





# JAADUI PITARA

Learning–Teaching Material for the  
Foundational Stage

## USER MANUAL



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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**User Manual**

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## FOREWORD

India has a rich tradition of nurturing the holistic development of children during their most formative years. These traditions provide for complementary roles for the immediate family, the extended family, the community and formal institutions of care and learning. In addressing the first eight years of a child's life, this holistic approach—which includes the cultivation of *sanskars* which are passed on from generation—has a critical and positive lifelong influence on every aspect of a child's growth, health, behaviour, and cognitive capabilities in the later years.

Considering the importance of the early years in a child's lifelong development, the National Education Policy 2020 (NEP 2020) envisioned a 5+3+3+4 curricular and pedagogical structure as providing a much needed focus on formal education and childcare in the country during the first five years corresponding to ages 3-8, naming it the Foundational Stage. During the ages 3-6 years, a child's holistic growth will be taken care of in *Balvatika* which is an individual's lifelong learning, social and emotional behaviour, and overall health depending deeply upon the experiences gained during this critical Foundational Stage.

The Policy thus recommended developing a National Curriculum Framework specifically for this stage, which would comprehensively guide the whole education system toward providing high-quality education in children's early years, thereby carrying this momentum forward to the other later stages of school education. Based on the principles and objectives enunciated under NEP 2020—as well as on research from a range of disciplines (including Neuroscience and Early Childhood Education), on experiences and accumulated knowledge from the ground, and on the aspirations and goals of our Nation—the National Curriculum Framework for Foundational State (NCF-FS) was developed and released on 22 October 2022.

The National Curriculum Framework for Foundational Stage (NCF-FS) recommends early childhood care and education to be rooted in Indian culture and ethos. It also focuses on integrating the children's experiences at home with the knowledge, skills and attitudes which would be developed within the precinct of the school. This marks a departure from the prevailing system of merely learning from books to a more congenial play-way and competency-based learning system, where children's engagement with what they do and learn becomes more critical.

The success of NCF-FS, 2022 would obviously depend on the steps, that *anganwadis*, schools and concerned institutions will take to develop appropriate competencies for children at this stage. In

order to achieve this, various learning and teaching materials have been added to the *Jaadui Pitara* including books for the teachers and a lot of interesting learning and play materials for the children at the Foundational Stage. Subsequently, *Jaadui Pitara* has been developed by NCERT and released by the Ministry of Education on 20 February 2023, to provide playful Learning-Teaching Material (LTM) for the children in *Balvatika*.

The *Jaadui Pitara* has been developed for children at the Foundational Stage taking care of the perspectives of NEP 2020 and also NCF-FS, 2022. An attempt has been made to make *Jaadui Pitara* inclusive and as per our cultural rootedness.

This *Jaadui Pitara* provides LTM for all the five domains of development and offers scope for integrating play-way methods of learning through toys and games along with a variety of other activities that lead children to develop critical thinking and problem-solving abilities. Besides, we encourage all the stakeholders to keep adding new, innovative, contextualised and naturally sourced LTM to the box to provide a wide variety of learning experiences to children. *Jaadui Pitara* also aims to include toys made from local/traditional materials and at the same time encourage local craftspeople and artisans.

This User Manual provides guidance to the users about the materials in the *Jaadui Pitara*, its objectives and method of using it with children. NCERT appreciates the hard work done by the faculty of the Department of Elementary Education (DEE) in developing this *Jaadui Pitara*. I thank the Chairperson of this Committee, Prof. Shashi Kala Wanjari and other members for completing this task on time and in such an admirable way. I am also thankful to all the institutions and organisations, which have generously extended their help and assistance in making this possible. I am especially thankful to Dr. K. Kasturirangan, Chairperson of the National Steering Committee, and its other members, including those of the Mandate Group, its Chairperson Professor Manjul Bhargava, and members of the Review Committee for their timely and valuable suggestions, which were of immense value in conceptualising and developing this *Jaadui Pitara*.

As an organisation committed to reforming school education in Bharat and continuously improving the quality of all learning and teaching material that it develops, NCERT looks forward to critical comments and suggestions from all the stakeholders to add more value to this *Jaadui Pitara*.

PROFESSOR DINESH PRASAD SAKLANI  
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July, 2023  
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# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)



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# About the Jaadui Pitara— Learning–Teaching Material for the Foundational Stage

## Introduction

### **NEP 2020— Goal**

*Due to the critical importance of the Foundational Stage for the development of an individual, and for the long-term benefit to society as a whole, NEP 2020 articulates a clear goal – that every child in the age range of 3–8 years must have access to free, safe, high quality, developmentally- appropriate ECCE by the year 2025.*

The early years or Foundational Stage education is very crucial in improving the enrolment and participation of children in formal schooling. It has a direct impact on the development of the child and significantly contributes in achieving the goal of universalisation of elementary education. The due importance to Early Childhood Care and Education (ECCE) is provided in the National Education Policy 2020 (NEP, 2020). The policy also emphasises that ECCE ideally consists of flexible, multifaceted, multi-level play and activity based pedagogy. It also gives importance to strengthening *anganwadi* centers, *balvatika* and classrooms across the Foundational Stage to be equipped with age-appropriate indigenous toys and play equipment for the child’s holistic development. The National Curricular Framework for the Foundational Stage (NCF-FS, 2022) also emphasises on toy and game-based pedagogy so that all the children will grasp and learn the concepts in a playful manner which would ease and make the learning process joyful and stress free and help in smooth transitions for formal learning at the later stage.

Since its inception, the NCERT has been working in the area of early childhood education concentrating on development and use of educational toys, picture books, and attractive reading material for young children. This time the NCERT has come up with this comprehensive exemplar Learning–Teaching materials in the form of *Jaadui Pitara* for the children at the Foundational Stage.

Young children learn the best from first-hand experiences and working with concrete play materials and objects. They explore,

try out the materials and gradually learn by manipulating the play materials and objects. Thus classroom environment should be such that cultivate this spirit of exploration through playing with toys, manipulatives and reading the flash cards, picture posters, etc. Many local toys are also available in every child's surroundings. Teachers and parents must also use these as important resources for teaching different concepts and help children learn in a stress-free manner.

A safe, secure, comfortable, and happy classroom environment is an important aspect where children can explore the LTM, learn better and achieve more at the Foundational Stage. Care and responsiveness with ample opportunities to experience, experiment and explore are the hallmark of pedagogy at this stage.

Foundational Stage: Flexible, Multilevel,  
Play-based Learning

### **The Power of Play and Learning–Teaching Materials**

Play is a child's work. Play by its very nature is something young children like to do and actively engage in. We can say that play and learning are a two-way reciprocal process. Play enables learning by allowing children to remain active, engaged, and involved in social interaction with other adults and children, thus meeting all necessary conditions for learning to occur. When children play, they use all their senses—hearing, seeing, tasting, touching, smelling and moving—to gather information about their immediate world.

Teachers need to understand how children of different ages grow and learn in order to provide warm, sensitive care and positive learning experiences. Positive learning experiences help young children's developing brains make and strengthen the connections they need in order to succeed. Positive early experiences help a child's brain develop well. Children's early learning sets the stage for later school success and this is the reason we have to provide quality and stimulating Learning–Teaching material and play experiences to feed the young brain.

### **How do Children Learn at the Foundational Stage?**

Children are natural learners. They are active, eager to learn, and respond with interest to new things. They have an innate sense of curiosity—they wonder, question, explore, try out, and discover to make sense of the world. By acting on their curiosity, they continue to discover and learn more. Children

learn best through play— through activity and doing. They like to run, jump, crawl, and balance, they enjoy repetition, respond spontaneously to rhythm, talk, ask, reason, and answer questions posed to them. They learn by first-hand experiences involving manipulation, exploration, and experimentation.

This playfulness with materials, ideas, thoughts, and feelings helps in developing children’s creativity, flexible thinking, and problem-solving abilities, and enhances their concentration, attention, and perseverance. Children improve their thinking, vocabulary, imagination, speaking, and listening skills through play, whether they are reconstructing real situations or creating their imaginary world.

Learning at this stage is, therefore, an active and interactive process in which children learn through play and through interaction with other children. Children are actively engaged in their social and cultural experiences, and they constantly adjust and use new information to make sense of their perceptions and their experiences.

Children’s playing and playfulness can be nurtured and strengthened through experiences of active participation with others, and with natural, real-world materials that provoke and enhance learning, imagination, creativity, innovation, and problem-solving in diverse and unique ways.

It is vital that learning of children at this stage is anchored by nurturing relationships with those around them. These relationships help children feel safe, become more optimistic, curious, and communicative. And this can be easily done when adults use the appropriate LTM to enhance children’s learning at the Foundational Stage.

### **Why this Jaadui Pitara?**

We want our young children to develop holistically and that is possible by providing free play time with learning material catering to different domains of development. To ensure ‘quality learning’ at the Foundational Stage, an appropriate child-centered pedagogy and classroom environment are necessary for which appropriate teaching-learning material is an essential component. A need has been felt for quite some time for the comprehensive play material that makes teaching of concepts easier and better. There is a great demand for such LTM in the field to meet the basic learning needs of children on one hand and equipping the teachers with resources on the other.

Effective and joyful learning is possible for the child only through concrete, first-hand experiences. The child learns by 'doing', by experience, by directing manipulation of objects, by interaction with the environment. The teaching-learning process at the Foundational Stage should comprise mainly play and activity. But then it requires LTM for different domains to conduct the age-appropriate and development-oriented activities across the Foundational Stage.

To plan a quality programme and to device activities for teaching different concepts, teachers need appropriate and sufficient quantity of LTM. This *Jaadui Pitara* containing LTM for the Foundational Stage is developed for 3 to 8 year old children keeping all the above in mind.

By giving age and developmentally-appropriate LTM, teachers also help children release their pent up feelings. The LTM in the *Jaadui Pitara* has been created to help young children continue to develop their skills for thinking, speaking, classifying, problem-solving, reasoning, etc. We hope this material will help to stimulate young children's eager minds, fill their hearts with joy, and satisfy their curiosity.

When teachers provide toys and appropriate learning material in a stress-free, child-friendly environment, they help young children feel safe, secure and happy.

### **What is Inside the *Jaadui Pitara*?**

This *Pitara* is filled with Learning–Teaching material for different domains of development. Each item has been carefully chosen to support classroom activities. Each learning material in the *pitara* can be used in different ways depending on the age, development and interest level of the child.

This User Manual for *Jaadui Pitara* has been prepared for teachers, teacher educators and parents to guide them in using the LTM among young children. There are total 53 Learning–Teaching material for different domains in this *Jaadui Pitara* along with one folding bag to store and display the LTM from *Jaadui Pitara*. The details of each item are provided for the users.

### **How to Use the *Jaadui Pitara*?**

There is ample scope for the teachers and parents to plan and create age-appropriate play activities around the play materials provided in this *Jadui Pitara*.



Teachers can create small groups and provide different LTM among children. If you have activity or interest areas in your school, then keep this material in those areas depending upon the need. Otherwise you may keep the material in the given folding bag and hang it at an appropriate place.

### **Here are some helpful tips to keep in mind while using LTM**

- Make safety a priority: Make sure the play space is safe and clean. Keep all materials clean. Display the required materials in a given bag and hang it at an appropriate place. Store other materials carefully in the pitara.
- Create a stress-free stimulating environment for play where the children feel safe, secure and loved. Every child should be given an opportunity to use, play and learn with the material.
- In case you feel the need you might make the seating arrangement in groups according to children's development level. If there are more children in class and the quantity of LTM is less, then it is advised to distribute the LTM in groups. Develop more low-cost and no-cost material. Also, collect indigenous play materials from the local context and keep adding LTM to the *Jaadui Pitara*.
- Ask parents to volunteer and extend support to their child's play, and become a partner in early education. This is the best possible way to involve parents in school education. Encourage families to tell stories to a group of children. Make it a routine activity for every month. Think about the activities that parents can conduct with the children. Ask them to come prepared and support them wherever required. This would also help them know better about how children learn.
- Routines are important: Children need a lot of consistent attention especially when they are exploring the LTM and working with it for the first time. Plan your day's programme so that you know when it is time to play with LTM in the activity areas or when do you want to use the picture reading posters during circle time; when you want to use classification cards, puzzles during cognitive activity slot and so on. Prior planning is very important.

Following are some Dos and Dont's which should be kept in mind while using the LTM given in *Jaadui Pitara*.

<b>Dos</b>	<b>Dont's</b>
Take out only the relevant kit materials/toys.	Don't take out all the materials at once, as they might get mixed up.
Create your own LTM/play materials to bring variety and reduce monotony.	Don't depend only on the materials provided in the Pitara
If any material is broken/torn, mend them immediately, as you might lose the broken/torn pieces.	Don't use any broken/torn material, as it may lead to create damage to the material/child.
Clean the materials/toys regularly.	Don't provide children with dirty/unhygienic materials/toys.
Offer lots of opportunities to play with play materials, toys, flashcards, picture reading poster, etc.	Do not provide worksheets without exposure to the concrete material.
Check the corners, rims, etc., of the materials, in order to avoid any injury to children.	Don't provide children with materials that might injure them.
Read the trainer's handbook <i>Unmukh</i> provided in the <i>Jaadui Pitara</i> thoroughly and plan to conduct activities using the LTM.	Do not randomly do the activities, read, and plan for continuum.
Understand the worksheets given in <i>Anand</i> , and use them only after giving plenty of exposure and fun with concrete materials.	Do not give worksheets without giving children the experience of play with LTM and other materials from nature.

