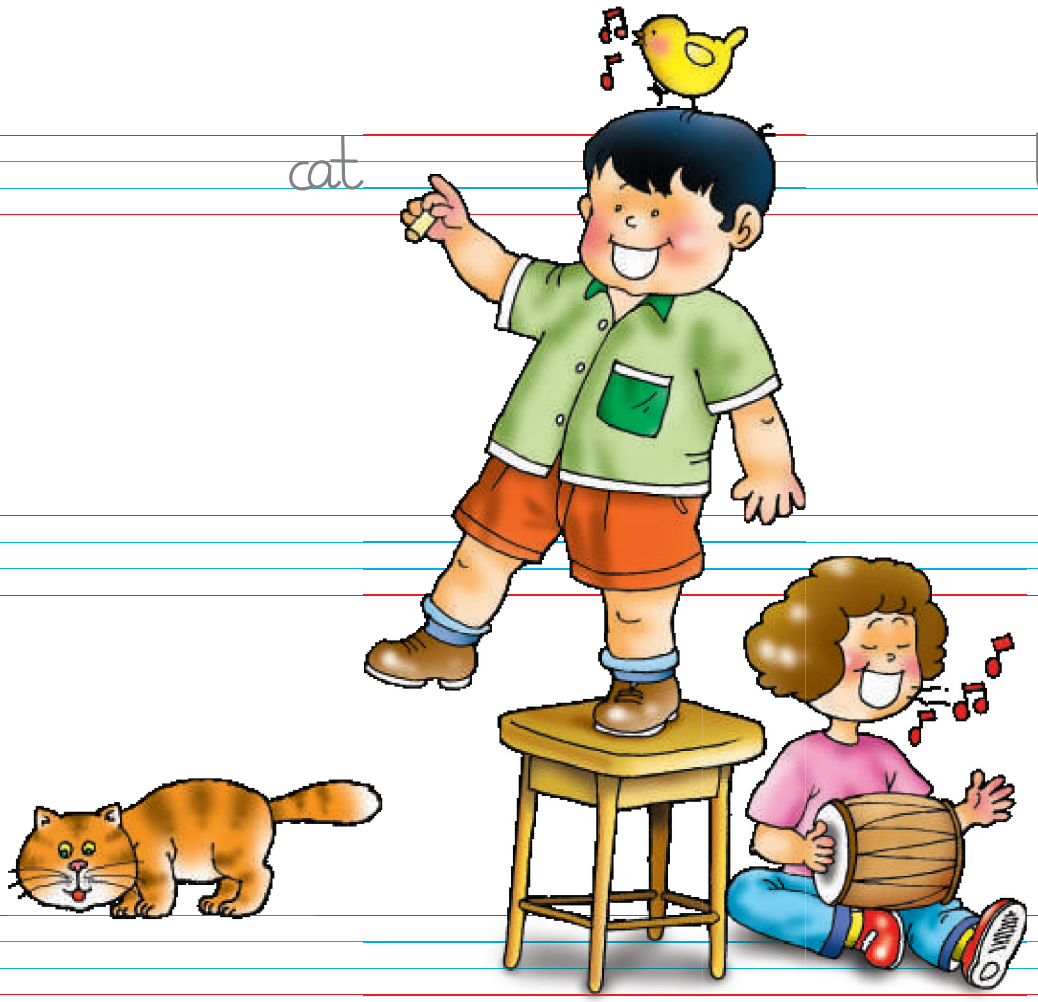


pen

# INTEGRATED ACTIVITY BOOK

cat



leg

red

D.A.V. Publication Division  
**D.A.V. College Managing Committee**  
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+4 to +5 Years

