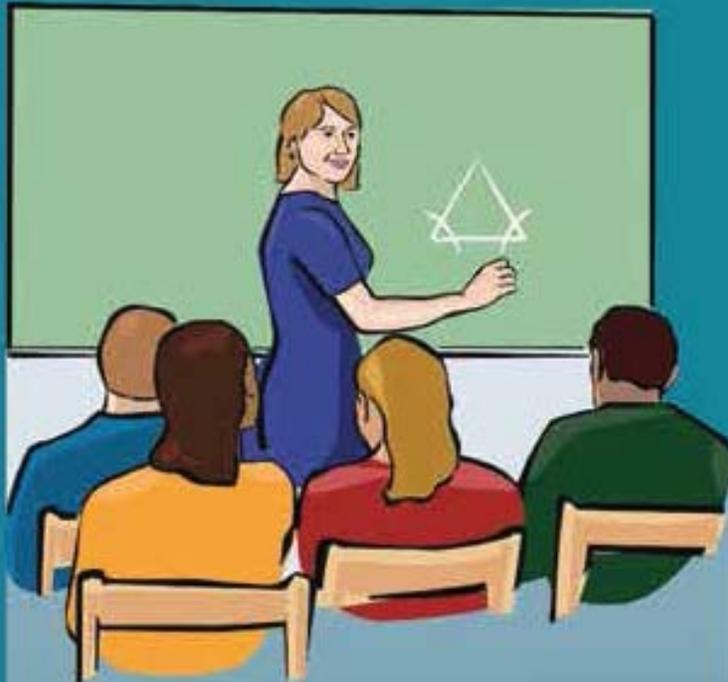




TEACHER GUIDE

ON

EARLY CHILDHOOD CARE AND EDUCATION (ECCE)



Developed by:
Reform Support Unit, School Education & Literacy Department,
Government of Sindh

Teacher Guide

ON

Early Childhood Care and Education

A joint Venture of



School Education and Literacy Department (SELD)
Government of Sindh



آغا خان یونیورسٹی
THE AGA KHAN UNIVERSITY
Institute for Educational Development

Aga Khan University Institute for Educational Development,
Pakistan (AKU-IED)

AND

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UNICEF Sindh

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Reviewed and certified by Sindh Teacher Education Development Authority (STEDA)

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INTRODUCTION

Quality early childhood education sets a strong foundation for children’s learning and development. It sets children up for success at each subsequent stage of education. Children who participate in at least one year of quality early childhood education are more likely to develop the critical skills needed for later school success and less likely to repeat grades or drop out. As adults, they are healthier and contribute to social and economic progress. Despite proven benefits of quality early childhood education, this has been a neglected area in Pakistan. Millions of children age 3-5 years old in Pakistan do not participate in any type of early childhood education programme.

The Sindh Education Sector plan 2014-18 is the first ever Provincial sector plan to have full jurisdiction of education in Sindh since the 18th constitutional amendment. The SESP (2014-2018) rolling plan addresses key early childhood education objectives, strategies, targets and activities. In this regard, the following Early Childhood Care and Education (ECCE) documents policies and strategies have been finalized and approved by SELD: 1) *Early Childhood Care and Education Policy*; 2) *Sindh Curriculum for Early Childhood Care and Education 2018*; 3) *Standards for Early Childhood Care and Education*.

The new Sindh Education Sector Plan & Roadmap 2019-2024 (SESP&R) gives special focus to early childhood education as a salient component in the education ladder. The overarching goals of SESP&R 2019-2024 are:

- a. Equitable Access: Increase enrolment and retention at all levels for all children and adolescents, and provision of literacy for youth;
- b. Quality and learning: Improve capacity of quality delivery systems at provincial and district levels including: meritorious teacher recruitment, teacher training and professional development; curriculum, textbook and learning materials; student learning outcomes and quality assurance;
- c. Governance and Management: More effective and accountable use of resources at all levels.

Priority Programmes of School Education Sector Plan and Roadmap for Sindh 2019-2024

- a. Programme 1: Out of school children and illiterate youth
- b. Programme 2: Adequate and equitable provision of school infrastructure
- c. Programme 3: Equitable enrolment and retention
- d. Programme 4: Merit based teacher recruitment, qualifications and professional development
- e. Programme 5: Quality inputs and processes
- f. Programme 6: Professional educational leadership and management cadre
- g. Programme 7: Improved resource allocation and utilization
- h. Programme 8: Effective strategic planning and M&E

Investing in teacher training is critical in efforts to scale up quality ECCE provision. Adequate safeguards like investment in teacher training facilitate quality and expansion

efforts to increase access. Provision of high-quality, responsive, accessible, and inclusive early childhood care and education (ECCE) is envisaged for all children and families in Sindh with trained and qualified ECCE personnel.

With technical assistance from UNICEF and partners, SELD/Directorate of ECCE/RSU developed the Sindh Early Childhood Care and Education Policy, Early Childhood Care and Education Curriculum and Early Childhood Care and Education Standards. Furthermore, UNICEF supported the ECCE Directorate to develop a Provincial Strategic Plan to scale-up ECCE in Sindh in alignment with the SESP&R 2019-24. For operationalization of the Strategic Plan, ECCE Directorate/RSU and UNICEF piloted a training of Master Trainers and Teachers in Sindh. This training was undertaken through a Package Approach which included ECCE material development, training of teachers, strengthening the teaching/learning environment, provision of ECCE Kits, and introducing quality assurance measures.

The ECCE Teacher Training Project was designed drawing upon AKU-IED Faculty's work since 2002 in early childhood teacher education and intervention research which connects theory and practice in diverse classroom and school contexts. This evidence-based, contextually relevant training model draws on current practice and needs of early childhood teachers in Pakistan. The ECCE Training for Master Trainers and Teacher Training integrated theory and practice to enable teachers to apply their learning in practice. The ECCE Training for Master Trainers and Teacher Training incorporated critical considerations from the ECCE Policy, ECCE Curriculum and ECCE Standards. AKU-IED Faculty's best practice early childhood teacher education models recognize the complexity of young children's experiences and are, therefore, sensitive to contextual realities, gender, class, ethnicity, language and religion. In response to the Government of Pakistan's commitment to the much-neglected area of early childhood education, AKU-IED has undertaken key initiatives in this area, foregrounding teacher capacity development.

Two key resources developed by AKU-IED Faculty in the Package approach mentioned earlier for the training were: 1) ECCE Training Manual for Master Trainers; 2) ECCE Teacher Guide. The ECCE Training Manual is an important evidence-based, contextually relevant resource for Master Trainers to train teachers in a cascade model. The ECCE Training Manual is designed for Master Trainers to integrate theory and practice to enable teachers to apply their learning in practice. The ECCE Teacher Guide is an important evidence-based, contextually relevant resource for teachers to use in their classroom practice. The ECCE Training Manual and the ECCE Teacher Guide have been developed in English and will be translated into Sindhi and Urdu by Reform Support Unit (RSU).

The ECCE Teacher Guide is a practical guide with contextually relevant teaching ideas, curricular connections and suggested activities that can be adapted to diverse early childhood care and education classroom settings. The ECCE Teacher Guide is organized into two sections: 1) Understanding How Young Children Develop, Grow and Learn; 2) Planning and Supporting Children's Learning the ECCE Classroom. The ECCE Teacher Guide accompanies the ECCE Training Manual for Master Trainers.

AKU-IED Faculty used the ECCE Training Manual to train the Master Trainers in the pilot training as a way to model how the manual can be used to train ECCE Teachers. In this way, Master Trainers had the opportunity to integrate theory and practice when they were trained.

The Master Trainers, in turn, used the ECCE Training Manual to train teachers, integrating theory and practice, as part of the cascade model for the pilot training.

Producing an ECCE Training Manual for Master Trainers and an ECCE Teacher Guide and which are relatively simple and contextually relevant is a significant achievement. For this we would like to acknowledge:

- Directorate of ECCE and Reform Support Unit, School Education and Literacy Department Government of Sindh, Karachi, Pakistan
- The Aga Khan University Institute for Educational Development, Karachi, Pakistan
- UNICEF for technical support and financial assistance with development of the ECCE Training Manual and ECCE Teacher Guide.

We trust that the ECCE Training Manual for Master Trainers and the ECCE Teacher Guide are valuable resources in efforts to develop effective educators of young children.

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February 1, 2020

Section 1

Understanding How Young Children Develop, Grow and Learn

- **Early Brain Development**
- **The Growing and Developing Child**
- **Nurturing Care: Home and ECCE Classroom**
- **Active Learning**
- **Play in the Early Years**

EARLY BRAIN DEVELOPMENT

What the Brain Does

Your brain is located in your head. It is contained in and protected by the skull bones of the head.

Your brain looks like a walnut. It has many creases and folds. It feels squishy and soft.

The brain is amazing. It is the ‘boss’ of your body. It controls everything we do. For example, blinking your eyes, listening, talking, reading, writing, touching, smelling, sleeping, eating, feeling hungry, walking, lifting, holding, balancing, remembering, solving problems, making decisions like what to wear, feeling emotions like being sad or happy, and making friends.

An adult’s brain weighs about 1.4 kg (1400 grams) or 3 pounds. It is about the size of your two fists put together.

Importance of Early Brain Development

- The brain begins to develop very early in life.
 - The basic brain architecture or structure begins to develop during the prenatal period, even before a baby is born.
 - A baby’s brain is approximately $\frac{1}{4}$ the size of an adult brain.
- By the time a baby is 3 years old, her or his brain grows to about 80% of an adult size brain.
- By the time a baby is 5 years old, her or his brain grows to about 90% of an adult size brain.
- A new born baby has all the brain cells which s/he will have for the rest of her/his life. The brain has approximately 100 billion nerve cells which is about the same number of stars in the galaxy. Connections between these brain cells are needed for the brain to work. During the first few years of human life, the brain grows very rapidly and many connections are made.
- Early childhood is a very important time for making these connections for the brain to grow and develop. These connections are formed through everyday experiences like feeding, dressing, playing and talking with babies and young children.
- The brain continues to develop throughout life, building on the foundation established in early childhood. This foundation is important for ongoing learning, the ability to cope with life challenges, for physical and mental health and for economic and social productivity.

Factors Supporting Early Brain Development

- Early brain development and growth needs good nutrition, good health and stimulation through the senses.
 - Babies and young children need good nutrition and health for healthy brain development, to survive and to have energy to learn.
 - To grow and develop, the brain also needs stimulation through the senses – sight, hearing, smelling, tasting and touching – and everyday interactions with caregivers. When babies and young children observe people and objects in their environment, listen to sounds in their environment, touch objects in their environment, smell things in their environment and taste things, they are learning about the world around them and the neural connections in their brain are being built and strengthened.
- The brain grows and develops through everyday routines and experiences at home and school.
 - Caring and loving relationships with caregivers like mothers, fathers and teachers are very important for healthy brain development.
 - Good nutrition, health and care for the mother and child **during the prenatal period** support healthy brain development. For example, regular antenatal check-ups, nutritious meals, adequate rest, calm environment, talking and singing to the baby before birth, avoiding exposure to chemicals and harmful substances like smoking (including second-hand smoke), smokeless tobacco, drugs and
 - Good nutrition, health and care for the mother and child **after birth and in the first few years of life** support healthy brain development. For example, exclusive breastfeeding until 6 months old, nutritious meals when complementary feeding starts, regular growth monitoring, immunizations, good hygiene, clean and safe environment, love and affection for baby or young child, responding sensitively to baby or young child’s cues and feelings, playing, talking and singing with baby or young child, reading stories to baby or young child, giving baby or young child safe materials to explore and use.
 - Good nutrition, health, care and learning experiences for the young child **in an ECCE classroom** support healthy brain development. For example, healthy snacks, good hygiene, clean and safe environment, caring interactions by teacher, responding sensitively to young children’s cues and feelings, playing, talking, singing, reading stories, giving safe and contextually relevant materials to explore and use.

Serve and Return to Shape Brain Architecture

Caregivers can help to shape a child’s brain through everyday ‘serve and return’ interactions. We can think about ‘serve and return’ interactions like playing a game of table tennis. One player serves the ping pong ball and the other player returns it. This kind of back and forth interaction between a caregiver and a young child helps with early brain development and growth. For example, a baby or young child babbles, talks, gestures, or cries. A caregiver responds sensitively and appropriately to this baby or young child with eye contact, words, or holding the child, expecting a response back from the

child. This type of back and forth – or ‘serve and return’ - interaction helps to build and strengthen the neural connections for communication and social skills in the child’s brain.

All children experience some level of stress in their daily lives. Children need to learn how to cope with challenges in their daily lives, and caregivers play an important role in this through consistent, sensitive and responsive caregiving. This is an important part of healthy child development. Sometimes babies and young children may experience neglect, emotional or physical abuse, or traumatic situations like natural disaster or loss of a close caregiver. This can be very stressful. Without the support of a nurturing caregiver in such situations, this can put these young children’s brain development, health and learning at risk.

When caregivers like mothers, fathers and teachers respond sensitively and in a caring way to a young child’s signals and needs, this has a significant impact on caregiver-child relationships and early brain development and learning.

As children get older, interactions with mothers, fathers, other family members, teachers, and community members continue to strengthen neural connections in the brain.

Amna and Farzana Start ECCE at School

Scenario 1: Amna’s mother drops her to school

Today is 3-year-old Amna’s first day in the ECCE class at school. Her mother drops her off. Amna cries when her mother says “Allah Hafiz”. Amna’s mother gives her a hug, tells her she will return soon and then leaves. Amna’s teacher kneels down in front of Amna and tells Amna that her mother will return soon to pick her up. She holds Amna’s hand and takes her into the classroom to sit with a group of children who are playing with blocks. The teacher sits down beside Amna. Amna is still crying and says that she wants her mother. The teacher tells her that her mother will return soon and directs Amna’s attention to some blocks. The teacher starts building with a few blocks and asks Amna to join her. Amna looks at her teacher and her teacher smiles at Amna. Amna picks up a block and puts it on top of a block that her teacher has placed.

Scenario 2: Farzana’s mother drops her to school

Today is 3-year-old Farzana’s first day in the ECCE class at school. Her mother drops her off. Farzana is crying as her mother says “Allah Hafiz” and rushes off. Farzana’s teacher tells her to come inside the class. The teacher scolds Farzana for crying. She tells Farzana that she is a big girl now and that no one else in the class is crying like her. Farzana sits in a chair at a table near the door and continues to cry. The teacher goes to her desk, takes the attendance register and asks all the children to be seated for the class to start. Farzana remains seated by herself near the door.

Discussion Questions

1. How do the caregivers – mothers and teacher - respond to the way Amna and Farzana are feeling when they arrive at the school?
2. How might these experiences impact Amna’s and Farzana’s brain development?

How Farzana’s and Amna’s Experiences Might Influence Early Brain Development

Scenario 1: Amna’s mother drops her to school

Amna’s mother and teacher respond positively and sensitively to her when she cried.

- Amna cried (*signal*). Her mother hugged her, telling her she would come back soon (*response*).
- Amna cried (*signal*). Her teacher bent to her level, reassured her that her mother would come soon, held her hand, took her to play with other children, and sat down beside her (*response*).
- Amna cried and said she wanted her mother (*signal*). Her teacher told her that her mother would come soon, played with Amna, smiled at Amna (*response*).

Amna’s caregivers’ responses are loving and caring in the way they talk with her, hold her and play with her. Her mother reassures her she will come back to get her and her teacher spends time with Amna to settle. This is helping Amna to develop a healthy and trusting relationship with her mother and teacher and to cope positively with the stressful situation of starting her ECCE class. Amna’s mother’s and teacher’s responses are having a positive impact on her early brain development.

Scenario 2: Farzana’s mother drops her to school

Compared to Amna, Farzana’s mother and teacher respond less positively and sensitively to her when cried.

