving skills

Description

1. Picture Puzzle
 - 1/5 of a card/mount board
 - Chart paper
 - Picture chart
 - Colors
 - Old Registers Cover/file cover/greeting cards/gift boxes match boxes etc

Method of preparation

1. Prepare a picture puzzle of "an elephant"
2. Collect a mount board and draw a complete picture of elephant and cut into 3-4 pieces as Head, Body, Leg & Tail
3. One-to-one Correspondence
4. Sequencing of different shapes
5. Play & game with dominoes

How to use

This picture puzzle can be used by individual child or 2-4 children in a group

-Child to may see the picture puzzle carefully initially helps the child to combine two pieces of the pictures Head & body. The child will be able to understand how to make the puzzles play. Child will move from simple to complex and easy to difficult. This is way child's learning takes place.

- Provide child the cut pieces of a picture of a fruit e.g. Apple the child to arrange the pieces to complete it. Do not let the child go without completing the puzzles



Item. 9 Match Stick Pattern Cards

Objectives - To develop

- Pre- writing skills
- Eye hand coordination

Material Required

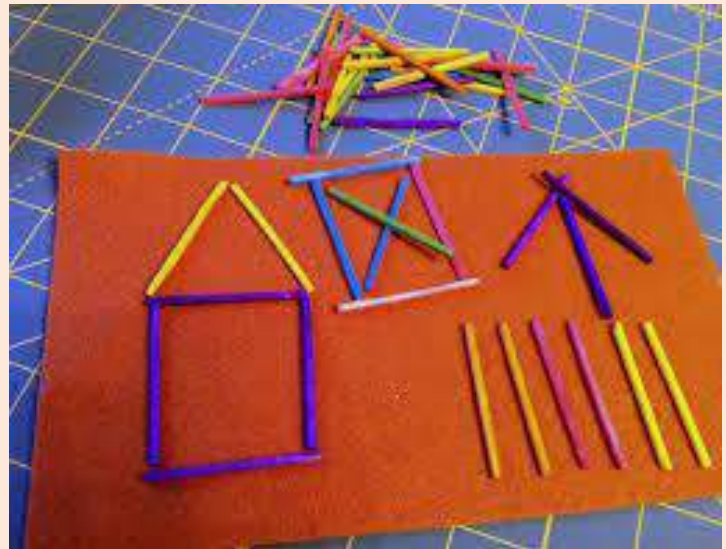
- Pieces of card board strips
- Used match sticks for pasting on the cards
- Collect used matches & boxes wrap the box tops with glaze paper so that they may not get mixed with 'real' match boxes

Preparation

- Cut the cards to a desired size
- Arrange the patterns on the cards with used matches as shown in the picture
- Paste with Fevicol
- Put each in a separate, clear plastic bag, if possible, staple or seal the opening. This set of cards can last four years.

How to use

A child picks up a pattern card of his/her choice and also a decorated matchbox. He/she makes a matching pattern on the table/floor next to the card. Children should also be encouraged to create their own designs and pictures.



Item. 10	Dolls
-----------------	--------------

Objectives to develop

1. Imagination
2. Role play
3. Verbal expression
4. Sense of security and contentment

Preparation

- Cut off the toe part of an old sock
- Turn the sock around and cut it about half way up the centre
- Turn the sock inside out and back stitch along the bottom and centre cut to form the legs. Turn right side out.
- Embroider or paint a face
- Stuff the legs and body with cotton or sponge or rage (sponge is best, because it is more cuddly and washable). Sew up the opening behind the face
- Tightly tie a string around the neck to form the head
- To make the arms, cut the toe of the sock in half
- Turn the two pieces inside-out and do a back-stitch along the long sides. Leaves the end open for stuffing. Turn each piece right side out and stuff them.
- Sew the arms on to the back of the body, just below the head.
- Stitch or paste black wood on the head for the hair and make some clothes for the doll to wear



Item. 11	Classification Cards
-----------------	-----------------------------

Objective

- To foster in children
- Concept of color
- Development of observational skills
- Interest in learning

Material Required

- One card board
- Cut the cards of 3"X3" size of 20 pcs.
- Picture charts of fruits, vegetables, transport, animals etc.
- Alphapet charts/shapes etc

Preparation

Prepare a set of classification cards (20) on Card Board of 3"X3" size each. Collect picture charts of animals, birds, fruits, followers, vegetables on one side and texture, shape, alphabets on the other, Keep in mind cards should be bigger in size and should be familiar picture for the child to understand when use.

Activities

Show the classification cards to children and allow then to get familiar with each card. Tell then to arrange in order like, flowers, birds and animal

- Children should be encouraged to name the object, color, shape and alphabets.
- AWW may explain them by showing these cards about various concept children may be allowed to played learn the concept with fun.



Item. 12 *Flash Cards*

Objectives

To foster in children

- Concept formation
- Language vocabularies
- Awareness of environment
- Interest in learning

Material Required

1. Old file covers
2. Tag or plastic string
3. Fevicol or office gum
4. Picture chart (Big size)
5. Sketch pen/color pen
6. Theme or topic (select as per need)
7. Scissors

Preparation

Cut ten old file covers in "9X12" size

Draw margin of Y2 in on each sides of the cover. File covers are cut in rectangular shape is appreciated

Select picutres or figures of bigger size as per the story or theme

Select a theme or topic e.g. story telling on monkey & crocodile. Pictures of monkey, crocodile, Tree, Pond/River etc needs to be selected or arranged monkey climbing the tree, crocodile swimming in the water, crocodile eating blackberries, monkey sitting on the back of the crocodile, water in the river are the scenes illustrated in the picture needs to be arranged to paste on the one side covers.

The pictures have to be pasted on one side of the file cover and the other side with the stories written. The story may be written in brief and precisely of 4-5 lines. These could be used as talking points for the narrator or AWW.

Tie all the ten covers or flash cards with a big tag a plastic string to bind it spirally. Flash cards can be indexed as 1-10 in order and kept in a separate folder for use.