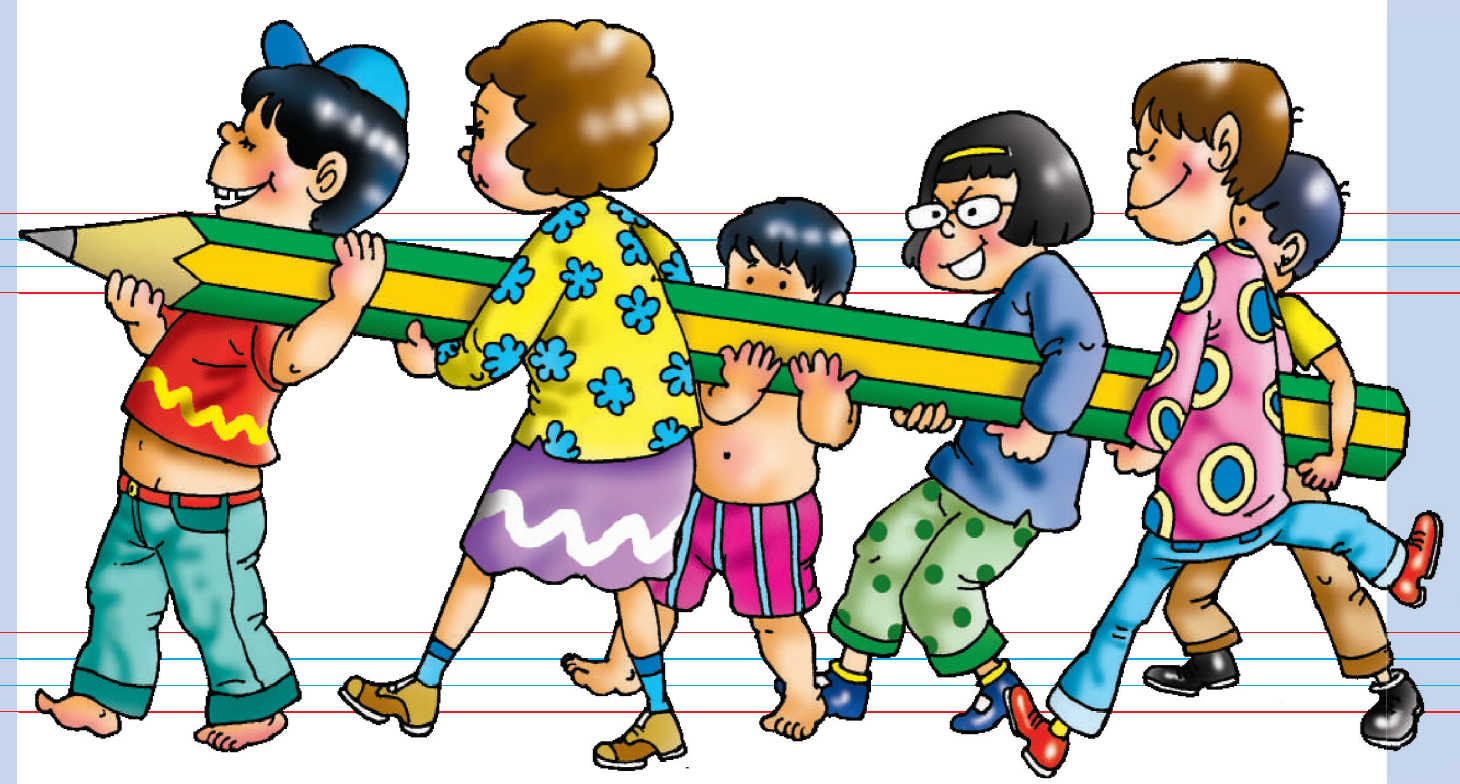
lid

jet



bat

# INTEGRATED ACTIVITY BOOK



# Integrated Activity Book

(English and Environmental Science)

( Class-UKG )



**D.A.V. Publication Division**  
**D.A.V. College Managing Committee**  
Chitragupta Road, New Delhi-110055

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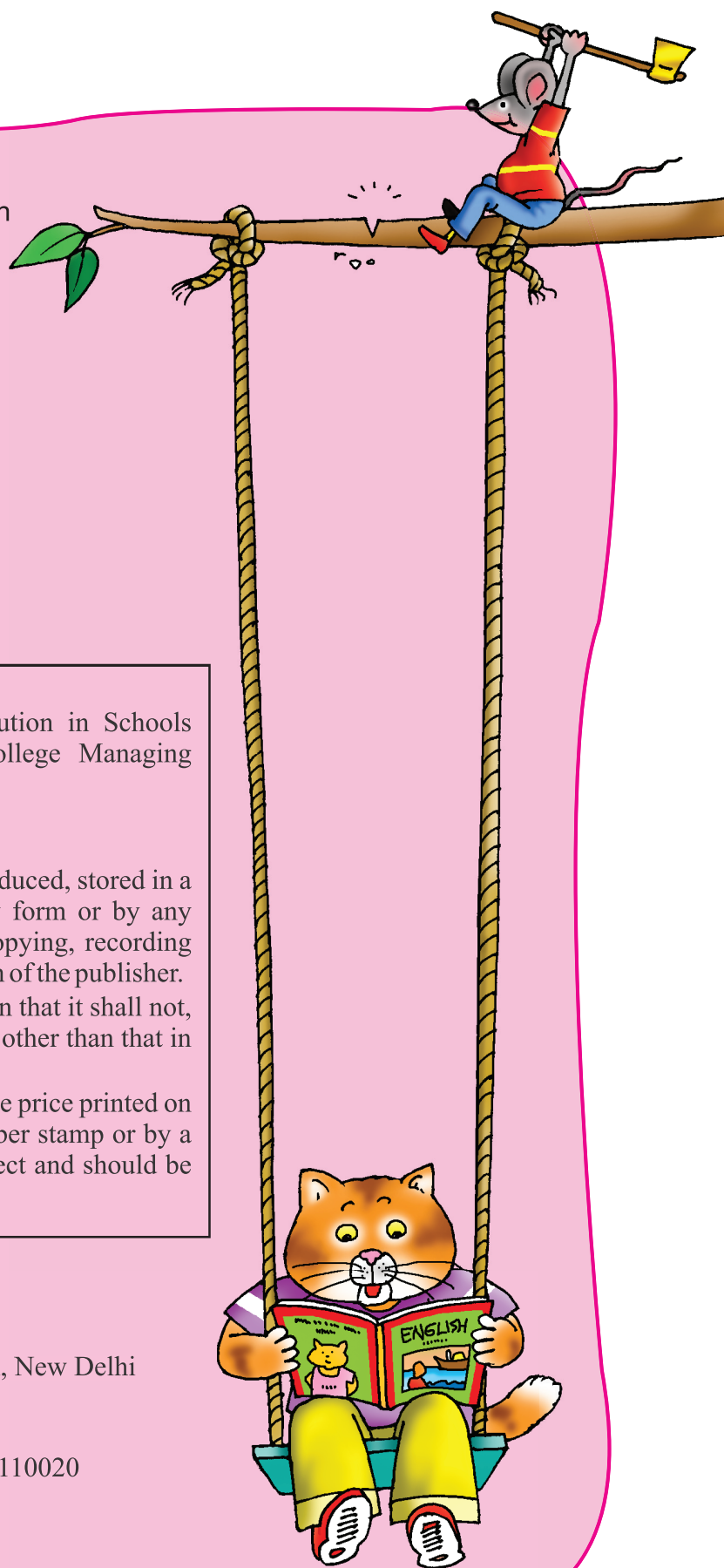
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## FOREWORD

