

Hand book for

**UKG**

**LEAPS AND BOUNDS**



**RAINBOW**  
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*Value Education*

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We introduce our new set of termwise textbooks for the kindergarten - Leaps and bounds. The books help in developing various skills like reasoning and analytical skills, fine motor skills, communication skills, mathematical skills, listening- reading-writing skills, etc.

### **Important features of the books**

1. Comprehensive and complete: covers the prescribed syllabus.
2. Well graded: starts with the basics and proceeds to higher level.
3. Application of knowledge: Reasoning and Analytical Skills - Activities are incorporated to encourage children to apply their knowledge.
4. Fine Motor Skills: motor activity is developed by manipulating small objects, drawing, colouring etc.
5. Big, clear pictures, which are colourful and child friendly hold the interest of the children. They help them to do their work more eagerly.
6. White background: All the pages are white and therefore the pictures are clear. We've avoided coloured pages.
7. Bold prints and adequate spacing.
8. More space to write answers: In pages having activities there is plenty of space, the pictures are bold and clear.

These books are not only child friendly but are also teacher friendly. For schools that have teachers for each subject these books are divided into English, Mathematics and General Knowledge. All these subjects have incorporated integrated topics like songs, creative skills, fine motor skills, analytical skills etc.

Also for schools, which have only one teacher handling all the subjects, these books are very useful as the teacher is guided page by page.

- ❖ Brief notes, wherever necessary, have been provided for the teacher.
- ❖ Initiate simple conversation among the children using vocabulary & introductory grammar.
- ❖ Interactive sessions between children and teacher to encourage open and free talk.

### **How to teach the book**

The teacher has to make sure that the children have their books open on the page being taught. The children should be asked to look at the pictures and say what they see. Next, the teacher can talk about the pictures on the page in general and also ask related questions to make them participate in the discussion. By encouraging the children to give inputs, the teacher can trigger their thinking process.

The teacher need not confine herself strictly to what is given in the book but can elaborate on the themes and make the learning process more interesting.

### **Some topics for English**

The Alphabet, introduction of 3 letter words using phonetics, stories, songs, rhymes, letter patterns for pre-writing.

Reading: Teacher can read aloud a story. Questions can be asked based on the story. Children learn to read simple sentences.

Writing: The process of writing is crucial to develop language skills. Letter patterns should be practiced so that writing skills are perfected.

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 laid on 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.

### **Some topics for Integrated Mathematics**

Numerical activities, number names, analytical skills, sequencing, shapes, concepts etc.

- ❖ The skills are organized into categories.
- ❖ Motivate the children through interactive sessions to help them learn some necessary mathematical facts and techniques.
- ❖ Valuable lessons occur when children learn to use mathematics in normal daily activities.

## Topics for General Knowledge

- ❖ Learning GK should be fun, more so in KG.
- ❖ 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 the world around them as they grow.



### FIRST TERM



#### ENGLISH

Pages 8-10, 12, 14-16, 18-20, 22, 23, 25, 26, 30, 31, 34, 35, 37, 38

Introduction of small words using vowels in the middle like bat, ten, pig, cot, mug. All the five vowels are used in many three letter words.

- ❖ Activities such as -name the pictures, match words with pictures, dictation, fill in the missing letter are given to be done.
- ❖ Children can be taught to draw simple pictures, e.g. bat, mat, van, cap, net, leg, pig, lid, pot, top, cup, sun, nut. All these pictures can be taught using straight lines and simple curves. They can be coloured.

Pages 11, 21, 24, 40

- ❖ **Elephant and the tailor:** Picture of an elephant on each child's worksheet, apply glue and let children sprinkle tea dust on the picture.
- ❖ **Create a story:** Children can be taken to the play area and live demonstration can be shown.
- ❖ **Two Billy goats:** Take a chart paper of size that will encircle a child's finger. Stick it in cylindrical shape. On top stick a small face of a goat. Similarly make a few more for children to use the finger puppets and enact the story.
- ❖ **Create a story:** On the worksheets children can be taught to draw a simple monkey's face and that of a rabbit (similar to cat but with long ears).