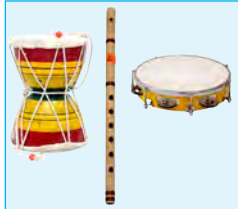


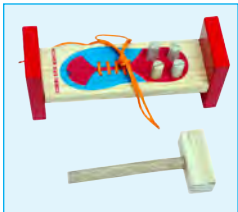

This user manual gives you many ideas to use the LTM provided in the *Jaadui Pitara*. In addition, variations are suggested for each LTM, where teachers and parents can create and offer many other types of play materials and activities to satisfy the curiosity and interest level of children.

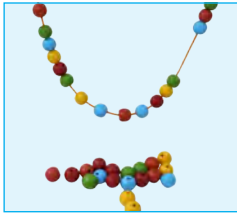
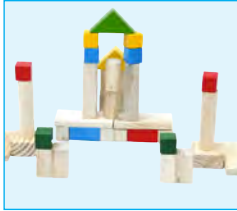

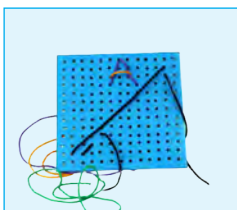
**In addition to the materials in *Jaadui Pitara*, provide plenty of low-cost/no-cost materials/resources to create play materials/toys and to engage children in DIY (Do-it-Yourself) activities.**






Note: The LTM in *Jaadui Pitara* are exemplar. A few LTM given in this box are in 13 languages. However, you may develop and create the LTM's in the language the children are comfortable with and as per their context.




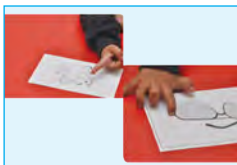



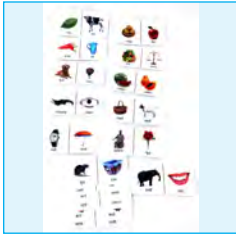




## List of Learning–Teaching Material (LTM) for Jaadui Pitara

S. No.	Items	Description	Objective/Purpose
1.	<p><b>Musical Instruments</b> Tambourine (<i>Dhaphli</i>), Flute, and <i>Damru</i></p> 	3	<ul style="list-style-type: none"> <li>To improve listening skills and develop sound discrimination</li> <li>To have fun during music and movement activities</li> <li>To foster a sense of rhythm</li> </ul>
2.	<p>Rope Ladder</p> 	1	<ul style="list-style-type: none"> <li>To develop gross motor skills</li> <li>To strengthen body balance</li> <li>To develop the concept of ascending and descending</li> </ul>
3.	<p>Bowling Set</p> 		<ul style="list-style-type: none"> <li>To strengthen gross and fine motor skills</li> <li>To enhance eye-hand coordination and balance</li> <li>To develop counting skills</li> </ul>
4.	<p>Hammering Toy</p> 	1	<ul style="list-style-type: none"> <li>To develop fine motor skills</li> <li>To improve eye-hand coordination</li> <li>To help children release pent-up emotions</li> </ul>
5.	<p>Ball</p> 	1	<ul style="list-style-type: none"> <li>To develop muscle coordination and control</li> <li>To foster social skills</li> </ul>

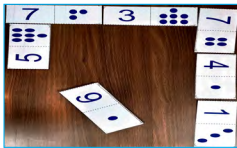


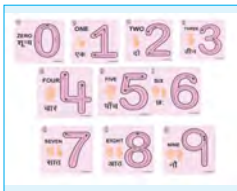

S. No.	Items	Description	Objective/Purpose
6.	Beads with Holes and Strings 	Beads with 6 long strings	<ul style="list-style-type: none"> <li>To foster fine motor coordination</li> <li>To develop eye-hand coordination</li> <li>To stimulate imagination</li> <li>To identify and classify the beads according to the colors</li> </ul>
7.	Building Blocks 	36 cards	<ul style="list-style-type: none"> <li>To develop fine motor skill</li> <li>To develop cognitive skill— identification, observation, classification, problem-solving</li> <li>To foster creativity and imagination</li> <li>To develop pre-number concepts such as big-small, tall-short, long-short</li> </ul>
8.	Spinning Top 	1	<ul style="list-style-type: none"> <li>To develop finger dexterity and fine motor skills</li> <li>To enhance eye-hand coordination</li> <li>To develop spatial awareness</li> <li>To help develop TRIPOD grip</li> </ul>
9.	Lacing Board with Strings 	One Board with 4 strings	<ul style="list-style-type: none"> <li>To improve eye-hand coordination</li> <li>To develop visual perceptual skills</li> <li>To promote fine motor skills</li> <li>To help develop pincer grip</li> <li>To help increase attention span in children</li> </ul>



S. No.	Items	Description	Objective/Purpose
10.	Rolling Board and Rolling Pin 	One Rolling Board and One Rolling Pin	<ul style="list-style-type: none"> <li>To develop creativity and extend imagination</li> <li>To improve and strengthen fine motor skills</li> <li>To facilitate role play and dramatisation</li> </ul>
11.	Jigsaw Puzzles 	2, 3 and 4, pieces puzzle	<ul style="list-style-type: none"> <li>To perceive part-whole relationship</li> <li>To develop problem solving skills</li> <li>To develop eye-hand co-ordination</li> <li>To stimulate thinking and imagination</li> <li>To categorise and organise pieces</li> </ul>
12.	Self-corrective Relationship Puzzle 	10 sets x 2 pieces =20	<ul style="list-style-type: none"> <li>To sharpen observation skills</li> <li>To understand the relationship between objects</li> <li>To enhance logical thinking</li> </ul>
13.	Feely Bag 	5 smooth solid shapes— sphere, cube, pyramid, cylindrical and oval (2 identical sets)	<ul style="list-style-type: none"> <li>To sharpen sense of touch</li> <li>To develop the concept of shapes</li> <li>To identify and match different shapes</li> <li>To increase observation skills</li> </ul>
14.	Colourful Graded Rings 	10 coloured rings in graded form with clown head and a stand =12 pieces	<ul style="list-style-type: none"> <li>To develop fine motor co-ordination</li> <li>To identify and match the colour</li> <li>To develop pre-number concepts (big-small)</li> <li>To arrange the objects in order (bigger to smaller and smaller to bigger)</li> </ul>


S. No.	Items	Description	Objective/Purpose
15.	Kitchen Set 	14 pieces	<ul style="list-style-type: none"> <li>To develop creativity and imagination</li> <li>To develop social skills</li> <li>To improve language and communication skills</li> <li>To develop classification skills</li> <li>To develop fine-motor skills</li> </ul>
16.	Dolls 	2	<ul style="list-style-type: none"> <li>To release their emotions</li> <li>To develop and extend verbal expressions</li> <li>To understand social roles and relationships</li> <li>To provide opportunities for role play</li> <li>To encourage to work together</li> </ul>
17.	Memory Cards 	10 cards	<ul style="list-style-type: none"> <li>To sharpen observation skill</li> <li>To identify different objects</li> </ul>
18.	What is Missing? 	One small spiral calendar with 10 pages	<ul style="list-style-type: none"> <li>To sharpen observation skills</li> <li>To develop skill of memory/recall</li> <li>To develop thinking and problem solving skills</li> </ul>
19.	Pre-number Concept Cards 	5 sets (each set having 5 graded object cards)	<ul style="list-style-type: none"> <li>To develop the following pre-number concepts through identification, naming and seriation: (a) Big-small (b) Thick-thin (c) Tall-short (d) Long-short (e) Near-far</li> </ul>




S. No.	Items	Description	Objective/Purpose
20.	Picture Cards 	30 cards (5 Cards for each category): Birds, animals, transports, insect, fruits, vegetables)	<ul style="list-style-type: none"> <li>To develop cognitive skills like matching, identification, recognition, labeling and classification</li> <li>To enhance vocabulary</li> <li>To develop awareness of basic environmental concepts</li> </ul>
21.	Colour Domino 	28	<ul style="list-style-type: none"> <li>To match and identify the colours</li> <li>To name the colour of different objects available in the environment</li> </ul>
22.	Colour Seriation Cards 	4 sets (each set having 4 graded colour card)	<ul style="list-style-type: none"> <li>To identify different tones/shades of colours</li> <li>To seriate colours from the lightest to darkest and vice versa</li> <li>To develop observation skill</li> </ul>
23.	Sequential Thinking Cards 	4 sets	<ul style="list-style-type: none"> <li>To develop sequential thinking</li> <li>To understand that events have a beginning and an end</li> <li>To develop skill of visual recall and logical thinking</li> <li>To understand the concept of order –what comes first, what comes next and so on</li> </ul>
24.	Joker Cards 	9 cards	<ul style="list-style-type: none"> <li>To sharpen observation skill</li> <li>To develop cognitive skills-matching, identification, recognition and classification skills</li> </ul>












S. No.	Items	Description	Objective/Purpose
25.	Number - Dot Dominos 	28	<ul style="list-style-type: none"> <li>To match and identify the numbers</li> <li>To match the number symbols with corresponding dots</li> </ul>
26.	Shape Sorter Board with String 	1 set having 4 shapes	<ul style="list-style-type: none"> <li>To help categorise the shapes and name them</li> <li>To improve eye-hand coordination</li> <li>To help develop fine motor skills</li> <li>To figure out how to drop each shape into its proper hold</li> </ul>
27.	Junior Abacus 	1	<ul style="list-style-type: none"> <li>To stimulate the young brain and develop foundational number skills</li> <li>To develop and improve counting skills</li> <li>To help execute simple addition, subtraction and other simple mathematical operations</li> <li>To enhance problem-solving abilities</li> </ul>
28.	Number Tracing Cards 	10	<ul style="list-style-type: none"> <li>To help children with visual understanding</li> <li>To develop fine motor skills</li> <li>To develop numeral symbol recognition</li> <li>To develop correct letter formation</li> </ul>
29.	Solid Velcro Shapes 	1 set	<ul style="list-style-type: none"> <li>To explore and know about solids and their shapes</li> <li>To develop intuitive understanding of their attributes</li> <li>To observe and identify objects from their surrounding in terms of regular 3D shapes</li> </ul>





S. No.	Items	Description	Objective/Purpose
30.	Tiles 	1 set of coloured shapes	<ul style="list-style-type: none"> <li>• To observe the properties of different 2D shapes</li> <li>• To enable the children in making their own patterns</li> <li>• To develop intuitive understanding of space and area</li> <li>• To strengthen the skill of classification and counting</li> </ul>
31.	Place Value Cards 	1 set	<ul style="list-style-type: none"> <li>• To classify numbers using place value of number</li> <li>• To develop logical thinking and reasoning</li> <li>• To develop the understanding of the numbers in terms of tens and ones</li> </ul>

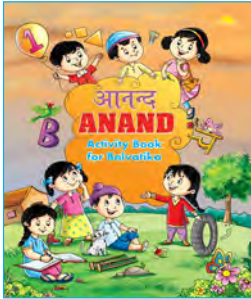
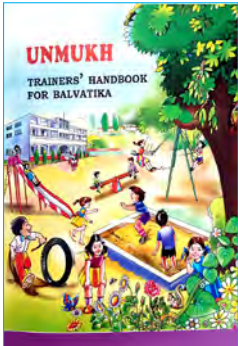

S. No.	Items	Description	Objective/Purpose
32.	<p><b>Picture reading posters</b></p> <ul style="list-style-type: none"> <li>• The journey of wheat (गेहूँ का सफ़र),</li> <li>• Vegetable Party (फलों की मौज),</li> <li>• Colours under the sea (रंगों से भरा समंदर)</li> <li>• park scene,</li> <li>• market scene,</li> <li>• railway station,</li> <li>• road scene,</li> <li>• village scene,</li> <li>• Posters jungle scene.</li> </ul> 	9 picture reading posters	<ul style="list-style-type: none"> <li>• To enhance observation skill</li> <li>• To develop verbal expression</li> <li>• To develop imagination and expression</li> <li>• To encourage to speak complete and structured sentences</li> </ul>

S. No.	Items	Description	Objective/Purpose
33.	<p><b>Poem Posters</b></p> <ol style="list-style-type: none"> <li>मकड़ी की आँखें</li> <li>माँ की अलमारी</li> <li>मस्त कलंदर</li> </ol> 	3 Poem Posters	<ul style="list-style-type: none"> <li>To help children learn about word, sounds and language formation</li> <li>To help children learn foundational literacy skills</li> <li>To enhance memory skills</li> <li>To motivate children to take interest in printed content</li> </ul>
34.	<p><b>Story Cards</b></p> 	5 story card sets (each set having 5 cards)	<ul style="list-style-type: none"> <li>To develop the skills of listening and speaking</li> <li>To build the basic vocabulary</li> <li>To develop sequential thinking</li> <li>To develop interest in reading and skill of book handling</li> <li>To prepare the child to read from left to right</li> </ul>
35.	<p><b>Glove Puppets</b></p> 	2 (Lion and Rabbit)	<ul style="list-style-type: none"> <li>To develop creativity and imagination</li> <li>To encourage to speak complete and structured sentences</li> <li>To develop fine motor skills</li> </ul>