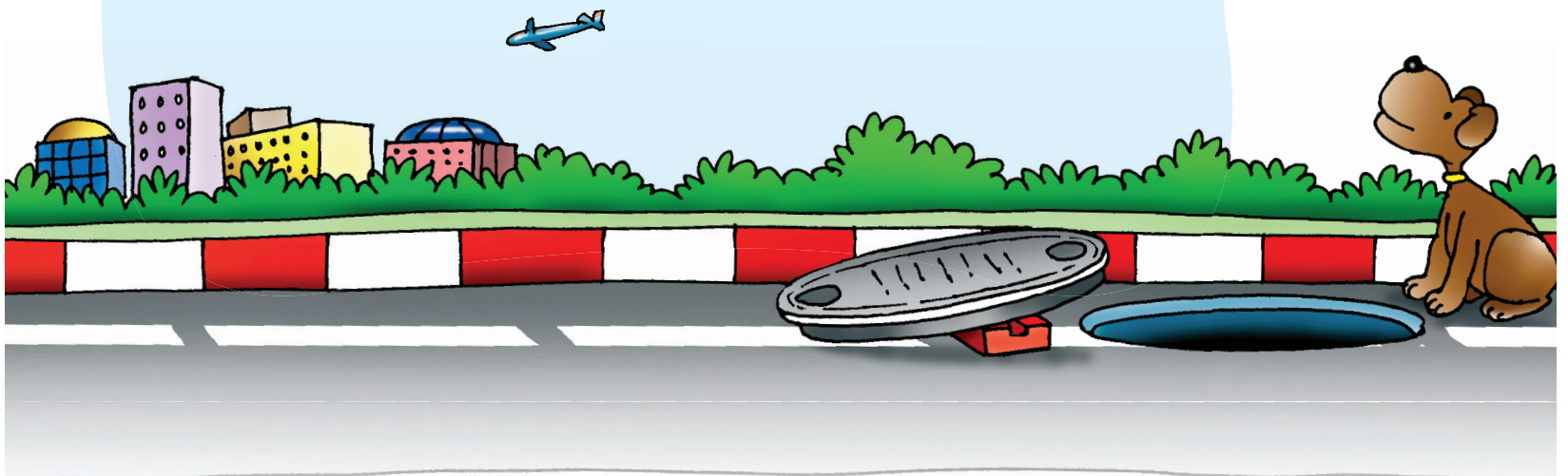
D.A.V. College Managing Committee has taken an innovative step by developing a curriculum for Pre-primary Classes. As is well-known, the Pre-primary section of the D.A.V. Public Schools provides a learning experience for young children which fully promotes their development. It aims at building a broad-based Educational Foundation which will prepare children for Primary Classes. The curriculum has been so designed as to help children grow physically, socially, emotionally and intellectually.

Learning by doing and playway methods are, in fact, universally recognised methods for the teachers to help the children learn and grow. It is, therefore, natural that the use of books is minimised. But keeping in view the fact that our schools are functioning in the far-flung areas of the country, it is necessary to provide the teachers with some kind of tools to help them achieve the objectives of this curriculum. Books are the only tools to make the implementation effective. Therefore, the books that have been developed in the light of the new curriculum, are packages of instructional material meant to help the teachers. The emphasis is on encouraging the children to cultivate various skills. The get-up and format of this book have been finalised in the meetings of the Curriculum Sub-Committee and the working group of experienced teachers formulated by the D.A.V. Centre for Academic Excellence for this purpose.

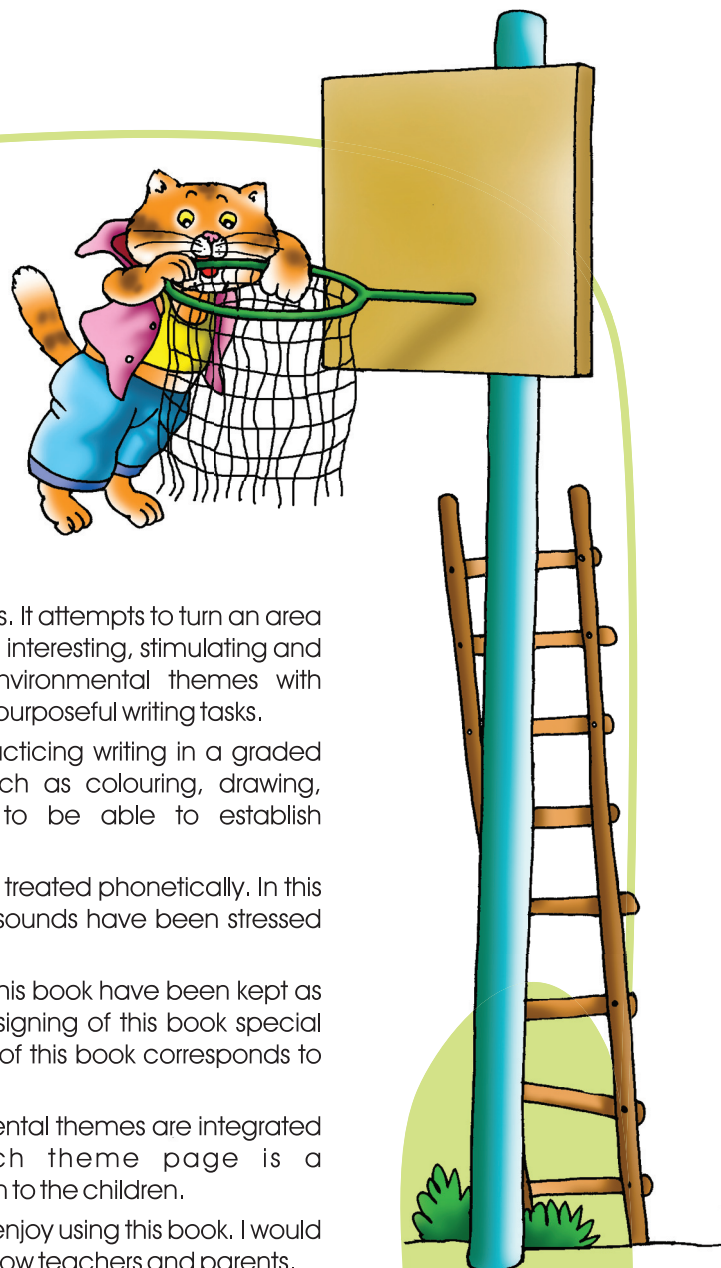
I am thankful to all those members, who in one or the other form, helped us in the development of this book.

I would welcome suggestions from our teachers and parents for further improvement of this book in order to make it more useful and fruitful for our children.

**Director, Publication**







## Dear Teacher

This book has been especially designed for your pupils. It attempts to turn an area of work, traditionally considered to be tedious, into an interesting, stimulating and relevant experience. This book integrates the environmental themes with systematic practice in writing skills through a variety of purposeful writing tasks.

A special feature of this book is to focus on practicing writing in a graded manner. Many activities have been designed such as colouring, drawing, matching etc. Such activities enable children to be able to establish eye-hand co-ordination and develop cognitive skills.

The language component of this book has been treated phonetically. In this class, initial and last sound of the words and vowel sounds have been stressed upon.

As far as possible, the contents and activities of this book have been kept as per the age level of this children. At the time of designing of this book special attention has been given to see that the sequence of this book corresponds to that of the units of the text (*My English Book*).

