

**HANDBOOK
FOR**

Tiny Footprints



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We introduce our new series '**Tiny Footprints**' which is prepared in accordance with the new guidelines by NCERT and followed by other state boards. The important features of this series are:

- ❧ The semester series reduces the burden of our young children from carrying many books.
- ❧ The books have a variety of projects and activities.
- ❧ The English section is equipped with fun activities, rhymes, stories, 'talkabout' pages etc.
- ❧ Phonics is introduced to the children. Learning phonics will help them to read and spell.
- ❧ The stories are value based and the rhymes help to stimulate the children and is at the same time enjoyable.
- ❧ The Maths section includes many activities and routine problems of calculations.
- ❧ The EVS part helps the children identify with their surroundings and immediate environment.
- ❧ The books are equipped with colourful illustrations and attractive layout.
- ❧ Brief notes wherever necessary have been provided for the teacher.

GENERAL GUIDELINES

The teacher can initiate simple conversation using vocabulary or new words. The sessions can be interactive to encourage free exchange of ideas.

English

The Alphabet, stories, songs, rhymes, letter patterns for pre-writing.

Listening: Teacher can read aloud a story. Questions can be asked based on the story.

Reading: Using phonics, three letter words with the vowels a, e, i, o or u can be read.

Writing: The process of writing is crucial to develop language skills. Before commencing writing, give tips or hints to children. Letter patterns should be practised.

Speaking: Fluency is the key to learning the language and is considered more important than accuracy. Give confidence to children by encouraging them to speak freely without correcting them too much. Subtle emphasis should be given to pronunciation without causing undue stress to the children. It should be a natural process of learning. Teaching aids, audio as well as visual may be used.

Mathematics

Numerical activities, formation of numbers through writing, sequencing, shapes, concepts *etc.*

❧ The skills are organized into categories.

❧ Motivate the children through interactive lessons to help them learn some necessary mathematical facts and techniques.

- ☞ Valuable lessons occur when children learn to use mathematics in normal daily activities.

EVS

- ☞ Learning EVS in kindergarten should be fun.
- ☞ A child is taught to work through activities independently and also as a member of small and large groups.
- ☞ The topics should include lessons for children to understand and be aware of their immediate surroundings.

1st Semester

ENGLISH

Page 5

Warm up session. The children are coming back to school after their summer holidays and so this can be an interactive session. The teacher can bring a few toys to class and ask each child to bring a toy to class the next day.

Pages 6 - 7, 10 - 15

The letters of the alphabet can be recalled, recited and also written.

Pages 8 - 9

A short prayer to be grateful for all we have and a story to inculcate the value of truth.

Pages 16 - 18

Small words with the vowels a,e,i,o,u and pictures. Introduce more small words. Let them say the phonic sound for each letter and say the word.

For example : buh-aa-tuh-bat and so on. Phonic drill is very important since it aids reading as they grow older.

Words that sound the same. More words can be given like - say / may / pay, lad / bad / dad and so on.

Pages 19, 35, 39, 45 & 47

Poems

The first two poems are about sheep. One black and the other white. Narrate each poem with action.

As activity children can be asked to stick cotton (white or coloured black) on an outline of sheep.

The other poems can be recited with action.

Pages 20 - 21

Talkabout pages

Talk about each and every item and ask children to name more objects. Encourage them to say it in a sentence.

e.g: That is a tap. This is a TV and so on.

Practice small sentences in class using 'This is' and 'That is'.

Pages 9, 22 & 46

Stories can be narrated and enacted in class. Teacher can give small dialogues or conversations. Let this be a fun session. Ask children to make up their own dialogues.

Pages 23 - 24

The concept of one and many can be taught through various objects, children etc. Once they are thorough with the concept, proceed to the page work.

Pages 25 - 29

'This', 'That', 'These' and 'Those' - The children are already familiar with sentence making using This and That. Teach them the usage of 'These and Those' and help them to form sentences.

Pages 30 - 34

Use of am, are, she, he, it

The teacher can introduce herself - "I am I am your class teacher." Similarly she can ask each child to self introduce. The children can go around shaking hands with their friends saying "Hello! I am You are my friend." Give them simple small sentences and ask them to repeat. For example "We are students. These are chairs. Those are trees. I am a child. I am good. I am your friend" and so on. Since English is not their mother tongue, constant practice is required.

"He is my friend, She is my sister. It is a bag."

Pages 36 - 38

Use of 'a' and 'an'

First teach them the vowels a,e,i,o and u and show them many examples. And then proceed to the use of 'a' and 'an'.