- Farzana cried (*signal*). Her mother said *Allah Hafiz* and left quickly (*response*).
- Farzana cried (*signal*). Her teacher scolded her for crying and compared her other children in the classroom (*response*).
- Farzana cried and sat in a chair alone (*signal*). Her teacher went to her desk and began the class (*response*).

Farzana’s caregivers’ responses are less caring when they talk to her and guide her to settle. Her mother hurriedly leaves her without reassuring Farzana that either she/someone else would come to get her soon. Her teacher scolds her and leaves her to begin the class. These responses are making it difficult for Farzana to develop a healthy and trusting relationship with her mother and teacher and to cope positively with the stressful situation of starting her ECCE class. Farzana’s mother’s and teacher’s responses may have a negative impact on her early brain development.

Summary of Early Brain Development

- A person's healthy development can be compared to the stages of growth of a strong, healthy tree.
- When the roots are beginning to grow at the start of a tree's life, this can be compared to the start of a person's life from conception to age 8 years old.
- Just as many factors affect the growth of a healthy tree, many factors also affect the growth of a healthy person. For example,
 - Healthy tree roots need soil with nutrients, water, sunshine and the right temperature to grow into a healthy tree.
 - A healthy child needs nutrition, health, responsive caregiving, protection and opportunities to learn to grow and develop into a healthy adult.
- Healthy tree roots provide a strong foundation for a healthy tree. Strong healthy tree roots help protect it from adverse conditions like strong wind and also affect its health and long life.
- Positive early experiences and relationships with caregivers like families and teachers from conception to age 8 years old build a strong foundation for ongoing learning, the ability to cope with life challenges and for success and health into adulthood.
- Mothers, fathers, family members and teachers have a long-lasting impact on a child's early brain development.

THE GROWING AND DEVELOPING CHILD

What is child growth and child development?

- Child development refers to the changes that happen as a child grows and develops beginning at conception to age 11 years old.
- Growth refers to change in the human body which can be measured like physical changes of height and weight. For example, the weight of most healthy 12 months old babies is triple their birth weight; the length of most healthy 12 months old babies is about one and a half times as long as when they were born.
- Development refers to changes which are more complex and harder to measure. Development involves an increase in abilities and skills acquired over a series of smaller steps like talking, walking, expressing feelings, relating with other people.
- Growth and development go together, but at different rates.

Stages of Child Development	Development
Prenatal stage (conception to birth)	<ul style="list-style-type: none"> • Rapid physical and mental development • All body organs and senses formed • 3rd trimester: child becomes aware of outside world • Able to hear mothers voice and sounds in the environment
Infants (birth to 18 months old)	<ul style="list-style-type: none"> • Can lift head while on stomach • Like to look at faces and bright colours • Recognize and become familiar with parents, show attachment • Explore hands and feet • Smile, laugh and imitate sounds • Understand her/his name and frequently heard words • Crawl, try to stand up • Anxious in the absence of mother or primary caregiver
Toddlers (18 to 36 months old)	<ul style="list-style-type: none"> • Walk, climb and run • Explore objects and can solve simple problems • Like to scribble and read books, loves stories • Rapid language development; understand words and ideas, start to say words • Make friends • Enjoy imaginative and socio-dramatic play • Start to feed self with a spoon • Experience a range of feelings, require support to manage emotions
Pre-schoolers (36-60 months old)	<ul style="list-style-type: none"> • Climb well, jump, hop, skip • Sort objects by shape and colour • Can do simple 3-4 pieces puzzles • Like to draw and paint • Count 10 or more objects • Speak in multi-word sentences, ask questions

	<ul style="list-style-type: none"> • Reading and writing skills are enhanced, i.e. can write his/her name, can understand and speak in complex sentences • Start to share things and take turns • Like to play with friends, get along with people outside the family • Can get dressed by her/himself • Longer attention span • Remember things and events • Understand and follow rules of games • Understand concept of time, i.e. morning, afternoon, night
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Domains of Child Development

1. **Physical development** refers to changes in the physical appearance of the body, growth, muscle development, and motor skills development. Two types of motor skills development are:
 - Gross (large) motor skills development: Using and balancing large muscles for actions like crawling, walking, climbing
 - Fine (small) motor skills development: Using and coordinating smaller muscles for actions like picking, holding, cutting

*Example: When children learn to pick and hold things, walk, and run this is part of **physical development**.*

2. **Language development** refers to children's growing ability to talk (express) and understand words and sentences. Babies produce different sounds. Then they begin to say one or two words. Gradually, they start to combine two words. By three years old children speak in simple sentences. By the time they are five years old, their sentences become longer and more detailed.

*Example: When children learn to listen, talk, and understand this is part of **language development**.*

3. **Cognitive development** refers to children's growing ability to learn, solve problems and express their needs, thoughts, ideas and feelings. Language is a way for children express their needs, thoughts, ideas and feelings.

*Example: When children learn to think, make choices and decisions, and solve problems this is part of **cognitive development**.*

4. **Social and emotional development** refers to children's growing ability to establish positive relationships with others, understand their own and others' feelings and emotions, and express and manage their emotions.

*Example: When children learn how to take turns, share, get along with others, play together, and help people, this is part of **social development**. **Emotional awareness** is when children learn to recognize and understand their own feelings and actions as well those of other people, and they learn how their own feelings and actions affect them and others. When children learn how to manage and express their feelings, emotions, thoughts and behaviors in socially*

*appropriate ways, like calming down when angry or persevering to complete a difficult task, this is called **self-regulation**.*

NOTE

- All of the domains of development are **interrelated**.
- Every child is unique and differs from others, for example, in their physical appearance and growth, personality and interests. However, they also have similar patterns or periods for development which happen in progression, for example, talking, walking, managing feelings and interacting with others.
- Learning about changes that children experience in their development overtime helps caregivers like mothers, fathers, family members, and teachers to identify problems and intervene early.

Domains of Child Development in the *ECCE Standards for Sindh 2018*

- Domains of child development are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

What are the Rights of a Child?

- The United Nations Convention on the Rights of a Child (UNCRC) recognizes childhood as a period in life during which children need special care, assistance, rights and freedoms. Children are especially vulnerable. As such, they need rights that recognize their special need for protection.
- The UNCRC is a legally-binding international agreement which sets out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.
- The UNCRC acknowledges that every child has basic fundamental rights.
- The UNCRC consists of 54 articles which set out children's rights. Under the terms of the convention, governments are required to meet children's basic needs and help them reach their full potential.
- Some rights of a child from the UNCRC include (CRC, 2009):
 - Right to a name
 - Right to life
 - Right to registration after birth
 - Right to protection
 - Right to healthcare
 - Right to education
 - Right to play
 - Right to live with parents
 - Right to express opinions and be listened to
 - Right to practice culture, language and religion
- All United Nations member states, except for the United States and Somalia, have ratified the CRC.
- Pakistan ratified the UNCRC in 1990. However, the condition of children remains a concern. Many children live in extreme poverty with limited opportunity to access quality education and healthcare. Gender disparities, socio-cultural constraints and disabilities, at times, further disadvantage young children.

- SDG 4.2 recognizes the importance of all children, boys and girls, having a right to high quality early childhood care and pre-primary education. Collective action nationally, regionally and locally is important to ensure that the right to early childhood care and education is met for all children in Pakistan.
- The *Early Childhood Care and Education Standards for Sindh 2018* recognizes the UNCRC with the aim to uphold the rights of young children in delivery of quality early childhood care and education in Sindh.

Key Learning Area	Competencies (3-4 Years Old)
Emotional, Personal and Social Development	<ul style="list-style-type: none"> • Children will develop a sense of identity and honor their own uniqueness and that of others. • Children will develop an understanding of their likes, dislikes, strengths and emotions. • Children will be willing to share and work in collaboration with their peers, teachers, family and neighbours. • Children will be aware of social skills in play and other contexts. • Children will demonstrate a sense of responsibility for self and others in class, school, home and neighbourhoods. • Children will learn about and appreciate heritage and culture of their own family, their peers and neighbours. <p>(P. 19 Provincial Curriculum for Early Childhood Care and Education 2018)</p>

Key Learning Area	Competencies (4-5 Years Old)
Emotional, Personal and Social Development	<ul style="list-style-type: none"> • Children will develop a positive sense of their own gender identity. • Children will develop an understanding of others; their likes, dislikes, emotions and perspectives and will welcome differences. • Children will honor diversity and will be willing to collaborate and live in peace and harmony. • Children will use social skills in play and other contexts. • Children will be aware of their own religion and that of others. • Children will recognize unfairness in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination. <p>(P. 63 Provincial Curriculum for Early Childhood Care and Education 2018)</p>

NURTURING CARE: HOME AND ECCE CLASSROOM

Nurturing Care

- Human beings are social creatures.
- For healthy development, human beings need love, care and attention even before birth. Caregivers who provide nurturing care are supporting children's optimal development.
- Nurturing care includes young children's needs for good health, optimal nutrition, security and safety, opportunities for early learning and responsive caregiving.
- Parents, families and other primary caregivers are the main providers of nurturing care.

Who is a Caregiver?

Mother, father, grandparent, aunt, uncle, sibling, teacher or any other person who plays an important nurturing care role in the child's development.

Children Depend on Caregivers for Nurturing Care

Caregivers are the most important people for a young child. During early childhood, close emotional bonds develop between babies/young children and the important caregivers in their lives who nurture them. This has a significant role in a child's development.

Attachment is the intimate emotional bond young children develop with their parents and caregivers from infancy. Attachment relationships are key for children's development and well-being, and develop with caregivers who are consistent, predictable and sensitively respond to meet children's needs. Caring, secure and stable relationships with caregivers support a child's healthy development.

Attachment to at least one primary caregiver is extremely important. This is often with the mother. However, many children grow up in extended families and form attachments with other primary caregivers like fathers, grandparents, aunts, and uncles. When children need comfort and security, they may seek out the caregiver with whom they have a stronger attachment relationship.

Children with secure attachment relationships have better ability to interact positively with others and manage their emotions. They are also more likely to explore their world compared to children with insecure attachment relationships. Positive and trusting relationships with a caregiver protect children and help them cope in stressful situations.

Supporting Child Development, Growth and Learning through Nurturing Care

In order to thrive, young children need the following nurturing care:

Prenatal period

- Adequate nutrients
- Maternal health, happiness and well-being
- Stimulation like touch, talk, singing
- Avoidance of substances by mothers and other family members (i.e. second-hand smoke)
- Calm family environment
- Quality antenatal care
- Quality ECD programmes
- Safe delivery

Birth – 3 years old

- Having basic needs for food, shelter, clothing and safety met
- Love and affection
- Secure and stable parent-child relationships
- Play, talk, singing, being read to
- Learning opportunities
- Safety and protection
- Respect and celebration of their unique abilities and interests
- Guidance on making appropriate and ethical choices
- Predictable routines and clear expectations
- Quality healthcare
- Quality ECD programmes

3 – 5 years old

- Having basic needs for food, shelter, clothing and safety met
- Love and affection
- Play, talk, singing, being read to
- Learning opportunities
- Safety and protection
- Respect and celebration of their unique abilities and interests
- Guidance on making appropriate and ethical choices
- Opportunities to play with others
- Secure and stable parent-child, teacher-child relationships
- Predictable routines and clear expectations at home and the ECCE classroom
- Quality healthcare
- Quality ECCE programmes

Summary of Nurturing Care for Early Child Development

Children who have strong and caring relationships with their caregivers at home and at school are more confident, secure and caring with others. They are eager to learn and are happy about trying new things. Their transition from home to school is smoother, they feel positive about coming to school, achieve more success in the classroom and make friends more easily. From birth into the pre-primary years, children build relationships with special adults and look to them to learn important skills. What children learn from these relationships helps to prepare them for life.

ACTIVE LEARNING

What is Active Learning?

Young children are active learners. They learn about the world and people by observing, listening, moving, touching, talking, smelling and tasting. An important approach to young children's learning in the ECCE classroom is active learning. The key ingredients of active learning are:

- Materials
- Manipulation
- Choice
- Support
- Language

When children are involved in active learning, they:

- Choose materials and make decisions about how to use them;
- Initiate activities based on personal interests and intention;
- Explore materials using all their senses;
- Talk about their experiences and actions;
- Have adult support.

Play is an important way for young children to be active learners and to construct an understanding of the world around them.

Teachers support active learning experiences in the ECCE classroom through: classroom set-up; variety, quality and safety of available materials; daily routine; opportunities for play and learning with adult support.

PLAY IN THE EARLY YEARS

Play for Children’s Growth, Development and Learning

1. What is play?

Play is a natural, universal experience. It is an enjoyable, spontaneous activity which can be done in a group or alone. Play can be quiet, loud, serious, amusing. It can happen anywhere and anytime. Play involves imagination, creativity, exploration, experimentation and repetition of experiences. It is free from expectations and failure. Play is a process. It involves self-expression, understanding others, making sense of the world and an expression of cultural practices. Play is flexible and free-flowing; it is different from organized games with rules.

Play is the work of children. It is important for children’s healthy development. Article 31 in the United Nations Convention on the Rights of the Child (UNCRC) recognizes play as fundamental right of children.

2. How play supports healthy child development

Through their play, children experience the world through their senses. This stimulates the brain and contributes to their healthy development in different domains.

Play and Physical Development

- Children develop strength, coordination and control of their body movements.
- Children develop physical skills, i.e. run faster, jump higher, skip longer, and throw farther.
- Children develop a positive self-concept.

Play and Language Development

- Children practice and expand their vocabulary.
- Children learn to listen and respond to others.
- Children learn how to negotiate roles and coordinate actions.

Play and Social Development

- Children learn to interact with others.
- Children learn to cooperate, share, negotiate with others, and solve problems.
- Children learn how to take on others’ perspectives.

Play and Emotional Development

- Children become aware of their own and others’ feelings.
- Children learn to express and cope with their feelings.
- Children develop self-confidence and self-esteem.

Play and Cognitive Development

- Children develop their ability to think, remember and understand.

- Children develop creativity and imagination.
- Children develop concentration and attention.

3. Supporting children's play in the ECCE classroom

- 3-5 years old children engage in different types of play:
 - Physical play like running, kicking a ball, jumping, climbing
 - Socio-dramatic play like acting out experiences of going on a picnic or looking after someone sick at the hospital
 - Constructive play like building with blocks, empty boxes, sand, sticks, stones
 - Social play like when children make or build something together and they all follow the same set of rules
 - Games with rules like playing football, hide-and-seek, catch
- ECCE teachers should provide:
 - Ample opportunity and time for children to play within the daily routine - outdoor time and plan-work-recall time are important times for children to play
 - Indoor and outdoor space to play
 - A sufficient variety of resources in the learning corners and for outdoor play
- Play is a process. The important outcome of play is this process and not the end product. Children should, therefore, be given enough time to play every day.
- There is growing global concern about children's physical play and activity decreasing. Some factors contributing to this are increase in television watching and use of digital devices, safety and security concerns, and increase in urban, apartment living. With a decrease in physical activity, health issues like obesity are increasing.

Play in the ECCE Standards for Sindh 2018

Standards for play are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

Summary of Play in the Early Years

- Children learn through play.
- Children are naturally curious.
- Through their play, children interact with others and the environment. They explore, experiment, create and use their imagination.
- Play stimulates children's brain and supports their physical, language, social, emotional and cognitive development.