Since this is an integrated book, some environmental themes are integrated along with the language activities. Each theme page is a 'Talk-about Page' where necessary information is given to the children.

It is hoped that the children and the teachers will enjoy using this book. I would welcome suggestions for its improvement from my fellow teachers and parents.

Dr Nisha Peshin

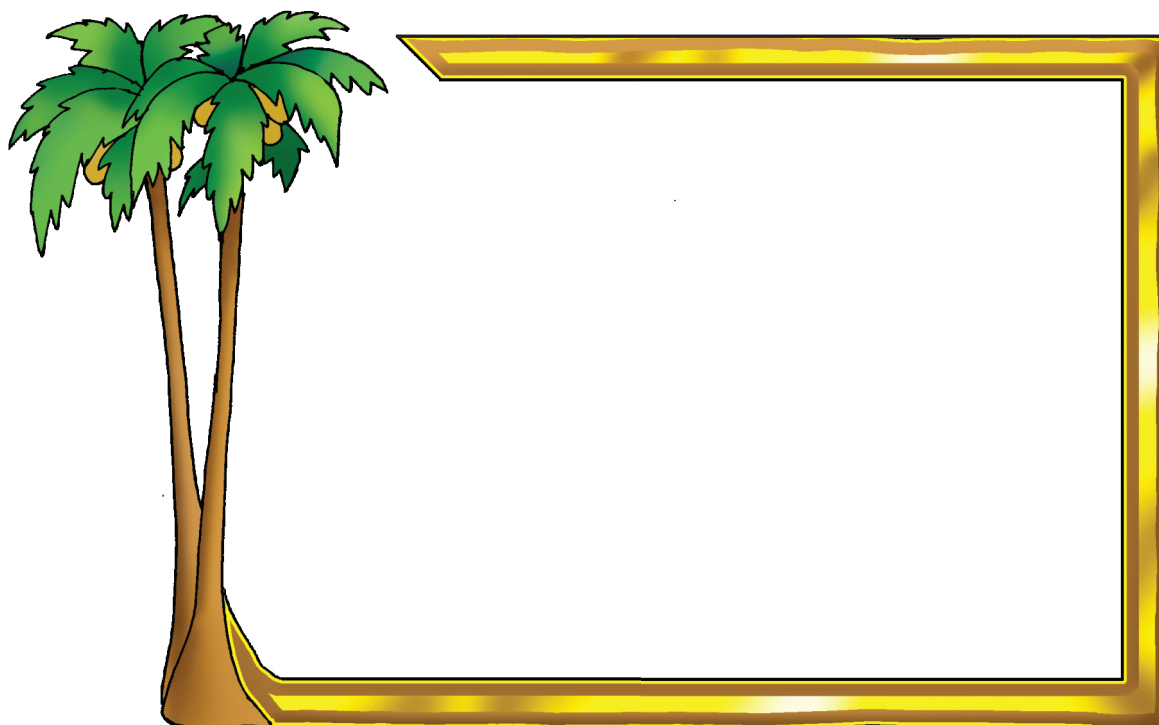
**Director (Academics)**





## ABOUT ME

Draw or paste your picture here.



Now complete the sentences about yourself.



My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

I study in U.K.G.

