



**HANDBOOK
FOR**

Tiny Footprints



RAINBOW
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Value Education



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We introduce our new semester 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

Pages 5 - 9

Ice breaker or warm up series

In page 5 we start off with singing and clapping to put the children at ease. Songs can be sung with actions and voice modulations to create a lively atmosphere in class. In pages 6 & 7 the teacher can introduce herself and ask the children also to do so. Page 8 has simple activities which are fun and help the children to warm up to the classroom atmosphere.

*** Alphabet**

Pages 10 - 14, 17 - 21, 24 - 29, 35 - 39

Letters of the alphabet are introduced. Introduce the phonic sound for each letter. Also encourage children to come up with more words for the given letter to improve their vocabulary.

eg: for 'aa' sound - animal, alligator, actor etc.

for 'buh' sound - biscuit, baby, bear etc.

The children also learn to recognise and write the letters learnt.

Page 16

Introduction to straight, slant lines and curves. Give more practice in separate notebooks.

Pages 22, 30, 32, 34 & 40

Poems

Poems to be recited loudly and in rhythm. Also talk about the poems and enact them if possible.

Pages 42 & 43

Talk about pages

Have a talk about the picture and also about each child's birthday. The date and month and how they celebrate can be discussed.

Some additional activities for the alphabet:

- * Draw an apple. Tear small pieces of red colour paper. Put some glue on the apple. Paste the red pieces of paper on it- Collage work. (letter A)
- * Fold a piece of paper from left to right and open it. On one side of the fold put any colour of paint. Now fold it again and press it hard. Open and leave to dry. Then cut into the shape of a butterfly with a small circle for the head. (letter B)
- * Take two small black plastic bangles, one slightly bigger than the other (which new born babies wear). On the worksheet stick the smaller bangle for the cat's head and the bigger bangle for the body. Draw the eyes, whiskers, ears and tail. (letter C).
- * Take a square piece of varnish / glaze paper and fold as a triangle. Fold two corners of the triangle to make the dog's ears. Draw the eyes and mouth. (letter D).
- * Take a stencil of an elephant and do spray painting. (letter E).
- * Paper folding fan (letter F).

- * Apply purple or light green paint on the tip of each child's forefinger and form the impression of grapes on the worksheet. (letter G).
- * On the board teacher to draw a H with a coloured chalk and then draw a triangle roof with another colour chalk. Children also to draw with different coloured crayons. Doors and windows can be drawn for the house. (letter H).
- * Make an igloo. Draw the outline of the igloo and children to stick square pieces of cotton. (letter I)
- * Children to draw a circle for a joker's face and a triangle cap on top. Complete the features on the face. (letter J)
- * Teacher can draw a round kettle or a diamond shaped kite on the board. Children can copy and colour. (letter K)
- * Take the outline of a ladybird. Let children colour red for the body. On that stick black bindis. (letter L)
- * Outline of a mango. Apply glue and sprinkle yellow sand on it. (letter M)

Pages 15, 23 & 31

Story time

Stories are read out loud and clear by the teacher using pictures, flash cards, hand puppets and finger puppets. The teacher can also act out the characters as the story is narrated, for better understanding.

* **The Hare and the Tortoise**

Enact the story involving each and every child. Give small conversations for better effect. eg: "I can run very fast". "I will come first" said the hare.

* **Antlers and Legs of the stag**

Get a bucket full of water and ask the children to look at their reflection in the water. Enact the story and also make sure each child participates.

* **Two pairs of Goats**

Enact the two stories and stress the importance of friendship. Tell them that fighting is bad.

MATHS

Page 46

Poem can be sung with action. Also ask children to sing in a group showing actions.

Pages 47 - 54

Before going to the book work, have a session in class with objects or pictures - big & small, light & heavy, long & short, children tall or short. Familiarise them with these new words and then proceed to the book work.

Pages 55 - 70

Numbers 1-10 are introduced. By various activities using objects and the children in groups, ensure that they learn to count properly.