Pages 13, 17, 27, 36

Rhymes and songs provide fun and create a lively atmosphere in the classroom.

Pages 28, 29

*Emphasis on new words - on, in*

- ❖ In simple sentences children learn to use the prepositions 'on' and 'in' with objects in the classroom.

Pages 32, 33, 39, 41, 42

- ❖ Children are taught to read and write sentences using the capital letter, full stop, question mark and words such as 'the, this, that, what'.
- ❖ Teacher can point out different objects in the classroom, for example, for a near object she can start the sentence saying 'This is a ..... .' She can point to a distant object using her forefinger and say 'That is a ..... .' After this children themselves can point to different objects and make correct simple sentences.

#### MATHS

Pages 45, 47, 55, 56, 65

*Analytical skills*

Children to use their ability and reason to solve problems.

Page 46, 48, 64, 66

- ❖ Circle, square, triangle.
- ❖ Children can cut out the different shapes at home and bring to school after each lesson is taken. They can also bring to class round, square and triangle shape objects.

Page 49

*Concept of Left and Right*

- ❖ Children can be told that we use the right hand to eat. They can also be made to understand that we read and write from left to right.
- ❖ They can play a simple game of standing in lines and walking from left to right or right to left as the teacher calls out.

Page 52

*Introduction to number names 1-5*

- ❖ Make a set of flash cards with number names on them and another set with numbers on them. Children to match each number to its name.

Page 57

*Concept More than / Less than*

- ❖ Children can measure out water in more/less quantity and tell the teacher the correct answer.
- ❖ Place objects as more/less numbers and children can count and say the correct answer.

Page 58, 62

*Learning to write from 51-100*

- ❖ On wet mud, using sticks children can enjoy writing the numbers in sequence that the teacher calls out. For example, the teacher can say to one child write from 62 to 68 and so on.

### **GENERAL KNOWLEDGE**

Pages 68-72

All these pages are about our body, names of parts of the body, how to use these parts, how to maintain cleanliness of the body and a rhyme to supplement this topic.

- ❖ Children can bring to class all items connected with cleanliness of the body like toothbrush, comb, soap, nail cutter and so on.
- ❖ Simple riddles can be asked on parts of the body, e.g. 'It is on your face. You use it to breathe'. 'You have ten of these on your body'. 'You use it to eat and talk with'.
- ❖ Let each child come to the front of the class. The teacher whispers a body part to him. The child moves that part and the other children to identify the same. (e.g- Teacher says mouth, the child opens and closes his mouth. The others guess the body part.)

Page 73

*My family and myself*

- ❖ Give each child cutouts of five stars. Make a hole at the top of each star. On each star children can paste photos of their family members. The stars can hang one below the other by passing a straight string through the holes. These can be hung up in the class.
- ❖ A family tree can be made.

Page 74

*The sky*

- ❖ Children can be taken out of the class and asked to name what all can be seen in the sky. E.g. clouds, colour of sky, Sun, birds flying across.
- ❖ Similarly ask them to observe the night sky and say what they had seen, in class the next day.

Pages 75 - 78

*Fruits*

- ❖ Each child to bring a fresh fruit to class. Make a fruit salad.

Page 79

*Monsoon*

- ❖ Dramatize the topic by making children hold umbrellas and walk outside in the rain.

Pages 80, 81

*Colours*

- ❖ Provide children with paper cups with a little water in each. Put drops of colour into the water and children can observe and name the different colours.

Page 82

*Garden*

- ❖ Children can be taken to a nearby garden and shown the various types of plants, flowers, butterflies and other small insects.

Page 83

*Days of the week*

- ❖ Children only need to understand the order of the week. Simple questions like 'Which day comes after Tuesday' and so on can be asked.