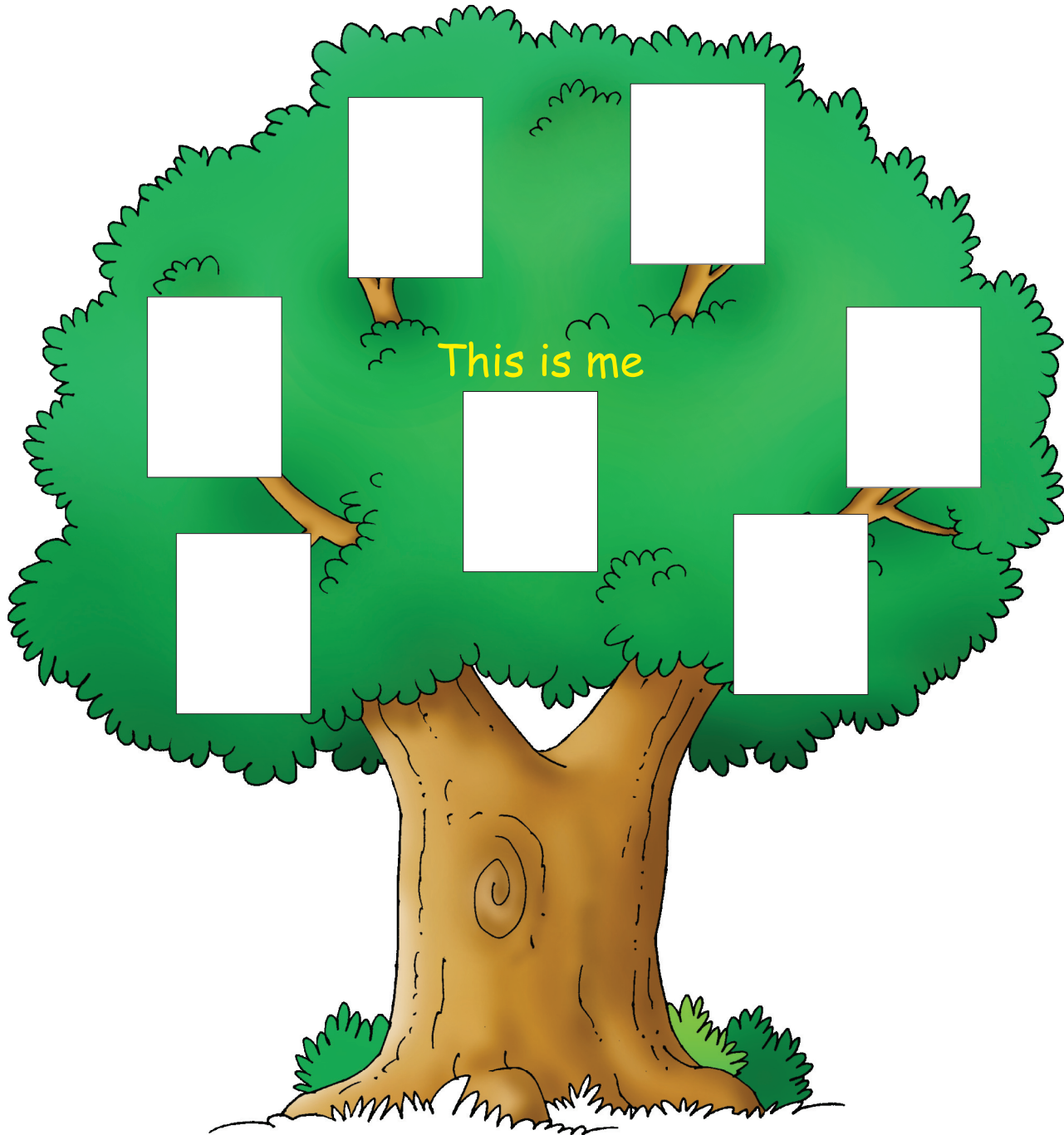


**Activity:** Help the children to complete the sentences given above.



## MY FAMILY

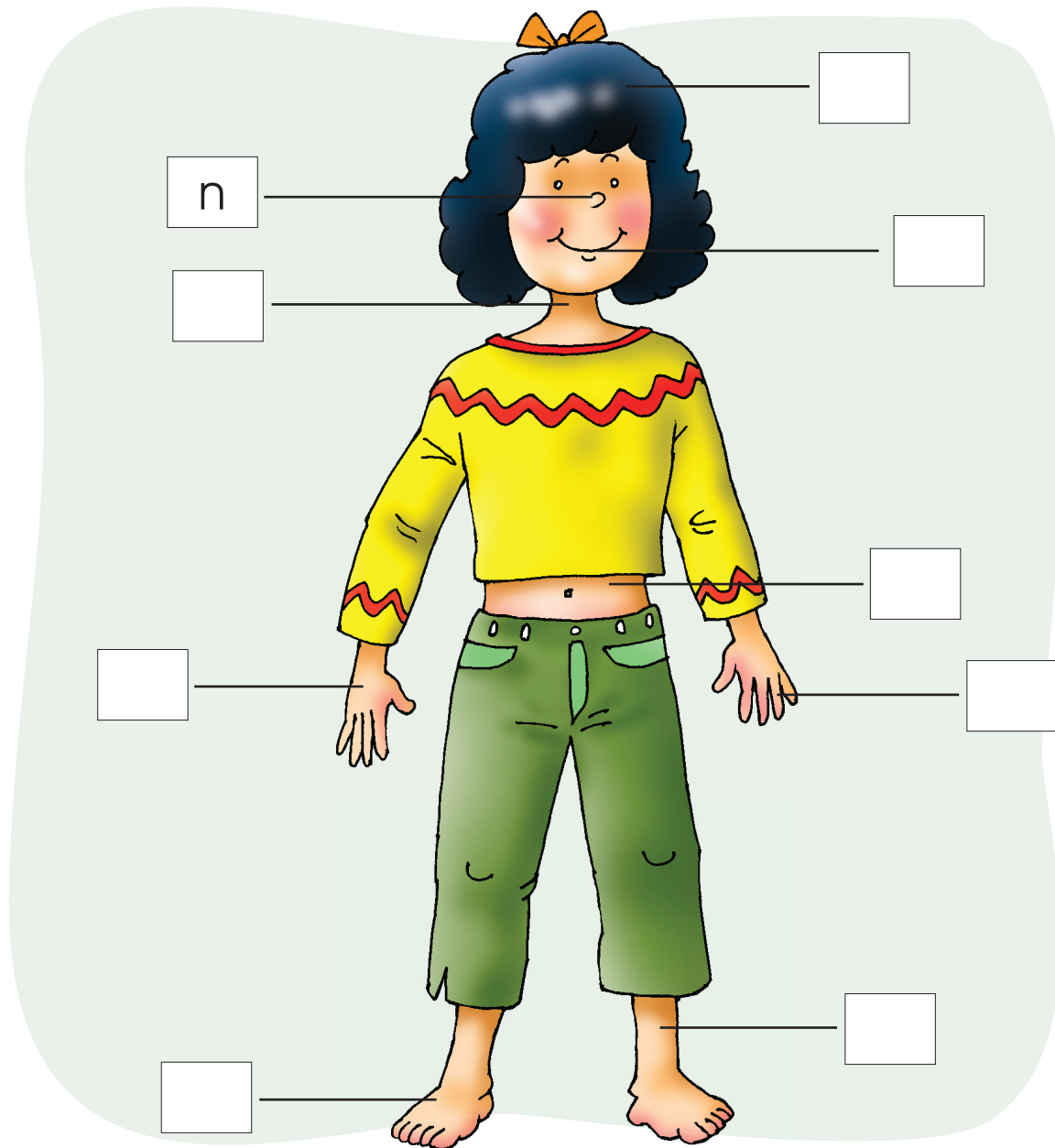
Paste the pictures of your family members in the family tree.



**Activity:** Encourage the children to talk about their family members. Tell them about **Joint Family** and **Nuclear Family**. Also tell them that we should love and respect our elders.

# MY BODY PARTS

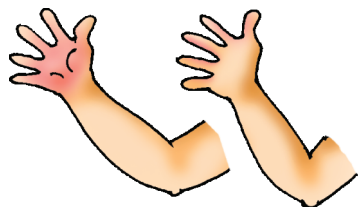
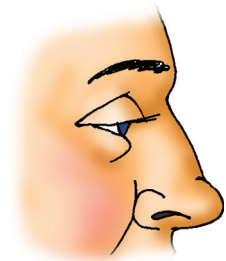
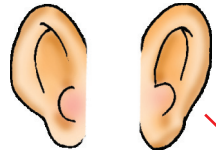
Write the initial letter sound of the body parts in the boxes provided. One is done for you.



**Activity:** Encourage the children to talk about the body parts and their functions.

# MY SENSE ORGANS

See the pictures and match the following:



**Activity:** Discuss the different sense organs and their functions with the children.

# HOME SWEET HOME

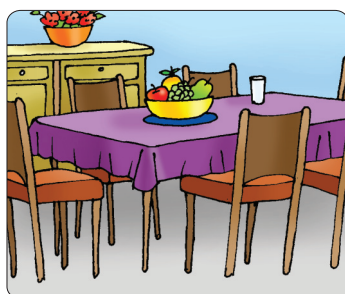
See the pictures given below and talk about them in the class.



