



Scaling Impact of a Play-Based
Child-to-Child Approach to
Make Pre-School to Primary School
Transition Fun and Inclusive



Canada



KNOWLEDGE INNOVATION EXCHANGE

YOUNG FACILITATOR GUIDE

Let's play and learn together!

بیڈا! بیڈا! بیڈا! بیڈا!

جامعة المالديف الإسلامية
ISLAMIC UNIVERSITY OF MALDIVES



THE AGA KHAN UNIVERSITY
Institute for Educational Development



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UNIVERSITY OF COLOMBO



YOUNG FACILITATOR GUIDE



Centre for Educational Development



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Canada 

The materials in this booklet were adapted from those developed by child-to-child.org.

Disclaimer

The views expressed herein do not necessarily represent those of IDRC or its Board of Governors.

Foreword

It is with great pleasure that we present this booklet, a resource thoughtfully adapted for Maldivian early childhood classrooms as part of the “**Scaling Impact of a Play-Based Child-to-Child Approach to Make Pre-School to Primary School Transition Fun and Inclusive (SIPCA)**” project. This booklet is rooted in the Child to Child (CtC) approach, (<https://www.childtochild.org.uk/>), which emphasizes the powerful role that children can play in supporting and nurturing each other’s learning, while promoting a smooth and joyful transition from preschool to primary school.

Since the inception of *Child-to-Child approach* in 1978, it has been a pioneer in the global movement for children’s participation in their own learning. Recognizing children’s unique agency, CtC empowers them not only as learners but also as active contributors in shaping development initiatives that affect their lives and communities.

The central theme of this **CtC Maldivian Facilitator Booklet, “Let’s Play and Learn Together”**, reflects our commitment to making learning a joyful, inclusive, and collaborative process. This theme has been carefully integrated into the Maldivian preschool learning environment, encouraging playful and meaningful interactions that support children’s holistic development.

The foundation of this booklet draws inspiration from “**Getting Ready for School**”, a flagship early childhood development programme funded by **UNICEF** and piloted between **2007 and 2010** in Bangladesh, China, Democratic Republic of Congo, Ethiopia, Tajikistan, and Yemen. Lessons from these initial efforts have since been adapted for various contexts, including post-disaster settings in Asia and Africa, to support children’s early learning and school readiness. Many of the activities included here are adapted from “*Getting Ready for School: Fun Activities for Caregivers and Children*” by Hayes, Landers, and Dombro (International Step by Step Association, 2006).

We gratefully acknowledge the original development of materials by Gulzar Kanji and Cassie Landers, and the contributions of CtC consultants, notably Christiana Brown and Sonal Zaveri, in creating supplementary resources. The revision and refinement of the materials for this version were carried out by Madeeha Ansari, with review by Susan Durston and layout design by Anita Mangan in 2020.

This current adaptation is the result of a collaborative effort by dedicated Maldivian educators, who have carefully contextualized and aligned the activities with the National Curriculum of the Maldives, ensuring their relevance and meaningful application in local early childhood settings. The booklet is organized into five sets, each containing five interactive lessons, making a total of 25 sessions designed to be facilitated by selected Grade Five young facilitators in preschool classrooms.

Out of the 25 sessions, 12 sessions are designed to be delivered in Dhivehi (local language), and 13 sessions in English. The decision to include a greater focus on Dhivehi-medium sessions reflects a critical need identified in preschool classrooms, the gap in children’s communication skills in their local language. This balanced approach aims to strengthen both Dhivehi and English language skills, supporting children’s smooth transition to primary school.

We believe that by engaging older children as facilitators and integrating playful learning approaches, this booklet will foster meaningful peer learning experiences and promote an inclusive, supportive, and engaging environment for Maldivian preschool children.

It is our hope that this booklet will serve as a practical and inspiring tool for educators and students alike, helping to create classrooms where children truly “**Play and Learn Together**” as they grow, explore, and thrive.

SIPCA-Maldives Team

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March 2025

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13	Zulaikha Ali	Sharafuddin School
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16	Mariyam Hassan	Afeefuddin School
17	Aminath Saila	Muraidhoo School
18	Aishath Waheedha	Fuvahmulaku School
19	Nuzuhath Mohamed	Nolhivaram School
20	Asma Mohamed	Nolhivaram School
21	Maushath Abdulla	Nolhivaram School



سورة 1

(الرحمن)

سُفْح 1

(اِرْتَعَاد)

- | | |
|--------------------|----------|
| A BOOK ABOUT ME | :1 سُفْح |
| MY FIRST WORD BOOK | :2 سُفْح |
| حَدِيثِ اِرْتَعَاد | :3 سُفْح |
| اِرْتَعَاد (1-10) | :4 سُفْح |
| اِرْتَعَاد (10-20) | :5 سُفْح |

SESSION 1

A BOOK ABOUT ME



PREPARATION



We will

- talk about ourselves.
- talk about our families.
- make new friends.
- accept differences among us.
- make a book about ourselves.

Materials needed

- Pencils
- Crayons/Water colour/pencil colour
- A booklet with a template
- Word & Picture cards (about self)

Starter: (10 Min)

- Introduce yourself and tell the Young Learners some things about yourself.
- To get familiar with the YL's, play Hot potato game with them, Ask their name, age, family, and what they like most about learning.
 - What is your favourite game?
 - What makes you laugh?
 - Do you have a favourite colour?
 - What would you like to learn in this programme?

Review (10 Min)

Hand out the activities' folders and describe the folder. Let the children examine the contents. Talk about taking good care of the materials and say that it is important to bring the folder/school bag to CtC class every week.

National Curriculum Alignment

Strand: Writing and Representing

Sub-strand: Communicative Purpose Skills and Strategies

- **WRC019:** Language and Literacy /Creating personal and imaginative writings idea or message.
- **WRS020:** Transcription

Strand: Listening & Speaking

Sub-strand: Communicative Purpose

- **LSC001:** Language and Literacy /Interacting with others
 - Engage in classroom conversations and discussions in dual language and with teacher support.

YOUNG FACILITATOR ACTIVITIES



Activity 1

A Book About Me (20 Min)

- Create a Book About Me. Let the YLs draw a picture of themselves on the front page in the box. Little children are just learning how to hold a crayon. Anything they draw is a good beginning!
- Write the YL's name under the picture. Talk about the letters in the name. How many letters are there? Are some letters the same? Write your name under the YL's. How are your names alike? How are they different?
- Talk about your ages. Help the YLs to circle the number for their age. Let them colour their hair and eyes. Write the colour in the space provided.
- Ask them to paste the family picture in the book. And help them to write who they are (mother, father, brother...) and ask to tell a little bit about their family)

Activity 2

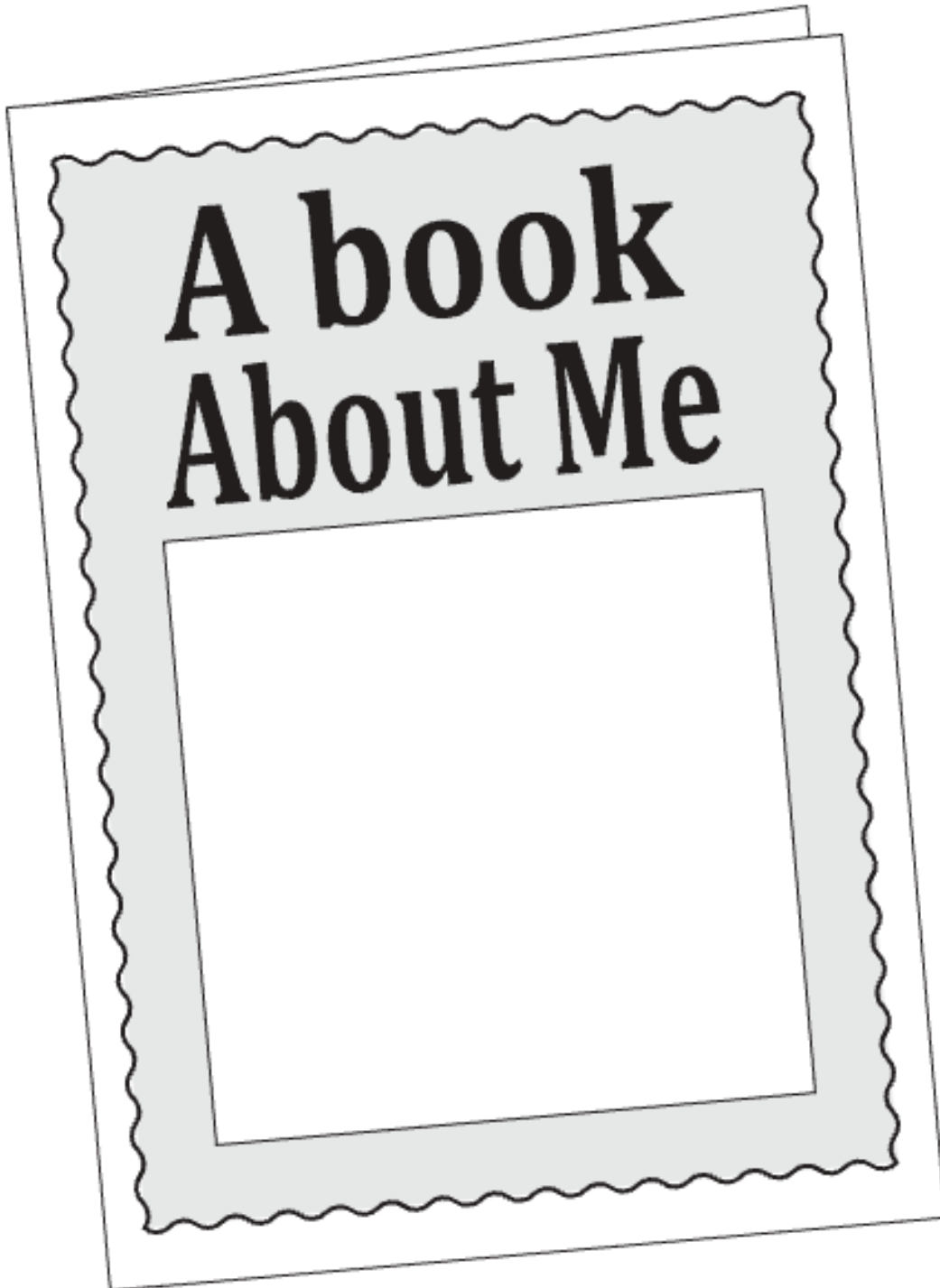
Differences among us (20 Min)

- Make pairs of 2 and give each pair a mirror.
- Ask to take turn and look in the mirror and see if both children look alike.
- Ask share each other about things they like and doesn't like.
- Once they have finished gather all in a circle and ask to share about what they have learned about their partner.
- Ask if everyone looks alike and if everyone has the same likes/dislikes.
- Discuss about the importance of accepting the differences among each other.

Closure: (10 Min)

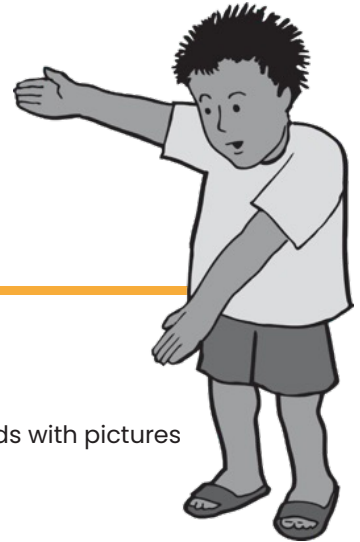
- Sing some familiar rhymes with action. (family finger song, wheel on the bus... etc)

A BOOK ABOUT ME



SESSION 2

MY FIRST WORD BOOK



PREPARATION



We will

- develop talking and listening skills
- learn how to share and take turns
- associate letters with sounds
- add new words and make a word book.
- recognize beginning letters in familiar words
- sing an alphabet song.

Materials needed

- Crayons
- Letter and word cards with pictures
- Shaving form
- Food colouring
- Book About Me
- My First Word Book

Starter: (5 Min)

Ask the children to stand in a circle. Toss a bean bag. The child that catches the bean bag should say one thing that makes them happy. Then toss the bean bag to another child.

Review (5 Min)

Ask the children to talk in pairs about what they did with their book. What else did they add to their book? What did their friends and family like most about their book?

National Curriculum Alignment

Strand: Listening & Speaking

Sub-strand: Communicative Purpose

- **LSC001:** Language and Literacy /Interacting with others
 - Engage in classroom conversations and discussions in dual language and with teacher support.

Sub-strand: Skills and Strategies

- **LSS005:** Engaging in listening and speaking interactions
 - Use basic skills and strategies for listening and speaking interactions.

YOUNG FACILITATOR ACTIVITIES



Activity 1

My First Word Book (20 Min)

- Find My First Word Book. Talk again about the first letter of the YL's name. What sound does it make? Where is that letter? Help to write the name. Here is something you can do:
- Mix food colour and shaving foam on the table covered with cellophane or you can use a zip lock bag, and let children write their names on the forms.

Note: Before starting the second activity let the children clean their hands and let them help each other to finish the activity on time.