Pages 84 - 86

*Vegetables*

- ❖ Each child can bring a fresh salad vegetable. Make a vegetable salad in the class. Children can do vegetable prints with lady's finger, potato, onion and carrot.

Pages 5 - 7

*The Vowels*

- ❖ Each child can bring a three letter word picture or pictures and point out the vowel to the others.

Page 9

*Concept Near and Far*

- ❖ With objects available in the classroom the concept of far and near can be explained and taught in detail.
- ❖ Children can be asked to make simple sentences using 'this, the and that'. In this, children can refresh on their previous lessons.

Pages 10, 21, 33

- ❖ **The foolish monkeys:** A worksheet for colouring can be given.
- ❖ **The cat and the goat:** Use simple brown covers. Paint or stick sequins for the features on the face and make hand puppets of a cat, a goat and dog. Children to wear these and enact the story.
- ❖ **Create a story:** For this story each child can give their own name for the child and the dog in the narrative.

Pages 12, 24, 34

Rhymes and songs

Pages 13 - 15

*Concept of On and In*

- ❖ This can be reviewed by giving more examples.

Pages 16, 17

*Concept of On and Under*

- ❖ A new word 'under' is introduced. The teacher can use objects in the classroom to make children understand the usage of the word.

Pages 19, 22

- ❖ The word 'and' is being taught as usage in a sentence. The teacher can give many examples and ask children to make simple sentences using 'and'.

Pages 23, 25, 26

*Singular and Plural*

- ❖ The concept of one and many can be taught with objects in the classroom like pencils, pencil boxes, pieces of chalk, books etc.
- ❖ The children have to be told that in many forms of Plural the letter 's' is to be added.

Page 27

*'That is', 'Those are'*

- ❖ The usage of 'is' and 'are' is introduced. The teacher can place various objects and ask children to use 'is' and 'are' in sentences using words already learnt 'this, that, these and those'.

Page 32

*Concept Before and After is introduced.*

- ❖ The teacher can explain with more examples. Once this concept is made clear to the children the same is introduced in mathematics, wherein the children learn to recognize the numbers that come before and after.

## MATHEMATICS

Pages 37, 40, 47, 51

*Addition*

- ❖ Teacher can use various objects, add and show children how the number increases.
- ❖ On the blackboard specified number of pictures can be drawn and below each picture the number can be shown.
- ❖ Number flash cards can be shown for addition. Explanation of how one number should be kept in the mind and add the second number to get an answer.

Page 41, 44

- ❖ Concept Long and Short - objects can be shown for children to identify.
- ❖ Concept Bigger and Smaller - objects can be shown for children to identify.

Pages 42, 43

*Number names 11-15*

- ❖ Make a set of flash cards with number names on them and another set with numbers on them. Children to match each number to its name.

Pages 49, 50

*Counting in Tens*

- ❖ The concept of tens (10 ones make a 10) is explained here. Children can be asked to count the number of marbles in each jar and subsequently to count each jar and say 2 tens make twenty and then write the number 20 and so on.
- ❖ With the chalk write out on the class floor 10,20,30,40 etc (not in order). Children to jump from one number to another in the correct order.

Pages 53, 54, 56

*Number names 21-50*

- ❖ Practice writing on the blackboard.

Page 58

*Concept Before and After with numbers*

- ❖ Children learn to recognize the numbers that come before and after.

Page 59

*New shapes - Rectangle, Semicircle, Diamond*

- ❖ Children can cut out the different shapes at home and bring to school after each lesson is taken. They can also bring to class objects of the above shapes.

## GENERAL KNOWLEDGE

Pages 61 - 64

*Domestic Animals*

- ❖ Children to bring pictures of various domestic animals to class. Teacher can show the pictures and explain each animal - home, food, young ones, how it is useful to us etc. On a chart paper, stick all these pictures and create a farm.