The concept of Zero or nothing can also be introduced through class activity to enhance their observation skills. Counting 1-10 can be done through the song

1-2-3-4-5, Once I caught a fish alive.

6-7-8-9-10 then I let it go again.

Pages 71 - 74

Revision

Pages 75 - 78

Concept of more or less, thick/thin, near/far, can be taught with objects in class.

Pages 79 - 81

Number 11-13 can be taught by counting marbles or small objects. Make sure each child is able to count and write upto 13 by the end of semester.

EVS

Pages 83 - 86

The teacher can ask children to bring different fruits/vegetables and their names can be learnt in class over the next two days.

As an activity teacher can make fruit/vegetable salad with the fruits and vegetables the children bring and share it in class. While discussing vegetables also discuss their taste (bittergourd) and where they grow (potato, carrot).

Page 87

By involving the whole class the teacher can help the children know their body parts by giving simple commands like - shake your head, close your eyes, put out your tongue, hold your ears, lift your left leg, raise your right arm, wiggle your fingers/toes etc.

Also ask questions like. "On which part do you wear socks/gloves?"

Pages 88 & 89

Have a discussion about their family members. Stick their pictures. Make a family tree.

Pages 90 & 91

Talk to them about their house and the use of different rooms. Ask them, to name the room where each

object is found. eg: toothbrush, TV, blanket, pillow, night lamp and so on.

Pages 92 - 94

Importance of cleanliness and safety should be stressed. The rhyme - 'Here we go round the mulberry bush- this is the way we brush our teeth, brush our teeth - can be recited and each activity can be acted out. All the items used to maintain cleanliness to be brought and shown to children.

Discuss more safety rules in the form of question/answer - Is it right to take sweets/gifts from strangers?

Is it ok to go to a stranger's house alone?

Will you open the door of your house to a stranger when you are alone at home?

Pages 95 & 96

Discuss the colours seen around the class. Also discuss colours with pictures/charts/videos. Ensure that the children are able to recognise the basic colours.

Pages 97 - 99

Teacher can take the children around the school and classroom and familiarise them with the name of the school and each object seen in the classroom and the different activities like reading, writing etc.

Pages 100 - 104

Helpers and people who entertain us

Have an interactive talk in length about each helper or people who entertain us. Take them to a magic show; Have a fancy dress day in class when each child comes dressed as a doctor/policeman/clown. Ask them to talk about themselves.

2nd Semester
ENGLISH

Page 5

Poem recital with action as a warm up. Children to participate.

Pages 6, 22 & 36

Story time:

“The Grasshopper and the Ant” story can be narrated and acted.

“Lion and the Mouse” is a story on friendship.

“Monkey’s justice” tells us about not quarrelling.

All these stories are value based and can be enacted in class.

Pages 7 - 11, 13 - 20, 23 - 27, 29 - 33

*** Alphabet**

Letters **N - Z** are taught as capital & small letters. The phonic sound of each letter is introduced. More words for each letter to improve vocabulary.

Some additional activities for the alphabet:

- * Make a nest out of coconut fibre, and place white crumbled balls for eggs. (letter N)
- * Cut out a stencil of an octopus. Place on the worksheet. Let children apply paint on the cutout part with a used shaving brush or sponge. Lift off the stencil from the worksheet. Eyes can be drawn after it dries. (letter O)
- * On the outline of a parrot, stick green colour sequins or green feathers. Colour the neck and beak red. (letter P)

- * Draw the face of queen. Children can draw a crown and decorate with sequins. (letter Q)
- * Use the broad side of the matchbox. Apply paint and make impressions one above the other. Draw a triangle on top to look like a rocket. (letter R)
- * Children can enjoy and draw many snakes on the worksheet. Eyes and tongue can be added. (letters S)
- * Teach children to draw a simple tree - Draw a big ‘Y’, Bring small fresh leaves. Children can stick the leaves anywhere on the branches. (letter T)
- * Draw the outline of an umbrella and divide the areas for children to fill with different colours. (letter U)
- * Same as done for the alphabet ‘O’. Take a stencil of a vase. Children can apply paint on it with a used shaving brush. Leave to dry. Later they can draw stalks and flowers. (letter V).
- * Children can draw a simple watch with a circle and standing lines for the strap. (letter W)
- * Draw a square on the worksheet and draw the shape of a leg or hand. Let children colour it white. Then around it colour black. You get the x-ray. (letter X)
- * Draw a big block letter Y (double lines). Apply glue and children can sprinkle sand (letter Y)
- * Take an outline of a zebra. Put glue only on the area for black stripes. Sprinkle tea dust on that area to form black stripes. (letter Z)