Activity 2

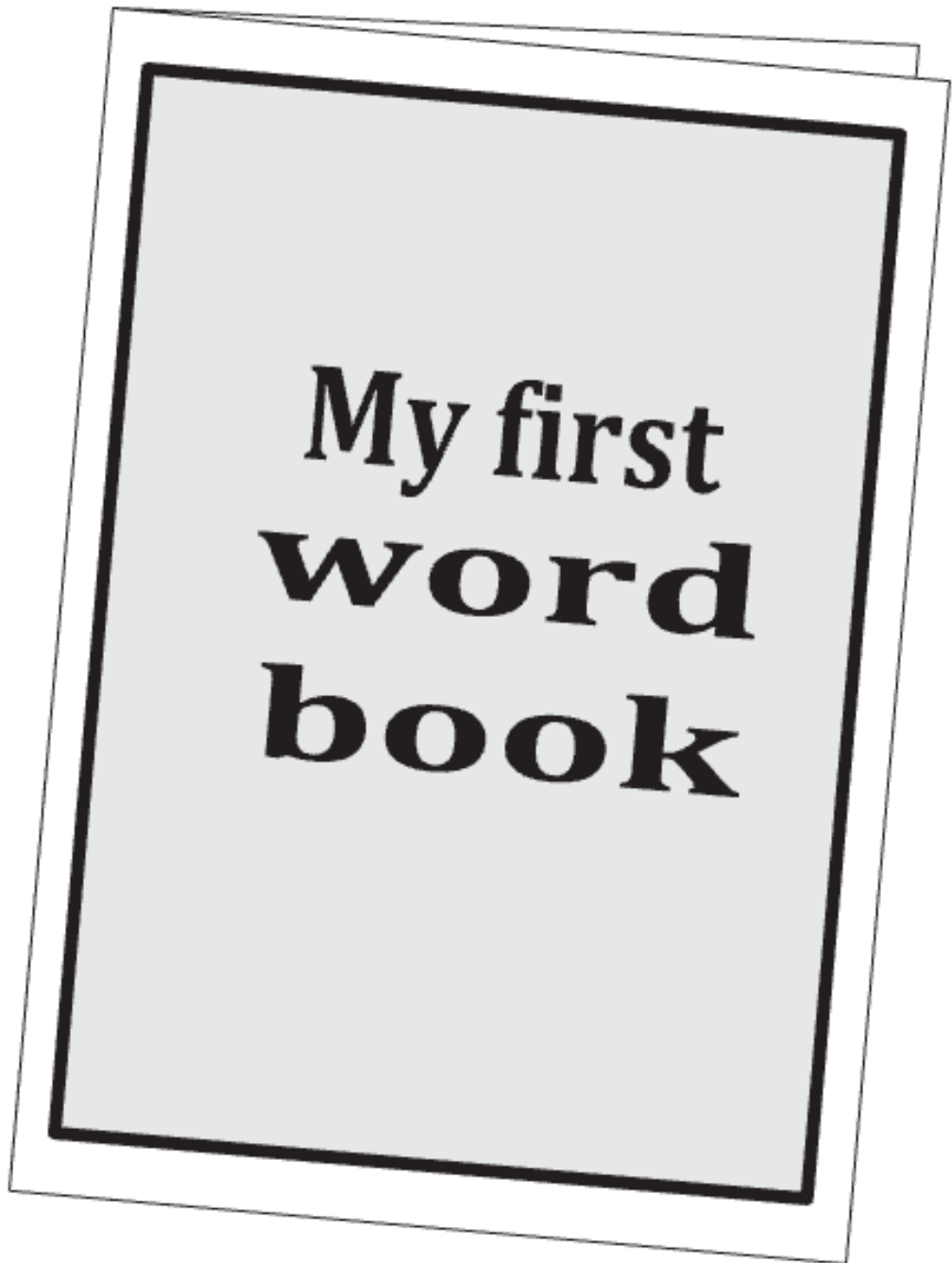
Alphabet song (20 Min)

- Arrange Cutout/letter cards alphabet on the table.
- Ask the YLs, 'Do you know an alphabet song?' Let's try to learn the alphabet song. Let them stand and sing together while moving.
- Sing it again. This time, point to the letters in the Alphabet Song
- The YLs to find the letters in their names.
- Using word cards let children read aloud the words with YF.
- Let them find at least 3 words that begin with the same sound as child's name. And
- Write them in the word book. *(if there is any child who is unable to write in your group, provide them word cards with pictures and let them paste it in the word book)*
- After that let YLs add their family member to their word book. *(some YLs might need help on this activity)*

Closure: (10 Min)

- Pair, Share (Let YL find a partner in another group and work) share about themselves their wordbook.

MY FIRST WORD BOOK



ALPHABET SONG

Alphabet Song



٥٠، تاسر٤، لالا، قر٤، لالا، قر٤

٥٠، تاسر٤، لالا، قر٤، لالا، قر٤

لاس٤ر٤، لاس٤ر٤، لاس٤ر٤، لاس٤ر٤

٥٠، تاسر٤، لالا، قر٤، لالا، قر٤



بەھۆرەتەر تەربىيە ۋە دەرسلەر

1. "ئىشەنچ سەپىتى"

2. 1-10 دەسلەپكى تەربىيە: ئۆزىڭنىڭ ئىشەنچىنى تېزە

1. ئىشەنچ

123

ئىشەنچ سەپىتى (5 دىنچە)

ئۆزىڭنىڭ ئىشەنچىڭنى تەكشۈرۈش (ئىشەنچىڭنى تەكشۈرۈش، ئۆزىڭنىڭ ئىشەنچىڭنى تەكشۈرۈش، ئۆزىڭنىڭ ئىشەنچىڭنى تەكشۈرۈش...)

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2. ئىشەنچ

123

10-11 دەسلەپكى تەربىيە: ئۆزىڭنىڭ ئىشەنچىڭنى تېزە (20 دىنچە)

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ئىشەنچ سەپىتى (بەھۆرەتەر تەربىيە) (25 دىنچە)

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1-10 دەسلەپكى تەربىيە: ئۆزىڭنىڭ ئىشەنچىڭنى تەكشۈرۈش (ئۆزىڭنىڭ ئىشەنچىڭنى تەكشۈرۈش، ئۆزىڭنىڭ ئىشەنچىڭنى تەكشۈرۈش...)

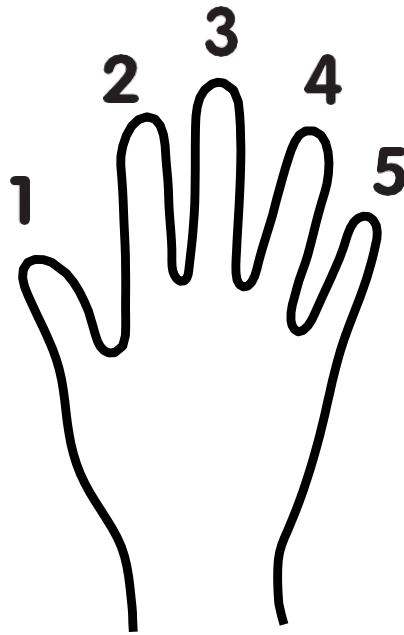
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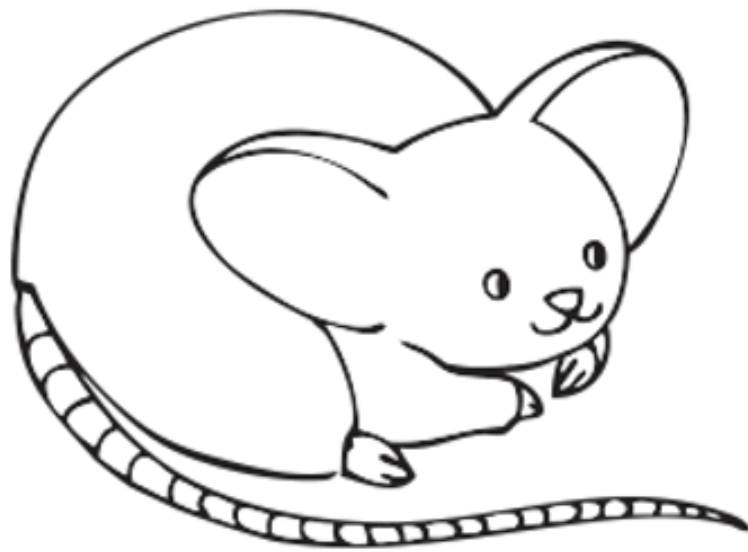
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SET 2

**TALKING ABOUT PICTURES
WHERE IS THE MOUSE?**

SET 2

TALKING ABOUT PICTURES: WHERE IS THE MOUSE?

SESSION 1 THE MOUSE FAMILY

SESSION 2 *أين يعيشون؟*

SESSION 3 *أين يعيشون؟*

SESSION 4 MORE HUNGRY MICE

SESSION 5 *أين يعيشون؟*

SESSION 1

THE MOUSE FAMILY



PREPARATION



We will

- tell stories from a series of pictures predict what will happen next
- create different endings.
- talk about the beginning, the middle and the end of stories retell stories using own words and ideas
- talk about feelings

Materials needed

- Crayon
- Pencils
- Mouse Family picture book
- Paint and colour pencil.
- Cardboard

Starter: (5 Min)

Begin with a starter (could be a song or game) Eg: 'I spy'.
The choice is up to the YFs.

Review (5 Min)

Encourage the children to talk about their experiences from the previous week (Activity Set 1). Recollect some of the songs they learnt and can sing together for pleasure.

National Curriculum Alignment

Strand 2 : Reading and viewing

Sub-strand: Communicative Purpose

- RVCF10: Language and Literacy / The process of Reading and viewing

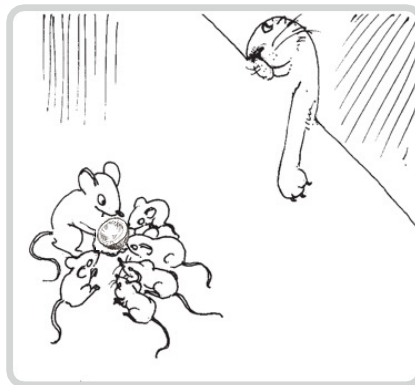
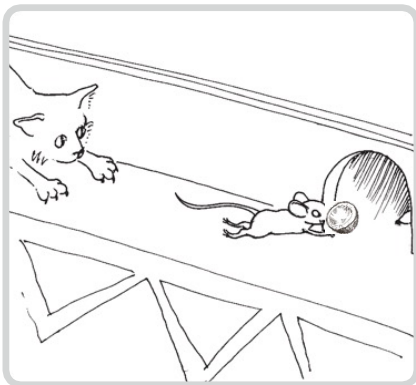
YOUNG FACILITATOR ACTIVITIES



Activity 1

Reading pictures (20 Min)

- Find the picture story of the Mouse Family.
- Look at the pictures together. Talk about each one. Help the Young Learners make up stories about what they see.
- Here are some questions you can ask to get started:
 - Who is in the mouse hole?
 - Why does the big mouse look out of the hole?
 - What does the mouse bring back to the hole?
 - Why does the cat reach into the mouse hole?
 - How do the mice feel as They eat the coconut?



Read aloud (Story)

One sunny afternoon, a sneaky cat chased a little mouse, who was clutching a coconut tightly in its paws. The mouse raced through the house, determined to reach its family waiting in their cozy hole.

With one last burst of speed, the mouse leapt into the hole just in time, the coconut rolling in after it. The mouse family cheered, happy to finally share their prize together. The chase was over, and the joy of being together made it all worthwhile.

Note: Help for YFs. He /she can modify this story.

Activity 2

Retell the story (20 Min)

- Look at the pictures again. Let the Young Learners retell the story using their own words.
- What happened first? What happened next?
- What does the big mouse say? What does the cat say?
- How did the story end?

Listen carefully as they describe what they see in each of the pictures. Help them think about how the mouse solved its problem.

After the story, create a model for the favorite part of the story. (By using cardboard and clay)

Note: provide picture card of the story sequences for the students with learning difficulty

Stories are also a good way to talk about feelings. How did the mouse feel? How did the cat feel?



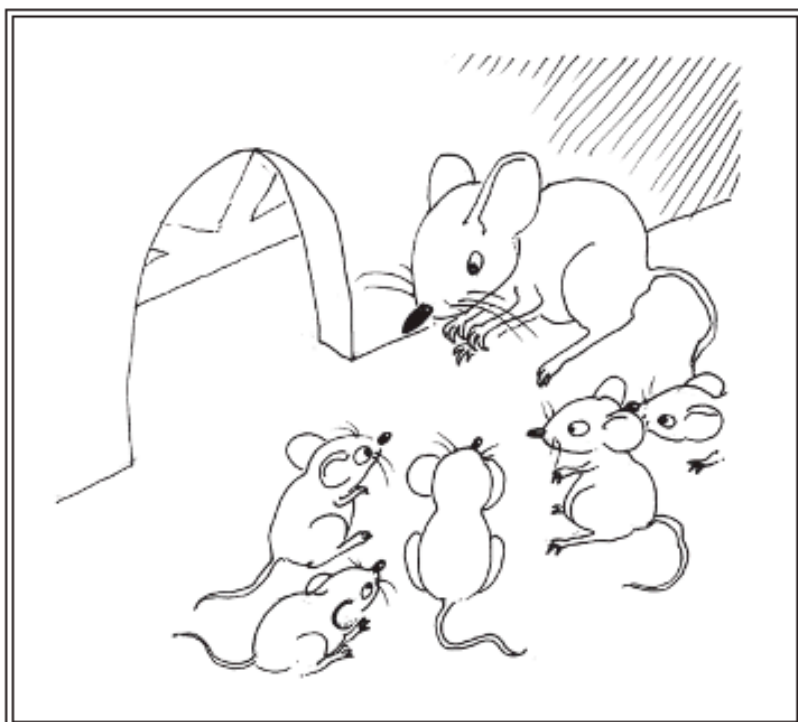
Closure: (10 Min)

Take a partner and create your own version of the story to share.