Section 2

Planning and Supporting Children's Learning the ECCE Classroom

- **Play in the Early Years**
- **Sindh Curriculum for ECCE 2018**
- **Learning Environment and Provisions in the ECCE Classroom**
- **Health, Nutrition, Hygiene and Safety in the ECCE Classroom**
- **Setting up the Daily Routine in the ECCE Classroom**
- **Observation, Planning and Assessment in the ECCE Classroom**
- **Key Learning Area: Language and Literacy Development**
- **Key Learning Area: Basic Mathematical Concepts**
- **Key Learning Area: The World Around Us**
- **Key Learning Area: Creative Arts**
- **Suggested Plans for Group Work Time**

SINDH CURRICULUM FOR ECCE 2018

Overview of the Sindh Curriculum for ECCE 2018

- Introduction and significance of the Sindh Curriculum for ECCE 2018.
- Philosophy and values of the Sindh Curriculum for ECCE 2018.
- Key learning areas, competencies and expected learning outcomes in the Sindh Curriculum for ECCE 2018.
- Learning environment for ECCE, assessment, guidelines for effective implementation of quality in the Sindh Curriculum for ECCE 2018.

Curriculum in Early Childhood Care and Education

Curriculum in early childhood provides a guide for ECCE teachers. It outlines the knowledge and skills to be acquired by children in the educational program. It also provides direction to plan for experiences through which children's learning and development will take place.

LEARNING ENVIRONMENT AND PROVISIONS IN THE ECCE CLASSROOM

Organizing the ECCE Classroom Space

The learning environment plays an important role in child's development. It includes physical, social and emotional environment. Young children are easily fascinated by the environment which comprises space, materials, routines and the role of adults to establish and organize the learning environment. Positive learning environments that are appropriately planned, labelled and provisioned promote safety, enhance curiosity, develop interest, and interaction.

While planning and organizing the classroom learning environment, it is important for teachers to consider the following:

- Welcoming space
- Space for large group and small group activities
- Space for learning corners
- Well defined areas that are clearly labelled
- Accommodation for different activities
- Visibility of areas to children
- Space for children to easily and safely move around and interact with others
- Change to accommodate children's interests
- Active learning opportunities: Material, manipulation, choice, language, support

Learning Corners in the ECCE classroom

Young children are active learners who need opportunities to explore materials, make choices, play independently or with others and have their learning supported and extended. Learning corners are an effective way of organizing and optimizing young children's learning.

Teachers can setup a number of learning corners in the class depending upon the availability of space. If the classroom has limited space, teachers can create mobile learning corners. Materials can be stored in carton boxes and set up as needed for mobile learning corners.

Learning corners should be well provisioned with materials that young children can manipulate, explore and talk about. While planning and organizing the materials for the learning corners, it is important for teachers to consider the following:

- Safety
- Age appropriateness
- Easily accessible for children
- Sufficient for children to use and make choices about using
- Low-cost and contextually available
- Inclusive, respect diversity, and gender sensitive
- Attractive, interesting, and stimulating

- Clearly organized and labelled with print and image/symbol to help children easily take and return material

Learning corners should be organized in a context of the Key Learning Areas and Expected Learning Outcomes in the Sindh Curriculum for ECCE 2018. This allows children to experiment with concepts and skills that have been introduced by the teacher.

A description of the learning corners mentioned in the Sindh Curriculum for ECCE 2018 (p. 112) is presented below:

- Language and literacy corner should include materials related to increasing vocabulary, reading and writing skills.
- Library corner should be set-up to promote reading and to learn how to handle, look after and value books.
- Art corner should include materials that help children to express themselves creatively.
- Math corner should include materials for children to explore and understand concepts related to shape, size, measurement, classification and number.
- Science corner should provide children opportunities to observe and experiment to understand the world around them.
- Home corner should reflect the cultural background of children. Furniture, dolls, utensils could be included.

ECCE Classroom Environment in the *ECCE Standards for Sindh 2018*

- ECCE classroom environment is identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and is an important guideline for quality provision of ECCE.

Suggested Provisions for Key Learning Areas in the ECCE Classroom

Language Corner

- Storybook and song charts
- Alphabet cards
- Variety of print material like newspaper and magazines
- Writing tools like pencils, pens, crayons, markers, paper
- Storyboard and puppets
- Variety of language games like bingo, story sequencing cards, memory game
- Stuffed toys and dolls
- Environmental print
- Slates, easels
- Old keyboard

Math Corner

- Pebbles
- Different sized containers
- Number cards
- Clean bottle caps
- Sticks
- Variety of lace and string pieces
- Variety of beads and buttons
- Blocks

- Rulers
- Shapes

Art Corner

- Clay
- Art tools like paint brushes, paint, sponges, glue, cotton wool, blocks for printing, crayons, water
- Variety of low-cost paper like used calendars, magazines
- Empty boxes of different sizes
- Variety of natural materials like leaves, feathers, shells, seeds
- Variety of lace and string pieces
- Variety of beads, buttons, sequins
- Collage material like pencil shavings, crayon shavings, wood shavings, small pieces of paper, small pieces of fabric, nut shells
- Calligraphy samples and geometric patterns
- Books with a variety of art forms from different local cultures and different parts of the world

Science Corner

- Variety of natural materials like leaves, feathers, shells, seeds
- Magnifying glass
- Weighing scale
- Toy animals
- Toy fruits and vegetables
- Weather pictures
- Magnets
- Sand and water play materials like tub, sieve, spade, empty plastic bottles, funnels
- Map
- Cultural artefacts like fabric pieces, bags, caps

Home Corner

- Clay
- Unbreakable utensils like cups, saucers, plates, spoons, pots, pans
- Stuffed toys and dolls
- Empty boxes of different sizes
- Stove, fridge and toy furniture made out of boxes/low-cost material
- Empty product containers like shampoo bottle, toothpaste box
- Variety of cloth bags
- Old telephone
- Cradle with pillow and blanket
- Dress-up clothes, hats, scarves and costume jewellery
- Dustpan and brush
- Play sets like construction set, doctor set

ECCE Classroom Learning Materials in the *ECCE Standards for Sindh 2018*

ECCE classroom learning materials are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

Setting up the ECCE Classroom Learning Environment

- Children need safe and secure spaces to engage in active learning experiences.
- Teachers have an important role to play in setting up the classroom environment with provisions for children to explore, engage in play, solve problems, make choices, and use language with adult support.

HEALTH, NUTRITION, HYGIENE AND SAFETY IN THE ECCE CLASSROOM

Health

Health is “a state of complete physical, mental, social, psychological, sexual well-being and not merely the absence of disease” (WHO, 1947). A child who suffers from hearing, vision, hunger or any health problem may find it difficult to concentrate in school. It is important for schools to maintain records and know about children’s medical histories. Schools also need to partner with families to make sure children are vaccinated properly. School health screening programs are also important to track and record children’s health progress.

Hygiene

Hygiene includes practices to maintain health and prevent disease. Good hygiene practices include self-hygiene (washing hands, take bath, cutting nails, brushing teeth) and environmental hygiene (clean environment, covered dustbins, safe and clean water).

Clean water, basic toilets and good hygiene practices are essential for the survival and development of children. Organizations like UNICEF are actively engaged in promoting water, sanitation and hygiene (WASH) programmes in Pakistan for improved water and sanitation services as well as basic hygiene practices.

Good hygiene practices for young children in the ECCE classroom include:

- Personal hygiene
 - Washing hands after using the restroom, before and after eating a meal, after playing
 - Covering mouth while coughing or sneezing
 - Having short nails (nails should be cut at home; nail cutters should not be shared)
 - Drinking plenty of water
 - Having a neat and clean uniform
 - Clean, combed hair
 - Daily bathing
 - Brushing teeth daily
- Environmental hygiene
 - Cleaning learning corner materials daily
 - Cleaning the school and outdoor space daily
 - Providing covered dustbins
 - Dusting, sweeping and mopping the ECCE class daily

Safe Environment

Child safety and protection are important for young children. Safe environments are emotionally, intellectually, and physically nurturing where children feel respected, valued and encouraged to learn and explore. Safe, secure and friendly environments positively influence children’s learning and development.

Children are naturally curious and enjoy exploring. They require safe spaces in which to move around and explore freely. They also need to learn about safety. The ECCE classroom can be kept safe by:

- Organizing the classroom space and furniture for children to move freely
- Providing stable child-size furniture without sharp corners or glass, and that is arranged safely without obstructing the teacher's view of children
- Placing safe, age-appropriate materials and toys on low, clearly labelled shelves
- Covering all electrical switches.

Health, Hygiene and Safety in the ECCE Standards for Sindh 2018

Health, hygiene and safety standards are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

Nutrition in the Early Years

Nutrition is the daily intake of food to keep the body healthy. What we eat and drink daily should contain key nutrients like protein, carbohydrates, fats, vitamins and minerals to help the body function and grow properly.

Food provides energy for the body. It helps us to grow, think, play, and run. Eating healthy food makes us strong. When we eat a variety of food in the right quantity, it is called a balanced diet. A balanced diet includes grains (rice, pasta, bread), vegetables and fruits, protein (meat, egg, fish, pulses) and dairy (milk, cheese, yoghurt).

Children have growing bodies. Eating a balanced diet helps them to grow properly. Children should be encouraged to eat three proper meals and 2-3 snacks daily. Families have an important part in encouraging and providing their children with healthy food choices. Families can involve children in making their snack or lunch for school. Teachers also have an important role to play in encouraging and imparting messages about healthy food to children and their families. For example, families can be encouraged to provide their child snacks like fresh fruits, dried fruits, boiled egg, boiled potato, sandwiches, vegetables, yogurt, and chapatti.

Along with nutritious food, children need to have daily physical activity. Children also need to drink enough water daily.

Undernutrition and obesity in childhood can have a negative impact on overall health throughout life. When children do not get enough food for the proper functioning of their body (undernutrition), this can have a negative effect on their academic performance, immunity, vulnerability for disease, physical and mental development, and productivity. When children have an excessive accumulation of body fat (obesity), they are at risk of developing chronic disease later in life.

Good nutrition, a balanced diet, and daily physical activity are important for children's healthy growth, development and learning.

Suggested Food Servings for Young School-Going Children

- Food Group 1: 2-3 servings of dairy products such as milk, yogurt, cheese
- Food Group 2: 2-3 servings of grains such bread, cereal, rice and pasta
- Food Group 3: 2-3 servings of meat/beans such as fish, eggs, lentils, meat, poultry
- Food Group 4: 2-4 servings of fruit such as apple, mango, banana, guava, peach
- Food Group 5: 3-5 servings of vegetables such as cucumber, carrot, tomato, spinach
- Use fats, oils and sweets sparingly

(See Appendix B)

Nutrition in the *ECCE Standards for Sindh 2018*

Nutrition standards are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

Summary of Health, Hygiene, Safety and Nutrition in the Early Years

- Good nutrition, safe environments, emotional and physical health, care and prevention of disease are very important for young children to reach their full potential for growth and development.
- Caregivers at home and school can help children to eat nutrition food and take care of their physical health.
- Caregivers at home and school can provide safe, enjoyable environments for children to play, explore, discover and be physically active.

Key Learning Area	Competencies (3 - 4 Years Old)
Health, Hygiene and Safety	<ul style="list-style-type: none"> • Children will develop a sense of balance, agility and coordination. • Children will have increased hand-eye coordination and the ability to handle tools and materials effectively. • Children will develop an understanding of the importance of safe and hygienic practices. <p>(P. 20 Sindh Curriculum for Early Childhood Care and Education 2018)</p>

Key Learning Area	Competencies (4 - 5 Years Old)
Health, Hygiene and Safety	<ul style="list-style-type: none">• Children will develop a sense of balance, agility and coordination through participation in activities that enhance physical capabilities.• Children will have increased hand-eye coordination, control over body movements and the ability to handle materials effectively.• Children will develop an understanding of the importance of safe and hygienic practices. <p>(P. 64 Sindh Curriculum for Early Childhood Care and Education 2018)</p>

SETTING UP THE DAILY ROUTINE IN THE EARLY CHILDHOOD CLASSROOM

Importance of the Daily Routine in the ECCE Classroom

A classroom daily routine includes specific activities organized in blocks of time. Routines are important for young children. Routines give children a sense of security and time about what will happen next. Routines also give children sufficient time to engage in a range of independent and teacher-planned learning experiences.

The *Sindh Curriculum for ECCE 2018* identifies different components for the ECCE classroom daily routine, drawn from the HighScope approach. Below is a brief description of each part of the ECCE classroom daily routine in the Sindh Curriculum for ECCE 2018 (p.112-113).

- **Dua/National Anthem:** During this time, children and teachers gather together to recite a small prayer and sing the National Anthem. This can be done in the classroom or as a whole school activity. Teachers should consider diverse experiences of children and alternatives/inclusive prayers for children of minority religions.
- **Greeting Circle:** Teachers greet and welcome the children. Teachers and children gather together in a large group and discuss areas of children's interest or any important events. During this time, children have an opportunity to share any daily news like what they did yesterday at home, something which made them happy or sad, someone who visited them, their plan for the evening or weekend. This part of the daily routine helps to create the tone for the day, develop children's listening skills, and builds children's confidence as they express themselves.
- **Group Work Time:** This segment has two parts. During the first part, teachers discuss concepts from different Key Learning Areas with all the children in a large group. Once the concept has been discussed, teachers divide the children into small groups to engage in hands-on, active learning activities related to the concept from the Key Learning Area. All the children should be provided with materials to manipulate during the small group time. Group work time is largely teacher-guided with teacher-planned activities.
- **Outside Time:** This is a time for physical education exercises. Teachers can plan activities like running, bending, stretching, and jumping. Teachers can also make available materials, like bean bags, balls, skipping ropes, large boxes and old tires for children to play with. During this time, teachers can discuss safety rules like lining up and turn taking. Teachers can also talk with children about the importance of physical activity to stay healthy.
- **Snack Time:** During this segment, children have many opportunities to learn as they enjoy eating their snack together with each other. Children learn handwashing before eating to stay healthy. Teachers can talk with children about eating nutritious foods like fruits, vegetables, sandwiches, boiled eggs. Children also learn to look after their belongings by taking out and putting their lunchboxes into their bags. They learn by talking and interacting with their peers and with the teacher.

- **Plan – Work - Clean-up – Review:** This segment gives children opportunities in their play to develop confidence to make choices, follow their interests and reflect upon their experiences.
 - **Planning Time** is when children have a chance to initiate the activity and take responsibility for their learning. They plan which learning corner they would like to play in and what they hope to accomplish there. Children make their plans according to their choice. When the class-size is large, teachers could carry out review time in two concurrent groups if two adults are available in the classroom. Alternatively, if there is only one teacher, all the children can think about their plan and a few of them could share their plan every day; teacher can make sure that all children have had a chance to share their plan at least 2 times a week.
 - **Work/Gosha Time:** During work time, children carry out their plans in the learning corners to do. They explore materials according to their choice. They interact and talk with their peers and teachers. Teachers scaffold and support their learning.
 - **Clean-up Time:** Children put back all materials in their place when the teacher signals that work time is over. Labels in the learning corners help children to take and put back materials in their proper place.
 - **Review Time:** During review time, children talk about what they did during work time and whether they accomplished their plans. When the class-size is large, teachers could carry out review time in two concurrent groups if two adults are available in the classroom. Alternatively, if there is only one teacher, all the children can reflect upon what they did during work time, and a few of them could share their review every day; teacher can make sure that all children have had a chance to share their review at least 2 times a week.
 - **Story and Rhyme Time:** This time of the daily routine is for stories and songs. Children can sing their favourite songs and ask teachers to tell them their favourite stories. Teachers and children can select stories to read. Children can also be invited to tell stories they have heard at home or school.

Summary of Daily Routine in the ECCE Classroom

Routines are important for children's learning and development. When children have a predictable sequence of events to follow in the daily routine, this helps them to feel confident to make choices, interact with others, and develop abilities and skills in the Key Learning Areas.

KEY LEARNING AREA: LANGUAGE AND LITERACY

Early Language Development

1. When human communication begins

Language development is learning to speak and use words and sentences to communicate our feelings, ideas, and needs.