Page 34 & 35

Talkabout pages are meant as an interactive session to improve vocabulary and an opportunity for children to

shed inhibition. Talk about the actions given and also various other familiar actions.

Pages 12, 21, 28, 37

Poems

*** My red balloon**

Poems to be sung and enacted. Teacher can bring a lot of balloons, fill them with air and let them fly up in the sky.

*** Bits of Paper**

Teacher can put small bits of paper all over the classroom and ask children to pick them up while they sing the rhyme.

Pages 38 - 48

Three letter words using vowels a,e,i,o,u are introduced with the help of pictures.

Teacher can say each word and ask the children to repeat after her.

The sound of each letter of the word can be said - eg:

cuh - aa - tuh - cat

buh - ih - nuh - bin

This phonic drill helps them in future reading.

MATHS

Pages 51 & 63 - 67

Revision

Pages 52 - 62

Numbers 14-20 can be taught.

Pages 68 - 77

Numbers 21-50 can be taught.

Pages 79 - 81

Shapes

When shapes are taught, show them objects of different shapes - bangles/tyres for round, calendar/book for rectangles, triangle shaped traffic signals, square windows and so on.

Ask them to look around and find objects of different shapes.

Pages 82 & 83

Time can be taught by making a cardboard clock with moving hands. Move the hands and ask them to say the time.

Pages 84 & 85

Teacher can bring money, coins and notes and ask children to read the number written on them.

EVS

Pages 87 - 93

The animals and birds both domestic and wild can be introduced by pictures/videos. Children can be asked to imitate their sounds or the way they move. The food they eat can also be discussed in class.

Give a paper plate to each child. Ask them to colour it yellow. Take strips of brown or orange paper and stick around the plate. Draw lion's eyes, nose and mouth. Punch two holes and tie a string. Make openings for eyes. Children can wear this lion mask.

The children can be asked to bring pictures of birds, domestic / wild animals and these can be stuck in a chart. The rhyme “Old Mac Donald’ can be sung with action and sound.

Page 94

Children can be asked to come dressed in different clothes Shorts/pants/kurta pyjama for boys and girls and frocks, skirts for girls. Discuss each dress.

Pages 95 & 96

Talk about festivals. Ask them to remember the Onam and Christmas celebrations. Talk briefly about other festivals. The song ‘Jingle Bells’ tells about Santa Claus. Sing rhymes about Onam in Malayalam. For Diwali a diya can be painted and stuck with sequins.

Christmas tree - cut 3 or 4 green triangles of different sizes. Stick biggest at the bottom and the next size above that and so on. Draw a brown trunk at the bottom.

Page 97

Make a cardboard clock with hour and minute hands. While moving the hands talk to them about the time and whether it is morning/noon/evening/night.

Pages 98 - 100

Talk about different weather and how we feel and what we wear when it is hot/cold.

Pages 101 - 103

Take the children out and show them the sky, birds, clouds. Ask them to see the moon and stars in the night sky. Talk to them about the shape of the moon on a

particular night. Ask them about rainbows. Discuss when you can see them. Have they seen an aeroplane fly in the sky?

Pages 104 - 108

Ask children to bring pictures of various vehicles, land, water and air and make a chart.

Discuss about vehicles that use fuel like petrol or diesel. Trains that run on electricity and so on. Cycles that do not need fuel.

Also talk about vehicles with wheels and without wheels. The number of wheels each vehicle has etc can be discussed in class.

