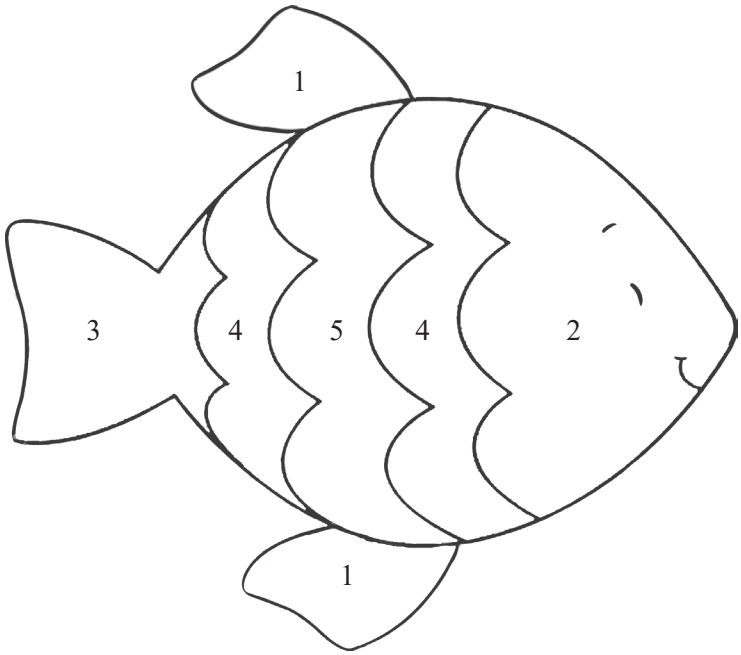
Activities

A Colour by number. **Creativity, Application of Knowledge**



1 green

2 orange

3 pink

4 yellow

5 blue

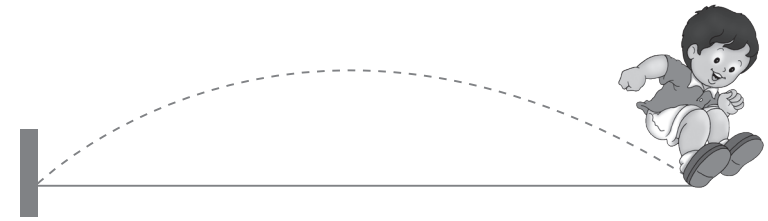
Note to the teacher: Students can draw the figure on an A4 sheet of paper. Then, they can colour it.

B Jump and measure.

Experiential Learning, Communication, Application of Knowledge

To begin, the teacher draws a line on the floor.
The teacher fixes sticky coloured tape at one end to mark the start.

1. Student A stands at start and jumps on the line.
2. Student B uses a piece of chalk to mark the point where Student A lands.
3. Student A uses an unsharpened new pencil to measure the distance jumped and notes it down. For example, the jump was 5 pencils long.



4. All the students take turns to jump once. They note down the length of their jump.
5. Then the students discuss: Who jumped the longest distance? Who all jumped the same distance? Who overstepped the start line? They think of more such questions to discuss.

Note to the teacher: At the end of the line, if the pencil covers more than half its length, count this as a full pencil. Ignore if it covers less than half of the pencil. Also, clean the floor before starting this activity.

C Clap in 2s (twos).

Conceptual Understanding, Application of Knowledge

The students sit in a circle. The teacher calls out a number, say 10. The first student counts in twos from the number called out. The student to her/his right counts the next number in twos.
For example, 12, 14, 16, 18 and so on. This continues.
When the teacher claps her/his hands, the students change the direction of the count. For example, 16, 14, 12, 10 and so on.
This continues till the teacher calls out STOP. If a student says the wrong number, she/he is dropped out of the game. The last student remaining after all the others have dropped out is the winner.

D Make a ten.

Conceptual Understanding, Communication

YOU WILL NEED: Digit cards from 1 to 20

Form groups of 20. Each group sits in a circle. Give each student in a group one of the shuffled 1–20 digit cards. Each student reads aloud the number on her/his card and the number needed to make 10. For example, if a student gets a number 4 on the digit card, she/he says, '4 plus 6 makes 10'. And, if a student gets a number 17 on the digit card, she/he says, '17 minus 7 makes 10'.

E Lemon-and-spoon race

Conceptual Understanding, Collaboration

This is an outdoor activity. The students work in groups of 8. Each one will need a spoon and a small lemon.