THE MOUSE FAMILY

The Mouse Family

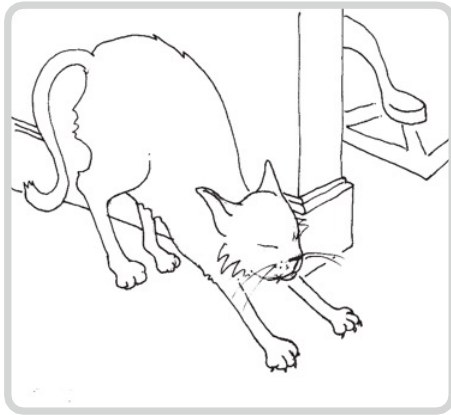
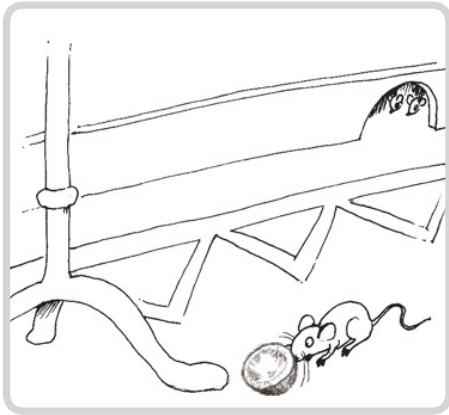


מחנכים תרבותית וסוציאלית

1. מטרות

20 (דקה)

- ידועות המטרות והמטרות של התוכנית ומהן המטרות של התוכנית.
- ידועות המטרות והמטרות של התוכנית ומהן המטרות של התוכנית.
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- ידועות המטרות והמטרות של התוכנית ומהן המטרות של התוכנית.



2. מטרות

20 (דקה)

- ידועות המטרות והמטרות של התוכנית ומהן המטרות של התוכנית.
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10 (דקה)

- ידועות המטרות והמטרות של התוכנית ומהן המטרות של התוכנית.
- ידועות המטרות והמטרות של התוכנית ומהן המטרות של התוכנית.
- ידועות המטרות והמטרות של התוכנית ומהן המטרות של התוכנית.

سہ ماہی کے لیے ریاضی کی مشقیں

پہلا سہ ماہی



مشق

پہلا

- اعداد 10 سے بڑے اعداد کی مشقیں۔
- سہ ماہی کے لیے اعداد کی مشقیں۔
- اعداد 10 سے بڑے اعداد کی مشقیں (گنت، پیمائش)۔
- اعداد کی مشقیں۔
- سہ ماہی کے لیے اعداد کی مشقیں۔

مشق (10 گنت)

پہلا سہ ماہی کے لیے اعداد کی مشقیں۔ (سہ ماہی کے لیے اعداد کی مشقیں گنت، پیمائش)

National Curriculum Alignment

Strand 1 : numbers and algebra

Sub-strand: Number concept.

- 002-10-10-20 اعداد کی مشقیں۔
- 004-10-10-10 اعداد کی مشقیں (10 اعداد کی مشقیں)
- 006-10-10-10 اعداد کی مشقیں (سہ ماہی کے لیے اعداد کی مشقیں)
- 10 اعداد کی مشقیں (سہ ماہی کے لیے اعداد کی مشقیں)

במחלקת תרבות וספורט

1. מילוי טבלת המספרים 1 עד 10

2. חיבור 10 וסילוק המספרים המתקבלים

3. דף עבודה עם תמונות של פירות

1. מילוי

123

מילוי טבלת המספרים (20 דקות)

1. מילוי טבלת המספרים 1 עד 10 (תמונות של פירות)

2. חיבור 10 וסילוק המספרים המתקבלים

3. חיבור 10 וסילוק המספרים המתקבלים (תמונות של פירות)

4. חיבור 10 וסילוק המספרים המתקבלים (תמונות של פירות)

5. חיבור 10 וסילוק המספרים המתקבלים (תמונות של פירות)

6. חיבור 10 וסילוק המספרים המתקבלים (תמונות של פירות)

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SESSION 4

MORE HUNGRY MICE

PREPARATION



We will

- tell a story from a sequence of pictures predict endings
- develop hand and eye coordination by colouring pictures develop creativity and imagination
- care and understanding the feelings and needs of others

Materials needed

- Crayons
- Pencil
- Water colour
- Printed A3 pictures of the story

Starter: (5 Min)

One little, two little, three little hungry mice
Four little, five little, six little hungry mice
Seven little eight little nine little hungry mice
Ten little hungry mice.

Review (5 Min)

Ask children about the number game they played last week at the class and at home. Ask them to show you 5 objects, 2 objects, etc and see if they can match the objects with the numbers. Can they make groups of 2 out of 6 pebbles? Or 4 pebbles? Or 8 pebbles? How many groups of 2 are in 4? In 6? In 8? Provide support if needed.

National Curriculum Alignment

Strand: Listening & Speaking

Sub-strand: Language Structure and Features

Strand: Reading & Viewing

Sub-strand: Communicative Purpose

Strand: Writing & Representing

Sub-strand: Communicative Purpose

- **LSLF09:** Using word order and text features to convey and derive meaning Begin to identify word order in English and use correct word order to produce short phrases.
- **RVCF13:** Exploring literary texts to develop thinking Explore characters and events to encourage imagination, develop reasoning (e.g. cause and effect and character motivation), and instill values.

YOUNG FACILITATOR ACTIVITIES

1. MOUSE FAMILY - READING PICTURES AND TELLING STORIES
 2. RETELLING STORIES - USING CRAYONS TO COLOUR THE STORY
-

123

Activity 1

Reading pictures and telling stories (20 Min)

Aisha has 10 pieces of coconut. There came a hungry mouse, and Aisha gave one piece of the coconut to this hungry mouse. There came another hungry mouse, and Aisha gave another piece to this mouse too. (this continues till ten mice came)

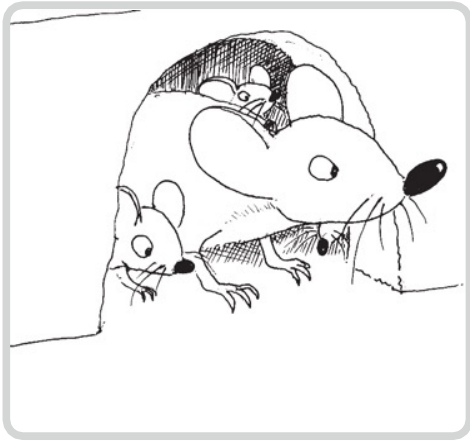
Aisha gave all 10 pieces of the coconut to the hungrier mice.



Activity 2

More Hungry mice (20 Min)

- YL retell the story.
- Anyone can be Aisha.
- One by one will come to Aisha pretending to be hungry mouse to get a coconut piece.
- All the students should get a piece of coconut.

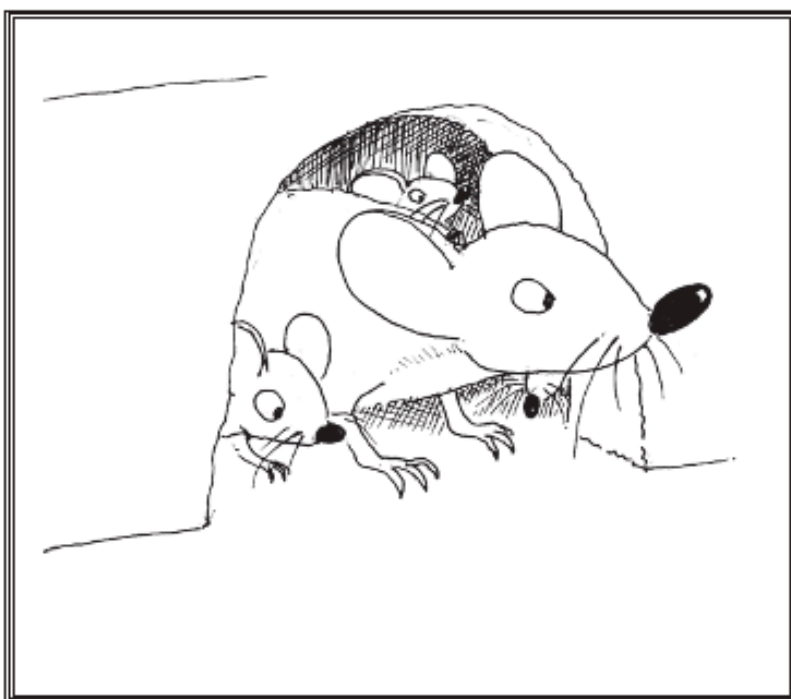


Closure (10 Min)

Colour the provided A3 pictures of More Hungry Mice story.

THE MOUSE FAMILY

The Mouse Family In the Island



بہاولپور ترمیمی اسکول

1. اولیٰ درجہ کی تعلیم کے لیے تیار کیا گیا ہے

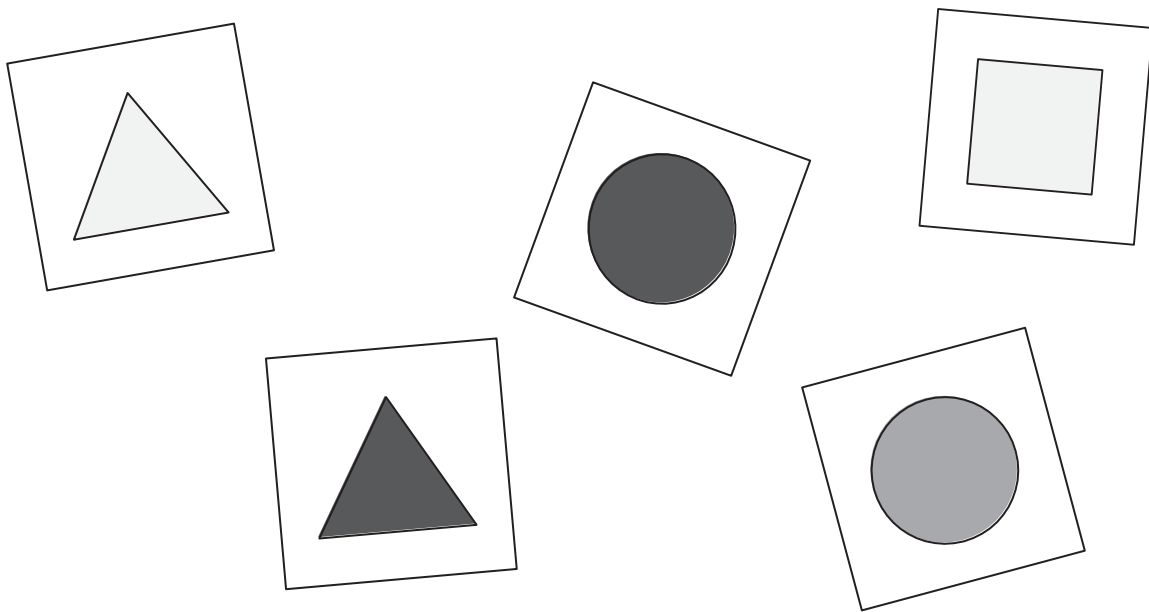
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1. پہلی درجہ