Human beings are born ready to communicate. Babies communicate by crying, making sounds, and gestures. Before using words, babies coo and then babble. When caregivers respond to babies' crying, cooing, babbling and gestures, babies learn that this is a form of communication. They learn turn-taking, for example, as they engage back and forth cooing at a caregiver who coos back. Babies need caregivers to talk to them even before they begin to use words. They listen and begin to understand words long before saying them.

At age 1-year old, babies start making sounds like words that they have heard spoken around them, for example, 'meow, meow' to mean a cat if they learn that a cat says, 'meow, meow.' By about 18 months old, most babies begin to use words. For example, they might say 'milk' to ask the question 'May I have a glass of milk?'. By three years old, children speak in simple sentences which eventually become longer with more details in their preschool years.

2. Supporting children to learn language

From birth, children learn spoken language at home, in the community, and at school. Children hear adults and older children speak, they practice making sounds and using the words they hear. They learn how and why people talk by listening to others.

Children learn that language is used to:

- Talk about events that have happened, are happening, or will happen.
- Name and describe things.
- Ask and answer questions.
- Get or give information about people, places, things.
- Talk about feelings, emotions and ideas.
- Tell stories.
- Sing songs.

Children need to learn to use language in many different ways. Caregivers at home and school can help them. Children who hear more and richer language at home and at school have a larger vocabulary size and are better prepared to start to learn to read and write.

3. Learning more than one language in the early years

Children can learn to speak more than one language. The first language children learn at home is called the home language. A strong foundation in the home language helps children to learn another language like English, Urdu or any other dominant language. When children's home language is valued and they continue learning vocabulary and conceptual skills in their home language, this helps them acquire fluency in another language. The

ability to speak more than one language gives children long-term cognitive, social and economic advantages.

Early Learning and Development in the *ECCE Standards for Sindh 2018*

Early learning and development standards for language are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

How to support children’s early language development in the ECCE classroom

- Ask questions and respond to and encourage questions from children
- Play games with children that encourage asking and answering questions
- Talk with children about objects, daily experiences, thoughts and feelings
- Introduce new words to children, explain the meaning
- Talk about similarities and differences in things, i.e. bicycles, tricycles, skateboard
- Play games which require sorting and classifying things
- Tell stories, read books, sing songs, recite rhymes
- Play with children and talk with them during play experiences
- Use children’s home language when possible, i.e., sing songs, say a few words and phrases in the child’s home language.
- Accommodate for children who still need to use their home language as they learn the classroom language, i.e. letting them use their home language to express feelings.

How early literacy develops

- Early literacy refers to what children know about reading and writing before they can actually read and write, and begins to develop from birth.
- Early experiences with books, talk, songs, rhymes and play sow the seeds for early literacy success.
- The words that children first learn to read and write are the same words they will have learned to speak in their first six years.
- Most children learn how to talk through daily interactions with people without formal instruction. Reading and writing, however, is not natural and needs to be taught.
- With teaching, children will generally learn to read by about age 5 or 6 years old.
- It takes children many years of schooling to gain mastery in reading and writing.

Early Learning and Development in the *ECCE Standards for Sindh 2018*

Early learning and development standards for literacy are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE

How reading develops in the early years

Learning to read is complex. Children need to develop competency in identifying words, comprehension, fluency and motivation. To develop these competencies and succeed in learning to read, children require foundational skills in:

1. **Oral language** is the ability to understand and use vocabulary. Talking, singing, storytelling and playing help children develop a rich vocabulary.
2. **Phonological awareness** is learning to pay attention to sounds in words and match these sounds to letters. This helps children to understand that reading is putting sounds and letters together. Rhyming words, for example in stories with rhyme and songs, help children to think about sounds in language.
3. **Alphabet knowledge** is learning individual letter names, sounds which letters make and the shape of letters. Pointing out and naming letters in books, signs and labels helps to develop children's letter knowledge.
4. **Print awareness** is knowledge that print carries a message and that the message can be conveyed in different ways like letters, words, symbols and pictures. Environmental print, like road signs and product labels, helps children to develop their understanding that print has different purposes and formats. Print awareness is also knowledge that writing follows basic rules like reading right-to-left in Urdu and left-to-right in English.
5. **Narrative ability** is being able to tell events in order, retell stories, and describe things. This helps children understand what they hear and read. Asking children to retell a story or talk about things they have done helps strengthen their narrative skills.
6. **Print motivation** is interest in and enjoyment of books. Children who develop print motivation enjoy being read to and enjoying reading books. Reading to children regularly, having plenty of storybooks accessible, letting children see you enjoy reading and talking with children about how reading is used in everyday life helps children to develop print motivation.

Most children begin to read independently through formal instruction in school. As such, good reading instruction in the ECCE classroom is very important. Positive early reading experiences with adult support help children to become confident, motivated readers who enjoy reading.

How writing develops in the early years

- Learning to write is complex.
- Children need to understand that print is a tool to make meaning and to communicate.
- Children who see others write and are given opportunities to use writing tools like pen and paper, begin to understand that writing is a way of saying on paper what we might otherwise think to ourselves or say aloud. They start to understand that letters and words on paper mean the same thing as words they hear spoken.
- Good writing instruction in the ECCE classroom is very important. Positive early writing experiences with adult support help children to become confident, motivated writers who enjoy writing.

Stages in children's writing

Children become writers over time. They go through a series of stages as they learn to write. There are variations in the way each child moves through these stages and it may not happen

in the same way or at the same time. At all stages of children’s writing, it is important to honor their efforts and achievements. Display their writing on the wall or a softboard. Invite them to share their writing and talk about their writing with others.

Some common stages of writing which children go through are provided below:

1 Scribbling, mark making, drawing

- Begin writing by scribbling, making marks and drawing.
- Read drawings as if there is writing on them.

2 Letter-like forms and shapes

- Begin to make random patterns, shapes (circles, squares) and letter-like forms.
- Begin to show their understanding that writers use symbols to convey meaning.
- Start to write letters in long strings or in random order, may not be properly spaced.

3 Letters and spaces

- Write with beginning and ending sounds.
- Begin to spell high frequency words correctly.
- Begin to use invented spelling, i.e. “bs” (bus), “kmpt” (computer), “t” (tea).
- Start to use spaces to separate words.
- Begin to write words the way words sound.
- Begin to use punctuation.

4 Conventional writing and spelling

- Spell most words correctly.
- Use punctuation marks correctly.
- Write in a way that resembles adult writing.
- Write for different purposes, for example, write cards, write letters.
- Begin to use storybook language to write stories.

How to support children’s early literacy development in the ECCE classroom

- Teacher’s use of rich vocabulary.
- Listen to and respond to what children say using rich vocabulary.
- Read storybooks aloud and talk with children before, during and after reading the book.
- Tell stories, sing songs, and play games with rhyme; identify the rhyme with children.
- Identify with children words that begin with the same sound; match sounds with them.
- Identify with children alphabet letters in materials like alphabet books, alphabet frieze.
- Display alphabet and number friezes, word walls, functional print.
- Provide literacy-rich environments with a variety of books, print material, writing material, and play material like road signs, menus, recipes, labels.
- Model and explain the purpose of different types of writing, i.e. Eid card, recipe.
- Write down what children say – this is called ‘shared writing’.
- Teach letters, letter sounds, letter formation, word formation, sentence formation, punctuation, directionality.
- Provide children literacy opportunities like reading books, practicing different forms of writing, talking about their writing, and socio-dramatic play.
- Provide children opportunities to develop control and strength in hand muscles for writing, i.e., buttoning buttons, playing with clay, stringing beads.

Key Learning Area	Competencies (3 - 4 Years Old)
Language and literacy	<ul style="list-style-type: none"> • Children will engage in conversation with others and talk confidently about matters of immediate and personal interest. • Children will describe objects, events and their plans for the day. • Children will enjoy listening to stories and poems and make up their own stories and rhymes. • Children will handle books carefully and will enjoy. • Children will understand how to follow books in different languages. • Children will read new alphabets and recognize first and last sounds of the words. • Children will use pictures, symbols and familiar letters and words to communicate meaning, showing an awareness of some purposes of writing. <p>(P. 19 Sindh Curriculum for Early Childhood Care and Education 2018)</p>

Key Learning Area	Competencies (4 - 5 Years Old)
Language and literacy	<ul style="list-style-type: none"> • Children will engage in conversation and communicate with others in a variety of ways, purposes and contexts • Children will describe everyday events and express needs, feelings, ideas, opinions and preferences • Children will enjoy listening to stories and poems, make up their own stories and rhymes, act out stories with expressions and participate in role play • Children will read simple words and identify text by reading books • Children will understand how to follow books in different languages and how a book is organized • Children will read simple text, recognize familiar words from the text and make rhyming words • Children will use pictures, symbols and familiar letters and words to express their creativity and imagination • Children will write to communicate meaning, showing an awareness of some of the different purposes of writing <p>(P. 63 Sindh Curriculum for Early Childhood Care and Education 2018)</p>

KEY LEARNING AREA: BASIC MATHEMATICAL CONCEPTS

How Mathematical Concepts and Skills Develop in the Early Years

Mathematics plays a major role in a child's development. It is part of a child's daily routine. Children start learning mathematical concepts from birth through daily experiences as they watch, notice and interact with their caregivers. While playing, for example, children begin to notice differences in quantity, they compare the shape and size of objects. This helps children to make sense of the world around them.

Infants begin to learn math before they can sit up. It helps children to develop the ability to think critically and solve problems. Basic mathematical skills include counting (1, 2, 3); quantity (more, fewer); shapes (circles, squares, triangles); spatial relations (over, under); measurement (tall, short; bigger, smaller); and patterns (red, blue, red, blue).

Children learn mathematical concepts during their interaction with environment e.g. playing with blocks, taking a bath, visiting a playground. Children can learn counting skills while sitting near window and counting the cats they see outside or counting stairs as they climb up and down. Some children learn addition and subtraction before starting school through daily life experiences, i.e. "Ali has two apples. Mama wants one. Ali shares one apple with Mama and realizes that he is left with one." Children learn mathematical concepts at their own pace.

Children explore and understand mathematical concepts first through concrete objects and then through symbols before moving to abstract manipulation. Stories, poems and hands on activities help children to learn concepts in an effective manner. These help children to become creative and curious mathematicians.

The following is a description of some basic mathematical concepts which young children develop, even before they start school. It is important that ECCE teachers build upon the early mathematical knowledge which children bring to the classroom.

Number Sense

Number sense involves relationships of 'more', 'less' and 'same'. It also involves early counting. There are two separate skills with early counting. The first is being able to count words in order, i.e. "one", "two", "three", "four". The second is being able to connect this sequence in a one-to-one manner. One-to-one correspondence is about the element of one set being paired with exactly one element of another set. Counting is about how many items are in a set. This helps children to understand quantity. Graphing helps children to learn number relationships and to connect numbers with real quantities.

Sorting and Classifying

Sorting involves finding things that are the same or different, and grouping them according to specific traits or attributes, i.e. colour, size, texture, and shape. Children usually begin to sort objects with one quality or characteristic. They are gradually able to sort with more than one quality or characteristic. They begin to use more complex concepts by sorting sets into subsets and looking at the properties of objects.

Patterns

A pattern is an arrangement of objects that is repeated in a logical sequence in the same order, i.e. red block, blue block, red block, blue block.... Patterns help children learn to compare, to make predictions, to understand what comes next, to make logical connections, and to use reasoning skills.

Measurement and Estimation

Measurement is finding the weight, height, length, and capacity. It involves assigning a number to things to compare on the same attributes. Standard units like meters, inches, feet, grams tell how much (volume), how heavy (weight), and how long (length). Children can begin to understand the concept of measurement by making comparisons like bigger-smaller, heavier-lighter. Non-standard units ('cups', 'footprints', 'pieces of string') are a helpful way for young children to begin learning about measurement, i.e. the length of the classroom is 50 footprints. To help children understand estimation, encourage them to use the word 'about'. This also helps them to learn how to make predictions.

Geometry

Geometry involves shape, size, position, direction and movement. Shape is a basic way that children learn names of objects. There are two-dimensional and three-dimensional shapes. The ability for children to classify and distinguish between shapes, the better able they are to classify them. Spatial relationships involve understanding of relationship among shapes and objects.

Early Learning and Development in the *ECCE Standards for Sindh 2018*

Early learning and development standards for basic mathematical concepts are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

How to support children's early mathematical development in the ECCE classroom

- Ask questions and respond to and encourage questions from children about math concepts in daily life
- Play games with children that encourage development of math concepts
- Provide children with material, including natural material, to explore math concepts
- Provide blocks of different two-dimensional and three-dimensional shapes
- Use mathematical language with children during daily routine activities
- Play games which require sorting, classifying, making patterns, counting, estimation
- Engage children in activities which require problem-solving
- Tell stories, read books, sing songs, recite rhymes with math concepts
- Play with children and talk with them during play experiences in the math area

Key Learning Area	Competencies (3-4 Years Old)
Basic Mathematical Concepts	<p>Children will demonstrate an understanding of the different attributes of objects, such as, colour, size, weight and texture, and match, sequence and classify objects based on one/two attributes. They will also engage in pattern seeking and pattern making using different attributes of objects.</p> <p>Children will develop a basic understanding of quantity, counting from 0-9 and of simple number operations.</p> <p>Children will recognize basic geometrical shapes and the position of objects in relation to each other.</p> <p>Children will develop an understanding of measurement.</p> <p>Children will develop an understanding of handling data.</p> <p>(P. 19 Sindh Curriculum for Early Childhood Care and Education 2018)</p>

Key Learning Area	Competencies (4-5 Years Old)
Basic Mathematical Concepts	<p>Children will demonstrate an understanding of the different attributes of objects, such as, colour, shape, size, weight and texture, and match, sequence and classify objects based on one/two attributes. They will also engage in pattern seeking and pattern making using different attributes of objects.</p> <p>Children will develop a basic understanding of quantity, counting from 0-100 and of simple number operations.</p> <p>Children will recognize basic geometrical shapes and the position of objects in relation to each other.</p> <p>Children will develop an understanding of measurement.</p> <p>Children will develop an understanding of handling data.</p> <p>(P. 63 Sindh Curriculum for Early Childhood Care and Education 2018)</p>

KEY LEARNING AREA: THE WORLD AROUND US

1. How Early Scientific Knowledge and Skills Develop

Children are naturally curious and enjoy exploring the world around them. They actively engage with their environment and use all their senses to make meaning of the world and people around them. Children like to touch, push, pull, fill and empty objects. They observe animals, plants and people around them. Children try to test and figure out how things work. They try to solve problems. This is the beginning of scientific inquiry.

Children also need to develop the following basic skills for scientific inquiry:

- **Observation** which involves collecting information to solve a problem or to understand a phenomenon, i.e. observing the life cycle of a plant from seed, to plant, to flower, and to seed again.
- **Comparing** which is noticing the similarities and differences. For example, asking children which is bigger / smaller, heavier / lighter.
- **Classification** which is grouping objects according to similar attributes. For example, classifying objects which float and which sink.
- **Prediction** which involves thinking about what will happen by asking children open-ended questions that may not require a single right answer to promote guessing and prediction. For example, asking children what will happen to the leaf if I put it in the water - will it float or will it sink?
- **Experimentation** which is testing out the prediction. For example, children predict that the leaf will sink, and when they put it into the water, it floats.
- **Measurement** is finding the weight, height, length and capacity. Non-standard and standard units can be used to measure. For example, the table is five handspans long (non-standard) or the table is 70 cm long (standard unit).
- **Communication** involves the ability for children to communicate (talk, draw, write) their ideas in a way that others can understand. For example, after observing the life cycle of a plant, children to draw or write what they observed.