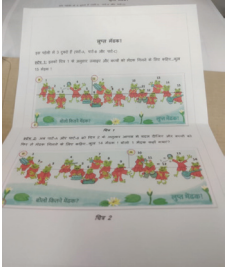
S. No.	Items	Description	Objective/Purpose
36.	Firkee- Children's Magazine 	One Magazine (Half yearly – subscription can be taken from NCERT)	<ul style="list-style-type: none"> <li>To promote interest in reading and writing among young children</li> <li>To develop a flair for writing from a young age and encourage children by publishing their content in the magazine 'Firkee Bachchon Ki'.</li> </ul>
37.	Hindi Sound Domino 	28 cards	<ul style="list-style-type: none"> <li>To enhance observation skills</li> <li>To identify phonic sounds in Hindi</li> <li>To develop auditory discrimination skill</li> <li>To increase vocabulary</li> </ul>
38.	English Sound Domino 	28 cards	<ul style="list-style-type: none"> <li>To enhance observation skills</li> <li>To identify phonic sounds in English</li> <li>To develop auditory discrimination skills</li> <li>To increase vocabulary</li> </ul>
39.	Alphabet Flashcards (Uppercase and Lowercase) 	26	<ul style="list-style-type: none"> <li>To develop letter recognition skills</li> <li>To develop letter-sound correspondence</li> <li>To build vocabulary</li> </ul>
40.	Hindi Akshar/ Varnmala-Flashcards 	48	<ul style="list-style-type: none"> <li>To develop letter recognition skills</li> <li>To develop letter-sound correspondence</li> <li>To build vocabulary</li> </ul>

S. No.	Items	Description	Objective/Purpose
41.	Alphabet Tracing Board (ATB) 	One ATB Board with wooden writing tool	<ul style="list-style-type: none"> <li>To strengthen eye-hand coordination skills</li> <li>To provide and develop precise movements of fingers and hand (pre-writing skill)</li> <li>To improve attention span and ability to focus</li> <li>To build the foundation for drawing and writing letters and words</li> </ul>
42.	Alphabet Tracing Cards 	26	<ul style="list-style-type: none"> <li>To improve visual understanding</li> <li>To develop fine motor skills</li> <li>To develop letter recognition skills</li> <li>To build correct letter formation and their corresponding sounds</li> </ul>
43.	वर्णमाला - Swar Tracing Cards 	12	<ul style="list-style-type: none"> <li>To help children with visual understanding</li> <li>To develop fine motor skills</li> <li>To develop letter recognition skills</li> <li>To build correct letter formation and their corresponding sounds</li> </ul>
44.	वर्णमाला - Vyanjan Tracing Cards 	36	<ul style="list-style-type: none"> <li>To help children with visual understanding</li> <li>To develop fine motor skills</li> <li>To develop letter recognition skills</li> <li>To build correct letter formation and their corresponding sounds</li> </ul>

S. No.	Items	Description	Objective/Purpose
45.	Alphabet Chart (English) 	1	<ul style="list-style-type: none"> <li>To help develop foundational literacy skills</li> <li>To learn order of letters</li> <li>To recognise individual letters and sounds of letters</li> </ul>
46.	Swar Chart 	1	<ul style="list-style-type: none"> <li>To develop foundational literacy skills</li> <li>To learn order of letters</li> <li>To recognise individual letters and sounds of letters</li> </ul>
47.	Vyanjan Chart 	1	<ul style="list-style-type: none"> <li>To help develop foundational literacy skills</li> <li>To learn order of letters</li> <li>To recognise individual letters and sounds of letters</li> </ul>
48.	Barkha Story Series (Graded Reading Series) 	A set of 40 graded story books	<ul style="list-style-type: none"> <li>To facilitate the development of reading skills among young children</li> <li>To offer graded learning series to help in continuum in early reading progress</li> <li>To keep the young readers engaged through interesting graded stories</li> <li>To enable children to read through pictures and make sense of the written word</li> </ul>

S. No.	Items	Description	Objective/Purpose
49.	<p>Anand- Activity Book (Balvatika) and Loose Worksheets</p> 	2	<ul style="list-style-type: none"> <li>To provide integrated worksheets catering to all the five domains of development</li> <li>To provide the teacher/ parents with exemplar worksheets to be done with young children</li> <li>To promote school readiness for children through integrated worksheets</li> <li>To develop fine motor skills, logical thinking and vocabulary</li> </ul>
50.	<p>Unmukh -Trainer's Handbook for Balvatika</p> 	1	<ul style="list-style-type: none"> <li>To enable the teachers of Foundational Stage to deal with children in the age group of 3-6 years</li> <li>To provide guidance to the master trainers' and the preschool teachers on the transaction of competency-based activities in an interesting manner</li> <li>To provide opportunities to the trainers to build the capacity of teachers and other stakeholders</li> </ul>
51.	<p>Folding Bag with Pockets to Store and Display the Learning Material</p> 	1	<p>The teacher can use this folding bag to keep the learning material (that she is using) and hang the bag in the classroom. The teacher may also label the pockets of the bag or embroider the names of the learning material on the pockets of the bag.</p>



S. No.	Items	Description	Objective/Purpose
52	<p data-bbox="229 174 455 238"><i>Vanishing Frog— The Magic Trick</i></p> 	1	<p data-bbox="694 174 1048 238">To develop critical thinking skills</p> <p data-bbox="694 247 948 311">To develop visual perceptual skills</p> <p data-bbox="694 320 1043 384">To extend imagination and creativity</p> <p data-bbox="694 393 955 456">To improve problem solving skills</p>



## 1. Musical Instruments : Tambourine (*Dhaphli*), Flute, and *Damru*

Number	-	1 Tambourine, 1 Flute and 1 <i>Damru</i>
Type of Activity	-	Can be used in small or large groups
Objectives	-	<ul style="list-style-type: none"> <li>• To improve listening skills and develop sound discrimination</li> <li>• To have fun during music and movement activities</li> <li>• To help with sensory development</li> <li>• To learn to respond</li> <li>• To foster sense of rhythm</li> <li>• To understand slow and fast tempo</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>• These are instruments of percussion</li> <li>• These can be used both in small and large groups. For example, the teacher will tap on the tambourine and create rhythm during music and movement activities. Young children will move to the beats of tambourine.</li> <li>• The teacher can also use the tambourine during transitional times while shifting from one activity to another, during outdoor play and while singing rhymes.</li> <li>• The teacher will encourage children to play and beats on the tambourine during active physical games and music and movement activities.</li> <li>• Similarly the teacher will use the Flute and <i>Damru</i> during music and movement activities. They will encourage children to use these during dramatisation and while singing rhymes.</li> </ul>
Variations		<p>(i) Collect and make use of local musical instruments and also involve older children to make D-I-Y musical instruments.</p> <p>(ii) You may create if possible, some space for music and movement area and let children enjoy singing rhymes and explore and play with musical instruments on their own.</p>



## 2. Rope Ladder

Number	-	One rope ladder
Type of Activity	-	Can be used individually
Objectives	-	<ul style="list-style-type: none"><li>• The rope ladder can be used indoor as well as outdoors to provide children opportunities to further develop their gross motor skills especially climbing up and down.</li><li>• You may hang the rope ladder securely with sturdy hook. Let children use the ladder one by one.</li></ul>
Variations	-	<ol style="list-style-type: none"><li>(i) You may also spread the ladder on the floor and ask children to jump on each rung and use the rope for jumping. You may ask children to do one bounce and one jump on the spread rope ladder.</li><li>(ii) Ask older children to cross arms when jumping over the spread rope ladder.</li></ol>



### 3. Bowling Set

Number	-	One set of 5 bowling pins with a ball
Type of Activity	-	Can be used individually, or in small groups
Objectives	-	<ul style="list-style-type: none"><li>• To strengthen gross and fine motor skills</li><li>• To sharpen observation skills</li><li>• To enhance eye-hand coordination and balance</li><li>• To develop counting skills</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Keep the bowling set in a row and let children roll down the ball towards the bowling set to knock them down</li><li>• Let children take the turns</li><li>• Let children see and count how many pins did they knock down, and how many are still standing. (Do observe each child's counting skills)</li><li>• Use the correct math vocabulary and ask questions like— how many are standing? How many have fallen? etc.</li></ul>
Variations	-	<ol style="list-style-type: none"><li>(i) Ask children to collect waste paper cups and encourage them to build tower of bowling cups.</li><li>(ii) Let the children build a tower with bowling set and then roll or hit a ball to knock them.</li></ol>



#### 4. Hammering Toy

Number	-	One hammer
Type of Activity	-	Individual
Objectives	-	<ul style="list-style-type: none"><li>• To develop fine motor skills</li><li>• To improve eye-hand coordination</li><li>• To help children release pent up emotions</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• This is an individual activity.</li><li>• 'Hammering Toy' or hammering activity helps children understand how to 'fix' things.</li><li>• Let the child use the hammer toy by banging and fixing the things.</li><li>• Let the child start tapping the head of the 'wooden tubes' carefully using the 'hammer toy'. You can use mathematical vocabulary like, "Can you tell me which 'wooden tube' is inside the board and which is outside?"</li><li>• Observe how does the child grasp the hammer toy? How does the child apply force as they hammer the object and so on?</li></ul>



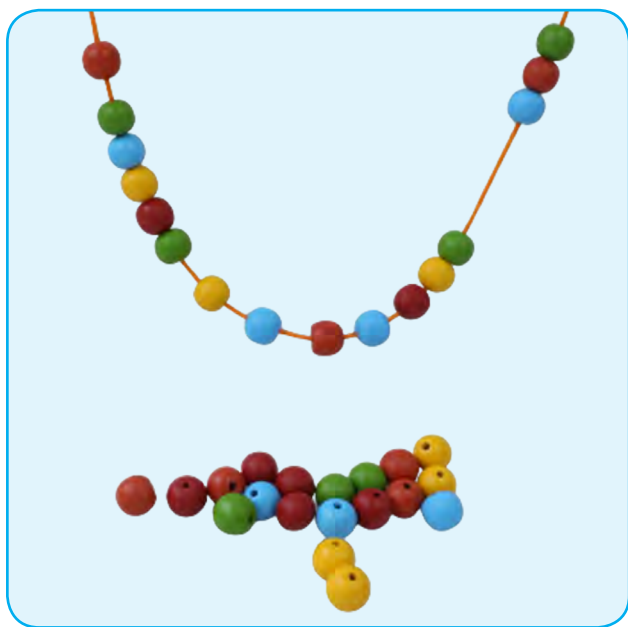
## 5. Ball

Number	-	1
Type of Activity	-	Can be done individually or in a group.
Objectives	-	<ul style="list-style-type: none"><li>• To develop gross muscle coordination and control</li><li>• To foster social skills</li></ul>
Method of Use	-	<p>Age and developmentally-appropriate gross motor activities can be planned and conducted with children. The teacher may plan the following activities outdoor/ indoors:</p> <ul style="list-style-type: none"><li>• Throwing and catching in a circle</li><li>• Throwing on the target (e.g. Throw the ball in the basket)</li><li>• Rolling</li><li>• Bouncing</li><li>• Dodging and so on</li></ul>
Variations	-	<ul style="list-style-type: none"><li>(i) Plan 'Ball Games' according to the children's age and developmental level.</li><li>(ii) Involve children in making a 'paper ball' by crumbling old newspapers and creating a ball.</li></ul>



## 6. Beads with Holes and String

Number	-	Beads with 6 thick and long strings.
Type of Activity	-	Can be done individually or in a small group
Objectives	-	<ul style="list-style-type: none"><li>• To foster fine motor coordination</li><li>• To develop eye-hand coordination</li><li>• To stimulate imagination</li><li>• To identify and classify the beads according to their colors</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Tie a large and tight knot at one end of the string and demonstrate the activity</li><li>• Let children thread the beads in a small group</li><li>• Encourage them to string the beads in whatever manner they like</li><li>• Then encourage children to thread the beads in a colour sequence, e.g., red, yellow, red, yellow, red...</li></ul>
Variations	-	<ol style="list-style-type: none"><li>(i) Ask children to sort out different colours separately.</li><li>(ii) Let children do counting of beads and so on.</li></ol>



## 7. Building Blocks

Number	-	36 Blocks
Type of Activity	-	Can be done individually or in a small group
Objectives	-	<ul style="list-style-type: none"><li>• To develop fine motor skills</li><li>• To develop cognitive skills— identification, observation, classification, problem-solving</li><li>• To foster creativity and imagination</li><li>• To develop pre-number concepts, such as, big-small, tall-short, long-short.</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Provide these blocks during free indoor play. (Keep the blocks at easily accessible open storage shelves.)</li><li>• Let children construct and create structures on their own.</li><li>• Observe how children construct. Intervene only when children need your guidance</li></ul>
Variations		<p>(i) Let children classify blocks according to different sizes and shapes. Let older children trace along the outline of any block on paper with crayons and then colour inside the drawn shapes.</p> <p>(ii) You may provide props, such as, toy cars, dolls as props during block building activity.</p>