123

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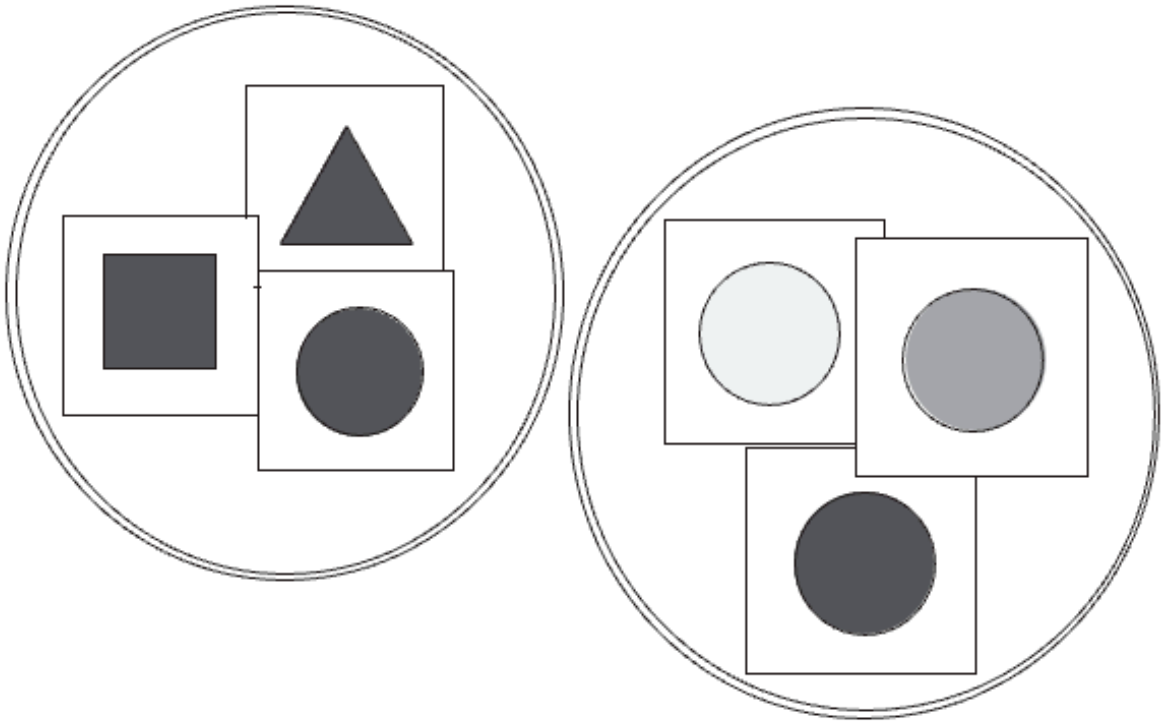
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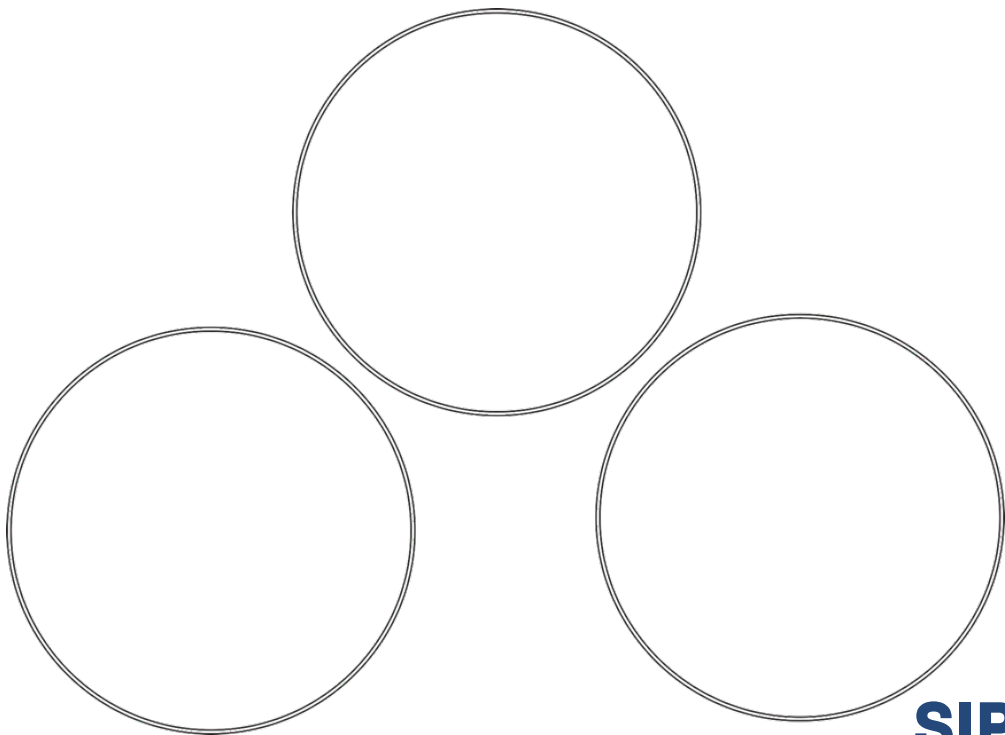
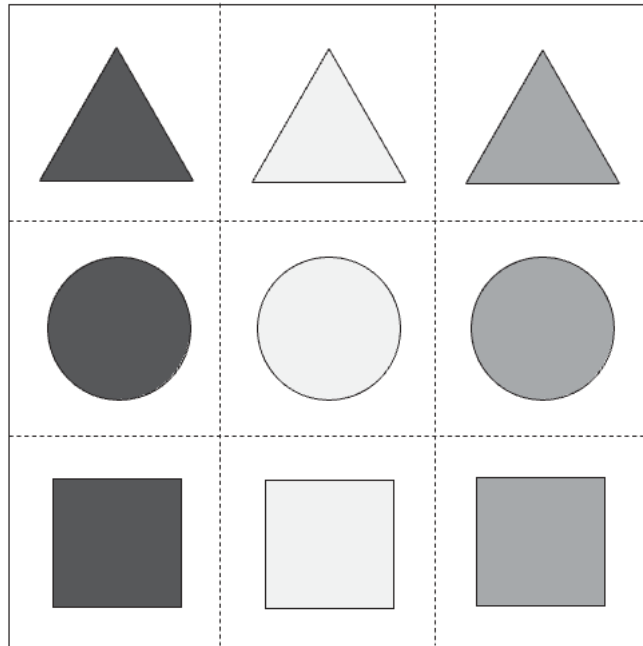
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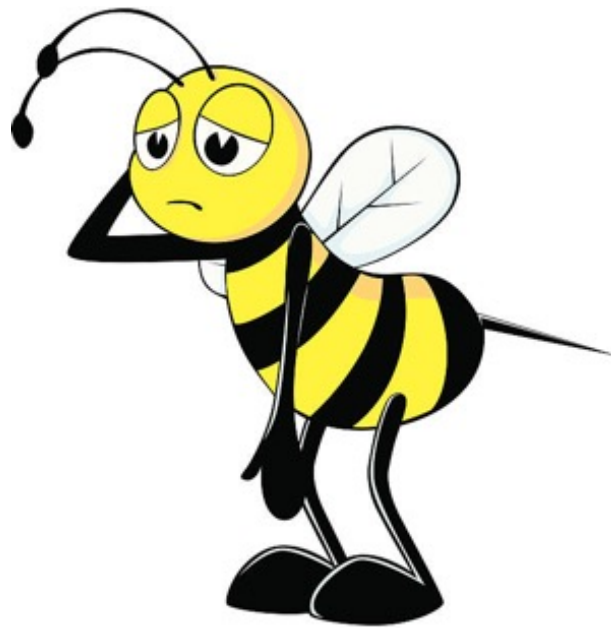
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SET 3

**LOOKING AND LISTENING
THE LOST BEE**

SET 3

LOOKING AND LISTENING: The lost Bee

SESSION 1 WHAT HAPPENS TO THE LOST BEE?

SESSION 2 ALI'S DAIRY

SESSION 3 *ما كان لي حبيبي في البيت*

SESSION 4 OUR ENVIRONMENT

SESSION 5 GETTING TO SCHOOL: PICTURE MAP

SESSION 6 HOW MUCH DOES THIS HOLD?

SESSION 1

WHAT HAPPENS TO THE LOST BEE?

PREPARATION



We will

- listen to and talk about the story
- arrange pictures of the story in order
- express thoughts and ideas about the story
- follow printed words as they read aloud

Materials needed

- The lost bee story book
- Picture card (story)
- Pencil / colour pencil
- pencil

Starter: (10 Min)

Begin by playing the movement game by getting the children to stand in a circle and asking them to do actions according to your instructions.

For example, if you say, 'clap' they should not clap unless you say, Teacher says, "clap".

Eliminate the children who do not carry out instructions as given. Alternatively, ask one of the children what action or activity they want to start with.

National Curriculum Alignment

Strand: Listening & Speaking

Sub-strand: Communicative Purpose

Strand: Writing & Representing

Sub-strand: Communicative Purpose

- **LSCF01:** Language and Literacy/ interacting with others

YOUNG FACILITATOR ACTIVITIES

1. LET'S READ – LISTENING TO AND DISCUSSING THE LOST BEE
 2. GROUP READING – READ AND DISCUSS THE STORY AS A GROUP
-



Activity 1

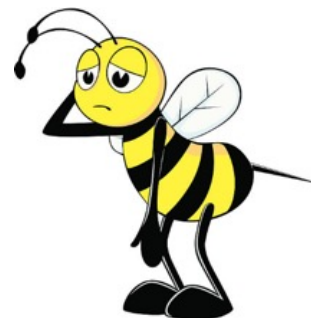
Let's read (20 Min)

- Before reading the story:
 - Talk about the cover of story
 - Ask the students What do they think this story is about?
 - Look at some of the pictures and let the Young Learners say what they see.
 - Read the story together.
 - let the YL ask questions about the story.
- Students can read it again. Run their finger or pencil along the words as they read them. Children love to follow and look at the words.
- Try asking some questions about the story.
- Some suggestions questions:
 - What did you like about the story? How does the story begin?
 - What happened when the bee lost?
 - How did the story end?

Activity 2

(20 Min)

- Read the story again, this time with all the children sitting in a circle.
- Make the story come alive using your voice and body as you read. Talk about what happen to lost bee. (YF can show the different picture card of lost bee story)
- Ask, where did the lost bee go?
- What did you learn from Lost bee?
- Give them the flash card of the story
- Let them arrange the pictures in order.



Closure: (10 Min)

- Question and answer regarding the story.

SESSION 2

Ali's Dairy

PREPARATION



We will

- retell and talk about the story
- listen to and recognize the beginning sounds of words
- sing the days of the week rhyme
- act out the actions in the rhyme count different food items
- talk with new words
- remember sequences
- draw pictures to illustrate the story

Materials needed

- Story books
- Bottle
- Days of the week cards
- Days of the week rhyme
- Scissors
- Crayons and pencils
- Word book

Starter: (5 Min)

- Sit in a circle with a bottle in the middle. YF spins the bottle.
- When it stops spinning, the student it points to has to say what they should do before the come to school.

Review: Previous lesson (5 Min)

- Ask them to tell you what they did at home with their story.
- Did their friends and family like the story? Why? (Listen to what they say, answer their questions, and support their work.)
- Which words could they read from the book? (Let them indicate the words.)

National Curriculum Alignment

Strand1: Listening & Speaking

Sub-strand: Communicative Purpose

- LSSF07:LDeveloping effective listening

YOUNG FACILITATOR ACTIVITIES

1. WHAT DID ALI DO ON SUNDAY?
 2. DAYS OF THE WEEK RHYME
-

Activity 1 (20 Min)

Let's read Ali's diary

- This time, help your child to look at the first letter of the words as you read them.
- Let's add some new words to your word book. How about the letter D?
- Can you find all the words that begin with the letter D?
- Ask, 'What is your favourite Days in the story? What letter does it begin with? Let's add that word to your word book'. Can you find any other words that begin with this letter?'

Activity 2

Days of the week rhyme (20 Min)

- Ask the students, Let's learn a rhyme about the days of the week. It goes like this. Would you like to hear it again?
- This time, let's say it together and do the actions.
- Find the card with the pictures and the days of the week. Help to cut out each picture.
- We can play a memory game with these cards! Do this by mixing up your pictures and placing them in a line.
- Then, think of a day of the week and ask YLs to point to it. Can you remember what happens in the rhyme on Tuesday? If correct, you can flip the picture over.
- When all the pictures are flipped the game is over.



Closure (10 Min)

Playing a Fun game with Ali's story.

Each child would say something Ali did.

With turns taking young facilitator help to retell Ali's story with young learners.

<p>On Monday we wash</p>	<p>On Tuesday we dry</p>	<p>On Wednesday we iron</p>	<p>On Thursday we fry</p> <p>c: J</p>
<p>On Friday we shop</p>	<p>On Saturday we play</p>	<p>On <u>Sunday we rest</u> the whole of the day</p>	

On Monday we...	On Tuesday we dry...
On Wednesday we...	On Thursday we...
On Friday we...	On Saturday we...
On Sunday we...	The whole of the day

تاریخ سے پہلے اور بعد میں زندگی

پہلے اور بعد میں زندگی



- | | |
|---|--|
| <p>پہلے</p> <ul style="list-style-type: none"> • زندگی سے پہلے کی زندگی (تاریخ سے پہلے، تاریخ سے پہلے) • زندگی (تاریخ سے پہلے) • زندگی (تاریخ سے پہلے) | <p>بعد میں</p> <ul style="list-style-type: none"> • زندگی سے پہلے • تاریخ، تاریخ، تاریخ سے پہلے • تاریخ سے پہلے (تاریخ، تاریخ سے پہلے) • تاریخ سے پہلے (تاریخ سے پہلے) • تاریخ سے پہلے (تاریخ سے پہلے) • تاریخ سے پہلے (تاریخ سے پہلے) |
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تاریخ (5)

تاریخ سے پہلے کی زندگی اور تاریخ سے پہلے کی زندگی (تاریخ سے پہلے کی زندگی)

تاریخ سے پہلے کی زندگی! (5)

تاریخ سے پہلے کی زندگی اور تاریخ سے پہلے کی زندگی (تاریخ سے پہلے کی زندگی)

National Curriculum Alignment

تاریخ سے پہلے کی زندگی: 1

تاریخ سے پہلے کی زندگی: 2

005 تاریخ سے پہلے کی زندگی اور تاریخ سے پہلے کی زندگی (تاریخ سے پہلے کی زندگی)

تاریخ سے پہلے کی زندگی اور تاریخ سے پہلے کی زندگی (تاریخ سے پہلے کی زندگی)

تاریخ سے پہلے کی زندگی اور تاریخ سے پہلے کی زندگی (تاریخ سے پہلے کی زندگی)

SESSION 4

Our Environment

PREPARATION



We will

- talk about things we hear and see
- compare and contrast objects
- learn about road safety
- locate positions (in front, behind, next to)
- draw pictures of the things around us

Materials needed

- Pencils
- Crayons
- Exercise book
- Blank card

Starter: (5 Min)

Ask each child to mime an action (such as drinking, eating or reading a book) and ask other children to guess what the activity is? Each child gets a turn.

Review (5 Min)

Ask the children to tell you what activities they did at home? Ask them to tell you about the things they found at home which were of different sizes and lengths. (Let the children talk about the things they found, and also their drawings.) Talk about road safety rules in your school and how to apply them.

National Curriculum Alignment

Strand 2: Reading & Viewing

Sub-strand: Communicative Purpose

- **RVC011:** Language and literacy /making meaning

Strand 1: Listening & Speaking

Sub-strand: Skills and Strategies

- **LSS005:** Engaging in listening and speaking interactions

YOUNG FACILITATOR ACTIVITIES

1. WHAT DO YOU SEE? WHAT DO YOU HEAR?

2. BEING SAFE



Activity 1

What do you hear? (20 Min)

- Ask the Young Learners to talk about some of the things they see while walking to the school.
- Using their notebooks, make a list of all the things each child sees. They can draw pictures, and you can write their names below the pictures.
- Walk around near the school Watch, listen, and look carefully as you walk together.
- Be very quiet. What do you hear? Did you see anything new? Did you see anything that made you laugh?

Activity 2

Being safe (20 Min)

This activity will help children learn how to be safe when walking to school. Discuss how they got to school today.