Bedroom



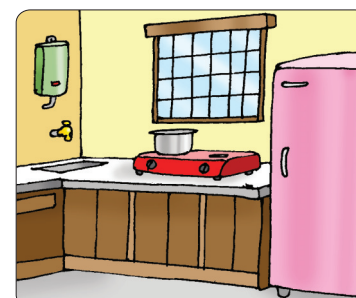
Drawing room



Dining room



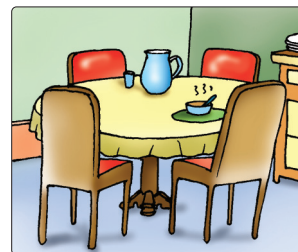
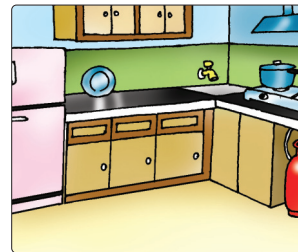
Bathroom



Kitchen

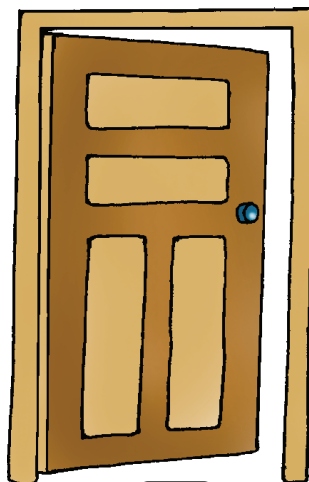
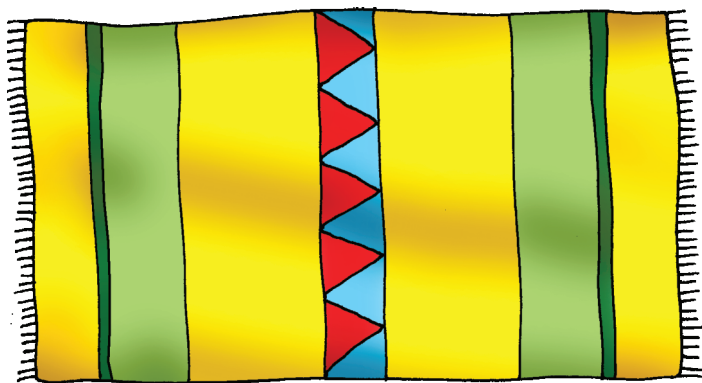
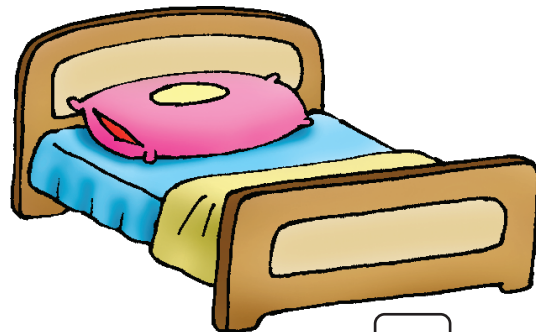
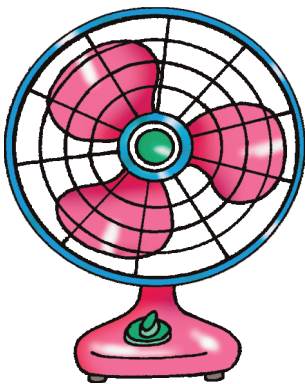
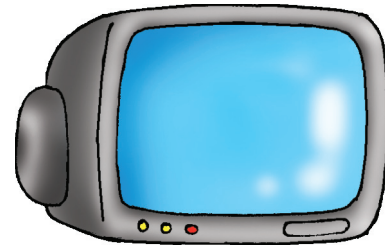
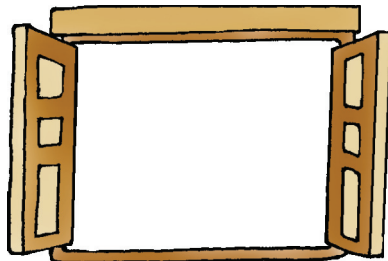
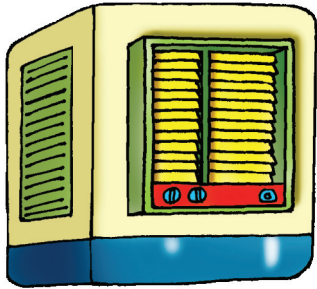
**Activity:** Encourage the children to talk about their homes and the activities associated with each room.

Match the given activity with the correct room.



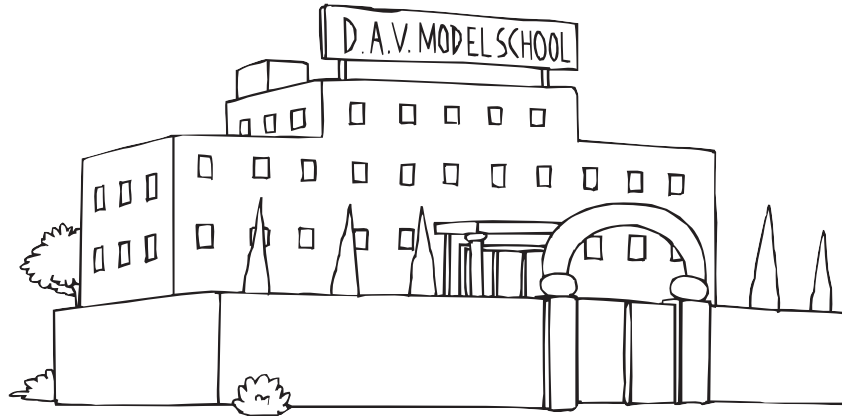
**Activity:** Discuss household tasks with children and how they can help their parents e.g. watering plants, washing their own handkerchief and lunch box, laying the table etc.

These are the things I see in my home. Write the initial letter sound of their names in the boxes provided.