For young children, **the process is more important than the results.**

2. How Knowledge and Skills about People, Events, Physical and Cultural Environment Develops

From the time children are born, they begin to develop an understanding about themselves and the social and environmental context in which they live. Children develop a positive sense of self when they appreciate their uniqueness as well as the similarities and differences which they share with others. This helps them to develop respect for themselves and for other people. As children interact with people and their environment, they begin to develop concepts about the natural environment, civic and social responsibilities, beliefs about inclusion and equity, solutions for social problems, and history.

Early Learning and Development in the *ECCE Standards for Sindh 2018*

Early learning and development standards for concepts related to the world around us are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

How to support children’s early knowledge and skills about science and the environment in the ECCE classroom

- Provide a range of material, including from the natural world, for children to explore, discover, and engage in experimentation
- Hands-on activities to engage in using the scientific method, i.e. observing, asking why, making predictions, developing hypothesis, experimenting
- Opportunities to repeat experiences
- Ask questions and respond to and encourage questions from children to stimulate their thinking
- Read books and tell stories from diverse cultures and the natural world
- Sing songs from diverse cultures

Key Learning Area	Competencies (3-4 Years Old)
The World Around Us	<p>Children will develop an understanding of how families are important.</p> <p>Children will develop an understanding of the people and places around them.</p> <p>Children will recognize the plants and animals in their environment and explore their basic features and habitat.</p> <p>Children will observe the weather and develop an understanding of the seasons and their significance to people.</p> <p>Children will develop a caring attitude towards the environment.</p> <p>Children will develop an understanding of their rights and responsibilities in order to participate in society.</p> <p>(P. 19 Sindh Curriculum for Early Childhood Care and Education 2018)</p>

Key Learning Area	Competencies (4-5 Years Old)
The World Around Us	<p>Children will develop an understanding of how people contribute to their communities in different ways.</p> <p>Children will demonstrate an awareness of their surroundings including people and places around them.</p> <p>Children will demonstrate an understanding of plants and animals and the need to care for and respect their environment.</p> <p>Children will observe the weather and develop an understanding of the seasons and their significance to people.</p> <p>Children will demonstrate an awareness of natural and built environment and develop a caring attitude towards the environment.</p> <p>Children will demonstrate an awareness that people in society are interdependent on each other and that rights and duties should be upheld.</p> <p>(P. 64 Sindh Curriculum for Early Childhood Care and Education 2018)</p>

KEY LEARNING AREA: CREATIVE ARTS

What is Creative Arts?

Creative arts are activities that involve children's use of imagination to come up with new and original ways of representation ideas. This can include activities like art, music, movement, drama, theatre, dance and puppetry. Such activities are open-ended, flexible, enjoyable and support children's development across all domains. When children engage in creative arts, they explore and experiment with different tools, materials, sounds, shapes and colors. Through creative arts, children express ideas and feelings and use language in enjoyable ways. They gain experience making choices. Children's creativity can happen in any area of the curriculum, for example, singing and moving to songs, making a clay lion, telling a story with puppets, painting letters of the alphabet. Process rather than product is emphasized through children's experiences with creative arts.

Creative Arts for Children's Learning and Development

- Language skills, for example, when they listen to and use language in songs, act out stories, talk about how they feel when they see a piece of art.
- Cognitive skills, for example, when they use their imagination and make decisions about which materials to use and how to put them together to represent ideas.
- Physical skills, for example, when they cut, paste, build, paint and color.
- Social and emotional skills, for example, when they interact with others, express feelings and listen to others express their feelings.
- Through experiences with creative arts in the ECCE classroom, teachers can support children to learn about traditional forms of art and music to maintain the rich cultural heritage, and to learn about forms of art and music from other contexts to increase awareness and respect for other cultures.

Supporting Creative Arts in the ECCE classroom

- Set up a well-provisioned art learning corner with material for collage, printing, drawing, painting, cutting, pasting, printing, making models and working with clay.
- Set up a well-provisioned music and movement learning corner with a variety of low cost and contextual musical instruments, i.e. flutes, drums, shakers, cymbals, etc.
- Plan and implement active learning strategies which encourage children's creativity during greeting time, group work time and story and rhyme time.
- Sing songs, recite poems and rhymes during daily routine activities.
- Provide children with opportunities to try traditional art forms, i.e. making *rallis* with pieces of different colored cloth; block printing; making clay tiles or pots, making puppets
- Provide children with opportunities to look at and talk about different types of local, national and international art in books, pictures, paintings, cloth pieces, etc.

Key Learning Area	Competencies (3-4 Years Old)
Creative Arts	<ul style="list-style-type: none"> • Children will express themselves through the use of drawing and colouring • Children will work with a variety of low cost and waste material to create craft projects of their choice • Children will experiment with a variety of materials to represent their observations and imaginations in the form of cut outs/models • Children will learn the skills for collage work and printing. They will also use these skills in a variety of ways to create their own art pieces and patterns • Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns • Children will listen to, identify and appreciate a variety of sound patterns, rhythms, and rhymes as a form of expression • Children will participate with increasing confidence in a variety of dramatic play activities to express themselves <p>(P. 20 Sindh Curriculum for Early Childhood Care and Education 2018)</p>

Key Learning Area	Competencies (4-5 Years Old)
Creative Arts	<ul style="list-style-type: none"> • Children will express themselves through the use of drawing and colouring. • Children will work with a variety of low cost and waste material to create craft projects of their choice. • Children will experiment with a variety of materials to represent their observations and imaginations in the form of models/sculptures. • Children will learn the skills for collage work and printing. They will also use these skills in a variety of ways to create their own art pieces and patterns. • Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns. • Children will listen to and identify a variety of sound patterns and create their own rhythms and rhymes for poems. • Children will participate with increasing confidence in a variety of dramatic play activities to express themselves. <p>(P. 64 Sindh Curriculum for Early Childhood Care and Education 2018)</p>

OBSERVATION, PLANNING AND ASSESSMENT IN THE ECCE CLASSROOM

Observation, Planning and Assessment in the ECCE Classroom

- Observation, planning and assessment are part of a cyclical process which provide information about children's needs. The four parts of this cycle are: 1) observe; 2) assess; 3) plan; 4) implement the plan through key learning experiences and activities in the daily classroom routine.
- Planning happens in the context of teacher's daily interactions with children in the ECCE classroom. Planning and teaching go together.
- Observation helps teachers understand what children already know and are able to do, and additional support which they need.
- Assessment in the ECCE classroom requires gathering and analyzing child performance information during everyday classroom activities and routines to understand each unique child's development.

Planning in the ECCE Classroom

- Both long term and short term planning are important for young children's learning in the ECCE classroom.
- Long term planning is related to curriculum policies and overall development plans to achieve expected learning outcomes for children. In the Sindh Curriculum for ECCE 2018, the key learning areas for which long term planning is required are: 1) Emotional, Personal and Social Development; 2) Language and Literacy; 3) Basic Mathematical Concepts; 4) The World Around Us; 5) Creative Arts; 6) Healthy, Hygiene and Safety.
- Short term planning is done on a daily basis to support children to achieve learning outcomes in all the key learning areas.
- The following questions can guide ECCE teachers with long term and short term planning:
 - What objectives do I need to achieve for children's learning?
 - What do I teach?
 - How will I teach the lesson and what procedure will I follow for this?
 - What materials will I need to teach the lesson?
 - How will I assess the children determine their learning and understanding?
- In the next part of this teacher guide, there are suggested activity plans for each key learning experience in the Sindh Curriculum for ECCE 2018. These can help guide teachers with planning.

Assessment in the ECCE classroom is:

- An integral part of planning in a high-quality early childhood programme.
- Aligned with instructional strategies that assess what children have learned and understood in relation to learning standards in the ECCE curriculum
- An on-going pedagogical behaviour by which teachers determine children's competencies, i.e. understand what children can do, what they are interested in and what they already know, and what they need support to learn.
- A way to plan activities, environments and experiences that are responsive to children's interests and needs and that help them grow to their developmental potential.

- A basis to report children's learning and progress to parents/families, and also gain important insight from the family.
- A way to assist children with assessing their own learning and progress.
- A way to identify and plan for children who may require specialized services.

Appropriate Assessment Strategies in the ECCE Classroom

- Appropriate assessment in the ECCE classroom requires gathering and analyzing child performance information during everyday classroom activities and routines to understand each unique child's development.
- Open-ended, performance-oriented assessment strategies which extend over a period of time are most suitable for young children. This helps avoid labelling children.
- Children's progress should be determined using a diverse range of assessment tools.
- Three assessment tools mentioned in the Sindh Curriculum for Early Childhood Care and Education 2018 are described below.
 1. **Observations:** Teachers watch children closely and write down what they see and hear. Observations can be recorded in a notebook, on small cards or in a folder. Some guidelines include observing: over a long-period of time; during different times of the day; during different activities; in different learning corners. It is important to write the date and time of EACH observation. It can be helpful to make an observation schedule. Choose a way that is simple to record observations.
 2. **Portfolios:** Tell a story of children's efforts, developmental progress and/or achievements in relation to curriculum standards. A portfolio includes a purposeful collection of children's work, i.e. stories, drawings, numbers, writing. A portfolio is usually kept in an individual folder. Teachers should involve children in selecting samples of their work for their portfolios.
 3. **Checklists:** A list of statements about the knowledge, skills and concepts which teachers can use to assess children's learning and development in relation to curriculum standards. Checklists should be used together with observations as checklists may not provide in-depth information about a child's progress.

Note about assessment in the ECCE classroom

Young children are poor test takers. Formal tests usually provide an inaccurate evaluation of children's abilities, particularly the younger the child. Test situations can make children feel tense. Children may have trouble understanding the test language and reading the test instruction.

Assessment in the ECCE Standards for Sindh 2018

Assessment standards are identified in the *Early Childhood Care and Education Standards for Sindh 2018*, and are important guidelines for quality provision of ECCE.

SUGGESTED PLAN FOR GROUP WORK TIME: LANGUAGE AND LITERACY

Group Work Time: Topic	Having Fun with Words that Rhyme
Key Learning Area	Language and Literacy
ECCE Age 3 to 4 Years Old	Matching Cards with Pictures Representing Words that Rhyme
ECCE Age 4 to 5 Years Old	Matching Cards with Words that Rhyme

<p>Expected Learning Outcomes – 3 to 4 Years Old</p> <ul style="list-style-type: none"> For children to respond to stories, songs and rhymes by joining in verbally or with actions as appropriate. 	<p>Expected Learning Outcomes – 4 to 5 Years Old</p> <ul style="list-style-type: none"> For children to respond to stories, songs and rhymes by joining in verbally or with actions as appropriate.
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Materials
<p>Large Group Time</p> <ul style="list-style-type: none"> Black permanent marker Flipchart Easel and board with clips <i>Hara Samandar</i> song chart/<i>Mia Magarmach</i> <p style="text-align: center;">Hara Samandar <i>Hara samandar, ghobi bandhar</i> <i>Bol meri machil, kithna pani</i> <i>Ithna pani, ithna pani</i> <i>Ata ghoondho, roti bhanao</i> <i>chutni peeso, lab, lab khao</i> <i>Barish aiee, kapray bigay</i> <i>Pher mera pisle, dhil mera dharkha</i> <i>Dhak, dhak.</i></p>
<p>Small Group Time</p> <ul style="list-style-type: none"> Storybook <i>Dil Chathah Heh</i> by Amna Mehmood and Shakeel Awan (Bookgroup Publishers) <p>3 to 4 Years Old</p> <ul style="list-style-type: none"> Matching cards with pictures representing words that rhyme in Appendix A for pictures representing words that rhyme in Urdu and Appendix C for pictures representing words that rhyme in English – 1 set per child <p>4 to 5 Years Old</p> <ul style="list-style-type: none"> Matching Cards with Words that Rhyme in Appendix D for words that rhyme in Urdu and Appendix E for words that rhyme in English – 1 set per child

1. Large Group Time – 10 minutes

With children 3 to 4 years old and children 4 to 5 years old

- Ask children to sit in a large circle.
- Sit on the floor or a small chair in front of the group.
- Introduce the storybook:
- Show the children the cover of the storybook while reading the title, *Dil Chathah Heh*.
- Tell the children that this story is written by Amna Mehmood and illustrated by Shakeel Awan (Bookgroup Publishers). Explain briefly what is meant by author and illustrator.
- While showing the cover of the storybook, tell the children that you will read the story two times. They will listen the first time you read the story. When the story is read the second time, you will ask the children to repeat the rhyming words with you.
- During the second reading of the book, repeat the words that rhyme, for example, “*jao(n), khao(n); jaay, aay*”. Point out the children that these are rhyming words. Words that rhyme almost sound the same. Ask children if they know other words that rhyme with any of the rhyming words in the story “*jao(n), khao(n), lao(n)*”. The aim is to help children think about the way words sounds.
- After reading the storybook, display the *Hara Samandar* song flipchart.
- Sing the *Hara Samandar* song together with the children.

2. Small Group Time – 30 minutes

Two activities are provided: 1) for children 3 to 4 years old; 2) for and children 4 to 5 years old

Children 3 to 4 years old

- Sit in a large circle with the children.
- Show children a set of picture cards with pictures.
 - Explain to children that today they will play a game where they will match pictures representing words that rhyme.
 - Demonstrate the game to the children.
 - Place all the cards on the floor, the picture should be **facing up**.
 - Together with the children, point to each picture and say the word it represents.
 - Pick up one card and say, “This is a cat. I wonder what word rhymes with the word cat?” Look for the picture representing the word that does not rhyme with cat, and pick it up saying, “This is a pen. Do the words cat and pen rhyme? Do they sound the same?” Wait for children to respond. Then say, “No, the words cat and pen do not rhyme, they do not sound the same. They do not sound the same. Let us look for another picture representing a word that rhymes with cat.” Pick up the picture representing the word that rhymes with cat, saying, “This is a mat. Do the words cat and mat rhyme? Do they sound the same? Wait for children to respond. They say, “Yes, the words cat and mat rhyme. They sound the same. They are rhyming words.” Put the cards with 2 pictures representing rhyming words – cat and mat - together on the side.
- Repeat with the rest of the cards until all the rhyming word pairs have been matched.

- Place all the cards on the floor again. This time, all the picture should be **facing down**.
- Turn one card over and say, “This is a pen. Shall we turn over another card and see if it matches this one?” Turn another card over and say, “This is a coat. Do the words pen and coat rhyme? Do they sound the same?” Turn both cards over and put them back on the floor with the other cards. Tell the children that you will try to find two matching cards with pictures representing words that rhyme. “Let us look for two more matching pictures representing words that rhyme.” Select another card and say, “This is a boat. I think we just saw a picture on a card that rhymes with coat. Do you remember what picture it was?” Wait for the children to respond and then say, “Yes, boat. We saw a picture of a boat. Boat and coat rhyme. The words sound the same. Do you remember where the picture of the coat is?” Wait for the children to point/tell you and then turn over the picture of the goat. Tell the children, “Boat and coat. They rhyme. This is a match. I will put these cards on the side.”
- Repeat with the rest of the cards until all the rhyming word pairs have been found and matched.
- Explain to children that they will each get a set of cards with pictures representing words that rhyme. They will sit in small groups and work individually with their materials.
- Divide the children into small groups of 5. Ask children to sit in a circle in their small groups.
- Distribute to each child a set of cards with pictures representing words that rhyme.
 - Ask the children to remove the cards from the packet. First, they will place the cards on the floor facing up in front of them.
 - Ask the children to match the cards with pictures representing words that rhyme.
 - As children work, observe and support them where required and to extend their learning. For example, ask them to think about and tell you other words that rhyme with the pictures representing words that rhyme on the cards.
 - After the children have matched all the cards, they can play the game again, this time with the cards facing down. They can even play in pairs, taking turns to flip over cards to match them.
- After 15 minutes, sing *Wapas Rakhday* and children tidy up and return all the materials to the teacher.

