

**INNOVATION IN**  
**IMPLEMENTATION**  
**OF FLN**

**K.V. NO. 1, AFS**

**PATHANKOT,**

**PUNJAB-145001**

## **FOUNDATIONAL LITERACY AND NUMERACY**

- ◆ The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning.



- ◆ Foundational Literacy and Numeracy refers to building adequate literacy and numeracy skills during the foundational stage of school education. These are the first 5 years of education.



## **FOCUS AREAS IN LANGUAGE COMPETENCIES AND STEP WISE PROCEDURE OF SAMPLE ACTIVITIES**

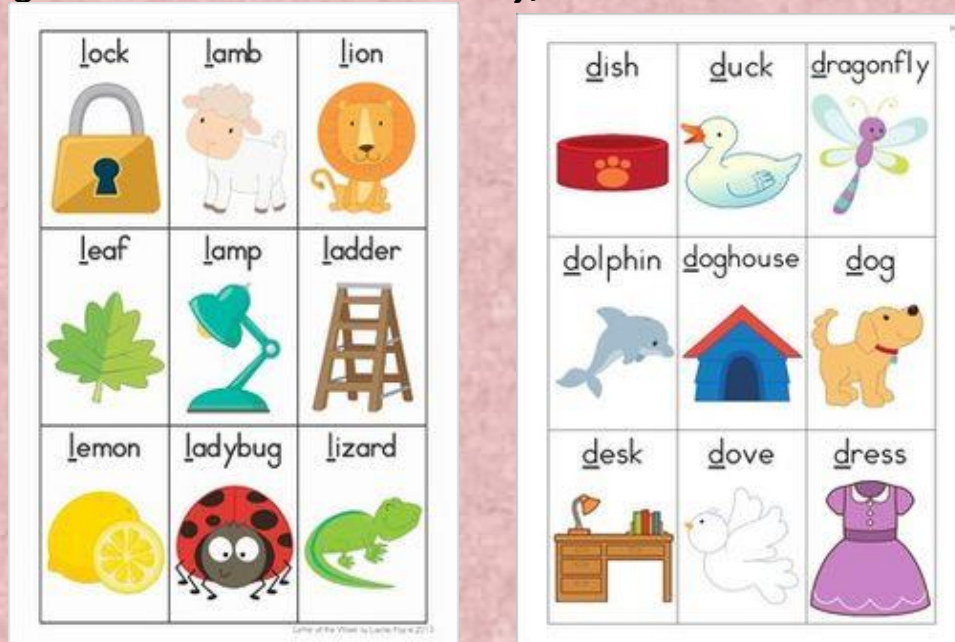
### **FOUNDATIONAL READING SKILLS**

1. Know that English Print is from left to right
2. Hear read and write initial letter sounds
3. Know the common sound associated with every letter in English alphabet
4. Use knowledge of sounds to read and write single syllable words with short vowels.
5. Reads common words on sight
6. Reads aloud simple poems and story books

7. Reads with intonation. Pause at full stops initially.
8. Reads to follow simple instructions
9. Read with comprehension. Understand the meaning of words while reading.
10. Identify simple rhyming words, opposites, describing words in the text.