- Did you have to cross any roads? Have a discussion about the best way to get to the program. Where are the safest places to cross the street?
- STOP, LOOK and LISTEN are three important safety rules. Find three blank cards. Write one rule on each of the 3 cards. Talk about each one. Remember being safe is being smart.
- Continue to talk about other ways to stay safe. Talk about crossing roads and paths, cars or animals or carts, holes in the ground, or rubbish.
- Talk about some ways in which children can keep safe from strangers e.g. never going anywhere with them.



Closure (10 Min)

- Arrange a walk and talk about what you see
- Ask children to draw pictures of their home and the things around them there. Use these pictures to help children understand positions (in front of, behind, next to).

SESSION 5

GETTING TO SCHOOL: A PICTURE MAP

PREPARATION



We will

- draw picture maps
- talk about and remember familiar landmarks
- talk about road safety while walking to school

Materials needed

- Exercise book
- Pencil
- Crayons
- Map

Starter: (5 Min)

Select an activity of your choice or do a fun activity such as: stand in a circle and blindfold a child whilst others change their places. Now the blind folded child has to touch a child and say who he/she is. The named child is then blindfolded, and the process begins again.

Review (5 Min)

Ask the children to show you the picture of their house and all the things they have drawn around them at home. Ask them to tell you about the things. (Let children talk about their pictures and describe the things they have drawn.) Ask them to tell you how to cross paths and roads safely.

National Curriculum Alignment

Strand 1: Listening & Speaking

Sub-strand: Communicative Purpose

- **RVC011:** Language and literacy /making meaning

Strand 1: Listening & Speaking

Sub-strand: Skills and Strategies

- **LSCF04:** Exploring literary texts to develop thinking.

YOUNG FACILITATOR ACTIVITIES

1. WALKING FROM SCHOOL TO HOME
 2. DRAWING A PICTURE MAP
-



Activity 1

Walking from school to home (20 Min)

Today we are going to do something a little different. We will walk from school to your house and back again. Then we will draw a map or a picture of the way to get from home to school.

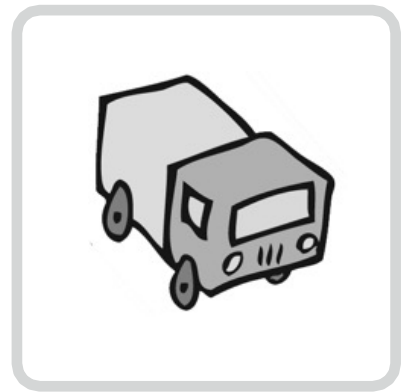
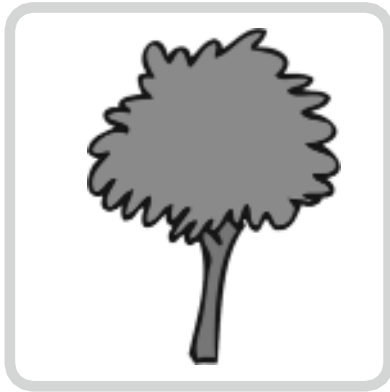
- Ask the important landmarks on the way. Landmarks are things of interest such as big trees, houses, offices or a mosque. Let us see how many we can see. We can write them in our notebooks to help us remember.
- Do you remember our 3 safety rules? We can think about these too.
- Are you ready? Let's go.



Activity 2

Drawing a picture map (20 Min)

- Talk together about the walk. What did we see first?
- How many roads did we cross? Where did we cross? Was it safe? Find the map in the folder. Look at it carefully. What landmarks did you see?
- Now let us try and draw a map of our home to school. Help to start by drawing the Young Learner's house at one end and the school at the other. Then help to draw the route joining the two places with
- the landmarks all along the way.



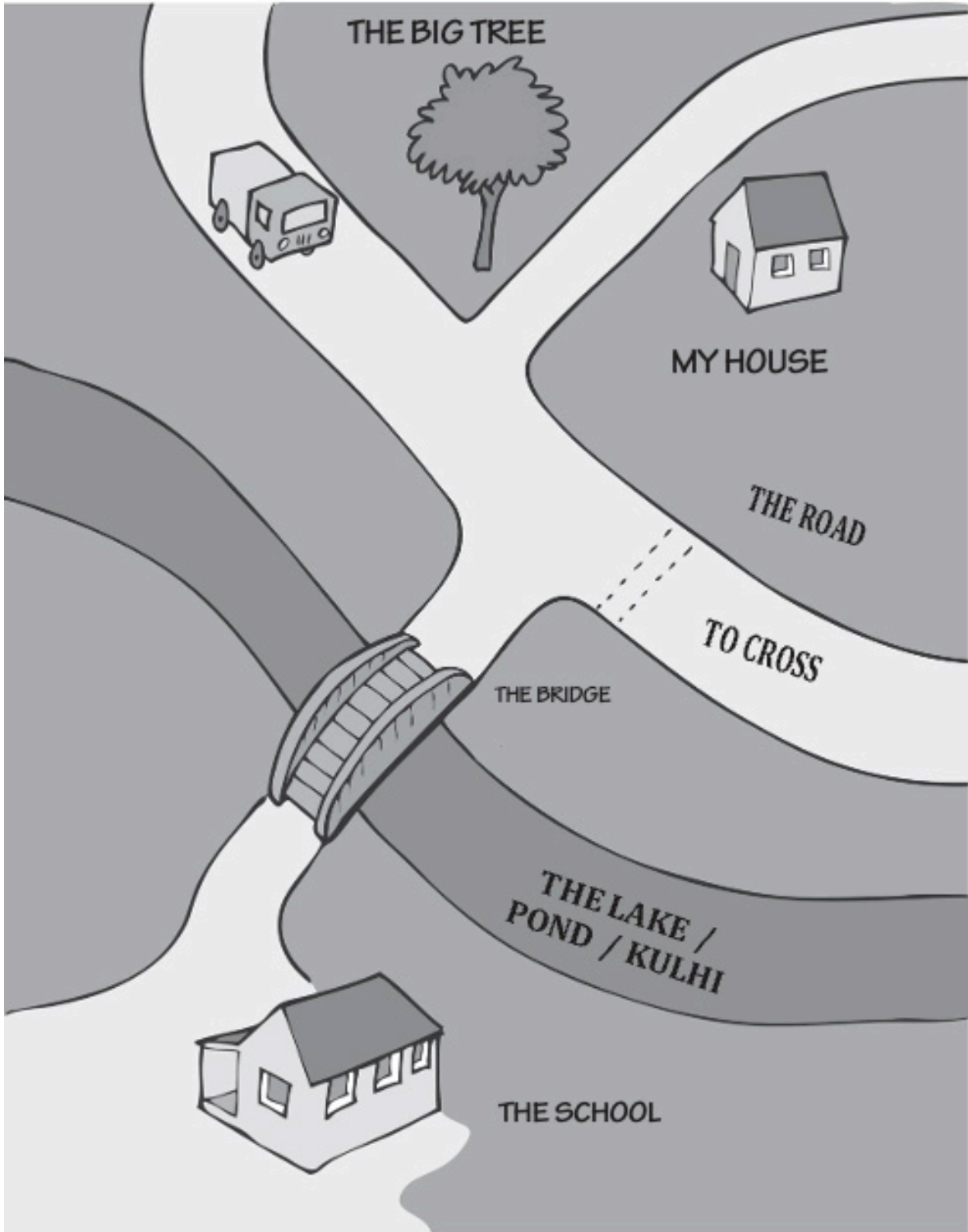
Closure (10 Min)

- Presentation of the Map.



Home Activities

- Children to share picture maps with friends and families and add more landmarks to maps.
- Talk about road safety with friends and families.





SET 4

**CARING AND SHARING
SARA AND HER FRIENDS**

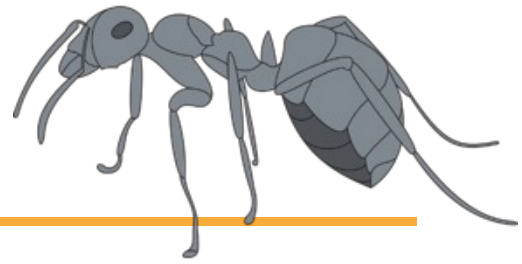
SET 4

CARING AND SHARING: SARA AND HER FRIENDS

- SESSION 1 SARA THE ANT
- SESSION 2 'SARA' the word game
- SESSION 3 *هه ارج ساره خري ناهمه*
- SESSION 4 11-20 *سره هاهمه خسه ناهمه*
- SESSION 5 *خبر خري خسه ناهمه!*

SESSION 1

SARA THE ANT



PREPARATION



Learning Outcomes/ We will....

- listen to and talk about a story
- make up new endings
- talk about friendship
- create puppets and develop eye-hand coordination skills follow directions as we hear

Materials needed

- Story books
- Animal cut-out cards
- Ant cut-out cards
- Small twigs
- Pencils and crayons
- Paper clips

Starter: (5 Min)

Ask children to select an activity they wish to begin with or try a familiar activity that children like such as singing, dancing, or clapping.

Review (5 Min)

What did we do last week? Who wants to share what they did at home? (Listen to the children's responses and find out how they shared their favourite activities with their friends and families.)

National Curriculum Alignment

Strand 1: Listening & Speaking

Sub-strand: Communicative Purpose

- **LSCF03:** Language and Literacy / Speaking for a variety of purposes and audiences

YOUNG FACILITATOR ACTIVITIES

1. SARA'S STORY
2. A PUPPET SHOW. CUT OUT ANIMALS AND MAKE PUPPETS.
HAVE A PUPPET SHOW



Activity 1

Sara's story (Time duration) (20 Min)

Look at the cover of the story. Ask the Young Learners, 'What do you think this story is about?' Talk a little about ant. Have you ever seen an ant? Where do they live? What do they like to eat?

- Read the story and let the YLs follow along with you.
- Talk about the story. Here are some questions you could ask:
 - Did you enjoy the story? Why? What is the story about?
 - What did you like about the story? What did the animals give her?
 - What made Sara sad? What made Sara happy?
 - What did Sara's friends teach her?

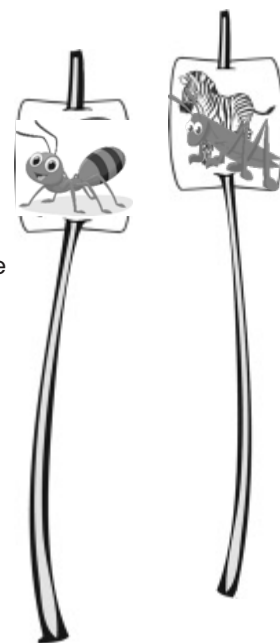
Give them to read the story. Look carefully at the names of different animals. Can the YLs recognize the first letter of some of these words?

Note: If there is a student who cannot read the story, ask to find the familiar words.

Activity 2

A puppet show (20 minutes)

- Find the card with pictures of the animals from the story. Let YLs cut out the animals. They may need some help.
- Next, find the card that has pictures of different parts of the body.
- Do you have some twigs? Try to make a small slit in the top of each one. Slide an animal card into each twig. The puppets are getting ready.
- How many children do you need for your puppet show? Let each one choose a stick puppet. What did your animal give to Sara?
- Let the YLs retell the story using the puppets. Some children might like to tell the story in a different way. Listen to the interesting and funny things they tell you.
- Make sure Sara has all her parts back. Use the clips to help you attach them.



Closure (10 Min)

- Discussion about the show. (What was learnt from the show)

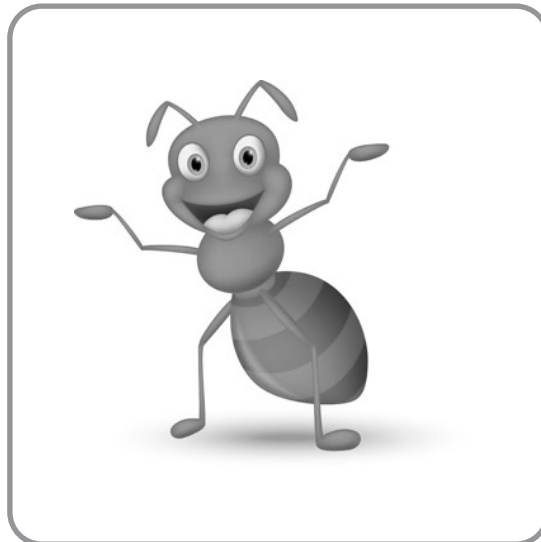
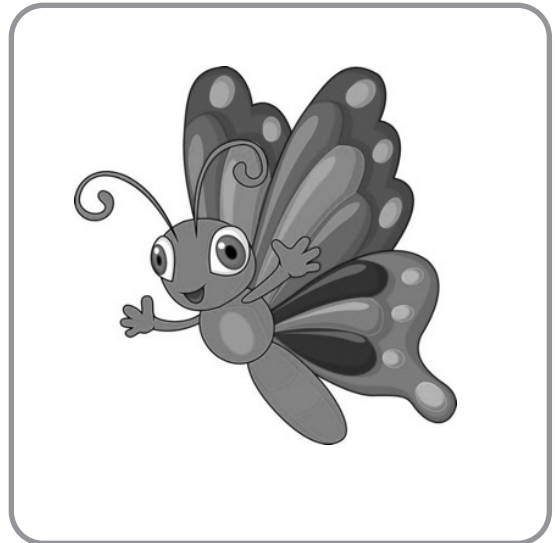