Give more examples of words and make them thorough.

Pages 40 - 44

Use of capital letters and full stop.

Tell children to start a sentence with capital letter and end with a fullstop. Give practice. Make them write sentences.

Also tell them about the use of capital letters for the name of a person or place. As an activity each child can write the names of any two of their friends.

Give more examples and make them thorough.

Pages 48 & 49

Talk about pages

Have a discussion about the picture. Give children an opportunity to talk about their own travel experiences.

Pages 50 - 54

Use of opposites and describing words can be taught with the help of objects and actions. Compare objects for old/new, long/short, big/small etc. Give two opposite words to a pair of children and ask them to act it out. e.g: fast/slow, sit/stand, throw/catch etc.

More describing words can be taught other than those given in the book. e.g: clever, smart, good, clean etc.

MATHS

Pages 57 - 60

The children are already familiar with the words big/small, tall/short, long/short and other such comparisons.

Show more objects in class and ask children to compare. For tall/short ask children to compare their own heights.

Pages 61 - 63

Revision of numbers 1-50.

Page 64

The names of shapes can be recollected with more objects or through activity. Children can be asked to cut out different shapes using child safe scissors.

Pages 65 & 68

Number names. The spelling of each number name can be taught using the phonic sound oh-nuh-eh-ONE.

tuh-wuh-oh- TWO and so on.

Pages 66 & 67

Sorting to enhance their reasoning and observing skills.

Pages 69-77

Various activities for numbers upto 70. Make sure the children can say the numbers 1-70.

Pages 78 - 83

Comparison of objects and numbers. To start with, children can count on their fingers but later on they should progress to 'count at a glance'. This can be done as a class activity. Teacher can hold up objects (pens/ crayons etc.) and ask children to quickly say the number.

Page 84

Number names from one to twenty and twenty one to fifty.

Pages 85 & 86

Numbers before, after and in between can be taught.

Pages 87 - 90

Numbers equal to, smaller than and greater than is taught with symbols.

EVS

Pages 92 - 94

Through activities in class help children to learn the names of their body parts. A fun session where all children participate.

e.g: Open your mouth, touch your forehead, put out your tongue, pull your ear/nose, bend your knee, place your right hand on your stomach and so on.

Page 95

Through an interactive talk, the teacher can discuss about the time the children spend with their family, parents, brother or sister, grandparents etc.

Pages 96 - 98

The importance of cleanliness can be stressed by talking about it. Along with personal hygiene, the importance of keeping our surroundings clean can also be discussed.

Pages 99 - 103

Children can be asked to bring different fruits/ vegetables to class. Pictures and names of more fruits/ vegetables can be discussed in class.

Discuss about washing them before eating. Fruit/vegetable salad can be made. Also discuss the taste, where they grow, how to eat (raw or cooked) etc.

Pages 104 - 109

Teacher can take the children to a garden and show the different parts of a plant. Also show them the various trees they see around. Discuss the importance of trees. Ask them to collect pictures of different trees and stick in a chart or scrap book.

Pages 110 - 116

Names of animals are familiarised with pictures in book, videos, charts. As children are already familiar with comparison, they can very easily differentiate between animals.

Useful animals, food for animals, babies of animals and animal homes are discussed in detail. Also tell them about the importance of treating animals kindly.

2nd Semester

ENGLISH

Page 5

Poems can be enacted. Teacher can bring a toy aeroplane to class. The second poem imparts good manners. Teacher can instil good manners in children by using these words often while talking to the children.

Also initiate conversation where 'Please, Thank you, Sorry, Excuse me' are used.

Pages 6 - 7

Position words are also taught with the help of objects or with the children themselves. On, in, under, near are taught.

Pages 8 - 10

As teacher reads, the children can keep the page open and look at the given pictures.

Children can be asked to perform different actions : As each child eats/dances/sings/hops/skips/jumps etc, the others can say - Neha is eating or Sam is dancing and so on.

More examples - Clapping hands, drawing, reading, writing, sleeping, playing and many such familiar words can be acted out. Sounds made by animals - bark, moo, mew, roar can also be done.

Pages 12- 15

Picture story. Children to keep their books open when teacher reads the story. Enact it in class.

Pages 11, 28 & 42

Narrate each story and act it out. Get the children to enact in class. Give them small conversations and teach them to modulate their voices .

Pages 16 - 19

Asking questions - This can be done as a classroom activity wherein teacher asks questions and children answer orally. 'Yes it is or No it is not.' After this, the teacher can proceed to the writing activity in the book.

Pages 21 & 22

Vocabulary building - More words can be introduced to the children to improve their vocabulary.