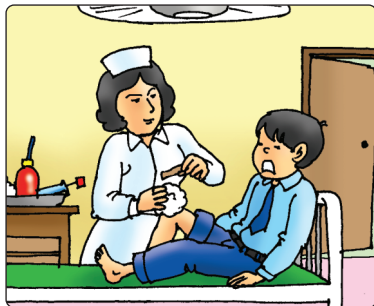


# MY SCHOOL

Colour the picture of this school.



Tick  those that you find in your school.



MEDICAL ROOM



OFFICE



LIBRARY



PLAYGROUND



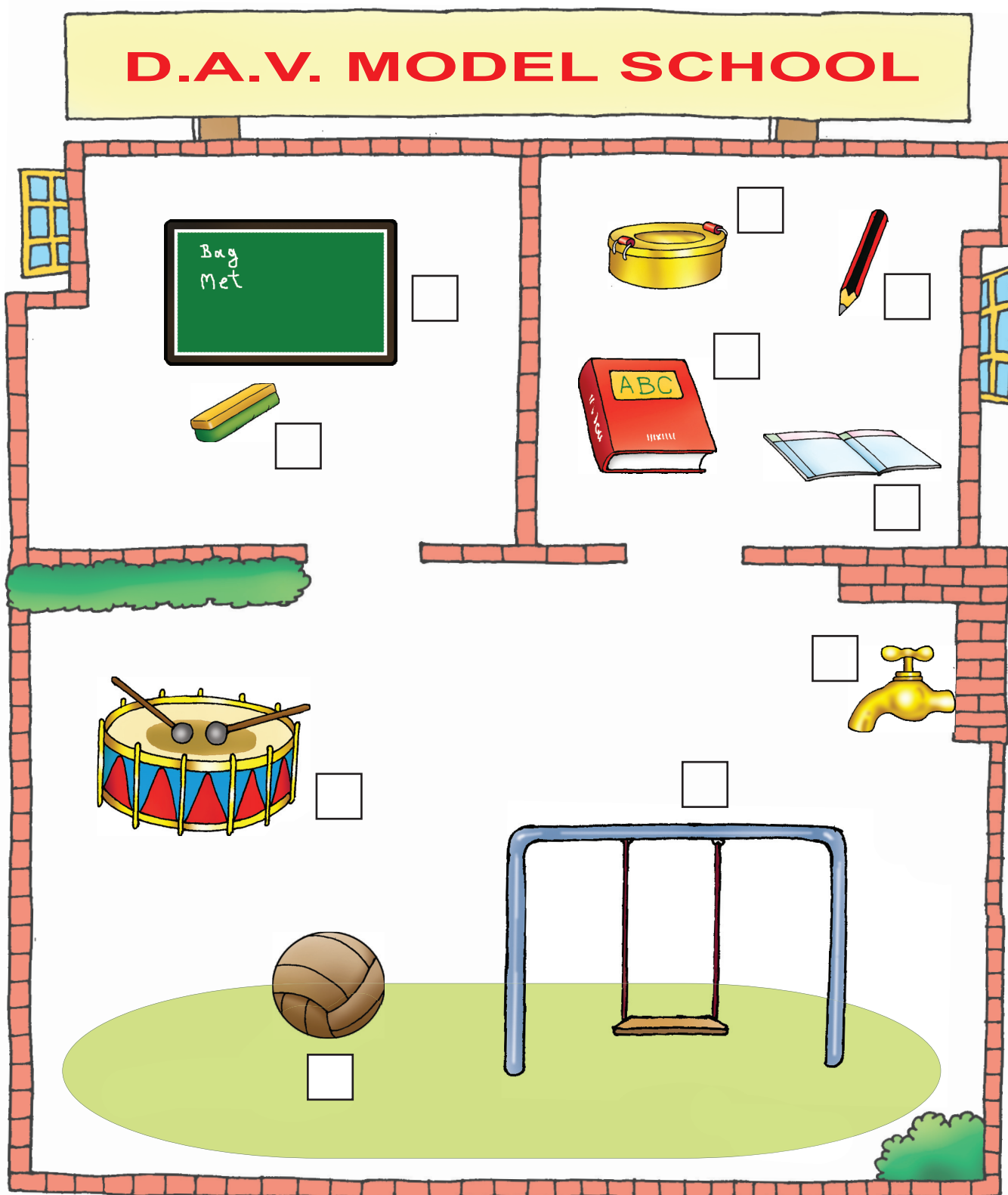
COMPUTER ROOM



CLASSROOM

**Activity:** Take the children around the school premises to see all the sections of the school. In the class, discuss about what all they saw in the school e.g. library, medical room, office etc.

These are the things I see in my school. Write the initial letter sound of their names in the boxes provided.





See each upper case letter and write the lower case below it.



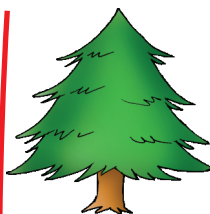
**G**

g



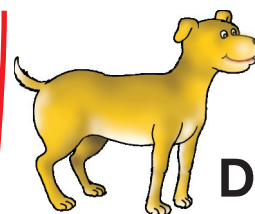
**M**

m



**X**

x



**D**

d



**P**

p



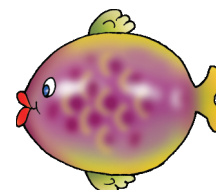
**J**

j



**R**

r



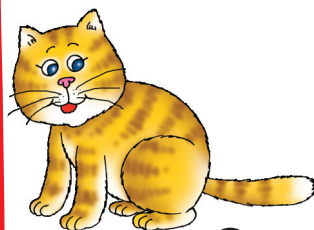
**F**

f



**O**

o



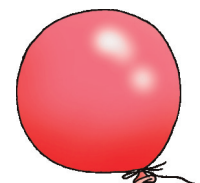
**C**

c



**I**

i



**B**

b



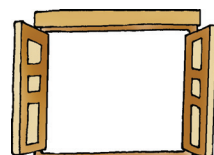
**A**

a



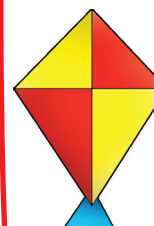
**H**

h



**W**

w



**K**

k

Choose the correct letters from the help box and write them with appropriate pictures.