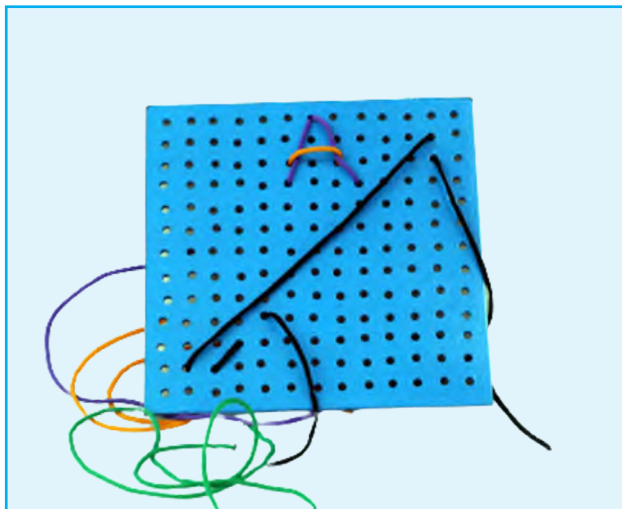
## 8. Spinning Top

Number	-	1 Spinning Top
Type of Activity	-	Individual, Small Group, Whole group
Objectives	-	<ul style="list-style-type: none"><li>• To develop finger dexterity and fine motor skills</li><li>• To enhance eye-hand coordination</li><li>• To develop spatial awareness</li><li>• To help develop TRIPOD grip</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Demonstrate the play of spinning top with string</li><li>• Let children count loudly to see how long a top can continue spinning</li><li>• Ask older children to count and write down the time and compare them with other</li><li>• You may also encourage children to list down the spinning time from short to long and vice-a-versa.</li></ul>
Variations	-	<ul style="list-style-type: none"><li>(i) Provide young children with spinning toys that they can spin using three fingers (without string)</li><li>(ii) Provide 5-6 spinning tops at a time to a small group of children and let them play and observe –“how many spinning toys can you spin at the same time?”</li><li>(iii) For practice, let children begin by spinning small balls</li><li>(iv) Encourage children to use and learn appropriate vocabulary like—‘Flip’, ‘Spin’ and so on.</li><li>(v) Keep adding colourful and different sized spinning toys to your ‘Jaadui Pitara’.</li></ul>



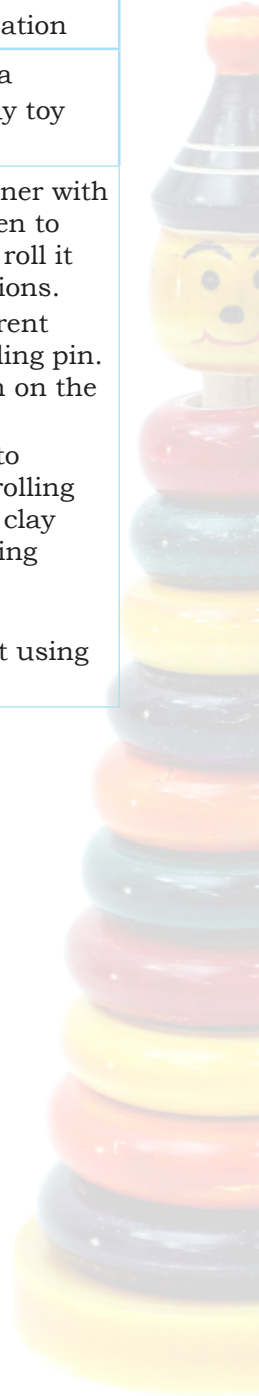
## 9. Lacing Board with Strings

Number	-	1 Board with 4 strings
Type of Activity	-	Individual
Objectives	-	<ul style="list-style-type: none"><li>• To improve eye-hand coordination</li><li>• To develop visual perception skills</li><li>• To promote fine motor skills</li><li>• To help develop pincer grip</li><li>• To help increase attention span and presence of mind in children</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Demonstrate few ideas using the string on the lacing board by creating shapes, etc.</li><li>• Later provide colourful strings to children and encourage them to create letters, numbers and various designs on it.</li></ul>
Variations	-	<ul style="list-style-type: none"><li>(i) Provide thin colourful ribbons in place of strings.</li><li>(ii) You may create 'D-I-Y' Lacing Board (using old register cover etc.) with smaller holes and give thin stings for older children.</li><li>(iii) Provide D-I-Y lacing cards in different shapes and so on.</li></ul>



## 10. Rolling Board and Rolling Pin

Number	-	1 Rolling Board, Rolling Pin- One each
Type of Activity	-	Individual, Small Group and Whole Group
Objectives	-	<ul style="list-style-type: none"><li>• To develop creativity and extend imagination</li><li>• To improve and strengthen fine motor skills</li><li>• To facilitate role play and dramatisation</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Keep the material in the 'Dolls' area</li><li>• Let children use it as a pretend play toy with kitchen set</li></ul>
Variations	-	<ul style="list-style-type: none"><li>(i) Provide wet paint in a large container with big brushes and encourage children to apply paint on the rolling pin and roll it on newspaper and enjoy the creations.</li><li>(ii) Take long yarns and dip into different colours and wrap these on the rolling pin. Let the children roll the rolling pin on the papers.</li><li>(iii) Provide 'Potter clay' or 'Plasticize' to children and let children use the rolling pin and create shapes, flatten the clay balls and roll them out on the rolling board.</li><li>(iv) You may give edible dough also to children and let children roll it out using the rolling pin.</li></ul>



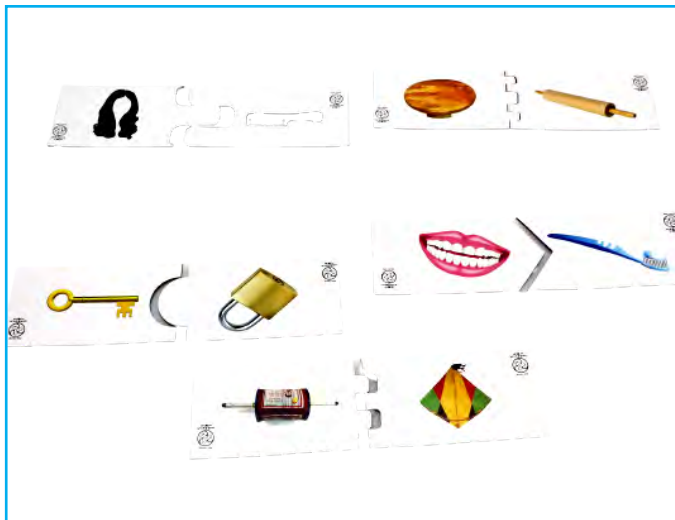
## 11. Jigsaw Puzzles

Number	-	2, 3 and 4, pieces puzzle
Type of Activity	-	Can be done individually or in a group (small/large)
Objectives	-	<ul style="list-style-type: none"><li>• To perceive part-whole relationship</li><li>• To develop problem-solving skill</li><li>• To develop eye-hand co-ordination</li><li>• To stimulate thinking and imagination</li><li>• To categorise and organise pieces</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• This material can be kept in manipulative or math area.</li><li>• Demonstrate how to solve and complete the jigsaw picture puzzle. Let the children observe the complete picture for some time.</li><li>• Encourage children to join and arrange the pieces to complete the puzzles on their own.</li><li>• When children can make 4 pieces puzzles, try puzzles with more pieces.</li></ul>
Variations	-	<ol style="list-style-type: none"><li>(i) D-I-Y Puzzle: Collect a big picture from old magazines, paste it on a big thick board then cut into 5-6 pieces and let children join the pieces and complete the puzzles.</li><li>(ii) For children in the age group of 3 years and above give 2-piece puzzle, for 4 years or more give 2 and 3 piece puzzles and for 5 years and more give 3 and 4 piece puzzles.</li><li>(iii) Create more such age- and developmentally appropriate puzzles based on different themes/ concepts. Use locally available material for preparing additional puzzles.</li><li>(iv) Create alphabet and number puzzles using raised pictures of letters and numbers.</li></ol>



## 12. Self-corrective Relationship Puzzle

Number	-	10 sets x 2 pieces =20
Type of Activity	-	Can be done individually or in a small group.
Objectives	-	<ul style="list-style-type: none"> <li>• To sharpen observation skills</li> <li>• To understand the relationship between objects</li> <li>• To enhance logical thinking</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>• This material will be used in the same way as jigsaw puzzles.</li> <li>• Self-corrective puzzles are developed in such a way that they will help the children to find the appropriate piece themselves.</li> <li>• Spread all the pieces in front of the children. Demonstrate the activity.</li> <li>• Then encourage the children to find the appropriate piece and join them to complete the relationship card.</li> <li>• Ask them to find out 'Which goes with whom?' Or 'Find the partner.'</li> </ul>
Variation	-	<ul style="list-style-type: none"> <li>• Make more such cards using different pictures with age-appropriate complexity.</li> </ul>



### 13. Feely Bag

Number	-	Five smooth solid shapes— sphere, cube, pyramid, cylindrical and oval (2 identical sets)
Type of Activity	-	Can be done individually or in a group.
Objectives	-	<ul style="list-style-type: none"><li>• To sharpen sense of touch</li><li>• To develop the concept of shapes</li><li>• To identify and match different shapes</li><li>• To increase observation skill</li><li>• To relate different shapes with immediate environment</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• This material is meant to sharpen sense of touch in young children.</li><li>• Keep both sets of solid shapes in the feely bag.</li><li>• Demonstrate the activity.</li><li>• Show the children the feely bag and the objects.</li><li>• Put your hand into the feely bag and choose one shape/object to feel.</li><li>• Take out that object/shape. Feel it again.</li><li>• Place the shape on the side of the table/ floor.</li><li>• Put your hand again inside the feely bag, find out the similar object by feeling and bring out to match.</li><li>• Now ask the child to do the same and try on their own. (Remind the child to feel the object.)</li><li>• Let each child do it one by one.</li><li>• After doing it with solid shapes, the teacher may also use different objects. Let each child take turn by touching, feeling and guessing objects in the feely bag.</li></ul>
Variations	-	(i) Keep adding and changing the objects in the feely bag to maintain the children's interest.



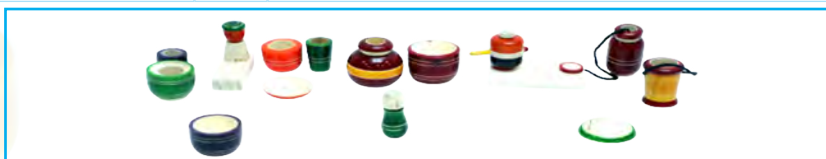
## 14. Colourful Graded Rings

Number	-	Twelve in graded form
Type of Activity	-	Can be done individually or in a group (large/small)
Objectives	-	<ul style="list-style-type: none"><li>• To develop fine motor co-ordination</li><li>• To identify and match the colour</li><li>• To develop pre-number concept (big-small)</li><li>• To arrange the objects in order of size (bigger to smaller- smaller to bigger)</li><li>• To develop the concept of ascending and descending sizes</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Provide this material during free play or keep these graded rings in the play area.</li><li>• Encourage children to organise the graded ring and place it like a tower.</li><li>• Let children talk about colours.</li></ul>
Variations	-	<ol style="list-style-type: none"><li>(i) Plan for 'pre-numbers concept' and 'color concept activities with these colourful graded rings.</li><li>(ii) Use these rings for 'tracing along with outline'.</li></ol>



## 15. Kitchen Set

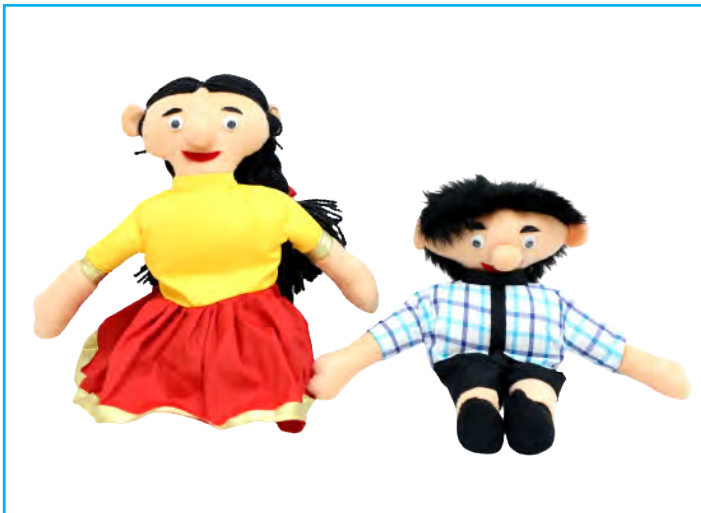
Number	-	
Type of Activity	-	Can be done individually or in a group (large/small)
Objectives	-	<ul style="list-style-type: none"> <li>• To develop creativity and imagination</li> <li>• To develop social skills</li> <li>• To improve language and communication skills</li> <li>• To improve memory skills</li> <li>• To help improve organization skills</li> <li>• To develop classification skills</li> <li>• To develop fine-motor skills</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>• Keep the toy utensils or play kitchen toys in the 'Dolls or Dramatic Play area'</li> <li>• Let children explore and experiment with kitchen set.</li> <li>• Encourage children to play the role of chef, waiter, or parent at home.</li> <li>• Watch and observe children as they imagine themselves in new roles and plan and create interesting stories.</li> </ul>
Variations	-	<p>(i) Bring FLN ideas and keep some props in the 'Dolls area' like— Dolls, weighing scale, simple recipe cards, pencils, note book, toy, fruits, etc. Let children pretend-read the recipe card and cook fantasy food items; you may intervene and talk to them about healthy food items etc. You may also include visual sticker to bring in literacy skills (print awareness).</p> <p>(ii) Let children use toy tong, toy spoons, etc. in this area along with the kitchen set and learn to pick up toy food, etc., using the spoons/toy tong. This would help them improve their fine motor skills.</p> <p>(iii) Keep waste (safe and cleared) bottle lids, jars, etc., and add to this kitchen set. Provide a small 'play kitchen rack' and let children arrange the kitchen set and other kitchen props properly. Playing with these pretend play kitchen set, children will develop organization skills.</p>