## EXAMPLES OF LITERACY DEVELOPMENT ACTIVITIES (READING)

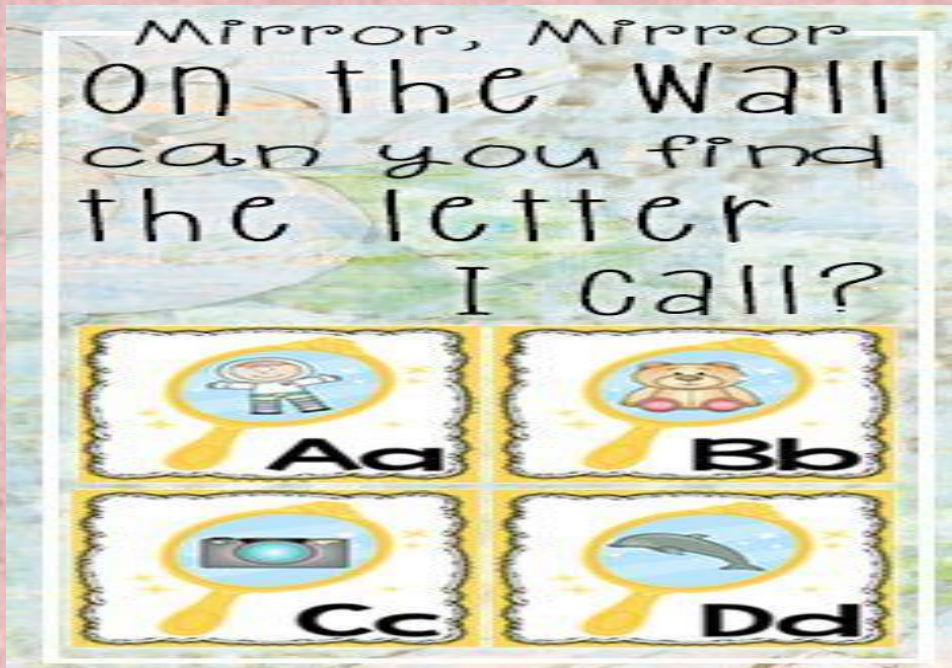
Reading aloud the letters - *I'm lovely, what am I?*



**Pictures with 'L' and 'D'**

- ◆ Students are given colourful picture charts which attract them.
- ◆ The teacher asks the students to identify the picture.
- ◆ The students speak aloud the name in English. (In case the students speak in native language, the teacher helps them with the English name)
- ◆ Then the teacher asks the students to place their finger on the first alphabet and read it aloud.
- ◆ This is repeated for with other pictures beginning with the same letter.

Reading aloud the letters - ***Mirror, Mirror, Can you find the letter I call?***



***C .... C ...Camera***

***D....D.... Dolphin***

- ◆ Students are given charts of pictures with capital and small letter. The teacher calls out loudly a letter
- ◆ Students identify the letter and repeat it.
- ◆ The students also relate it to the picture given.
- ◆ Next one student is asked to call out any letter. Others find it and read it aloud
- ◆ Next yet another students calls out...
- ◆ This is repeated till all the students in the call identify the letters

Reading words/sentences activities - ***Repetition and Rhyming sentences***



***repeated words little pig***

***musical word huff and puff chinny chin***

- ◆ Pick a story with repeated phrases or a poem that children like
- ◆ (Wolf voice:) "Little pig, little pig, let me come in."
- ◆ (Little pig:) "Not by the hair on my chinny-chin-chin."
- ◆ (Wolf voice:) "Then I'll huff and I'll puff and I'll blow your house in!"
- ◆ After the wolf has blown down the first pig's house, your child will soon join in with the refrain.
- ◆ Read slowly.
- ◆ As the child grows more familiar with the story, pause and give him or her a chance to fill in the blanks and phrases.
- ◆ Encourage the child to pretend to read, especially stories/rhymes that contain repetition and rhyme. Most children who enjoy reading will eventually memorize all or parts of a book and imitate your reading. This is a normal part of reading development.

## FOUNDATIONAL WRITING SKILLS

1. Develop comfortable pencil grip
2. Form letters correctly
3. Know to write capital and small letters
4. Know to use I for proper nouns and beginning of a sentence
5. Use knowledge of sounds to write simple words, simple sentences
6. Write simple sentences to caption a picture
7. Use relevant vocabulary
8. Use punctuation
9. Use accurate spelling
10. Use interesting words, phrases
11. Use correct tense, prefix and suffix

### EXAMPLES OF LITERACY DEVELOPMENT ACTIVITIES (WRITING)

#### WRITING - *WHO AM I?*



**A kitten**



**A boy**

#### **Associates with pictures and writes names**

- ◆ Teacher collects pictures with single/ two syllable words
- ◆ The students come in rotation and look at the picture and spell it aloud first.
- ◆ They write the word in the note book.