**Help box**

Ss Qq  
 Vv Uu Ll  
 Nn Tt Ee  
 Zz Yy

## 'a' vowel words

Draw a ring around the word that names the picture.  
First one is done for you.

ham  
map  
wax

pan  
bag  
rat

mat  
lad  
van

mat  
tag  
sat

jam  
sad  
fan

rat  
tap  
pan

cap  
nap  
lad

van  
cab  
pat

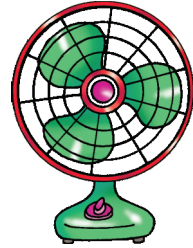
Identify the pictures and write their names.



cap



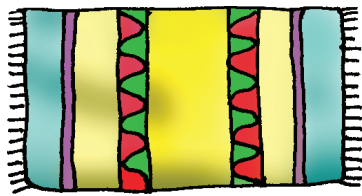
\_\_\_\_\_



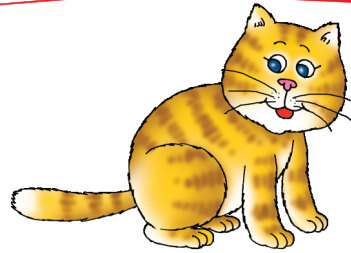
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



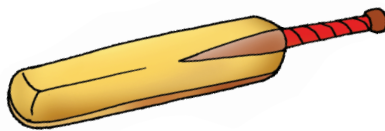
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

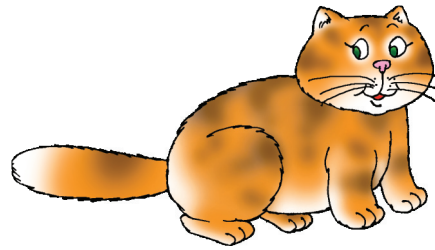
Cross the one which does not rhyme.

ap	lap	nap	<del>jax</del>
an	ran	cab	pan
ad	ham	sad	mad
at	sat	pat	wax
ag	tag	fat	rag



Choose the correct word from the help box and fill in the blank. First one is done for you.

a fat cat



a \_\_\_ lad



a \_\_\_ ran



a \_\_\_ rat



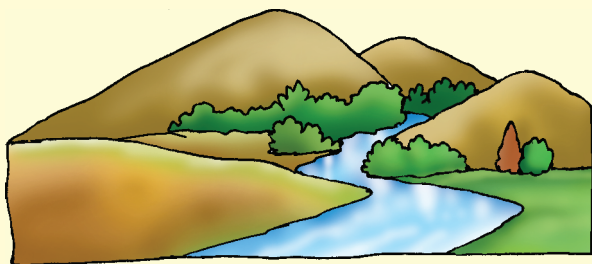
a \_\_\_ sat



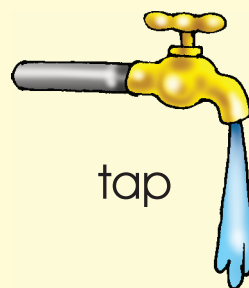
**Help box**

sad      van  
man      fat

# THE WATER AROUND US



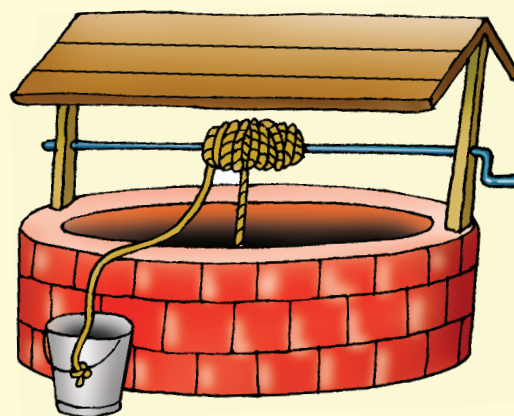
river



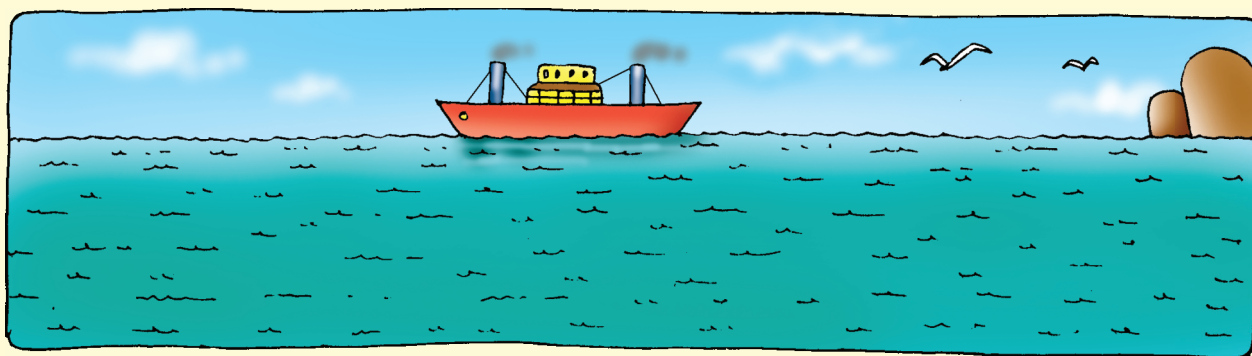
tap



rain



well



sea

**Activity:** Discuss the sources of water and its uses with the children. Encourage them to close the tap immediately after use.

# EXPERIMENTS WITH WATER



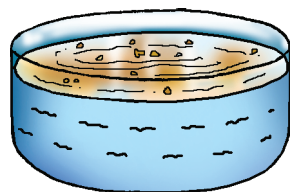
## FOR THE TEACHER

Take a tub full of water. Give children some objects such as leaf, pen, stones, paper boat, coin, spoon etc. to put in the water. Tell them to observe the things that sink in water and the things that float on water.

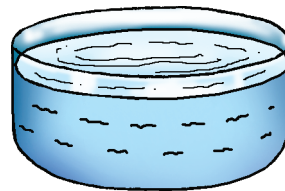
Discuss with the children of your class what happens when water is put in the freezer, heated on fire and kept in the sun.



Take two tubs full of water. Tell children to wash their hands after lunch in one tub and keep away the second tub. Then show them the difference between dirty and clean water (colour, smell).



dirty water  
(unfit for drinking)



clean water  
(fit for drinking)



Identify the things that float on or sink in water. Encircle only the things that float on water.