## 16. Dolls

Number	-	2
Type of Activity	-	Can be done individually or in a small group.
Objectives	-	<ul style="list-style-type: none"><li>• To release their emotions</li><li>• To develop and extend verbal expressions</li><li>• To understand social roles and relationships</li><li>• To provide opportunities for role play</li><li>• To encourage to work together</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Encourage children to play freely in a small group.</li><li>• Preferably create a 'Dolls Area' where children can play freely with dolls during free indoor play. Boys must be encouraged to play with dolls.</li><li>• Prepare and provide more accessories like doll's clothes, utensils, etc., for extension of imagination.</li><li>• Prepare dolls on your own and let them be state specific.</li></ul>



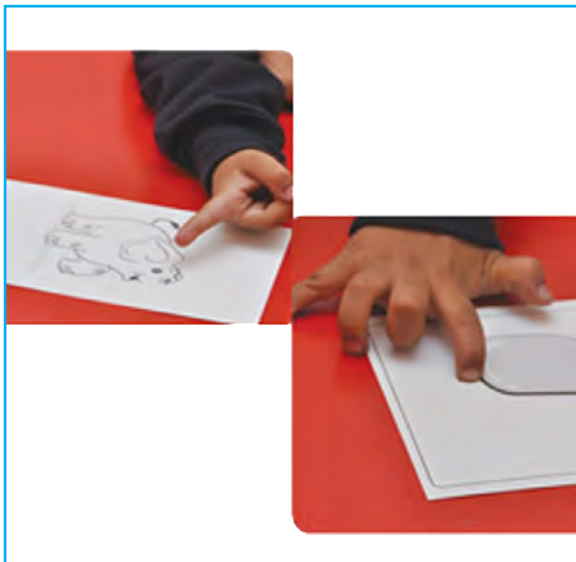
## 17. Memory Cards

Number	-	Ten cards
Type of Activity	-	Can be done individually.
Objectives	-	<ul style="list-style-type: none"><li>• To sharpen observation skill</li><li>• To identify different objects</li><li>• To enhance vocabulary</li><li>• To develop memory and recalling ability</li><li>• To develop thinking and problem solving skills.</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• This material has five themes (animals, transportation, clothes, furniture and utensils)</li><li>• 'Theme sets' with less number of missing pictures should be shown first especially with 3-4 years old.</li><li>• Take one theme card and show the picture to the child. Let the child identify all the pictures and memorise them.</li><li>• Ask the child to close her/his eyes. Then show the other card of the set in which some pictures are missing.</li><li>• Ask the child to recall the pictures which one is missing from this card. (Give some clue to the children if they are unable to recall the pictures.)</li></ul>
Variations	-	<ol style="list-style-type: none"><li>(i) You may also create such 'memory cards' on different themes and add to the set of memory cards.</li><li>(ii) Do the play activity with concrete objects as suggested under variation for 'what is missing'</li></ol>



## 18. What is Missing?

Number	-	One small spiral calendar with 10 pages.
Type of Activity	-	Can be done individually or in a group. (small/large)
Objectives	-	<ul style="list-style-type: none"> <li>• To sharpen observation skill</li> <li>• To develop skill of memory/recall</li> <li>• To develop thinking and problem solving skills</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>• This material will help children to develop and sharpen observation skill</li> <li>• Show 'What is missing' in the cards to children. (One at a time).</li> <li>• Let the child/children observe it closely.</li> <li>• Talk about the picture.</li> <li>• Then ask the child to find out what is missing in the picture.</li> </ul>
Variations	-	<p>(i) Do the same activity with concrete material, for example, place 5-6 objects in a tray. Let children observe the objects, name them. Then ask children to close their eyes. Meanwhile remove one object and ask children to open their eyes. Now ask 'which object is missing?'</p> <p>(ii) Keep creating and adding such cards in the 'what is missing' spiral calendar.</p>



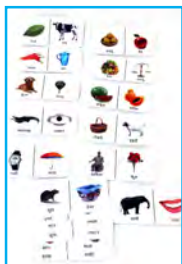
## 19. Pre-number Concept Cards

Number	-	5 sets (each set having 5 graded object cards)
Type of Activity	-	Can be done individually or in a small group.
Objectives	-	<ul style="list-style-type: none"><li>• To develop the following pre-number concepts through identification, naming and seriation : (a) big-small (b) thick-thin (c) tall-short (d) Long-short (e) near-far.</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• For each pre-number concept, five cards are provided showing gradations or ordering in the concept. The children have to arrange these in order to the particular concept the present set of cards is based on</li><li>• Demonstrate the activity by arranging any one pre-number concept card in order. For, e.g., biggest elephant to smallest elephant.</li><li>• Then spread the cards (any one pre-number concept) and ask the child to seriate the cards in order from left to right. Gradually the number of cards will be increased to five if the child is able to seriate upto three levels. Similarly repeat with other pre-number concept cards.</li><li>• Ask children to first identify the picture and then arrange in order.</li></ul>
Variations	-	(i) Do lots of such ordering activities with concrete objects and play materials such as, arranging from biggest leaf to smallest leaf, biggest bottle cap to smallest bottle cap, thickest book to thinnest book; longest pencil to shortest pencil; and so on.



## 20. Picture Cards

Number	-	30 cards (5 cards for each category): Birds, animals, transports, insects, fruits, vegetables)
Type of Activity	-	Can be done individually or in a group. (small/large)
Objectives	-	<ul style="list-style-type: none"> <li>• To develop cognitive skills like matching, identification, recognition, labeling and classification.</li> <li>• To enhance vocabulary.</li> <li>• To develop awareness of basic environmental concepts.</li> </ul>
Method of Use	-	<p>These are also called flash cards for children and the teacher can do activities with these picture flash cards. The following are some exemplar activities that can be done.</p> <p><i>Classification of picture cards</i></p> <p>Do this with four/five children in a small group. Keep all the 6 categories in front of children and ask children to identify each picture. Then keep cards of same category in one row. Then ask children (one by one) to pick up the cards from the pile and put under the appropriate category. Then ask older children to classify the cards in different ways like: wild and domestic animals; plant eaters and meat eaters, etc.</p>
Variations	-	<p>(i) Picture Talk Distribute one picture card to each child. Let the children study it for some time. Encourage them to speak a few lines about their picture. (Do this during circle time.)</p> <p>(ii) Memory Game Show 5-6 picture cards to children. Then place the cards upside down in a row in front of the children. Ask them to close their eyes. Meanwhile remove one card and ask children to open their eyes. Then ask them to find out which picture card is missing.</p>



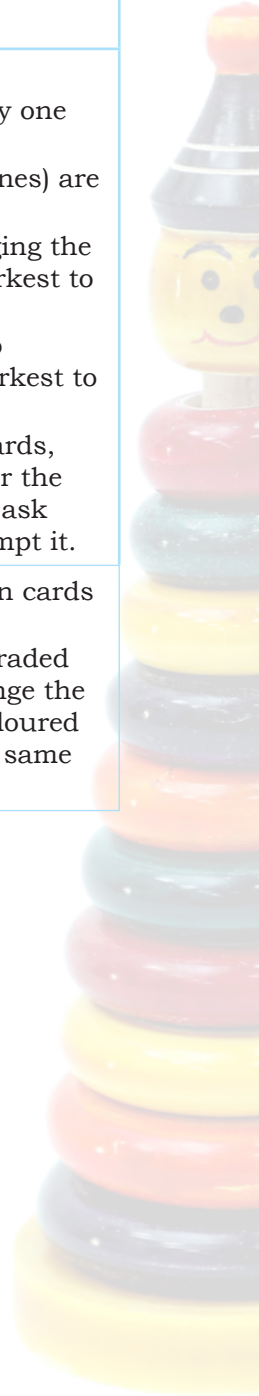
## 21. Colour Domino

Number	-	28
Type of Activity	-	Individual and Group activity
Objectives	-	<ul style="list-style-type: none"><li>• To match and identify the colours</li><li>• To name the colour of different objects available in the environment.</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Distribute the colour domino cards to the children.</li><li>• Help them to recognise the colors on the both the halves of the domino card.</li><li>• Encourage each child to find another domino card that matches with any one of the colours on the previous card.</li><li>• Follow the same rule and complete the pattern with 28 colour domino cards.</li></ul>
Variations	-	<ol style="list-style-type: none"><li>(i) Let the children find the matching colour toys or the bottle caps and keep them on the top of the colour Domino.</li><li>(ii) Call out the colour name and let the children point to the relevant colour.</li></ol>



## 22. Colour Seriation Cards

Number	-	4 sets (each set having 4 graded colour cards)
Type of Activity	-	Can be done individually or in a small group.
Objectives	-	<ul style="list-style-type: none"><li>• To identify different tones/shades of colours</li><li>• To seriate colours from the lightest to the darkest and vice-versa</li><li>• To develop observation skill</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Make children sit in a semi-circle.</li><li>• Spread the colour tone cards of any one colour in front of children.</li><li>• Make sure that all colour cards (tones) are visible to children.</li><li>• Demonstrate the activity by arranging the colour tone cards in order from darkest to lightest.</li><li>• Call any one child and ask them to arrange the cards in order from darkest to lightest.</li><li>• Once the child has arranged the cards, ask other children to judge whether the order is correct or not. If not, then ask some other child to come and attempt it.</li></ul>
Variations	-	<ol style="list-style-type: none"><li>(i) You may add more colour seriation cards using shades of other colours</li><li>(ii) Use coloured toys and blocks in graded shades and ask the children arrange the toys in order, i.e. (from lightest coloured toy to darkest coloured toy) of the same colour.</li></ol>



### 23. Sequential Thinking Cards

Number	-	4 sets (Each set having 4 cards)
Type of Activity	-	Can be done individually or in a group (small/large)
Objectives	-	<ul style="list-style-type: none"> <li>• To develop sequential thinking</li> <li>• To understand that events have a beginning and an end</li> <li>• To develop skill of visual recall and logical thinking</li> <li>• To understand the concept of order –what comes first, what comes next and so on?</li> <li>• To develop verbal expression</li> </ul>
Method of Use	-	<p>These cards have four themes (bathing, washing clothes, from egg to hen and peeling of banana).</p> <ul style="list-style-type: none"> <li>• Explain by talking and showing any one set/theme; how events have a beginning and an end and how processes must follow a logical sequence.</li> <li>• Make children sit in a semi-circle and spread out one set of cards in front of them. Shuffle the cards. The cards should not be placed in any specific order.</li> <li>• Ask children to describe what is happening in each picture.</li> <li>• Demonstrate the activity by keeping one set in a sequence. Then call one child at a time and ask them to arrange the cards in a proper sequence, i.e. to show the activity being done in order (What happens first and then what happens next).</li> <li>• Ask children to describe the process/event in simple words.</li> <li>• Then divide the children into small groups and give one set to each group. Ask the children to arrange the cards and exchange them within the groups.</li> </ul>
Variation	-	





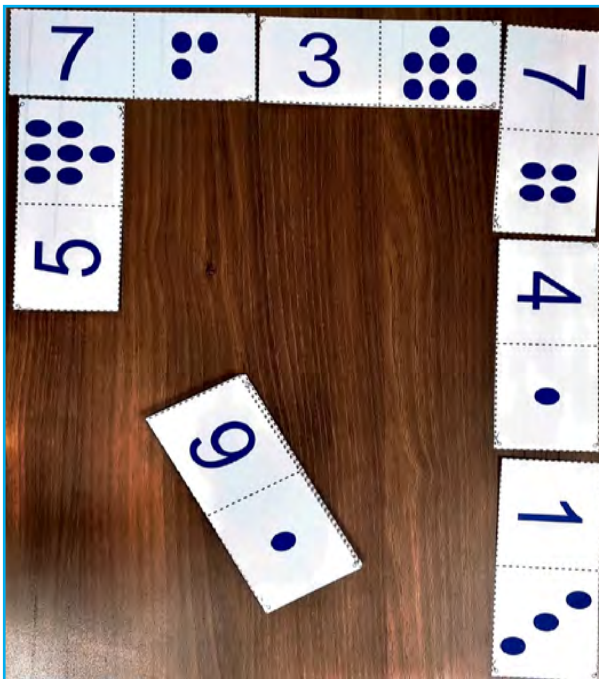
## 24. Joker Cards

Number	-	9 cards
Type of Activity	-	Can be done individually or in a small group.
Objectives	-	<ul style="list-style-type: none"><li>• To sharpen observation skill</li><li>• To develop cognitive skills-matching, identification, recognition and classification skills</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Show all the joker cards to the children. Spread all the nine joker cards in front of children. Let the children observe shapes and colour of joker cards.</li><li>• Demonstrate the activity by classifying the joker on the basis of colour. Then call one child at a time and ask them to classify the joker cards on the basis of colours. Then ask them to observe the cards again. What do you observe? Then ask the children – ‘How will you sort the joker now?’</li></ul>
Variations	-	(i) You may also think to add some other features in these cards for further classification, like the collar or the shirt with a different pattern can be added for further classification.