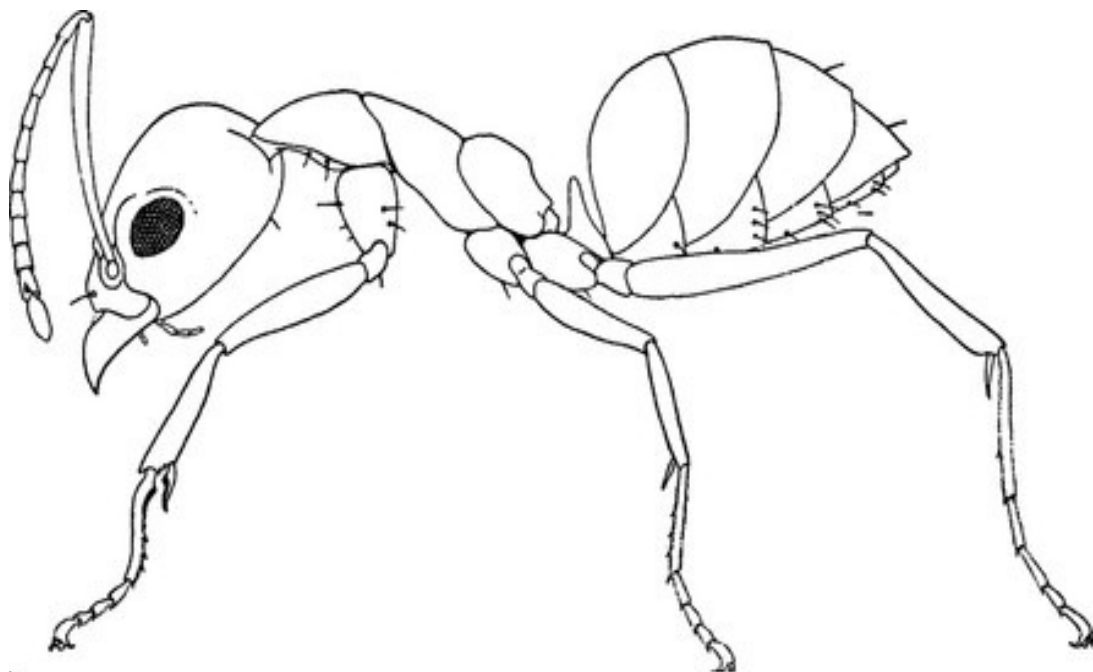
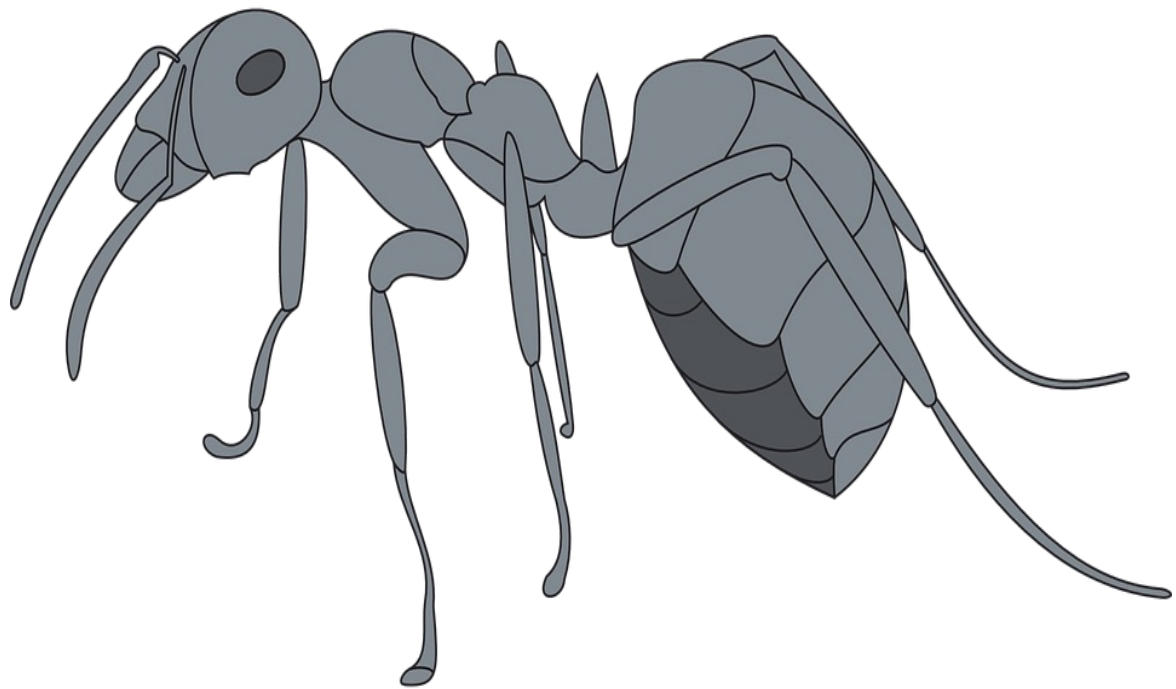
Home Activities

- Tell the story to friends and family Make up another Sara the Ant story.
- Ask friends and families to tell other animal stories to children.

Sara The Ant







SESSION 2

SARA'S WORD GAME

PREPARATION



Learning Outcomes: We will

- listen to sounds of rhyming words move to actions in a rhyme
- talk with new words
- add new words to the word book
- do things by ourselves

Materials needed

- Story book Word book
- A card with the ant rhyme Pencils and crayons
- Animal puppets from last week

Starter: (5 Min)

Sit in a circle, throw and catch a bean bag/ball or select an activity of your choice.

Review (5 Min)

Ask children to tell others what they did with their friends and family at home. Let them share the stories they heard from their friends and family.

National Curriculum Alignment

Strand 1: Listening & Speaking

Sub-strand: Language structure and features.

- **LSLF09:** Using word order and text features to convey and derive.

YOUNG FACILITATOR ACTIVITIES

1. A PUPPET SHOW
 2. ANTS HAVING
-



Activity 1

A puppet show (20 Min)

- Find the puppets you made last time. Let's have another puppet show. What animal would you like to be this time? What did Sara's animal friends teach her?
- Look at the story again. This time let's look for the words for all of Sara's animal friends.
- Help the Young Learners to write these new words in the word book. Help to figure out the right place for each new word. Where does ant go?
- There are lots of ways to talk about these new words. Here are some suggestions.
- How many new words did you add to your word book? Which word is the longest?
- Look for the letter a. How many words can you find that have the letter 'a'?
- What is your favourite new word? Do any of the words have the same letters?

123

Activity 2

Ants having fun (20 Min)

- Ask: Did you like the songs we learned together? Which one was your favourite? Let's sing it together.
- Here is a new song. It is about ants having fun. (You sing the song first, once or twice and do the actions.)
- Find the ant song card. Sing and act out the song. The Young Learners will try to follow and do just what you do. Sing and act out this song several times.

HERE IS HOW:

'One ant . . .,' march like ants. Walk in a line. When you say, 'Two ants . . .,' a child follows you behind your back and does the same. You continue in this way till all the children have joined in. Then you fall down together.

Have fun as you and your young friends sing this song.

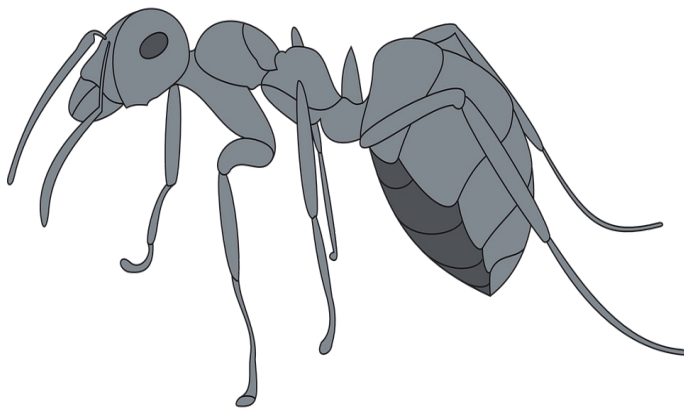
Closure (10 Min)

- Discussion about their favourite animal and the puppet show.



Home Activities

- Share the rhyme with friends and family
- Draw pictures of animals having fun!



The Ants' Fun Parade

(Tune: "If You're Happy and You Know It")



Verse 1:

If you're an ant and you know it, march around, (March in place)
If you're an ant and you know it, march around, (March in place)
Pick up crumbs and carry them, (Pretend to pick up crumbs)
March to the hill, don't stop, again! (March around in a circle)
If you're an ant and you know it, march around! (March in place)

Verse 2:

If you're an ant and you know it, wiggle your nose, (Wiggle your nose)
If you're an ant and you know it, wiggle your nose, (Wiggle your nose)
Carry the food from here to there, (Pretend to lift food)
Wiggle and giggle in the air! (Giggle and wiggle)
If you're an ant and you know it, wiggle your nose! (Wiggle your nose)

Verse 3:

If you're an ant and you know it, spin around, (Spin in place)
If you're an ant and you know it, spin around, (Spin in place)
Twirl your trunk and lift it high, (Pretend to lift trunk)
Spin and dance and touch the sky! (Jump up and reach for the sky)
If you're an ant and you know it, spin around! (Spin in place)

Verse 4:

If you're an ant and you know it, shout hooray! (Shout "Hooray!")
If you're an ant and you know it, shout hooray! (Shout "Hooray!")
March with friends and hold their hands, (Hold hands with a friend)
Ants are happy across the land! (Hold hands high)
If you're an ant and you know it, shout hooray! (Shout "Hooray!")



3

מרחב ספרותי וקריאה

מרחב ספרותי



ארבעה ימים קודם לכן
 חתמו על הסכם שלום
 בין ישראל לבין הפלסטינים
 והתחילו לנהל משא ומתן
 על הסדרת המצב בלבנון
 ובעיראק.

5 (דפי)

ונחשבו את המספרים
 והתחילו לנהל משא ומתן
 על הסדרת המצב בלבנון
 ובעיראק.

5 (דפי)

ונחשבו את המספרים
 והתחילו לנהל משא ומתן
 על הסדרת המצב בלבנון
 ובעיראק.

National Curriculum Alignment

מרחב ספרותי: ריבוי אמצעי התקשורת
 מרחב ספרותי: דפדפנה
 005-1-1005
 מרחב ספרותי, מרחב ספרותי, מרחב ספרותי
 מרחב ספרותי, מרחב ספרותי, מרחב ספרותי

بھارتی ترجمانی دستور نامہ

1. بچہ سہ روز قیام؟

2. بچہ سہ روز قیام؟

1 بچہ سہ روز

بچہ سہ روز کیا ہے؟ (20 دستے)

بچہ سہ روز وہ ہے جس میں بچہ اور اس کے والدین یا دیگر اہل خانہ کے ساتھ ساتھ بچہ سہ روز کے تمام اہل خانہ کو شامل کیا جائے۔ بچہ سہ روز کے دوران بچہ اور اس کے والدین یا دیگر اہل خانہ کے ساتھ ساتھ بچہ سہ روز کے تمام اہل خانہ کو شامل کیا جائے۔

بچہ سہ روز کے دوران بچہ اور اس کے والدین یا دیگر اہل خانہ کے ساتھ ساتھ بچہ سہ روز کے تمام اہل خانہ کو شامل کیا جائے۔ بچہ سہ روز کے دوران بچہ اور اس کے والدین یا دیگر اہل خانہ کے ساتھ ساتھ بچہ سہ روز کے تمام اہل خانہ کو شامل کیا جائے۔

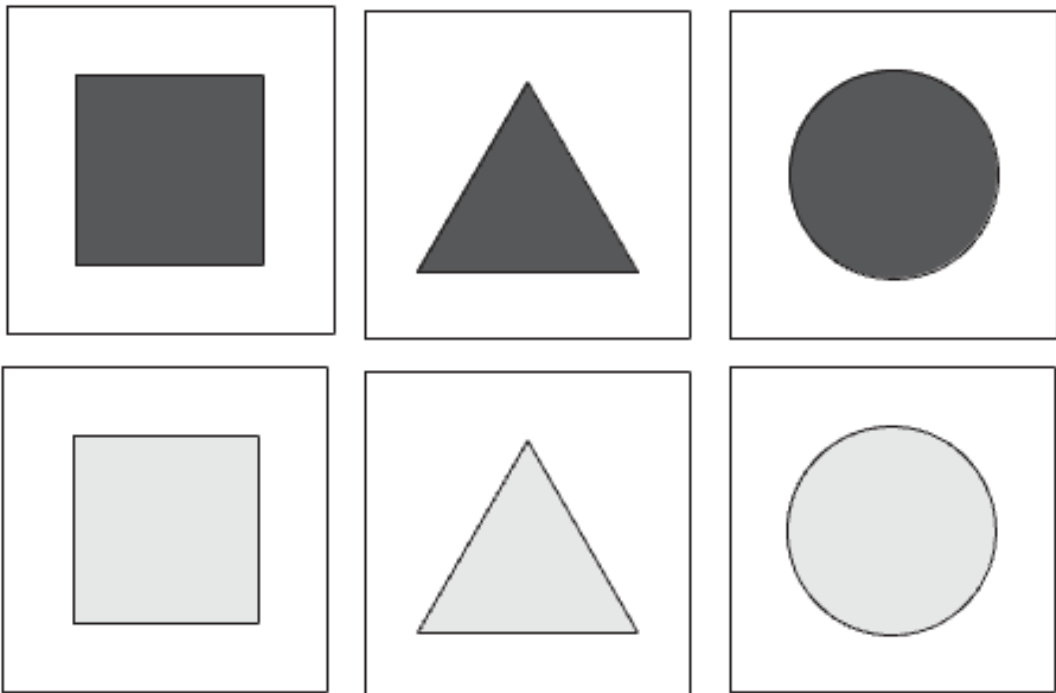
بچہ سہ روز کے دوران بچہ اور اس کے والدین یا دیگر اہل خانہ کے ساتھ ساتھ بچہ سہ روز کے تمام اہل خانہ کو شامل کیا جائے۔ بچہ سہ روز کے دوران بچہ اور اس کے والدین یا دیگر اہل خانہ کے ساتھ ساتھ بچہ سہ روز کے تمام اہل خانہ کو شامل کیا جائے۔



بچہ سہ روز، بچہ سہ روز، بچہ سہ روز...
بچہ سہ روز، بچہ سہ روز، بچہ سہ روز.....