Children 4 to 5 years old

- Sit in a large circle with the children.
- Show children a set of cards with words.
 - Explain to children that today they will play a game where they will match words that rhyme.
 - Demonstrate the game to the children.
 - Place all the cards on the floor, the words should be **facing up**.
 - Together with the children, point to each picture and say the word it represents.
 - Pick up one card and say, “This is the word ship. I wonder what word rhymes with the word ship?” Look for the word that does not with ship, and pick it up saying, “This is the word duck. Do the words ship and duck rhyme? Do they sound the same?” Wait for children to respond. Then say, “No, the words ship and duck do not rhyme, they do not sound the same. They do not sound the same. Let us look

for another word that rhymes with the word ship.” Pick up the card with the word that rhymes with dip, saying, “This is the word dip. Do the words ship and dip rhyme? Do they sound the same? Wait for children to respond. They say, “Yes, the words ship and dip rhyme. They sound the same. They are rhyming words.” Put the cards with the 2 words – ship and dip - together on the side.

- Repeat with the rest of the cards until all the rhyming word pairs have been matched.
- Place all the cards on the floor again. This time, all the picture should be **facing down**.
- Turn one card over and say, “This is the word can. Shall we turn over another card and see if it matches this one?” Turn another card over and say, “This is the word tree. Do the words can and tree rhyme? Do they sound the same?” Turn both cards over and put them back on the floor with the other cards. Tell the children that you will try to find two matching cards with words that rhyme. “Let us look for two more words that rhyme.” Select another card and say, “This is a three. I think we just saw a word on a card that rhymes with three. Do you remember what picture it was?” Wait for the children to respond and then say, “Yes, tree. We saw a picture of a tree. Three and tree rhyme. The words sound the same. Do you remember where the card with word tree is?” Wait for the children to point/tell you and then turn over the card with the word tree. Tell the children, “Three and tree. They rhyme. This is a match. I will put these cards on the side.”
- Repeat with the rest of the cards until all the rhyming word pairs have been found and matched.
- Explain to children that they will each get a set of cards with words that rhyme. They will sit in small groups and work individually with their materials.
- Divide the children into small groups of 5. Ask children to sit in a circle in their small groups.
- Distribute to each child a set of cards with words that rhyme.
 - Ask the children to remove the cards from the packet. First, they will place the cards on the floor facing up in front of them.
 - Ask the children to match the cards with words that rhyme.
 - As children work, observe and support them where required and to extend their learning. For example, ask them to think about and tell you other words that rhyme with the words that rhyme on the cards.
 - After the children have matched all the cards, they can play the game again, this time with the cards facing down. They can even play in pairs, taking turns to flip over cards to match them.
- After 15 minutes, sing *Wapas Rakhdai* and children tidy up and return all the materials to the teacher.

SUGGESTED PLAN FOR GROUP WORK TIME: BASIC MATHEMATICAL CONCEPTS

Group Work Time: Topic	I wonder how long it is?
Key Learning Area	Basic Mathematical Concepts
ECCE Age 3 to 4 Years Old	Comparing the length of different objects with a pencil
ECCE Age 4 to 5 Years Old	Estimating the length of different objects and measuring them with string

Expected Learning Outcomes – 3 to 4 Years Old <ul style="list-style-type: none"> For children to describe and compare objects using length as a measurement attribute 	Expected Learning Outcomes – 4 to 5 Years Old <ul style="list-style-type: none"> For children to observe various objects and estimate their length For children to verify their estimations using simple tools (non-standard deviation)
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Materials
Large Group Time <ul style="list-style-type: none"> Black permanent markers Easel and board with clips Storybook Lambhi Pathli Kitab written by Sami Mustafa and illustrated by Mahreen Zuberi (Bookgroup Publisher)
Small Group Time <p>3-4 years old</p> <ul style="list-style-type: none"> Basket of 10 objects to measure such as: ice cream stick; crayon; eraser; marker; leaf, ruler; stick/twig; stone; straw; book; plastic spoon; pen; chalk; clothes peg; piece of string/lace – 1 basket per child Pencils for each child as the measuring tool – 1 pencil per child Containers for sorting items such as low-cost containers could be empty paper plates, clean, used yogurt cups, tea boxes, lids of shoeboxes, etc. – 2 containers per child <p>4-5 years old</p> <ul style="list-style-type: none"> Basket of 10 objects to measure such as: ice cream stick; crayon; eraser; marker; leaf, ruler; stick/twig; stone; straw; book; plastic spoon; pen; chalk; clothes peg; piece of string/lace – 1 basket per child Pencils for each child as the measuring tool – 1 pencil per child A4 size paper – 1 piece of paper per child Packet of crayons – 1 packet for a group of 4 children Baskets or empty boxes to organize the materials – 1 basket for a group of 4 children

Song

- *Hathi meri sathi* song chart – written clearly and legibly

Hathi Meri Sathi

*Doh motay, motay haath
Doh motay, motay pao(n)
Choti si ek dhum heh
Lambhi si ek naak
Doh ghol, ghol se ankay
Doh baray, baray se kaan
Paith heh ooska mota
Lambhe lambhe daanth
Bacho kah heh saathi
Naam heh ooska haathi.*

1. Large Group Time – 10 minutes

- Ask children to sit in a large circle.
- Sit on the floor or a small chair in front of the group.
- Introduce the storybook:
 - Show the children the cover of the storybook while reading the title, *Lambhi Patli Kitab*.
 - Tell the children that this story has been written by Sami Mustafa and illustrated by Mahreen Zuberi (Bookgroup Publisher). Explain briefly what is meant by author and illustrator.
 - While showing the cover of the storybook, ask the children, “What does the word ‘lambhi’ mean?” “What does the word ‘pathli’ mean?” Why do you think this book is called ‘lambhi, pathli kitab?’ Talk with the children about the length of the book – show them that it is long. Show children examples of a storybook that is shorter and wider than this book. Ask children, “Are these two books the same length? Which one is longer? Which one is shorter?” You want to help the children understand the concept of measurement by comparing length.
 - Tell the children that this book is about how long and short different objects are.
- Read the book and note the features.
 - Focus on the illustrations. Encourage children to look at the size of each picture and invite them to tell you which one is longer and which one is shorter.
- Concluding statement about the book
 - Look at the last two pictures and ask the children “Which one is longer? The giraffe or the elephant?”
- After reading the storybook, display the *Hathi meri sathi* song flipchart.
- Sing the *Hathi meri sathi* song together with the children.

2. Small Group Time – 30 minutes

Two activities are provided: 1) for children 3 to 4 years old; 2) for and children 4 to 5 years old

Children 3 to 4 years old

- Sit in a large circle with the children.
- Show children a basket with a variety of different-sized objects. Show them a pencil. Show them two containers, one labelled shorter and one labelled longer. Explain to the children that today they will sort the objects to see which ones are longer or shorter than the pencil. Tell the children that all the objects which are longer than the pencil will go into the box labelled longer. All the objects which are shorter than the pencil will go into the box labelled shorter.
- Demonstrate by taking out from the basket one object. Put the object beside the pencil. The object, i.e. 30 cm ruler, and the pencil should be lined up together at one end.
- Tell the children, “Are the pencil and the ruler the same length? Which one is longer? Which one is shorter?”
- Tell the children that you are putting the ruler into the box labelled ‘longer’ because it is longer than the pencil. Put the ruler into the container labelled longer. Explain to the children that all the other objects in the box which are longer than the pencil will go into this container with the ruler.
- Take out another object from the basket. Put the object beside the pencil. The object, i.e. eraser, and the pencil should be lined up together at one end.
- Tell the children, “Are the pencil and the eraser the same length? Which one is longer? Which one is shorter?”
- Tell the children that you are putting the eraser into the container labelled ‘shorter’ it is shorter than the pencil. Put the eraser into the container labelled shorter. Explain to the children that all the other objects in the box which are shorter than the pencil will go into this container with the eraser.
- Explain to children that they will work in small groups of 4. Each group will get a basket of objects. Each child in the group will get a pencil to measure the length of each object in the basket and two containers into which they will sort the objects which are longer and shorter than the pencil.
- Divide the children into small groups of 4. Ask children to sit in a circle in their small groups.
- Distribute to each group of the children the basket of objects. Each child in the group gets a pencil to measure the length of each object in the basket and two containers into which they will sort the objects which are longer and shorter than the pencil.
- Then:
 - Ask the children to take each object out one at a time and put it beside the pencil to compare whether the pencil or the object is longer.
 - Then, they put the object either into the box labelled longer or the box labelled shorter, depending upon whether the object is longer or shorter than the pencil.
 - Children should continue the same process comparing all of the other objects in the basket, one at a time, with the pencil and sorting them into the correct boxes.
 - As children work, observe and support them where required and to extend their learning. For example, ask them to talk about whether an object is shorter and longer than the pencil and why.
 - If children have completed the task, and there is still some time left, encourage and support them to extend their learning by putting all the objects in order according to length from longest to shortest.

- After 15 minutes, sing *Wapas Rakhday* and children tidy up and return all the materials to the teacher.

Children 4 to 5 years old

- Sit in a large circle with the children.
- Show children a basket with a variety of different-sized objects. Show them a pencil. Explain to the children that today they will measure objects to see which ones are longer or shorter than the pencil. Explain to the children that after they have measured the objects with the pencil, they will draw what they have measured.
 - Demonstrate by taking out from the basket one object. Put the object beside the pencil. The object, i.e. leaf, and the pencil should be lined up together at one end.
 - Tell the children, “Are the pencil and the leaf the same length? Which one is longer? Which one is shorter?”
 - On a flipchart, draw the pencil and leaf lined up together and showing their length. Point to the pictures and tell the children which one is longer and which one is shorter.
 - Take out another object from the basket. Put the object beside the pencil. The object, i.e. eraser, and the pencil should be lined up together at one end.
 - Tell the children, “Are the pencil and the eraser the same length? Which one is longer? Which one is shorter?”
 - On a flipchart, draw the pencil and eraser lined up together and showing their length. Point to the pictures and tell the children which one is longer and which one is shorter.
- Explain to children that they will work in small groups of 4. Each group will get a basket of objects, a packet of crayons, a sheet of A4 size paper for each child, and a pencil for each child to measure the length of each object in the basket. First, the children will put each object, one at a time, beside the pencil and compare whether the pencil or the object is longer. Next, they will draw the pencil and the object lined up together and showing their length just as they observed the teacher doing on the flipchart. The children will sit in small groups and work individually with their materials.
- Divide the children into small groups of 4. Ask children to sit in a circle in their small groups.
- Distribute to each group of children the basket of objects, the basket with a packet of crayons, a sheet of A4 size paper for each child, and a pencil for each child. Then:
 - Ask the children to take each object out one at a time and put it beside the pencil to compare whether the pencil or the object is longer.
 - Then, with crayons, they draw the pencil and the object lined up together and showing their length just as the teacher did on the flipchart.
 - Children should continue the same process measuring all of the other objects in the basket, one at a time, with the pencil. For each object which they measure with the pencil, they should draw the object and pencil beside each other to show their length.
 - As children work, observe and support them where required and to extend their learning. For example, ask them to talk about whether an object is shorter and longer than the pencil and why.
 - As the children draw, encourage their work. Remember it is the process and not the final product which matters.

- After 15 minutes, sing *Wapas Rakhday* and children tidy up and return all the materials to the teacher.
- Collect the children's drawings of objects which they have measured with the pencil and display all of their drawings in the classroom. Ensure the child has written her or his name on the drawing.

SUGGESTED PLAN FOR GROUP WORK TIME: THE WORLD AROUND US

Group Work Time: Topic	Where is my home?
Key Learning Area	The World Around Us
ECCE Age 3 to 4 Years Old	Sorting animals by those which live on land, in water, or both on land and in water
ECCE Age 4 to 5 Years Old	Sorting, drawing and labelling animals by those which live on land, in water, or both on land and in water

<p>Expected Learning Outcomes – 3 to 4 Years Old</p> <ul style="list-style-type: none"> • For children to compare a variety of animals to identify similarities and differences and to sort them into groups, using their own criteria 	<p>Expected Learning Outcomes – 4 to 5 Years Old</p> <ul style="list-style-type: none"> • For children to compare a variety of animals to identify similarities and differences and to sort them into groups, using their own criteria
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<p>Materials</p> <p><i>Large Group Time</i></p> <ul style="list-style-type: none"> • Black permanent markers • Easel and board with clips • Storybook <i>Kon Kuda</i> written by Amra Alam and illustrated by Mahreen Zuberi (Bookgroup Publisher) <p><i>Small Group Time</i></p> <p>3-4 years old</p> <ul style="list-style-type: none"> • A set of 15 small cards in Appendix F for each child as follows: <ul style="list-style-type: none"> • 5 cards, each with a different picture of an animal that lives on land (cat, lion, sheep, horse, tiger) • 5 cards, each with a different picture of an animal that lives in water (fish, octopus, whale, shark, dolphin) • 5 cards, each with a different picture of an animal that lives on both land and water (frog, crocodile, snake, duck, turtle) • Card sheet with Venn diagram in Appendix F – 1 per child • 1 envelope in which to put the cards with animals and the Venn diagram • Container (basket or box) to organize the materials – 1 per group of 4 children <p>4-5 years old</p> <ul style="list-style-type: none"> • A set of 15 small cards in Appendix F for each child as follows: <ul style="list-style-type: none"> • 5 cards, each with a different picture of an animal that lives on land (cat, lion, sheep, horse, tiger)
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- 5 cards, each with a different picture of an animal that lives in water (fish, octopus, whale, shark, dolphin)
- 5 cards, each with a different picture of an animal that lives on both land and water (frog, crocodile, snake, duck, turtle)
- Card sheet with Venn diagram in Appendix G – 1 per child
- 1 envelope
- A4 size paper – 1 piece of paper per child
- Packet of crayons – 1 packet for a group of 4 children
- Pencils – 1 per child
- Erasers – 1 per child
- Baskets or empty boxes to organize the materials – 1 basket for a group of 4 children

Song

- *Magarmach* song chart – written clearly and legibly

Magarmach

*Agar nagar keh mia magarmach,
Ham koh batao(n) bilkul sach,
Dhum heh thumhari ithni moti,
Ankay kiyu(n) heh ithni choti?
Muskuraryho(n) thum esay,
Koi baath hui hoh jesay,
Acha baba kuch nah bolo,
Danthovalla mu(n) nah kolo.
Thum koi gap shap nahi karogay
Joh kuch hoh aakar harak karogay*

3. Large Group Time – 10 minutes

- Ask children to sit in a large circle.
- Sit on the floor or a small chair in front of the group.
- Introduce the storybook:
 - Show the children the cover of the storybook while reading the title, *Kon Kuda*.
 - Tell the children that this story has been written by Amra Alam and illustrated by Mahreen Zuberi (Bookgroup Publisher). Explain briefly what is meant by author and illustrator.
 - While showing the cover of the storybook, ask the children, “What animals do you see on the cover page?” “Which of these animals live on land?” “Do any of them live in water?” “Do any of them live both on land and in water?” Tell the children that all the animals on the cover live on land. Ask the children, “Can you think of any animals which live in water only?” Then, ask the children, “Can you think of any animals which live both on land and in water?”
 - Tell the children that this book is about different animals. Some of the animals in the story live on land, some live in water, and some live both on land and in water.
- Read the book and note the features.
 - Focus on the illustrations. Encourage children to look at each picture and invite them to tell you which animals live on land, in water, both on land and in water.

- Concluding statement about the book
 - Tell the children, “We saw many animals in the story. Can you remember which animals we saw that live on land? How about in water? What about both on land and in water?”
- After reading the storybook, display the *Magarmach* song flipchart.
- Sing the *Magarmach* song together with the children.