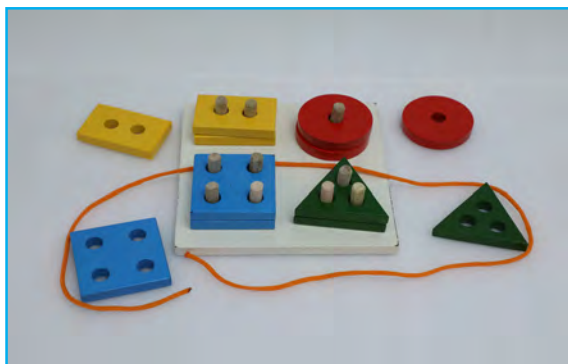
## 25. Number - Dot Dominos

Number	-	28
Type of Activity	-	Individual and Small Group
Objectives	-	<ul style="list-style-type: none"><li>• To match and identify the numbers</li><li>• To match the number symbols with corresponding dots</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Distribute the domino cards to the children.</li><li>• Help them count the number of dots on the right half of the card.</li><li>• Encourage each child to find another domino card that matches with the number of dots on the previous card.</li><li>• Follow the same rule and complete the pattern with 28 number-dot domino cards.</li></ul>



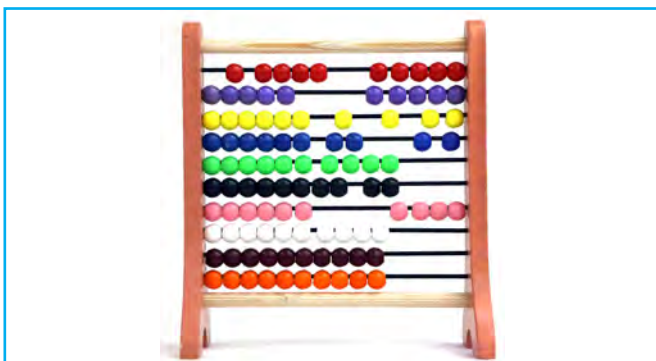
## 26. Shape Sorter Board with String

Number	-	1 set having 4 shapes
Type of Activity	-	Individual and small groups
Objectives	-	<ul style="list-style-type: none"> <li>To help learn categories the shapes and name the shapes</li> <li>To improve eye-hand coordination</li> <li>To help develop fine motor skills</li> <li>To help learn about colour</li> <li>To figure out how to drop each shape into its proper hold</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>Demonstrate the ‘Shaper Sorter toy’ to children.</li> <li>Problem solving and Sorting: Then encourage them to play with shapes. Pick the shapes and match, and put the shape in the appropriate hole.</li> <li>In addition to sorting, let the children learn about taking turns and practice patience.</li> </ul>
Variations	-	<p>(i) Open-ended questions: If I drop the square shape into this (round hole) hole, what will happen? What do you think, where should I drop it?</p> <p>(ii) You may use objects like bottle caps of different sizes and other shapes and let children explore and experiment with the ‘shape sorter toy’.</p> <p>(iii) Learning about colour: Let children follow your instruction as you say, “Let’s pick up the red square next’ and so on. You can also sort by colour and shapes.</p>



## 27. Junior Abacus

Number	-	1
Type of Activity	-	Individual
Objectives	-	<ul style="list-style-type: none"><li>• To stimulate the young brain and develop foundational number skills</li><li>• To develop and improve counting skills</li><li>• To help execute simple addition, subtraction and other simple mathematical operations</li><li>• To improve concentration and attention span</li><li>• To develop hand-eye coordination</li><li>• To enhance problem-solving abilities</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• The 'Abacus' is the most creative way to count numbers easily and quickly.</li><li>• Demonstrate the play activities with Abacus to children</li><li>• Counting Game: Ask the children (one by one) to use their hands and keep sliding the beads as they call out the number. Older children can be encouraged to do simple addition and subtraction</li></ul>
Variations	-	<ul style="list-style-type: none"><li>(i) Ask the children to count the specific coloured beads and add to it another colour category beads.</li><li>(ii) Ask the older children to draw the above representation and solve the problem.</li><li>(iii) Listen and follow the instructions. You say the instructions and let the child follow. For example: "move 4 beads on the first row and move 3 beads on the second row- how many total beads have you moved in both the rows?"</li></ul>



## 28. Number Tracing Cards

Number	-	10
Type of Activity	-	Individual
Objectives	-	<ul style="list-style-type: none"> <li>To help children with visual understanding</li> <li>To develop fine motor skills</li> <li>To develop numeral symbol recognition</li> <li>To develop correct letter formation</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>Demonstrate the activity by tracing a few letters with the index finger.</li> <li>Encourage the children to trace each number with a finger in the given direction starting from point 1.</li> <li>Help the children to identify the number names.</li> </ul>
Variations	-	<p>(i) Materials such as ice cream sticks, wool/ yarn, sand, or paper scraps can be pasted on the numbers and used as Tactile Cards for visually challenged children.</p> <p>(ii) Let the children place rajma seeds or any other seed or pulse on the dotted lines of 'Number'.</p>




## 29. Solid Velcro Shapes

Number	-	1 set
Type of Activity	-	
Objectives	-	<ul style="list-style-type: none"><li>• To explore and know about solids and their shapes</li><li>• To understand Data Handling</li><li>• To develop intuitive understanding of their attributes</li><li>• To observe and identify objects from their surrounding in terms of regular 3D shapes</li></ul>
Method of Use	-	<p>Let's Explore Solids</p> <p>Seating: Whole class is divided into groups of 4 children</p> <ul style="list-style-type: none"><li>• Each group is given a set of solids to explore and make any object of their liking using the given solids.</li><li>• Encourage children to share about what they have made? and how they made it?</li><li>• Encourage children to reason out why they have used the given solid for a particular part of the objects.</li><li>• Invite the children to observe and analyse the objects which other groups have made.</li></ul>
Variations	-	<p>(i) Classify Objects</p> <ul style="list-style-type: none"><li>• Ask the children to classify the shapes into two or more categories using any 10 solids from the available set of solids. Meanwhile the teacher can move to different groups and encourage the children to describe or explain how they have classified these objects. Ask children to count the solids with them which have similar appearance.</li></ul>
		<p>(ii) What slides? What Rolls?</p> <ul style="list-style-type: none"><li>• This can be done individually by each child. Encourage the child to push the solids on a flat surface and explore which solids roll, which slide and which roll from one surface and slide from the other surface. A discussion should be initiated about how these solids can be classified.</li></ul>

		Encourage the children to classify the solids in categories-solids/rolls/slides and rolls. Encourage the child to reason out why a particular object rolls or slides. The role of plane and curved surface in the movement of objects can be highlighted.
		<p>(iii) Make objects</p> <ul style="list-style-type: none"> <li>• Children are encouraged to make objects that they see in their day-to-day life by using: <ul style="list-style-type: none"> <li>(a) Two cylinders and one cuboid only</li> <li>(b) Four cylinders only</li> <li>(c) Any other solid shapes combination</li> </ul> </li> <li>• As children become accustomed to observing objects around them in terms of 3D shapes, the conditions could be made more complex and interesting.</li> </ul>
<p>Note: In Classes I and II, words such as cube, cuboid, etc., are not used. Children can discuss and give their own informal names to solid shapes.</p>		

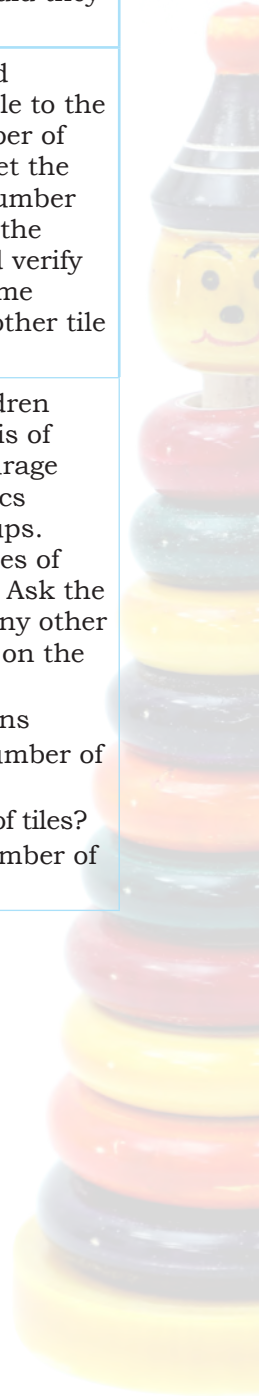
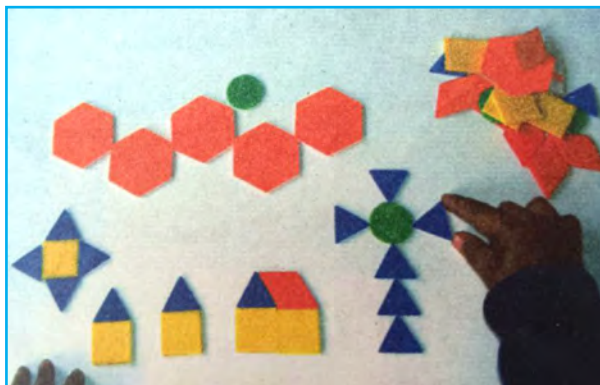


### 30. Tiles

Number	-	1 set of coloured shapes
Type of Activity	-	Whole class is divided into pairs
Objectives	-	<ul style="list-style-type: none"><li>• To observe the properties of different 2D shapes</li><li>• To enable the children in making their own patterns</li><li>• To identify the unit of repeat involved in the making of patterns</li><li>• To develop intuitive understanding of area</li><li>• To develop estimation skill</li><li>• To develop intuitive understanding of space and area</li><li>• To strengthen the skill of classification and counting</li></ul>
Method of Use	-	<p>Ask the children to create a design/ object using different tiles.</p> <p>Now ask them to record types of tiles which they have used to make it.</p> <p>Teacher can further discuss and ask questions like:</p> <ul style="list-style-type: none"><li>- Why they have used a particular shape to make a flower/house/star?</li><li>- Which shape is used maximum number of times?</li><li>- Which shape is used least number of times?</li></ul> <p>Teacher can also encourage children to decide a name for each type of tile like samosa for a triangle </p>
Variations	-	(i) Make Patterns: Involve the children to create any pattern using different tiles. At the initial stage, involve the children to make a pattern using tiles of two shapes only. At a later stage, involve the children to create complex patterns. Discuss which tiles have been repeated to make the particular patterns.