## WRITING - *TRY ME!*



*The students may write*

*A caption*

*A sentence*

*A dialogue between the animals*

- ◆ Activity of picture identification.
- ◆ Children are divided into groups and the picture are given.
- ◆ Each group discusses about the picture and they link the picture with already known story or they create their own story.
- ◆ The students may write
- ◆ A caption
- ◆ A sentence
- ◆ A dialogue between the animals

## FOUNDATIONAL LISTENING AND SPEAKING SKILLS

1. Speak clearly and use appropriate words to express suitably in the given environment
2. Converse audibly with peers and everyone
3. Speak confidently when asked questions
4. Express own ideas clearly
5. Speak about imaginative characters
6. Retell stories
7. Tell summary of a story
8. Listen attentively
9. Listen to stories and retell
10. Listen and wait to respond
11. Listen and tell the gist
12. Listen and write a word or sentence

## EXAMPLES OF LITERACY DEVELOPMENT ACTIVITIES (LISTENING AND SPEAKING)

### Listening and speaking - *Pick and Speak*

- ◇ A game is played. Pick and speak.
- ◇ The names of characters are written on chits. A chit is picked and the child speaks his opinion about the character in the chit.

### Listening and speaking - *Tell me*

- ◇ Listens to English words, greetings, polite forms of expression, and responds
- ◇ Each child in turns speaks about the usage of above given words in their life.



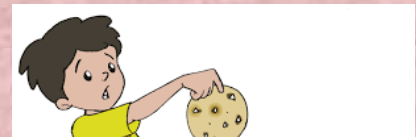
- ◇ They narrate their experiences of the situations wherein polite words and decent behaviour has made them a hero.
- ◇ Please            I'm sorry    Good morning            Thankful
- ◇ Take turns    listen quietly                            speak clearly
- ◇ Hello    Good bye    sharing            forgiving

## FOUNDATIONAL NUMERACY

### Mathematics everywhere!

Surprising that the child is exposed to mathematics all the time but fails to perceive it!

Our focus- the child must:



Waking up  
Eating  
Shopping  
Playing  
Helping in house hold chores.....  
**Mathematics everywhere!**

- ◇ Connect to mathematics around
- ◇ Learn joyfully through art (visual, performing art) and games
- ◇ Think mathematically
- ◇ Apply mathematics in daily life
- ◇ Do mental calculations

### Step by Step Process: Activity 1: Numbers



- ◇ Counting 1-9
- ◇ Competency: Formation of numbers ( knowledge)

**Step 1:** Divide the class into 4-5 groups

**Step 2:** Assign each group a task

- ◇ Explore the garden and note small red rose plants.
- ◇ Draw as many types of water bottles in the class
- ◇ List the things made of wood in the class

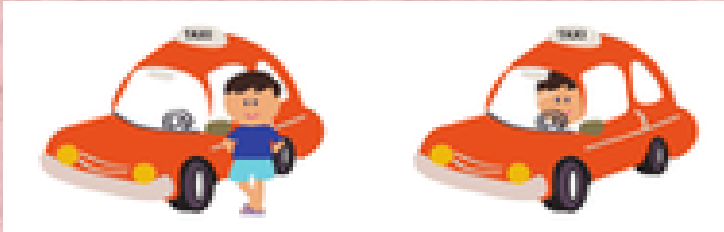


Sketch the things that you have in the pencil box

- ◇ **Step 3:** Students are engaged in the activity. Teacher facilitates.
- ◇ **Step 4:** Teacher writes the number symbols on the board.
- ◇ **Step 5:** Students match the number with the picture/list made in the notebook

- ◆ **Step 6:** Students write the numbers and number names in the note book

## SHAPES AND SPACE



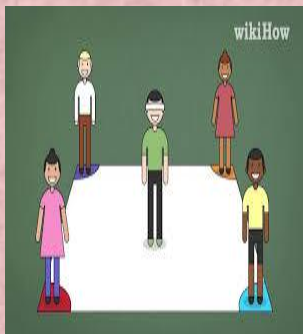
- ◆ Understands spatial relationship of vocabulary of
- ◆ Inside- Outside
- ◆ Bigger-Smaller
- ◆ Biggest- Smallest
- ◆ Top – Bottom
- ◆ Nearer –Farther
- ◆ Nearest – Farthest
- ◆ On-Under
- ◆ Above- Below
- ◆ In given surrounding/ situations.