Page 20

Sing carols as part of Christmas celebration.

Page 23

Two Little Dicky birds

Teacher can sing this song with actions. Hold out both hands in front with the thumbs up for 'Two little Dicky birds sat upon a wall'. Raise left hand first and then the right hand for 'One named Peter, The other named Paul'. Put one hand behind the back and then the other hand too for - "Fly away Peter, fly away Paul." Now bring first the left hand to the front and then the right hand for the lines - "Come back Peter, Come back Paul." Now ask children to do the same actions while singing the rhyme.

The second poem can be acted out in class.

Pages 24 - 27

Words starting with sh,ch,gr and having ee, oo, tt, and ss.

Teacher to read aloud the words and ask children to repeat after her.

Pages 28 & 42

Teacher can tell the story and then act it out. Later the children can be given roles to act out with emotions

and voice modulation. Give small conversations for the play.

Page 29

Poems

☞ **After a bath:** Revision of parts of the body can be done through this poem. Also tell them about the importance of hygiene.

☞ **Little Miss Muffet:** This can be acted out with expressions - first happy and then scared.

Pages 30 - 33

Use 'a' and 'an' - A revision of usage of 'a' and 'an' with more examples.

Page 34

The genders - he or she is explained with examples.

Pages 35 - 39

Use of his/her, he/she/it is done orally in class or in the form of activities or question and answer sessions. Is this your book? No it is his/her book etc.

Page 40

Children can be taken to a mall in groups. Or else discuss about the mall, the escalator or lifts, shopping areas, parking lot and so on found there.

Page 41

Ask them about traffic lights and what each colour signifies. Sing this rhyme in class.

Pages 43 - 46

The importance of friendship is to be discussed along with sentence formation and simple questions and answers. Use of I, We, You, They are introduced.

Pages 47 - 51

Describing words and action words

More words other than those in the book can be discussed.

Pages 52 & 53

'Talkabout pages' to instil good manners. Teach children the importance of being polite and the use of Hello, Goodbye, Please etc.

Page 54

The poem is also about good manners - wishing good morning and greeting people.

MATHS

Pages 57 & 58

Number names from 31-50 are introduced. Let them read and write.

Revision

Pages 59 - 67

Addition through objects as class activity can precede the book work.

Page 68

Various shapes are taught with many examples and activities.

Pages 69 & 70

Solid shapes are introduced. Bring objects like marble, ball for sphere, Rubik's cube/dice for cube, brick or bar of chocolate for cuboid, cone of an icecream for cone and chalk piece or pen for cylinder and show to the class.

Pages 71 - 82

Numbers upto 100 and number names are taught. Revision of big and small numbers.

Pages 83 - 88

Subtraction can be introduced with objects. Make sure each child participates and that they are thorough with the concept before going on to the book work.

e.g: Place 5 pencils on the desk. Take away 2. How many remain?

Pages 89 - 90

Subtraction with zero can also be introduced through objects. 5 pens on the desk. You do not take away anything. So 5 remain.

Pages 91 - 95

Measurement

Here we compare more than 2 objects to find out the longest and shortest, heaviest and lightest, most and

least. Do this as a class activity and then proceed to the book work.

Have three pencils of different lengths and ask children to pick out the shortest/longest.

EVS

Pages 97 - 99

Water animals and insects

The children can be taken to an aquarium.

Take them out to the garden and show them the various insects - ant, grasshopper, dragonfly, butterfly etc. Mosquitoes, houseflies, cockroaches are found in houses. Talk about each insect. Encourage the children to talk.

Pages 100 - 102

Talk on length about the festivals we celebrate. Talk about how we celebrate each festival.

Page 104

The nursery rhyme 'Traffic Lights' on page 41 can be recited. Discuss road safety and what the colours of the traffic light mean.

Pages 105 - 107

Different vehicles and means of transport can be discussed in detail with pictures, charts etc. Ask each child to bring pictures of one vehicle each for land, air and water transport. Stick them on three different posters.

Page 108

Talk about air. Ask them to hold their noses with their fingers. What do they feel? We need air to breathe. Other uses of air can be discussed.

Page 109 - 111

Importance of water and the sources of water can be discussed. Make a poster of various sources of water and their uses.

Pages 113 - 115

Teacher can bring simple board games like 'Ludo', 'Snake and Ladders' or 'Chinese checkers' and teach the children to play these games.

Talk about outdoor games and their favourite sport and sports person.

Page 116

A small introduction to our country and the symbols can be discussed. They will be studying this topic in detail in the primary classes.