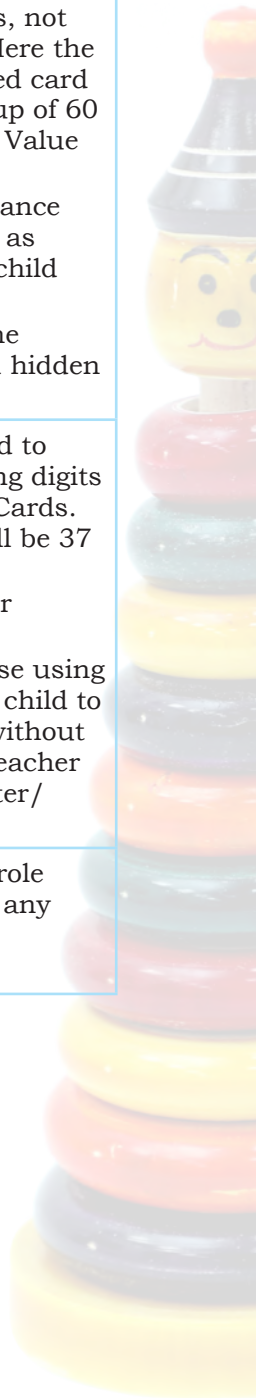
	<p>(ii) Arrange Tiles: Each pair is given a set of tiles. Children are given the challenge to choose any one kind of tile and arrange the given tiles in the tray so that no gap is left. Children are encouraged to shape the tiles they have used to fill the tray. Now encourage them to talk about how did they come to know that this particular piece would fit in the tray or why did they start with that piece only.</p>
	<p>(iii) Let's Estimate: The teacher should choose and show any particular tile to the class. Children estimate the number of tiles needed to fill the tray fully. Let the children write and estimate the number in their notebook. Children share the estimate with the paired child and verify by actually filling the tray. The same activity can be repeated with the other tile piece as well.</p>
	<p>(iv) Pick and Classify: Encourage children to make groups of tiles on the basis of colours. After classification, encourage children to share the characteristics on which they have made the groups. Children can keep the record of tiles of different colours, as shown below: Ask the children to sort out according to any other criterion e.g. shapes and record it on the board or notebook.</p> <p>Teacher can ask the following questions</p> <ul style="list-style-type: none"> <li>- Which group has the maximum number of tiles?</li> <li>- Which group has the least number of tiles?</li> <li>- Teacher may discuss about the number of sides of each tile.</li> </ul>




### 31. Place Value Cards

Number	-	1 set
Type of Activity	-	Whole class is divided into groups of 4-5 children.
Objectives	-	<ul style="list-style-type: none"> <li>• To classify numbers using value of number</li> <li>• To develop logical thinking and reasoning</li> <li>• To write the number in their expanded form</li> <li>• To develop the understanding of the numbers in tens and ones</li> <li>• To create patterns</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>• Prior to doing these activities the teacher needs to clearly specify how the cards should be held. Demonstrate how the curved end of each card should overlap to hold the different cards together. Let each group work with a set of place value cards.</li> </ul>
		<ul style="list-style-type: none"> <li>• Make the Number: Ask any child to come forward and say any single digit number loudly, for example 5. Other children pick and show the corresponding Place Value Cards. Now ask them to show two-digit numbers by using Place Value Cards, for example 17. While doing the activity suppose a child shows 17 by using two single digit Place Value Cards of 1 and 7. Then the teacher can ask the child to pick blocks according to the cards, i.e., 1 and 7 blocks and then pick 17 blocks and group them in tens and ones. This will help the child in correcting herself/himself that 17 is not one and seven but 1 ten and 7 ones. The activity should be followed by asking the child to write the form. For example, for 17 as 10 and 7 or <math>10+7</math>. Numbers like 51 and 15 or 72 and 27 may be formed to clarify the concept of place value. Contexts from children's daily like experiences can be used to explain the difference.</li> </ul>
Variations	-	(i) Expand the Number: This activity provides learning experiences for: Visualising a number as a combination of tens and ones. Show a number using Number Value Cards, like 67. The teacher can ask, how this number is made?

	<p>- The probable responses of the children can be:          (a) Six and seven          (b) Seven and six          (c) Sixty and seven          (d) Seventy and six          Help the child to reach the correct response, i.e., (c).          In response (a), the child visualizes the number as a combination of two digits, not as a combinations of tens and ones. Here the teacher needs to remove the overlapped card to show that the number 67 is made up of 60 and 7 and 0 is hidden by the Number Value Cards of 7.          Response (b) shows the lack of importance of reading the with misunderstanding as discussed above, teacher can tell the child about the correct direction.          In response (d), teacher can remove the overlapped card in order to reveal and hidden zero.</p>
	<p>(ii) Comparing Numbers: Ask the child to make two digit numbers comprising digits say 3 and 7 using Number Value Cards. In this case, two digit numbers will be 37 and 73.          Ask them, “which number is greater or bigger?”          After adequate practice of such exercise using the material, the teacher may ask the child to identify greater and smaller number without using the Number Value Cards. The teacher can help the child to identify the greater/ smaller number.</p>
	<p>Encourage children to talk about the role of place value in deciding the value of any number.          Discuss these strategies further.</p>



### 32. Picture Reading Posters

<p>Number</p> 	<p>- 9 Picture reading posters</p> <ul style="list-style-type: none"> <li>• The journey of wheat (<i>Gehun ka safar</i>)</li> <li>• Vegetable Party (<i>Phalon ki mauj</i>)</li> <li>• Colours under the sea (<i>Rango se bhara samander</i>)</li> <li>• Park Scene</li> <li>• Market Scene</li> <li>• Railway Station</li> <li>• Road Scene</li> <li>• Village Scene</li> <li>• Jungle Scene</li> </ul>
<p>Type of Activity</p>	<p>- Can be done individually or in a group (large/small)</p>
<p>Objectives</p>	<p>-</p> <ul style="list-style-type: none"> <li>• To enhance observation skill</li> <li>• To develop verbal expression</li> <li>• To enhance curiosity</li> <li>• To develop imagination and expression</li> <li>• To encourage to speak complete and structured sentences</li> </ul>
<p>Method of Use</p>	<p>-</p> <ul style="list-style-type: none"> <li>• Make children sit close to you.</li> <li>• The teacher needs to sit slightly at a higher level facing the children.</li> <li>• Make sure that every child can see the picture reading poster. Show one picture poster (of any theme) to the children and ask them to observe the picture carefully. Give them time to study it for sometime.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ask them what they see. For example: 'What is the picture; about?' 'What do you see in the picture?' 'What is happening in the picture and so on?'</li> <li>• Then ask them questions related to the picture, for example, 'what is this?' 'where she/he is going, etc.'</li> <li>• Encourage children to reply in complete sentences.</li> </ul>
<p>Variations</p>	<p>- Use the picture reading poster to integrate the different concepts and ask open ended questions in the park? Like- 'How many children are playing what the girl is talking?' and on.</p>

### 33. Poem Posters

Number		(1) मकड़ी की आँखें (2) माँ की अलमारी (3) मस्त कलंदर
Type of Activity	-	Can be done individually or in a group (large/small)
Objectives	-	<ul style="list-style-type: none"> <li>To help children learn about word, sounds and language formation</li> <li>To help children learn foundational literacy skills</li> <li>To enhance the memory skills</li> <li>To motivate children towards print</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>Display the 'poem posters' at the eye level of the children and let them get exposed to the 'poem poster'.</li> <li>Read and sing the poem using your index finger under each word/line and draw the children's attention towards print.</li> <li>Encourage children to identify rhythm, rhyming words and alliterations that comes in the poster.</li> </ul>
Variations	-	<ul style="list-style-type: none"> <li>(i) Read, 'rhyming picture books' for children and also keep these in the reading area.</li> <li>(ii) Collect and sing more rhymes (based on different concepts) develop poster on poems.</li> <li>(iii) Create and ask open-ended questions based on the 'poem poster'.</li> <li>(iv) Plan a role play based on rhymes.</li> <li>(v) Let children play rhyming word games.</li> <li>(vi) Invite children to create their own poems in small groups; let them draw for the poem and display these in the classroom.</li> </ul>



### 34. Story Cards

Number	-	5 story card set (each set having 5 cards)
Type of Activity	-	Can be done individually or in a small group or during circle time.
Objectives	-	<ul style="list-style-type: none"> <li>• To develop the skills of listening and speaking</li> <li>• To build the basic vocabulary</li> <li>• To develop sequential thinking</li> <li>• To develop interest in reading and skill of book handling</li> <li>• To prepare the child to read from left to right</li> </ul>
Method of Use	-	<p>The story cards are in sequence and this will help the child to place the story pictures in a logical order and then explain the story. Take out any one story card set. Themes are</p> <ol style="list-style-type: none"> <li>1. Monkey and the Cap seller</li> <li>2. Lion and the Mouse</li> <li>3. Two Cats and a Monkey</li> <li>4. The Sun and the Wind</li> <li>5. The Hunter and the Pigeons</li> </ol>
Variation	-	<ul style="list-style-type: none"> <li>• Tell the complete story to children by arranging the cards in order.</li> <li>• Start telling the story and placing the card (one at a time) from the children's left to right.</li> <li>• (Preferably do this sequence story during circle time). You may also use flannel board to put up story pictures to tell a story in sequence.</li> <li>• After demonstrating, call one child at a time and ask them to arrange the story cards (by placing them in order from left to right) in sequence and keep telling the story.</li> <li>• Do the same with remaining story cards.</li> </ul> <ol style="list-style-type: none"> <li>(i) Do lots of sequential thinking activities using concrete objects and toys.</li> <li>(ii) You may tell the stories using toys and dolls, and narrate the story in sequence as you keep the dolls in order.</li> <li>(iii) Use the event card for example— Bathing, sequence, making tea sequence, etc.</li> <li>(iv) Prepare more such story cards, e.g., the story which is very popular among children. Children can also cut and paste their favourite pictures and create their own small story books.</li> </ol>

### 35. Glove Puppets

Number	-	2 (Lion and Rabbit)
Type of Activity	-	Individual, small group and whole group activity
Objectives	-	<ul style="list-style-type: none"><li>• To develop listening and speaking skills</li><li>• To develop creativity and imagination</li><li>• To encourage to speak complete and structured sentence</li><li>• To enhance social skills</li><li>• To develop fine motor skills</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Think or create some story and do a puppet play using these puppets.</li><li>• Talk about these animals.</li><li>• Encourage the children to mimic different animals by using the puppets.</li></ul>
Variations	-	<ol style="list-style-type: none"><li>(i) Keep the puppets as props in the 'reading area' and let the children use and manipulate the puppets as they do 'pretend-read stories'.</li><li>(ii) Create more such puppets for different stories using the low-cost /no cost materials.</li></ol>



### 36. *Firkee* (Children’s Magazine)

Number	-	1 Magazine (Half yearly – subscription can be taken from NCERT)
Type of Activity	-	Reading and Writing
Objectives	-	<ul style="list-style-type: none"> <li>• To promote interest in reading and writing among young children.</li> <li>• To spark interest in children in various Indian art forms through illustrations ranging from different parts of the country such as <i>Gond</i> art, <i>Madhubani</i> painting, etc.</li> <li>• To facilitate oral language development among young children.</li> <li>• To provide a platform for creative expressions by presenting opportunities of various reading and writing activities with elements such as “<i>kuch hum likhein, kuch tum likho, dekho maine kya banaya</i>”, etc.</li> <li>• To facilitate listening comprehension as well as present opportunities to develop inquisitiveness in young minds.</li> <li>• To develop a flair of writing from a young age and encourage children by publishing their content in the magazine <i>Firkee Bachchon Ki</i>.</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>• Pick up the book and look at the vivid illustrations at the cover page. Open the book and attempt to read the stories and poems.</li> <li>• Engage in conversations based on reading.</li> <li>• Explore the pages that intend to develop creative thinking such as ‘<i>Beechon beech</i>’. Look at the illustrations and develop picture readings.</li> <li>• Engage in writing skills that are facilitated with writing prompts as well as rich illustrations.</li> <li>• Building cognitive skills with the help of elements in the magazine such as ‘<i>khojo</i>’.</li> </ul>
Variations	-	<p>Weaving a story based on picture reading. Expressing their thoughts through drawings and writings.</p> <p>Building attention to detail with the elements like <i>khojo</i> in the magazine <i>Firkee Bachchon Ki</i>.</p>





### 37. Hindi Sound Domino

Number	-	28 cards
Type of Activity	-	Can be done individually or in a small group.
Objectives	-	<ul style="list-style-type: none"> <li>• To enhance observation skills</li> <li>• To identify phonic sounds in Hindi</li> <li>• To develop auditory discrimination skill</li> <li>• To increase vocabulary</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>• Each domino card will be having two pictures starting with a different sound.</li> <li>• If playing in a small group, distribute one domino to each child, keeping one card in the centre.</li> <li>• The child who has the domino with the same sound pictures in the domino card placed in the centre will come forward and place their domino to match the previous one.</li> <li>• The same activity will be repeated with other children using other sound domino to complete the chain.</li> <li>• Similarly, children can play it individually with the help of teacher.</li> </ul>
Variations	-	<p>(i) Let children look and talk about each picture and identify the related initial letter in the print-rich classroom.</p> <p>(ii) Let older children draw and copy the picture.</p>



### 38. English Sound Domino

Number	-	28 cards
Type of Activity	-	Can be done individually or in a small group
Objectives	-	<ul style="list-style-type: none"><li>• To enhance observation skill</li><li>• To identify phonic sounds in English</li><li>• To develop auditory discrimination skill</li><li>• To increase vocabulary</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• This is played in the same manner as explained under Hindi Sound Dominoe.</li></ul>
Variations	-	(i) Let children look and talk about each picture and identify the related initial letter in the print-rich classroom.



### 39. Alphabet Flashcards (Uppercase and Lowercase)

Number	-	26
Type of Activity	-	
Objectives	-	<ul style="list-style-type: none"><li>• To develop letter recognition skills</li><li>• To develop letter-sound correspondence</li><li>• To build vocabulary</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Hold up a letter card and ask the child to identify the letter name and the corresponding sound along with the given pictures.</li><li>• Once the child has identified the letter and the corresponding sound, encourage the child to name more words starting with the same letter/sound.</li></ul>
Variations	-	(i) The cards can be used to develop foundational literacy, by providing a print rich environment and act as a visual aid for children to reinforce their learning.