4. Small Group Time – 30 minutes

Two activities are provided: 1) for children 3 to 4 years old; 2) for and children 4 to 5 years old

Children 3 to 4 years old

- Sit in a large circle with the children.
- Explain to the children that today they will sort animals according to those which live on land, water or both land and water.
- Remove the animal cards and Venn diagram from the envelope.
- Show the children the Venn diagram. Point out the two parts of the circle which overlap and the two parts which are separate. Explain to the children that all the animals which live on land will go in one side of the circle, all the animals that live in water will go in the other side of the circle, and all the animals that live both on land and in water will go in the middle where the circles overlap.
- Put the Venn diagram on the floor in front of you.
- Then, show the children the animal cards, one at a time. As you show the children each card, say the name of the animal, i.e. ‘This is a cat.’ Then, ask the child if the animal lives on land, on water or both land and water. Listen to a few of the children’s responses and then tell children where the animal lives, i.e. “A cat lives on land.” Then, place the animal card in the appropriate part of the Venn diagram. Repeat with each animal card, until each one has been placed in the appropriate parts of the Venn diagram.
- Once all the animals have been placed in the Venn diagram, ask the children, “Which animals live on land?” Together, with children, say the names of all the animals that live on land, pointing to each animal as you say its name. Repeat for water and both land and water.
- Explain to children that each child will get an envelope with animal cards and a Venn diagram and they will do the same activity as you have just done.
- Distribute one envelope to each child.
- Ask the children to take each animal card out one at a time and put it in the appropriate part of the Venn diagram.
- As children work, observe and support them where required and to extend their learning. For example, ask them to talk about other animals that might live on land only, in water only or both on land and in water.
- If children have completed the task, and there is still some time left, encourage and support them to extend their learning by sorting the animals according to other characteristics, for example, number of legs, farm/wild, etc.
- After 15 minutes, sing *Wapas Rakhday* and children tidy up and return all the materials to the teacher.

Children 4 to 5 years old

- Sit in a large circle with the children.
- Explain to the children that today they will sort animals according to those which live on land, water or both land and water.
- Remove the animal cards and Venn diagram from the envelope.
- Show the children the Venn diagram. Point out the two parts of the circle which overlap and the two parts which are separate. Explain to the children that all the animals which live on land will go in one side of the circle, all the animals that live in water will go in the other side of the circle, and all the animals that live both on land and in water will go in the middle where the circles overlap.
- Put the Venn diagram on the floor in front of you.
- Then, show the children the animal cards, one at a time. As you show the children each card, say the name of the animal, i.e. ‘This is a cat.’ Then, ask the child if the animal lives on land, on water or both land and water. Listen to a few of the children’s responses and then tell children where the animal lives, i.e. “A cat lives on land.” Then, place the animal card in the appropriate part of the Venn diagram. Repeat with each animal card, until each one has been placed in the appropriate parts of the Venn diagram.
- Once all the animals have been placed in the Venn diagram, ask the children, “Which animals live on land?” Together, with children, say the names of all the animals that live on land, pointing to each animal as you say its name. Repeat for water and both land and water.
- On a flipchart, draw a Venn diagram. Label each section of the Venn diagram, “land”, “water”, “both land and water”. Draw and label each animal in the appropriate part of the Venn diagram. Invite children to tell you in which part of the Venn diagram to draw and label the different animals.
- Explain to children that they will do the same activity. They will sit in small groups. Each child will get an envelope with animal cards and a Venn diagram. Each group will get basket of crayons and A4 size paper – one sheet per child.
- Divide the children into groups of 4.
- Distribute the materials to the children
- Ask the children to take each animal card out one at a time and put it in the appropriate part of the Venn diagram.
- As children work, observe and support them where required and to extend their learning. For example, ask them to talk about other animals that might live on land only, in water only or both on land and in water.
- Once they have completed sorting the cards in the Venn diagram, children should draw the Venn diagram, label the sections ‘land’, ‘water’, ‘both land and water’, and draw and label the animals in the appropriate sections of the Venn diagram.
- As the children draw, encourage their work. Remember it is the process and not the final product which matters.
- After 15 minutes, sing *Wapas Rakhdai* and children tidy up and return all the materials to the teacher.
- Collect the children’s drawings of the Venn diagram with animal pictures and labels, and display all of their drawings in the classroom. Ensure the child has written her or his name on the drawing.
- If children have completed the task, and there is still some time left, encourage and support them to extend their learning by sorting the animals according to other characteristics, for example, number of legs, farm/wild, etc.

- After 15 minutes, sing *Wapas Rakhday* and children tidy up and return all the materials to the teacher.

SUGGESTED PLAN FOR GROUP WORK TIME: HEALTH, HYGIENE AND SAFETY

Group Work Time: Topic	Healthy or unhealthy?
Key Learning Area	Health, Hygiene and Safety
ECCE Age 3 to 4 Years Old	Drawing a healthy food plate
ECCE Age 4 to 5 Years Old	Drawing my daily meals and snacks and circling the ones which are healthy

Expected Learning Outcomes – 3 to 4 Years Old <ul style="list-style-type: none"> For children to demonstrate an awareness of healthy lifestyle practice. 	Expected Learning Outcomes – 4 to 5 Years Old <ul style="list-style-type: none"> For children to identify the food that is nutritious for our health.
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Materials
<p>Large Group Time</p> <ul style="list-style-type: none"> Black permanent markers Flipchart Easel and board with clips Storybook <i>Omlette</i> by Amra Alam and Mahreen Zuberi (Bookgroup Publishers)
<p>Small Group Time</p> <p>3-4 years old</p> <ul style="list-style-type: none"> Paper plate – 1 per child Crayons <p>4-5 years old</p> <ul style="list-style-type: none"> A4 size paper or a blank side of recycled A4 size paper Crayons <p>Song</p> <ul style="list-style-type: none"> <i>Panch kheer keh pyalay</i> song chart – written clearly and legibly <p style="text-align: center;"> Panch Kheer Keh Pyalay <i>Panch kheer keh pyalay</i> <i>Thaak peh rakhay.</i> <i>Agar ek kheer kah pyala</i> <i>Galathi seh giray</i> <i>Toh phir, khat, pat, sh, nuh, nuh, nuh (2x)</i> </p> <p style="text-align: center;"> <i>Char kheer keh pyalay</i> <i>Thaak peh rakhay.</i> </p>

Agar ek kheer kah pyala
Galthi seh giray
Toh phir khat, pat, sh, nuh, nuh, nuh (2x)
Theen kheer keh pyalay
Thaak peh rakhay.
Agar ek kheer kah pyala
Galthi seh giray
Toh phir khat, pat, sh, nuh, nuh, nuh (2x)

Doh kheer keh pyalay
Thaak peh rakhay.
Agar ek kheer kah pyala
Galthi seh giray
Toh phir khat, pat, sh, nuh, nuh, nuh (2x)

Ek kheer keh pyalay
Thaak peh rakhay.
Agar ek kheer kah pyala
Galthi seh giray
Toh phir khat, pat, sh, nuh, nuh, nuh (2x)

1. Large Group Time – 10 minutes

- Ask children to sit in a large circle.
- Sit on the floor or a small chair in front of the group.
- Introduce the storybook:
 - Show the children the cover of the storybook while reading the title, Omlette, by Amra Alam and Mahreen Zuberi (Bookgroup Publishers). Explain briefly what is meant by author and illustrator.
 - While showing the cover of the storybook, ask the children, “What do you see?” “How many of you like omelette?” “Is omelette healthy or unhealthy for you?”. “How do you think an omelette is made? What are the ingredients that go into it?” Tell the children that this book is about a little boy who was very hungry and wanted to eat an omelette.
- Read the book and note the features.
 - Focus on the illustrations. Encourage children to look at each picture and invite them to tell you all the ingredients which go into making an omelette.
- Concluding statement about the book
 - Tell the children, “We read about how to make an omelette. Does anyone remember the ingredients that went into the omelette and in which order?”
- After reading the storybook, display the *Panch kheer keh pyalay* song flipchart.
- Sing the *Panch kheer keh pyalay* song together with the children.

2. Small Group Time – 30 minutes

Two activities are provided: 1) for children 3 to 4 years old; 2) for and children 4 to 5 years old

Children 3 to 4 years old

- Sit in a large circle together with the children.
- Explain to the children that today they will draw a healthy food plate.
- Each child will get a paper plate to make a healthy food plate. On the food plate they will draw five healthy fruits using crayons.
- Demonstrate to children.
- Divide the children into small groups. Give each group a packet of crayons and give each child a paper plate.
- As children work, observe and support them where required and to extend their learning. For example, ask them to talk about during which meals they might eat the different food which they have drawn on the paper plates.
- Collect the paper plates and display all of their work in the classroom. Ensure the child has written her or his name on the paper plate.
- If children have completed the task, and there is still some time left, encourage and support them to extend their learning by talking about the different characteristics of the fruit – taste, color, texture, smell, number of seeds, peel, etc. -, which fruits they enjoy eating.
- As the children draw, encourage their work. Remember it is the process and not the final product which matters.
- After 15 minutes, sing *Wapas Rakhday* and children tidy up and return all the materials to the teacher.

Children 4 to 5 years old

- Sit in a large circle together with the children.
- Explain to the children that today they will make a grid in which they will draw all the things which they eat daily for breakfast, for lunch, for dinner and for snacks. They will identify from the pictures they have drawn which ones are healthy and which ones are unhealthy by drawing a circle around each of the healthy foods.
- Show children on flipchart how to divide A4 size paper into four sections with a label for each section. See below:

Breakfast	Lunch
Dinner	Snacks

- On the flipchart, demonstrate to children by drawing something(s) which you may eaten this week for breakfast, lunch, dinner snacks. Make two of the food items you draw unhealthy. Ask the children to tell you which of the food you have drawn are healthy and which are unhealthy. Tell the children that you will draw a circle around all the foods which are healthy. Demonstrate to children identification of the healthy foods by drawing a circle around each healthy food item.

- Each child will each get a sheet A4 size paper and each group will get a packet of small crayons.
- Divide the children into small groups. Give each group a packet of crayons and give each child a sheet of A4 size paper.
- As children work, observe and support them where required and to extend their learning. For example, ask them to talk about other food items which they could also and eat for breakfast, lunch, and dinner and snack which are healthy.
- Collect their drawings display all of their work in the classroom. Ensure the child has written her or his name on the paper plat.
- As the children draw, encourage their work. Remember it is the process and not the final product which matters.
- After 15 minutes, sing *Wapas Rakhday* and children tidy up and return all the materials to the teacher.

SUGGESTED PLAN FOR GROUP WORK TIME: CREATIVE ARTS

Group Work Time: Topic	What does my home look like?
Key Learning Area	Creative Arts
ECCE Age 3 to 4 Years Old	Make animals and the animals' homes out of clay
ECCE Age 4 to 5 Years Old	Make animals and the animals' homes out of clay; make self and own home out clay

Expected Learning Outcomes – 3 to 4 Years Old <ul style="list-style-type: none"> For children to feel comfortable and enjoy working with clay and play doh. 	Expected Learning Outcomes – 4 to 5 Years Old <ul style="list-style-type: none"> For children to work with clay, play doh and paper mache.
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Materials
<p>Large Group Time</p> <ul style="list-style-type: none"> Black permanent markers Flipchart Easel and board with clips Storybook <i>Kis, Kis Kah Ghar</i> text idea from <i>Whose House</i> by Jeannette Row and illustrated by Tala Ahmed (Bookgroup Publisher)
<p>Small Group Time</p> <p>3-4 years old</p> <ul style="list-style-type: none"> Enough clay for each child in the class Plastic cover or old newspapers to cover the children's working space <p>4-5 years old</p> <ul style="list-style-type: none"> Enough clay for each child in the class Recycled A4 size paper, or newspaper, old calendar, old magazines, etc. cut into A4 size Plastic cover or old newspapers to cover the children's working space <p>Song</p> <ul style="list-style-type: none"> <i>Meh nanah, sah chooza hu(n)</i> song chart – written clearly and legibly <p style="text-align: center;">Meh Nanah Sah Chooza Hu(n) <i>Meh nanah sah chooza hun(n), anday meh seh nikla hu(n) (x2)</i> <i>Choo, choo, choo, choo, choo, choo, choo, choo</i> <i>Choo, choo, choo, choo, choo</i> <i>Murgi meri ami heh, meh ami kah chooza hu(n) (x2)</i> <i>Choo, choo, choo, choo, choo, choo, choo, choo</i></p>

Choo, choo, choo, choo, choo
Murga merey abu heh, meh abu kah chooza hu(n) (x2)
Choo, choo, choo, choo, choo, choo, choo, choo
Choo, choo, choo, choo, choo

3. Large Group Time – 10 minutes

- Ask children to sit in a large circle.
- Sit on the floor or a small chair in front of the group.
- Introduce the storybook:
 - Show the children the cover of the storybook while reading the title, *Kis, Kis, Kah Ghar*.
 - Tell the children that the idea of this story has come from a book called *Whose House* by Jeannette Row and the illustrator of the story is Tala Ahmed. Explain briefly what is meant by illustrator.
 - While showing the cover of the storybook, ask the children, “What animals do you see on the cover page?” “What type of home do these animals live in? Listen to the children’s responses and then point to each picture and tell the children, “The monkey lives on branch in a tree. The squirrel lives in a hole in a tree. The fish lives in water. The frog lives in water. The bird lives in a nest. The spider lives in a web. The rabbit lives in hole in the ground. The ant lives in an anthill.” Tell the children that this book is about different animals and the home in which they live.
- Read the book and note the features.
 - Focus on the illustrations. Encourage children to look at each picture and invite them to tell you the animal that lives in the home which they see.
- Concluding statement about the book
 - Tell the children, “We saw many animals in the story. Can you remember which animals we saw and the type of home in which each of these animals live?”
- After reading the storybook, display the *Meh nanah sah chooza hu(n)* song flipchart.
- Sing the *Meh nanah sah chooza hu(n)* song together with the children.

4. Small Group Time – 30 minutes

Two activities are provided: 1) for children 3 to 4 years old; 2) for and children 4 to 5 years old

Children 3 to 4 years old

- Cover the children’s working area such as the floor and tables with the plastic cover or old newspapers.
- Sit in a large circle together with the children.
- Explain to the children that today they will use clay to make animals and the homes in which the animals live. They can either make the animals and the homes which they read about in the story or any other animal which they like and its home.
- Demonstrate to the children by making one animal and its home, for example a bird and its nest.
- Give each child some clay to mould into animals and their homes.
- As children work, observe and support them where required and to extend their learning. For example, ask them to talk about the sounds which the animals make.

- As the children use the clay, encourage their work. Remember it is the process and not the final product which matters.
- After 15 minutes, sing *Wapas Rakhdai* and children tidy up and return all the materials to the teacher.

Children 4 to 5 years old

- Cover the children's working area such as the floor and tables with the plastic cover or old newspapers.
- Sit in a large circle together with the children.
- Explain to the children that today they will use clay to make animals and the homes in which the animals live. They can either make the animals and the homes which they read about in the story or any other animal which they like and its home. They will also make themselves out of clay and make their own home.
- Demonstrate to the children by taking a recycled A4 size paper and folding it in half. On one side, make yourself and your home. On the other side, make one animal and its home, for example a bird and its nest.
- Give each child a recycled A4 size paper some clay to mould into animals and their homes and into their own self and their own home.
- As children work, observe and support them where required and to extend their learning. For example, ask them to talk about the sounds which the animals make. Ask them to talk about the similarities and differences in each of their homes.
- As the children use the clay, encourage their work. Remember it is the process and not the final product which matters.
- After 15 minutes, sing *Wapas Rakhdai* and children tidy up and return all the materials to the teacher.