1. All students of a group hold the spoon in their mouth with the lemon in it, and stand at the starting point. On the count of 3, they start walking, trying not to drop the lemon.
2. The teacher notes down the names of the students in order as their lemon drops out. The student who walks the longest distance with the lemon balanced in the spoon is the winner.

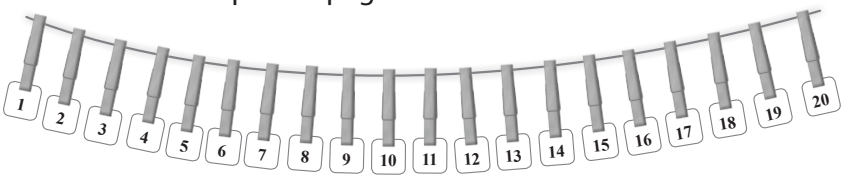
3. Back in the classroom, each group writes the names in order on an A4 sheet of paper. The name of the student who balanced the lemon for the longest time will be on the top. They also write the position of each one.

Name	Position
	First
	Second

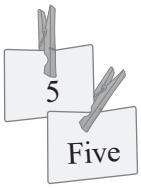
F Find the number.

Conceptual Understanding

1. Make (a) Number cards 1 to 20 and (b) Number name cards 1 to 20.
2. Hang up a clothes line at a level that can be easily reached by the students.
3. Use clothes pins to peg the cards on the line.



4. Students count together from 1–20, then back from 20–1.
5. Explain that the left end of the clothes line represents 1 and the right end represents 20.
6. Invite each student to peg the number cards in order on the clothes line.
7. Point to a number card, for example, 5. Ask a student to to pick out the matching number name card. Peg it to the appropriate number card on the washing line. Continue till all the numbers 1 to 20 are done.



8. Keep the number cards with the number name cards on the clothes line till the students memorize the spellings.

Projects

A All about me

Fold an A4 sheet of paper into four equal parts. Write about yourself, as shown. Display your sheet in the class.

I am _____ years old. Date of birth _____ Month _____ Year _____	My shoe size is _____ My shirt size is _____
My favourite book _____ My favourite activity _____ My favourite food _____	My height _____ cm My weight _____ kg

Paste your picture here. Write your name under it.

B Roll and slide.

Collaboration, Multidisciplinary Approach

Take the students out to the school playground.

1. Form groups of five students each.
2. Direct one group to roll in the grass and the second group to come down a slide.
3. In the classroom, discuss to recall what things roll, slide and both roll and slide.
4. The groups write the names of the objects in the given table. They draw at least two objects that they see in their school/home.
5. The students discuss this information in the class.

Groups	Objects that roll	Objects that slide	Objects that roll and slide
1			
2			
3			
4			

C Symmetrical shapes

Experiential Learning, Collaboration, Communication, Art Integration

1. Prepare paper cut-outs of different shapes.
2. Make groups of five students each. Give each group some shape cut-outs and chart paper to record their finding.
3. The students try to fold each shape exactly in half. The aim is to find the ones that can be folded into equal halves (which means they are symmetrical).

Note to the teacher: You can use shapes such as rectangles, squares, triangles (equilateral, isosceles, scalene) circles, ovals, parallograms, hexagons and so on.

4. The folded shapes are to be pasted on the chart paper.

Symmetrical Shapes	
Shape	Symmetrical
	Yes

5. Display the prepared chart paper in the class.
6. The students look for objects around them that are symmetrical and talk about them.

D Make a weather chart.

Experiential Learning, Collaboration, Communication

1. Put up a sheet of chart paper with boxes drawn for the days of one month.
2. Talk about different types of weather: sunny, cloudy and rainy.
3. Draw symbols for each type of weather on the chart.

October

Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16

Weather Symbols

Sunny

Cloudy

Rain

4. The students write the name of the current month on the chart.
5. They write the date of that month for each box.

6. To fill in the chart, they discuss the weather of the day every day.
7. One student draws the appropriate symbol in the box for that day.
8. Two students note down the weather for the weekend and draw the symbols in the boxes on the following Monday.

E My favourite outing

Experiential Learning, Critical Thinking

The teacher gives each student a blank activity sheet as shown.

Name	Visiting family	Visiting friends	Going to the park	Going to the cinema	Travelling

1. The students write the names of five family members and friends. They show these people the activity sheet and ask them to choose an option.
2. They colour the appropriate box to record the information.
3. After the table is filled in, the students answer the given questions.
   - The most popular outing _____
   - The least popular outing _____
4. They write their name on the activity sheet and display it in the class.