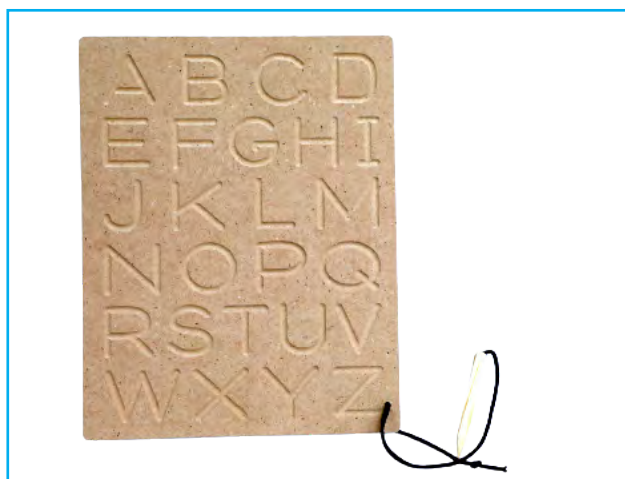
#### 40. Hindi Akshar/Varnmala- Flashcards

Number	-	48
Type of Activity	-	
Objectives	-	<ul style="list-style-type: none"><li>• To develop letter recognition skills</li><li>• To develop letter-sound correspondence</li><li>• To build vocabulary</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Hold up a letter card and ask the child to identify the letter name and the corresponding sound along with the given pictures.</li><li>• Once the child has identified the letter and the corresponding sound, encourage the child to name more words starting with the same letter sound.</li></ul>
Variations	-	



## 41. Alphabet Tracing Board (ATB)

Number	-	One ATB Board with wooden writing tool
Type of Activity	-	
Objectives	-	<ul style="list-style-type: none"><li>• To strengthen eye-hand coordination skills</li><li>• To provide and develop precise movements of fingers and hand (pre-writing skill)</li><li>• To improve attention span and ability to focus</li><li>• To build the foundation for drawing and writing letters and words</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Demonstrate the activity on ATB</li><li>• Let children use the wooden writing tool in the groove for tracing letters (let the children first move their index finger in the letter groove).</li></ul>
Variations	-	<ul style="list-style-type: none"><li>(i) You can also hang the alphabet and number chart (given in the box) on the wall and encourage the children to trace the letters and numbers using their index finger.</li><li>(ii) You may create similar 'Number Tracing Board' using the waste card board materials'</li><li>(iii) You may encourage children to match the letters for, e.g., 'Matching the letter 'A', 'a' (flash cards given in Jaadui Pitara) with the letter groove on the alphabet tracing board.</li><li>(iv) Use sandpaper letters and encourage children to trace over these tactile letters.</li></ul>



## 42. Alphabet Tracing Cards

Number	-	26
Type of Activity	-	Individual
Objectives	-	<ul style="list-style-type: none"><li>• To improve visual understanding</li><li>• To develop fine motor skills</li><li>• To develop letter recognition skills</li><li>• To build correct letter formation and identify their corresponding sounds.</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Demonstrate to the child by tracing few letters with the index finger.</li><li>• Encourage the child to trace each letter with a finger in the given direction starting from point 1.</li><li>• In each letter card, help the child to identify the pictures and name them.</li></ul>
Variations	-	(i) Materials such as ice cream sticks, wool/ yarn, sand, or paper scraps can be pasted on the letters and used as tactile cards for visual challenged children.



### 43. वर्णमाला-Swar Tracing Cards

Number	-	12
Type of Activity	-	
Objectives	-	<ul style="list-style-type: none"><li>• To help children with visual understanding</li><li>• To develop fine motor skills</li><li>• To develop letter recognition skills</li><li>• To build correct letter formation and their corresponding sounds.</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Demonstrate to the children by tracing few letters with the index finger.</li><li>• Encourage the children to trace each letter with a finger in the given direction starting from point 1.</li><li>• In each letter card, help the child to identify the pictures and name them.</li><li>• Encourage children to name more words starting with each letter.</li></ul>
Variations	-	(i) Materials such as ice cream sticks, wool/ yarn, sand, or paper scraps can be pasted on the letters and used as tactile cards for visual challenged children.



#### 44. वर्णमाला-Vyanjan Tracing Cards

Number	-	36
Type of Activity	-	
Objectives	-	<ul style="list-style-type: none"><li>• To help children with visual understanding</li><li>• To develop fine motor skills</li><li>• To develop letter recognition skills</li><li>• To build correct letter formation and identify their corresponding sounds.</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Demonstrate to the children by tracing few letters with the index finger.</li><li>• Encourage the children to trace each letter with a finger in the given direction starting from point 1.</li><li>• In each letter card, help the child to identify the pictures and name them.</li></ul>
Variations	-	





### 45. Alphabet Chart (English)

Number	-	1
Type of Activity	-	Individual, Small Group
Objectives	-	<ul style="list-style-type: none"> <li>To help develop foundational literacy skills</li> <li>To learn order of letters</li> <li>To recognise individual letters and sounds of letters</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>Display the alphabets chart on the wall (at the eye level of children)</li> <li>Use the alphabet chart as a part of print-rich classroom and to introduce and teach letters</li> <li>As you read out the letter, point to each letter and the image/picture supporting it and say the sound of each letter.</li> </ul>
Variations	-	<ul style="list-style-type: none"> <li>(i) Sing the alphabet song as a follow-up activity and pointing to each letter.</li> <li>(ii) Let the child think of different vocabulary that begins with the letter/sound while recalling the alphabet chart.</li> <li>(iii) Use flash cards (given in the <i>Jaadui Pitara</i>) to match with the letters on the alphabet chart.</li> <li>(iv) Let the children trace their fingers on the letter</li> <li>(v) Encourage children to create their own alphabet poster.</li> </ul>



## 46. Swar Chart

Number	-	1
Type of Activity	-	Individual, Small Group
Objectives	-	<ul style="list-style-type: none"> <li>To develop foundational literacy skills</li> <li>To learn order of letters</li> <li>To recognise individual letters and identify sounds of letters</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>Display the alphabets chart on the wall (at the eye level of children)</li> <li>Use the alphabet chart as a part of print-rich classroom to introduce and teach letters</li> <li>As you read out the letter, point to each letter and the image/picture supporting it and say the sound of each letter</li> </ul>
Variations	-	<ul style="list-style-type: none"> <li>(i) Sing the <i>swar</i> song as a follow-up activity and pointing to each letter.</li> <li>(ii) Let the child think of different vocabulary that begins with the letter/sound while recalling the <i>swar</i> chart.</li> <li>(iii) Use flash cards (given in <i>Jaadui Pitara</i>) to match with the letters on the <i>swar</i> chart.</li> <li>(iv) Let the children trace their finger on the letter</li> <li>(v) Encourage children to create their own <i>swar</i> poster.</li> </ul>



## 47. Vyanjan Chart

Number	-	1
Type of Activity	-	Individual, Small Group
Objectives	-	<ul style="list-style-type: none"> <li>To help develop foundational literacy skills</li> <li>To learn order of letters</li> <li>To recognise individual letters and identify sounds of letters</li> </ul>
Method of Use	-	<ul style="list-style-type: none"> <li>Display the alphabets chart on the wall (at the eye level of children)</li> <li>Use the alphabet chart as a part of print-rich classroom and to introduce and teach letters</li> <li>As you read out the letter, point to each letter and the image/picture supporting it and say the sound of each letter</li> </ul>
Variations	-	



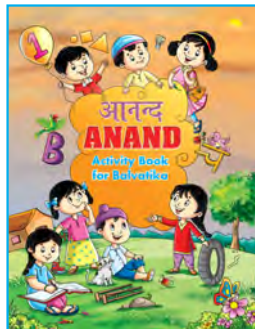
#### 48. *Barkha* (Graded Reading Series)

Number	-	A set of 40 graded story books
Type of Activity	-	Individual/Small Groups
Objectives	-	<ul style="list-style-type: none"><li>• To facilitate the development of reading skills among young children</li><li>• To offer graded learning series to help in continuum in early reading progress</li><li>• To keep the young readers engaged through interesting graded stories</li><li>• To enable children to read through pictures and make sense of the written word</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Do 'Real Aloud' using graded <i>Barkha</i> Series with young children.</li><li>• Read using your index finger beneath the print and draw children's attention towards print.</li><li>• Keep a set of <i>Barkha</i> Series (relevant to the age group of children) in a 'reading area'.</li><li>• Observe the children as they explore the print and do pretend reading and develop reading skills through the series.</li></ul> <p>Note: <i>Barkha</i> series is an endeavor to make reading a joyful and meaningful experience right from the early years</p>
Variations	-	(i) Let children cut pictures from old magazines etc. and create their own D-I-Y storybook.



## 49. Anand- Activity Book (Balvatika) and Loose Worksheets

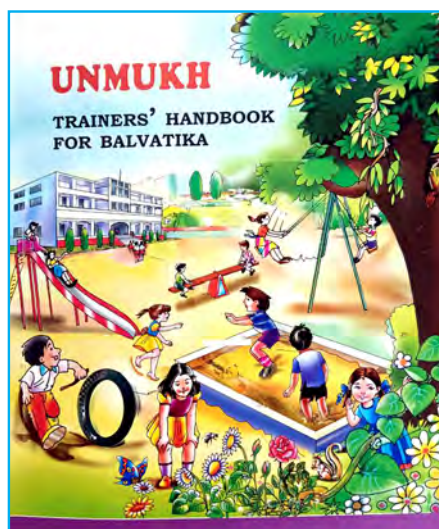
Number	-	Two
Type of Activity	-	Individual
Objectives	-	<ul style="list-style-type: none"><li>• To provide integrated worksheets catering all the five domains of development</li><li>• To provide the teacher/parents with exemplary worksheets to be done with young children</li><li>• To promote school readiness for children through integrated worksheets</li><li>• To develop fine motor skills, logical thinking and vocabulary</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Demonstrate the worksheets before giving it to the child.</li><li>• Talk about the worksheets— what is it talking about and what is to be done in simple and easy to understand language.</li><li>• Use local resource and materials and introduce the concepts of nature wherever possible before and while using the worksheets. For example, creating patterns with leavers, making rangoli with dried flowers, twigs, etc.</li><li>• The worksheets can be removed from the activity book and later be kept in a portfolio that will also help the teachers/ parents to assess children’s work.</li></ul>
Variations	-	<p>(i) Once the child completes the worksheets, encourage the child to complete the pattern on the board.</p> <p>(ii) you may alter and modify the worksheets depending on the needs and interest of children.</p> <p>(iii) Similar worksheets may be created to ensure holistic learning of different domains.</p>



## 50. Unmukh- Trainer's Handbook for Balvatika

Number	-	1
Type of Activity	-	Individual, Small Group
Objectives	-	<ul style="list-style-type: none"><li>• To enable the teachers of Foundational Stage to facilitate children in the age-group of 3-6 years.</li><li>• To provide guidance to the master trainers' and the preschool teachers on the transaction of competency-based activities in an interesting manner.</li><li>• To provide opportunities to the trainers to build the capacity of teachers and other stakeholders in learning experiences for the children.</li></ul>
Method of Use	-	<ul style="list-style-type: none"><li>• Read the document thoroughly.</li><li>• Provide the handouts of the document to the trainers and let the trainers read them well in advance, so that they are ready for the training.</li><li>• Plan a training schedule (into different sessions) and begin the session in an interactive way.</li><li>• Use simple language so that the participants grasp the content well.</li><li>• Demonstrate the activities for each domain and let the participants also develop LTM as a follow-up of training sessions.</li></ul>

Note: Teachers can plan and conduct the activities for their children as suggested in the annexure.



### 51. Folding Bag with Pockets to Store and Display the Learning Material

Number	-	1
Method of Use	-	The teacher can use this folding bag to keep the learning material (that she is using) and hang the bag in the classroom. The teacher may also label the pockets of the bag or embroider the names of the learning material on the pockets of the bag.



## 52. Vanishing Frog—The Magic Trick

Number	-	1 Magic Trick (Vanishing Frog)
Type of Activity	-	Individual, Small group activity
Objectives	-	<ul style="list-style-type: none"> <li>To develop critical thinking skills</li> <li>To develop visual perceptual skills</li> <li>To extend imagination and creativity</li> <li>To improve problem solving skills</li> </ul>
Method of Use	-	<p>This is a magic trick and fun activity for children. The activity needs to be guided by the teacher.</p> <p>First, the puzzle needs to be shown to the children. The puzzle has three parts, i.e. Part A, Part B and Part C.</p> <p>Ask children to arrange Part A and Part B in a sequence above Part C. Ask children to count the number of frogs.</p> <p>Now ask children to arrange Part B first, then Part A on top of Part C. Ask children to count the number of frogs.</p> <p>One frog has vanished.</p> <p>Ask children where it could have gone.</p> <p>Encourage children to reason out. All possible reasons that children give should be considered by giving a logic.</p>
Variations	-	<p>(i) Create more such magic trick cards for your children based on different themes and concepts.</p> <p>(ii) Do more such play activities using concrete materials and then you may also show on the worksheets (depending on the age and developmental level of the children).</p>





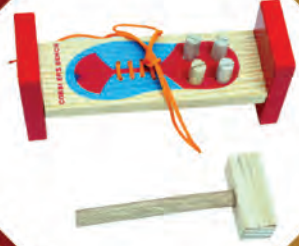
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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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