SUGGESTED PLAN FOR GROUP WORK TIME: EMOTIONAL, PERSONAL AND SOCIAL DEVELOPMENT

Group Work Time: Topic	What makes me special
Key Learning Area	Emotional, Personal and Social Development
ECCE Age 3 to 4 Years Old	Drawing what I like and what my friend likes
ECCE Age 4 to 5 Years Old	My 'kindness' book

<p>Expected Learning Outcomes – 3 to 4 Years Old</p> <ul style="list-style-type: none"> • For children to talk about themselves and what makes them special. • For children to identify characteristics that are similar/different to other classmates. 	<p>Expected Learning Outcomes – 4 to 5 Years Old</p> <ul style="list-style-type: none"> • For children to understand that others can have likes, dislikes, emotions, point of views different to theirs. • Respect the feelings and views of others.
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Materials
<p>Large Group Time</p> <ul style="list-style-type: none"> • Black permanent markers • Easel and board with clips
<p>Small Group Time</p> <p>3-4 years old</p> <ul style="list-style-type: none"> • A4 size paper or a blank side of recycled A4 size paper • Crayons <p>4-5 years old</p> <ul style="list-style-type: none"> • A4 size paper folded to make a zigzag book • Crayons <p>Song</p> <ul style="list-style-type: none"> • <i>Ham sab khush heh milkay thali bajai</i> song chart – written clearly and legibly <p style="text-align: center;">Ham Sab Khush Heh Milkay Thali Bajai <i>Ham sab khush heh milkay thali bajai. (2x)</i> <i>Khush ho(n) toh milkar thali bajai. (2x)</i></p> <p style="text-align: center;"><i>Thali</i> can be changed to other actions</p>

1. Large Group Time – 10 minutes

Two activities are provided: 1) for children 3 to 4 years old; 2) for and children 4 to 5 years old

Children 3 to 4 years old

- Ask children to sit in a large circle.
- Sit on the floor or a small chair in front of the group.
- Ask children to think and share with you their ideas and feelings about the following:
 - Ask children to think and talk about, “What are some of the things you like? What are some of the things you dislike?”
 - Invite a few responses from the children.
 - Ask children about their feelings for the things which they like, for example, “How do you feel when your father reads a book to you? How do you feel when you are playing with your ball? How do you feel when you eat an ice cream cone?”
 - Ask children to think and talk about, “What are some of the things their friend likes? What are some of the things their friend dislikes?”
 - Invite a few responses from the children.
 - Ask children about their feelings for the things which they like, for example, “How do you feel when your father reads a book to you? How do you feel when your mother holds you? How do you feel when you are playing with your ball? How do you feel when you eat an ice cream cone?”
- Sing the *Ham sab khush heh milkay thali bajai* song together with the children.

Children 4 to 5 years old

- Ask children to sit in a large circle.
- Sit on the floor or a small chair in front of the group.
- Ask children to think and share with you all the ways in which they show kindness to different family members, to their friends, to teachers, and to others in their community.
- Invite a few responses from the children.
- Ask children to think and share with you the feelings that other people might have when you are kind to them. For example, “How does your grandmother feel when you bring her a glass of water to drink?”
- Sing the *Ham sab khush heh milkay thali bajai* song together with the children.

2. Small Group Time – 30 minutes

Two activities are provided: 1) for children 3 to 4 years old; 2) for and children 4 to 5 years old

Children 3 to 4 years old

- Sit in a large circle together with the children.
- Explain to the children that today they will draw themselves and one of their friends. Around the pictures of themselves and their friends, they will draw with crayons all the things which they like.

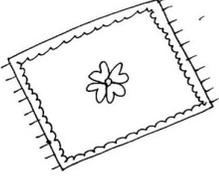
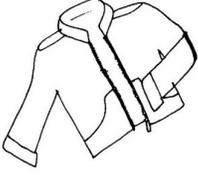
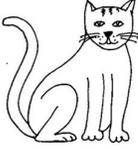
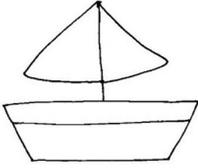
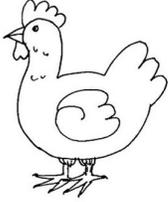
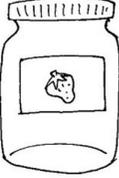
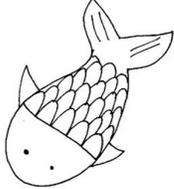
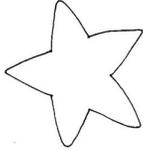
- Demonstrate to the children by folding a piece of paper in half and drawing a line down the centre with a crayon. On one side draw self and on the other side draw a friend. Around the picture of self, draw all the things which you like. Around the picture of your friend, draw all the things which your friend likes.
- Divide the children into small groups of 4. Give each child a piece of A4 size paper and each group a packet of crayons.
- As children work, observe and support them where required and to extend their learning. For example, ask them to talk about how they or their friend might feel about all the different things which they like.
- As the children draw, encourage their work. Remember it is the process and not the final product which matters.
- After 15 minutes, sing *Wapas Rakhday* and children tidy up and return all the materials to the teacher.

Children 4 to 5 years old

- Sit in a large circle together with the children.
- Explain to the children that today they will make a 'kindness' book in which they will draw all the things which they do or have done to be kind to others like their family members, their friends, their teacher and other community members. They will each get a blank zigzag book. They will design a cover page and draw pictures inside the book all the ways in which they have been kind to different people.
- Demonstrate to the children by making a cover page on your zigzag book. Draw a picture showing an act of kindness you have done for someone the first page after the cover page. Then draw an act of kindness you have done for someone else on the second page of the zigzag book. Explain to the children that they will do the same. On each page, they will draw a picture showing an act of kindness they have done for someone. Encourage children to draw pictures showing acts of kindness which they have done for different people, i.e. mother, father, grandmother, grandfather, brother, sister, friend, cousin, aunty, uncle, neighbour, etc.
- Divide the children into small groups of 4. Each child should get a zigzag booklet and each group should get a packet of crayons.
- As children work, observe and support them where required and to extend their learning. For example, ask them to talk about they might feel if someone acted with similar of kindness towards them.
- As the children draw, encourage their work. Remember it is the process and not the final product which matters.
- After 15 minutes, sing *Wapas Rakhday* and children tidy up and return all the materials to the teacher.

APPENDIX A

Language and Literacy Suggested Plan: Pictures Representing English Rhyming Words

APPENDIX B

Suggested Servings from 5 Different Food Groups for Young School-Going Children

Meat, Poultry, Fish, Dry Beans,
Eggs and Nuts
2-3 Servings

Bread, Cereal, Rice and Pasta
2-3 Servings

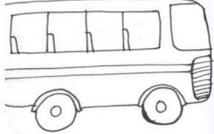
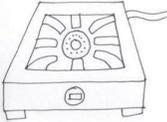
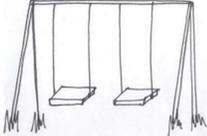
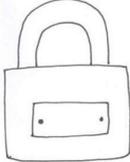
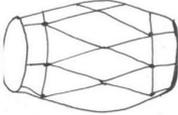
Milk, Yogurt and Cheese
2-3 Servings

Vegetables
2-4 Servings

Fruit
2-4 Servings

APPENDIX C

Language and Literacy Suggested Plan: Pictures Representing Urdu Rhyming Words

APPENDIX D**Language and Literacy Suggested Plan: English Rhyming Words**

ship	dip
duck	truck
tree	three
sun	run
can	fan

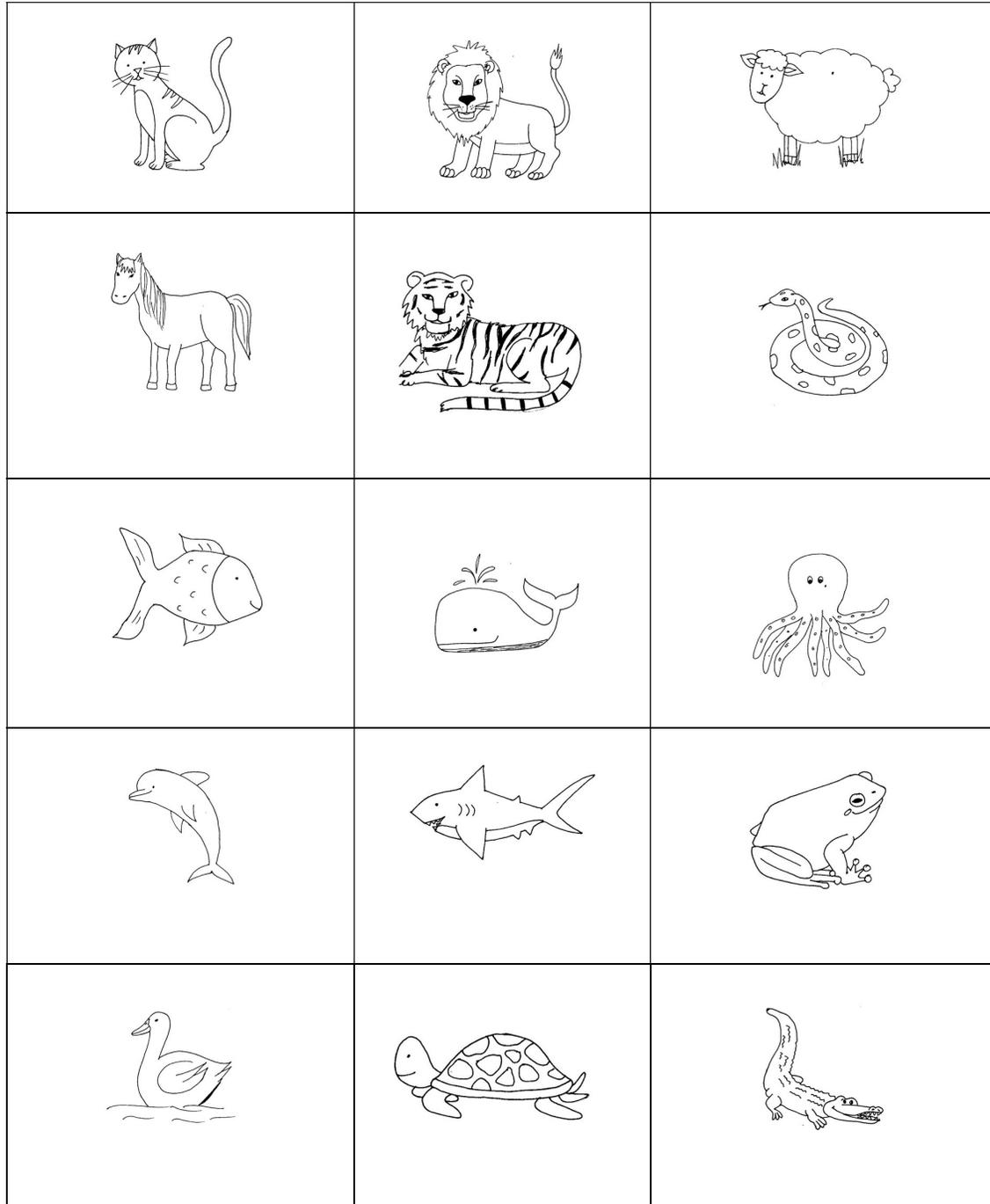
APPENDIX E

Language and Literacy Suggested Plan: Urdu Rhyming Words

<i>pila</i>	<i>nila</i>
laal	baal
ghadi	chadi
haathi	saathi
baja	raja

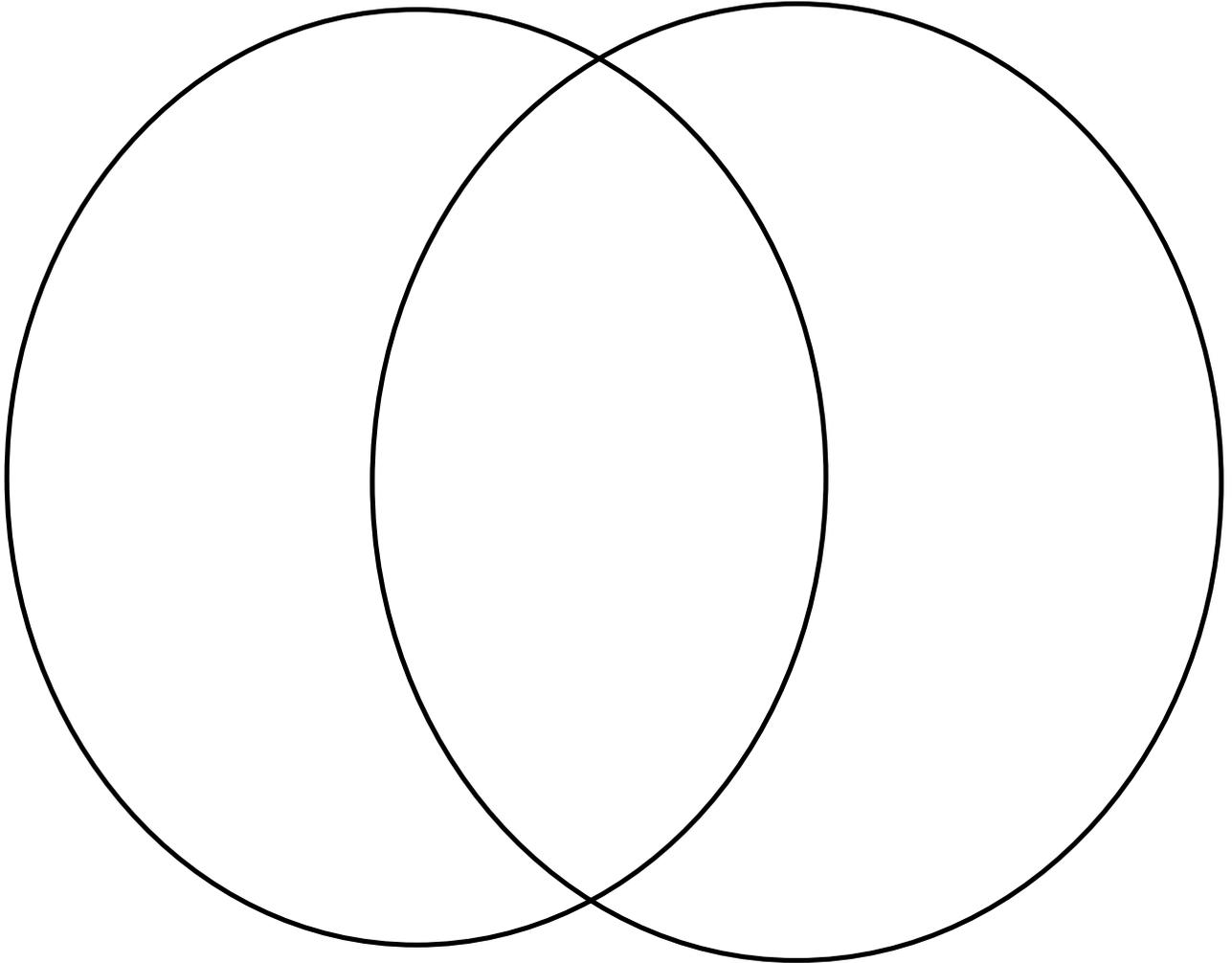
APPENDIX F

Key Learning Area The World Around Us Session Activity: Animal Cards



APPENDIX G

Key Learning Area The World Around Us Session Activity: Venn Diagram



ACKNOWLEDGEMENT

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ACRONYMS

AKU-IED	Aga Khan University Institute for Educational Development
ECCE	Early Childhood Care and Education
RSU	Reform Support Unit
SDG	Sustainable Development Goal
SELD	Sindh Education and Literacy Department
SESP	Sindh Education Sector Plan
SESP&R	Sindh Education Sector Plan and Roadmap
SMC	School Management Committee
UNCRC	United Nations Convention on the Rights of the Child
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization

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