Pages 65 - 67

*Buildings*

- ❖ Children can bring pictures of various types of buildings.
- ❖ Teacher can bring to class and show bricks, cement, stone, wood, glass, straw etc. and explain how different houses are made with these materials. Can also be assisted by pictures.

Page 68

*Hospital with related Rhyme*

- ❖ Items used in a hospital can be brought to the class. Doctor's toy set can be used.

Pages 69 - 72

*Wild Animals*

- ❖ Children to bring pictures of various wild animals to class. Teacher can show the pictures and explain each animal - their habitat, source of food, young ones etc. On a chart paper stick all these pictures and create a forest with cutout of trees.

Pages 73 - 76

*Flowers*

- ❖ Each child to bring any one type of flower to class. On each child's worksheet flowers can be stuck and a garden created.
- ❖ Perfume with jasmine fragrance to be brought for children to smell. Other fragrances can also be brought and children can be asked to smell.

Pages 77, 78

*Months of the year*

- ❖ Show a calendar and show the months and explain that seasons are relevant to the month.

- ❖ Teacher can ask simple questions - when does Christmas come, when do we start the new class every year etc.

Pages 79, 80

*Diwali*

- ❖ Activity in the book.

Page 80

*Sense of touch*

- ❖ Children to touch rough, smooth, hard and soft objects and they should be able to say how each touch feels. Warm and cold water can also be used.

Page 81

*Park*

- ❖ Ask children to bring grass, small leaves and small flowers and make the garden or park by sticking them on a chart. Slides, swings and other play areas can be drawn and coloured.

Pages 82, 83

*Water Animals*

- ❖ Organize a trip to an aquarium and show the children the varieties of water life.
- ❖ Take a stencil of an octopus and with a used shaving brush children can paint in the gap.

Draw the outline of a whale. Give children small pieces of black crepe paper. These should be crumbled into small balls. Apply glue on the pictures and children to stick these balls.

Page 84

*Christmas*

- ❖ A small plant can be decorated by the children and made to look like a Christmas tree.
- ❖ Cut 3 or 4 green triangles of different sizes. Stick the biggest triangle at the bottom and next sized above that and the smallest on top. Draw a brown trunk at the bottom of the last triangle. Decorate the tree with stars, sequins, stickers etc.

Page 85

*Winter*

- ❖ Children can be asked to bring different winter clothing to show to each other.
- ❖ An igloo can be made with cotton on a work sheet.



### THIRD TERM



### ENGLISH

Page 5

*'Where'*

- ❖ Introduce the word where and ask many questions. Children to answer in complete sentences.

Pages 8, 11, 35

Songs

Pages 9, 18, 33

- ❖ **The shepherd boy:** Collage work - Take a blue chart paper and on it stick cutouts of trees and many goats. A picture of a boy from a magazine can be pasted.
- ❖ **The foolish milkmaid:** Draw or fingerprint many chicks. Below each chick stick broken egg shell to show the chick has just emerged from the egg.
- ❖ **The free coconut:** Children can be taught to draw a coconut tree, i.e. two straight lines for the trunk and lot of curved lines for the leaves. Circles can be drawn below the leaves to indicate coconuts.

Page 10

*'When'*

- ❖ Introduce the word when and ask many questions. Children to answer in complete sentences.

Page 12

*'I am'*

- ❖ Each child to frame a sentence using the words 'I am'.

Page 14

*'Myself'*

- ❖ Here children can talk about themselves and their families.

Page 16

*Opposites*

- ❖ While teaching opposite words children should recall words learnt earlier - near, far, before, after, tall, short etc.

Pages 19, 20

*Has and Have*

- ❖ Children are made to understand how 'has' and 'have' can be used in sentences.

Pages 21, 22

*Simple Pronouns*

- ❖ Children are made to understand how 'my, your, he, his, she, her' can be used in sentences.

Pages 23-25

*Concept Behind and In front of*

- ❖ Ask children to form a line as in a queue and ask them to say who is in front of or behind each one of them. They should form full sentences like 'Rahul is in front of me. Rekha is behind me'.