20 (20)

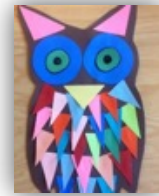
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ಸರಿಯೇ (10 ದಿನ)



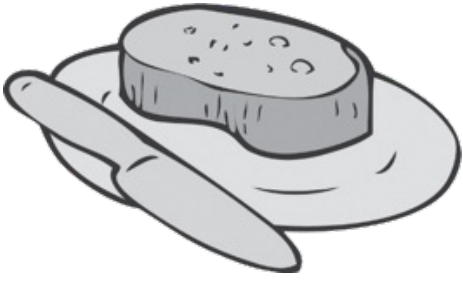
- 4 ವರ್ಷದ ಮಕ್ಕಳು, ತರಬೇತಿ, ಮತ್ತು ಇತರ ಮುಖ್ಯವಾಗಿ 4 ವರ್ಷದ ಮಕ್ಕಳು ಮತ್ತು 4 ವರ್ಷದ ಮಕ್ಕಳು.
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- 4 ವರ್ಷದ ಮಕ್ಕಳು ಮತ್ತು 4 ವರ್ಷದ ಮಕ್ಕಳು.



ਸਰਪੰਚ (10 ਦਿਨ)



ਦਿੱਤੇ ਨਿਯਮਾਂ ਅਨੁਸਾਰ ਸਰਪੰਚ ਨੂੰ 1-20 ਨੰਬਰਾਂ ਦੇ ਖੇਤਰਾਂ ਵਿੱਚ ਆਪਣੇ ਖੇਤਰਾਂ ਦੀ ਸੂਚੀ ਪੇਸ਼ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ। ਸਰਪੰਚ ਨੂੰ ਆਪਣੇ ਖੇਤਰਾਂ ਦੀ ਸੂਚੀ ਪੇਸ਼ ਕਰਨ ਵੇਲੇ ਆਪਣੇ ਖੇਤਰਾਂ ਦੀ ਸੂਚੀ ਵਿੱਚ ਸਰਪੰਚ ਨੂੰ ਆਪਣੇ ਖੇਤਰਾਂ ਦੀ ਸੂਚੀ ਪੇਸ਼ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ।



5 שיעור

תורה פירוש קריאת

הוראת

- | | |
|------------------|-----|
| הנה | הנה |
| תורה פירוש קריאת | הנה |
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5 (5) דברי

הנה

הנה (5) דברי

הנה

National Curriculum Alignment

הנה

הנה

1.3.10.1 הנה

بەھۆرەتەر تەربىيە ۋە ئۆگەتەش

1. تەبىئەت ۋە تەبىئەت بىلەن باغلىنىدۇ؟

2. ھۆرمەت ۋە ئەقىل

1 تەبىئەت

123

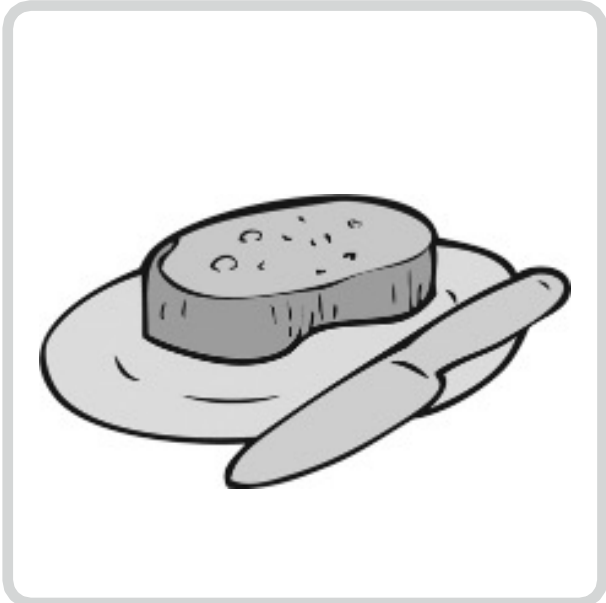
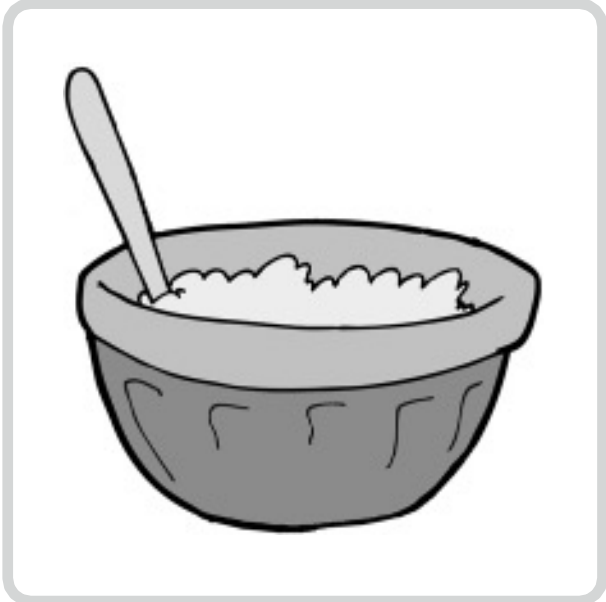
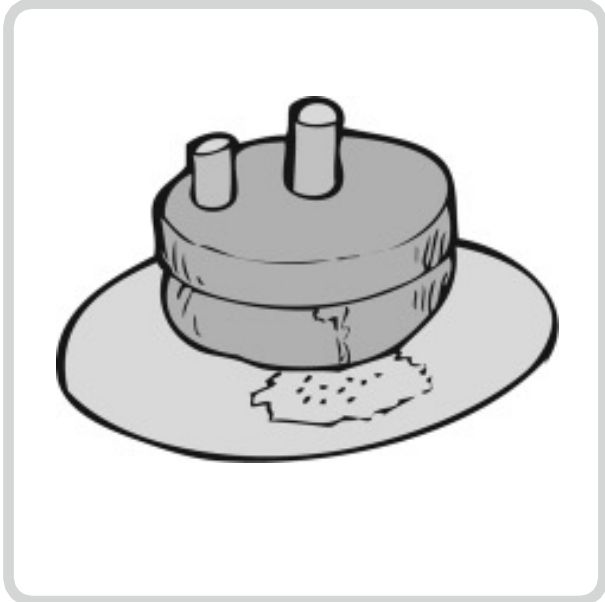
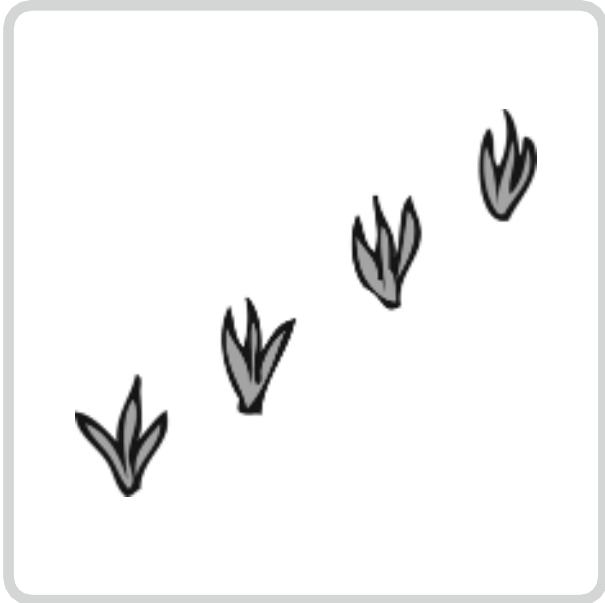
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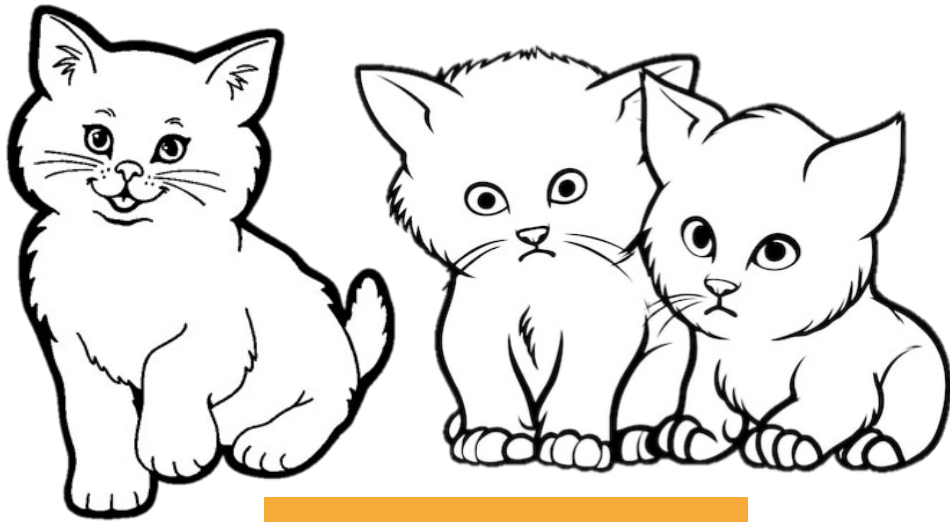
- ھۆرمەت ۋە ئەقىل ھۆرمەت بىلەن باغلىنىدۇ؟
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2 ھۆرمەت

ھۆرمەت ۋە ئەقىل (20 نەرسە)

- ھۆرمەت ۋە ئەقىل ھۆرمەت بىلەن باغلىنىدۇ؟ تەبىئەت ۋە تەبىئەت بىلەن باغلىنىدۇ؟
- ھۆرمەت ۋە ئەقىل ھۆرمەت بىلەن باغلىنىدۇ؟ تەبىئەت ۋە تەبىئەت بىلەن باغلىنىدۇ؟
- ھۆرمەت ۋە ئەقىل ھۆرمەت بىلەن باغلىنىدۇ؟ تەبىئەت ۋە تەبىئەت بىلەن باغلىنىدۇ؟





SET 5

**SOLVING PROBLEMS
THOSE HUNGRY CATS**

SET 5

SOLVING PROBLEMS: THOSE HUNGRY CATS

SESSION 1 THE THREE HUNGRY CATS

SESSION 2 CAT PUPPETS AND RHYMES

SESSION 3 HOW BIG? HOW TALL?

SESSION 4 *أزرقنا زرقاً، وأسودنا سوداً*

SESSION 5 *أزرقنا زرقاً، وأسودنا سوداً، وأصفرنا صفراً!*

SESSION 1

THE THREE HUNGRY CATS



PREPARATION



We will

- listen to and talk about stories.
- express about feelings and ideas
- engage in problem-solving skills
- learn new information
- ask questions

Materials needed

- Story book (Animated Story with captions)
- Word book
- Pencils
- Crayons/ Colour papers/ Fibers
- Drawing block paper

Starter: (5 Min)

Ask the children to make shapes with their bodies. (For example, with their bodies they can make a thin shape, a wide shape, a small round shape, a star shape, a shape like an elephant, etc.)

Review (5 Min)

Ask children about the previous week activities they did at home, such as story reading or a puppet show or any other activity.

National Curriculum Alignment

Strand 1: Listening & Speaking

Sub-strand: Communicative Purpose

LSCF04: Explore literacy texts to develop thinking.

YOUNG FACILITATOR ACTIVITIES

1. THE THREE HUNGRY CATS
 2. SOLVING PROBLEMS
 3. MORE NEW WORDS
-



Activity 1

The Hungry Cat (20 Min)

- Before you read the Three Hungry cats, look together at the cover. Have a discussion about cats. Here are some questions to get started:
 - What are cats like?
 - Do they make you laugh? What do cats like to eat?
- Let's read the story and see what happens to these cats. Read slowly and carefully and let Young Learners read along with you. They will begin to recognize some of the words as you say them. Change the sound of your voice to show which animal is speaking.
- Talk about the story. Here are some questions:
 - Did you like this story? What did you like about this story?
 - Did you find it interesting? Why?
 - What did you like most in the story?
 - What did the hungry cat say to the monkey? What did the ogre say to the hungry cats?
 - Make a face mask by using drawing block paper and colour.
 - Kids can use any medium of colour to make a mask

Activity 2

Solving (10 Min)

- What is the problem that the cats are trying to solve? How did they solve it?
- Can you think of another way that the cats could have solved this problem?
- What do you do when you have a problem to solve? Who helps you to find the right solution?

More new words (10 Min)

- Look together at each page of the book. Let the Young Learners choose one word from each page. Help them to write the word in her word book.
- A picture of the word is always a good way to help remember. So, help YLs to draw a picture next to each new word.
- Talk about these new words. Here are some questions to help you:
 - Which words sound the same?
 - Which new words begin with the same letter? Which new words end with the same letter?
 - Did you find any pairs of opposite words in this story?
 - Where are they?

Closer (5 Min)

Sing a cat song with their masks.