- ◆ Understands spatial relationship of Inside- Outside
- ◆ Identify, sort and classify the objects on the basis of their shapes.
- ◆ Observe and differentiate the rolling and sliding objects.

## Children do mathematics without actually knowing it is mathematics ( mathematics is all around them)

Example 1: children arrange themselves in circles, teams with equal numbers, position at the corners of rectangle while playing games



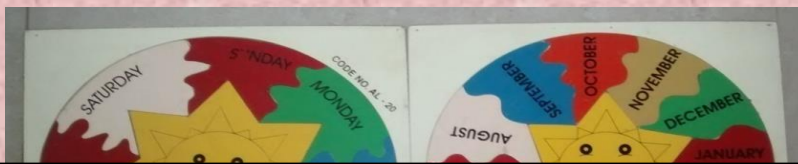
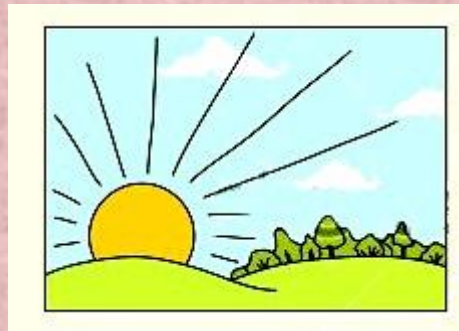
### MEASUREMENT

- ◆ Understand the concept of length and measures objects using his fingers, hand span and foot span
- ◆ Estimate distance between two places



## TIME

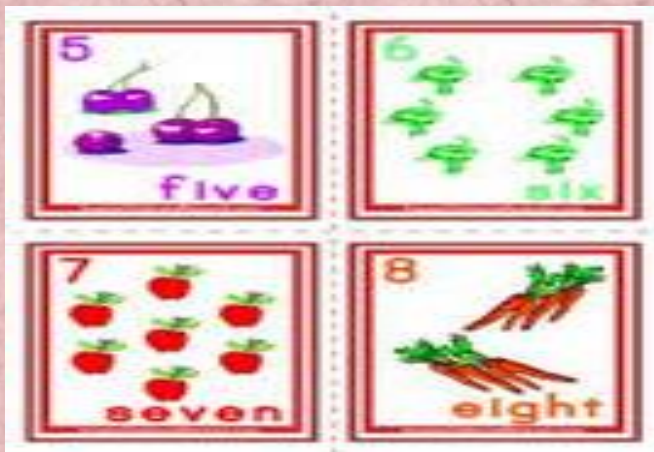
- ◆ Understand and gets familiar with morning, noon, afternoon, evening and night terms along with yesterday, today and tomorrow
- ◆ Activities of the day in sequence and distinguish time of events using previous knowledge, vocabulary and real life experiences
- ◆ Differentiate shorter and longer duration of different activities.
- ◆ Understand and know the days of the week and months of a year
- ◆ **Observations from daily routine**



## PATTERNS

- ◆ Identify the patterns right from school to home.

- ◆ Recognize the pattern in pictures, shapes, numbers, alphabets, colors and growing and decreasing patterns.
- ◆ Understand the basic rule of creating a pattern and can extend the sequence.
- ◆ Create patterns of their own



Mathematics is, in its way, the poetry of logical ideas.” – Albert Einstein



- ◆ .....And it is the teacher’s duty to make every child see the poetry of logical ideas!

# A GLIMPSE OF TEACHING LEARNING ACTIVITIES



# 100 DAYS READING CAMPAIGN

"I am a part of EVERYTHING that I have read"

---THEODORE ROOSEVELT