Pages 27, 28

*'Is this' 'Is that'*

- ❖ Each question is read out and children can point to the answer in the book and read aloud.

Pages 29, 30

*'Who is' 'Who are'*

- ❖ The questions 'Who is' and 'Who are' are introduced here. As teacher reads each question and answer, the children are to put their finger on each word. This is an activity to help children recognise the words and to read on their own later on.

Page 31

*'our' 'their'*

- ❖ This concept is explained in class through activities. The teacher can divide the class into 2 groups and give a few objects to each group. One group says This is our desk, That is their chart etc.

Page 32

*'Which', 'Whose'*

- ❖ Here again while teacher reads each question and answer the children put their finger on each word. The concept 'which, whose' can be made stronger with more oral questions and children can be encouraged to answer.

Which is your chair?

Whose water bottle is that?

## MATHEMATICS

Pages 38 - 40

*Greater than, Lesser than, In between*

- ❖ The symbols  $>$  and  $<$  is introduced. Make sure the children understand the symbols well before doing the exercises using them. The concept 'in between' can be explained using objects in the classroom. Help children recall 'before' and 'after' while doing this.

Page 43

*Introduce Zero in Addition*

- ❖ Tell children that 'zero' means nothing. When you add zero to a number the total remains the same.

Pages 49 - 51, 55, 56

*Subtraction*

- ❖ Give children some simple objects and reinforce the concept of subtraction.

Pages 53, 54

*Time*

- ❖ Show a clock, move the hands. Explain about the small and big hand and how the time can be adjusted and the place where the battery is inserted.



Pages 59, 60, 64

*Ascending Order, Descending Order*

- ❖ Explain the concept of 'small to big' and 'big to small' to make children understand ascend means 'to go up' and descend means 'to go down'.

Page 63

*Indian Currency*

- ❖ Talk about money (paper and coins). The teacher can bring the money and have pretend play of a market place.

### **GENERAL KNOWLEDGE**

Pages 67 - 70

*Modes of Transport*

- ❖ Give children circles and triangles of various colours and sizes. On a chart paper let them paste the shapes together and make a train, van etc.

Pages 71, 82, 88

Songs - The songs are related of the topics taught.

Pages 73 - 75

*Living and Non living things*

- ❖ Children can bring any number of pictures to class (of anything table, tree, house, man, car etc). In class let children sit in a circle with the teacher and sort the pictures into living and non living sections and paste.

Pages 77, 78

*School*

- ❖ Take the children out and let them sit in the school ground and have a good view of the school. Talk about the playground and ask them questions like 'when do you go to school', 'when do you have lunch or snacks' 'when do you play' etc.

Pages 79 - 81

*Insects*

- ❖ Make thumb and forefinger impressions and make bees.

- ❖ On a square piece of paper put blobs of different colour paint. Fold the paper in half and spread the paint. Open and let it dry. Afterwards cut into the shape of a butterfly.

Pages 83 - 86

*Birds*

- ❖ Draw different birds on a chart paper. With different coloured feathers cover the outlines of the birds.
- ❖ Children can bring pictures of any birds. On a string, hang the birds and put up in class.

Pages 87 - 90

*Helpers*

- ❖ Have a special day where the children can come dressed as any of the Helpers.

Pages 91, 92

*Good habits and Safety*

- ❖ Talk about good manners and habits. Ask children to say sorry when they do something wrong and thank you when someone helps them. Act out dangerous situations and explain the consequences. Show children the objects that are not safe to play with e.g., blade, knife, matches, fire, switches, switch boards etc.

Page 93

*Summer*

- ❖ Ask children to bring pictures of a bright sunny day. They can also bring pictures of any air-conditioner, fans, cold food items (ice cream, juice, watermelon etc.). An interactive session with the pictures can be initiated.
- ❖ Children can wet their handkerchiefs and put them out to dry. Teacher to explain that the cloth dries because of the sun.