There was man had a cat, and kitty was his name-o

K_I_T_T_Y, K_I_T_T_Y, K_I_T_T_Y,

And Kitty was his name-o

There was man had a cat, and kitty was his name-o

(clap)_I_T_T_Y, (clap)_ _I_T_T_Y, (clap)_ _I_T_T_Y,

And Kitty was his name-o

There was man had a cat, and kitty was his name-o

(clap)_ (clap)_ _T_T_Y, (clap)_ _ (clap)_ _T_T_Y, (clap)_ _ (clap)_ _T_T_Y,

And Kitty was his name-o

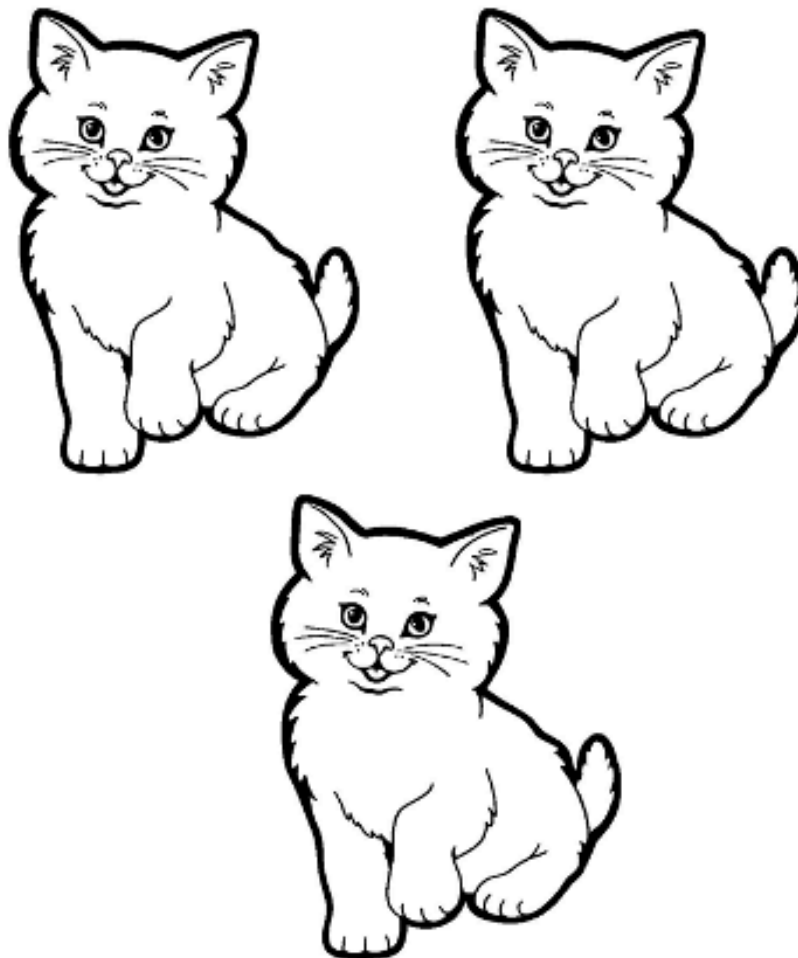
Will be continued until the letter Y



Learning together at home (5 Min)

- Read the story again at home. Share it with other friends and family.
- Does anyone know another story about cats?
- Have fun telling some other animal stories.

Three Hungry Cats



SESSION 2

CAT PUPPETS AND RHYMES



PREPARATION



We will

- Listen to the sound of rhyming words
- Listen a rhyme and identify rhyming words
- Plan and act out a puppet show
- Identify cats and colour them.

Materials needed

- Nursery Rhyme (Ding Dong Bell)
- Flash cards/Picture cards (Cat, bell, well)
- Twigs for puppets
- Rhyming Picture Cards
- Treasure Chest
- Clue Envelopes
- Recording Sheets:

Starter: (5 Min)

Play a nursery rhyme (Ding Dong Bell)

Ask questions about words rhyme with Cat, bell, well etc.

Review (5 Min)

Let children tell you the story of the hungry cats in their own words. Ask them to tell any other rhyming words they can find from the story.

National Curriculum Alignment

Strand 1: Skills and Strategies

Sub-strand: Language structure and features

LSSF06: Making effective presentations

LSLF08: Phonological awareness / Word Study

YOUNG FACILITATOR ACTIVITIES

1. A HUNGRY CAT PUPPET SHOW
 2. AN ACTION RHYME
-



Activity 1

A Hungry Cat Puppet Show (20 Min)

- Find the cards with the pictures of cats. Let Young Learners colour them. Use many colours. You can colour one too. When you are finished, cut out all of the cats.
- Make puppets by putting each card in the slit of the twig.
- Have fun acting out the story. Act it out again. This time change roles.
- Try making up a story. What problem do the cats have in this new story? How did they solve it? Use your puppets to help you tell this new story.



Activity 2

My Rhyme Treasure (20 Min)

- Explain to the YLs that they are embarking on a treasure hunt to discover rhyming words hidden around the classroom.
- Form Teams: Divide the class into small groups to encourage teamwork and collaborative learning.
- Begin the Hunt: Hand out the first clue to each team, prompting them to decipher the rhyme and locate the corresponding spot in the classroom.
- Find and Match: At each location, students will find a rhyming picture card. When they identify the word, say it aloud, and note it on their recording sheet.
- Proceed Through Clues: Each found card provides the next rhyming clue, leading teams sequentially from one spot to another.
- Conclude the Hunt: The final clue directs students to the treasure chest, where they receive their rewards.

Closure (10 Min)

- Give a worksheet to help YLs to match rhyming words.



Learning together at home

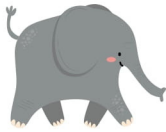
- Share the rhyme together with other family members and friends.
- Tell the cat story to a friend or family member. What did they think about the goats' solution to their problem?
- Using the puppets, help the Young Learner and others to make up a new cat story. What was the problem in this story? How did the goats solve it? Be ready to share your story during the next group session.



bat



ball



big



bee



boat



tree



cat



coat



tall



pig



1 2 3 4 5

This little cat went to market,
This little cat stayed in the basket,
This little cat had green grass,
This little cat stayed in his class,
This little cat cried, 'Meau' All the way to her little seat.

Ding Dong Bell
Ding dong bell,
Pussy's in the well.
Who put her in?
Little Johnny Thin.
Who pulled her out?
Little Tommy Stout.
What a naughty boy was that,
To try to drown poor pussycat,
Who never did him any harm,
But killed the mice in his father's barn.

Note:

The closure activity can be given to the high ability students without pictures.

NB: During local language adaptation, can you think of other things the cat did?



SESSION 3

SPINNING NUMBERS

1 2 3 4 5

PREPARATION



We will

- take turns and share materials
- learn and follow the rules practice numbers 1–20

Materials needed

- Game board Hexagon spinner
- Number and dots cards
- Things to count (pebbles, seeds or buttons) Scissors
- Hexagon picture
- Small twig

Starter: (5 Min)

Begin with an activity of your choice or the children's choice.

Review (5 Min)

Look together at the picture the child drew at home. Who is the tallest in their house? Who is the shortest? etc.

YOUNG FACILITATOR ACTIVITIES

1. MAKING A SPINNER
 2. SPINNING AND COUNTING
-

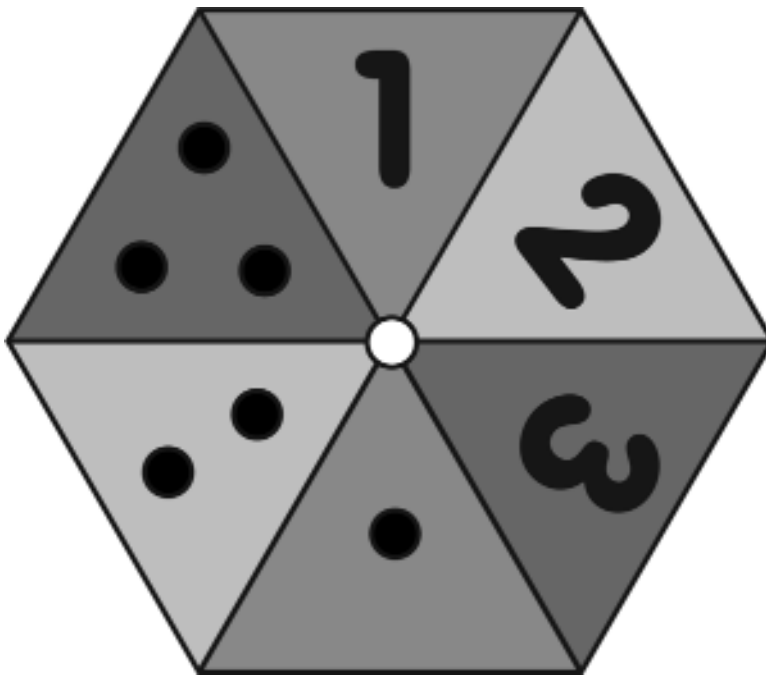
123

Activity 1

Making a spinner (20 Min)

A hexagon is a shape that has six sides. Find the hexagon figure. This hexagon will be made into a game spinner with 3 numbers.

Help the Young Learners to cut out the hexagon. Make a hole in the middle. Then insert a small smooth twig in the middle. Can it spin?



Activity 2

Spinning and counting (20 Min)

Look at the board together. It has 20 squares numbered from 1–20. Practise saying the numbers together. Don't worry if the Young Learners find this hard. There are so many new things to learn!

- Let's play the game. It works like this:
- Each player has one counting object (pebble or button).
- Place the counting objects (pebbles or buttons) at the beginning of the board.
- Each player takes a turn spinning the hexagon. It will stop at a number. The player moves his button this number of spaces. For example, if you land on the number 3, you move three spaces.
- Players take turns spinning the hexagon and moving their counters.

The first person to reach 20 is the winner. Play the game many times.

It is a fun way to learn new numbers!

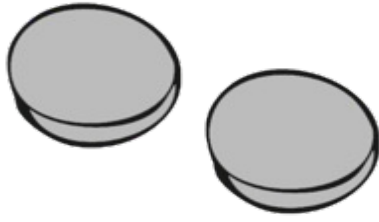
Closure (10 Min)

- Discussion about a new game they could play using the spinner.



Learning together at home

- Play the game with friends and family at home. Several people can play at the same time.
- Can you make up another game using the spinner?
- Remember, have fun!



سہ ماہی 4

انگریزی اور ریاضی

پہلا حصہ



انگریزی کے قواعد:

- اردو اور انگریزی کے الفاظ کی تلفظ میں فرق.
- انگریزی کے الفاظ کی تلفظ میں فرق.
- انگریزی کے الفاظ کی تلفظ میں فرق.
- انگریزی کے الفاظ کی تلفظ میں فرق.

ریاضی

- 1 سے 10 تک کی تعداد کی شناخت.
- 1 سے 10 تک کی تعداد کی شناخت.
- ریاضی کے قواعد (+, -, =) کی شناخت.



تعمیراتی مشورے!

انگریزی کے قواعد اور انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق.

10 (10) کے قواعد

انگریزی کے الفاظ کی تلفظ میں فرق.

National Curriculum Alignment

انگریزی کے قواعد اور انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق. انگریزی کے الفاظ کی تلفظ میں فرق.

ਸਰੋਤ (10) ਦੇ ਸੰਬੰਧ

ਪੇਂਟ ਕਰੋ ਅਤੇ ਸੁਣੋ।

ਕਿਹਾ ਕੀਤਾ ਸੀ



ਮੇਰੇ ਕੋਲ ਇੱਕ ਸੁੰਦਰ ਬੱਚਾ ਸੀ ਜਿਸਨੂੰ ਮੇਰੇ ਨਾਲ ਆਉਣ ਦਾ ਮਨ ਸੀ।
ਮੇਰੇ ਕੋਲ ਇੱਕ ਸੁੰਦਰ ਬੱਚਾ ਸੀ ਜਿਸਨੂੰ ਮੇਰੇ ਨਾਲ ਆਉਣ ਦਾ ਮਨ ਸੀ।

ਮੇਰੇ ਕੋਲ ਇੱਕ ਸੁੰਦਰ ਬੱਚਾ ਸੀ ਜਿਸਨੂੰ ਮੇਰੇ ਨਾਲ ਆਉਣ ਦਾ ਮਨ ਸੀ।
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بھارتی تعلیمی دسویں

3

(20)

1. کوششیں

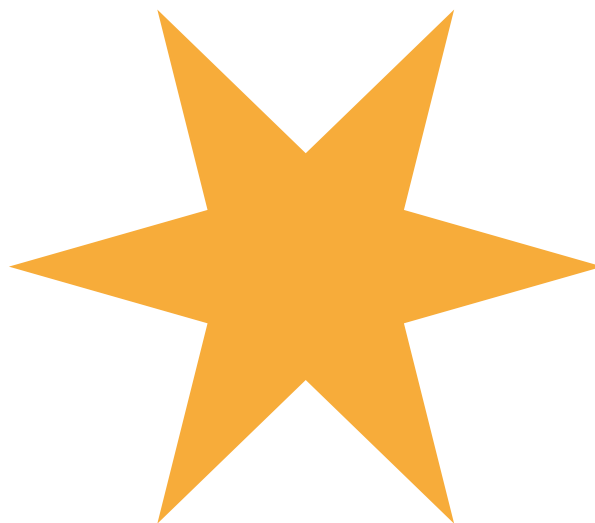
توڑی اور کھینچنے کے لیے ایک بڑی کھوپڑی رکھی جائے۔ اس کے ساتھ ساتھ بھارتی تعلیمی دسویں کے بارے میں بات کی جائے۔

2. کوششیں (20)

بہتر طریقوں سے، کوششیں اور کوششیں کے ساتھ ساتھ بھارتی تعلیمی دسویں کے بارے میں بات کی جائے۔

3. "بھارتی تعلیمی دسویں"

- بھارتی تعلیمی دسویں کے بارے میں بات کی جائے اور کوششیں کی جائیں۔
- بھارتی تعلیمی دسویں کے بارے میں بات کی جائے اور کوششیں کی جائیں۔





Scaling Impact of a Play-Based
Child-to-Child Approach to
Make Pre-School to Primary School
Transition Fun and Inclusive