

# Hop Skip and Jump – Revised

Pre-primary Series for age group 3 to 6 yrs.



Part of the **SPRINGER NATURE** group

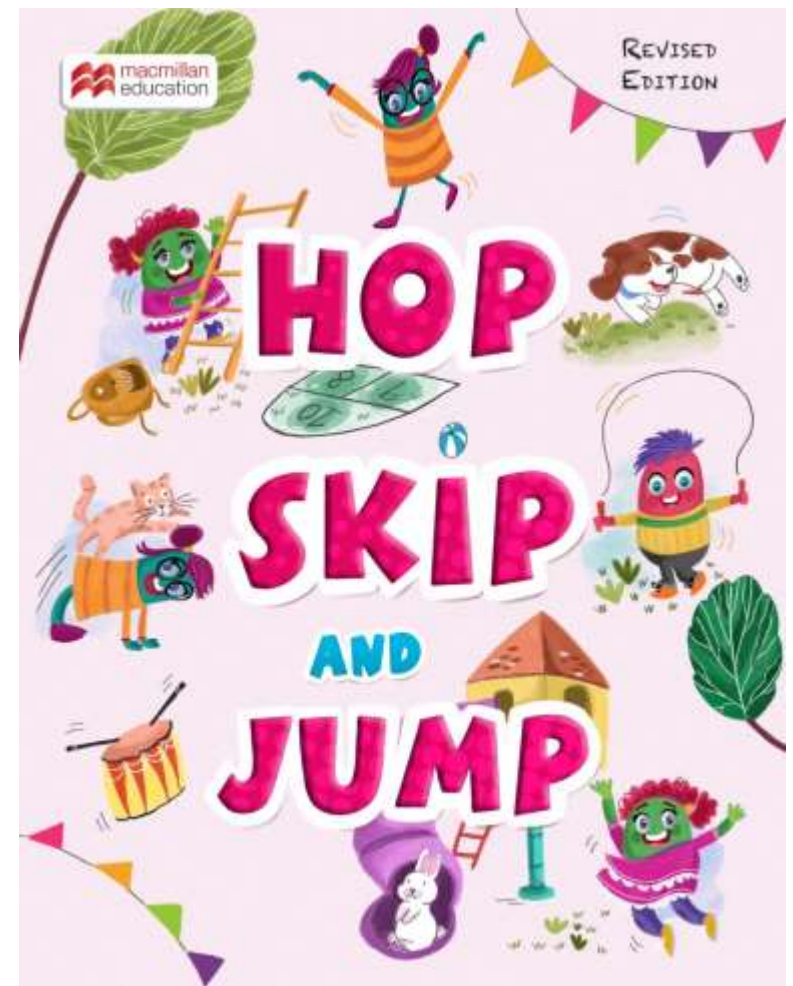


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India

# Hop Skip and Jump

## – Revised and Enhanced

- Hop Skip and Jump (Revised) is an easy-to-use comprehensive pre-primary programme designed for early childhood needs, abilities, and interests.
- Aligned to the ***National Early Childhood Care and Education (ECCE) Curriculum framework and the Pre-school curriculum by NCERT***
- The series comprises three kits for classes—Nursery, Junior KG, and Senior KG.



# INTRODUCING!

*Learn with us!*

***Numero***



***Nova***



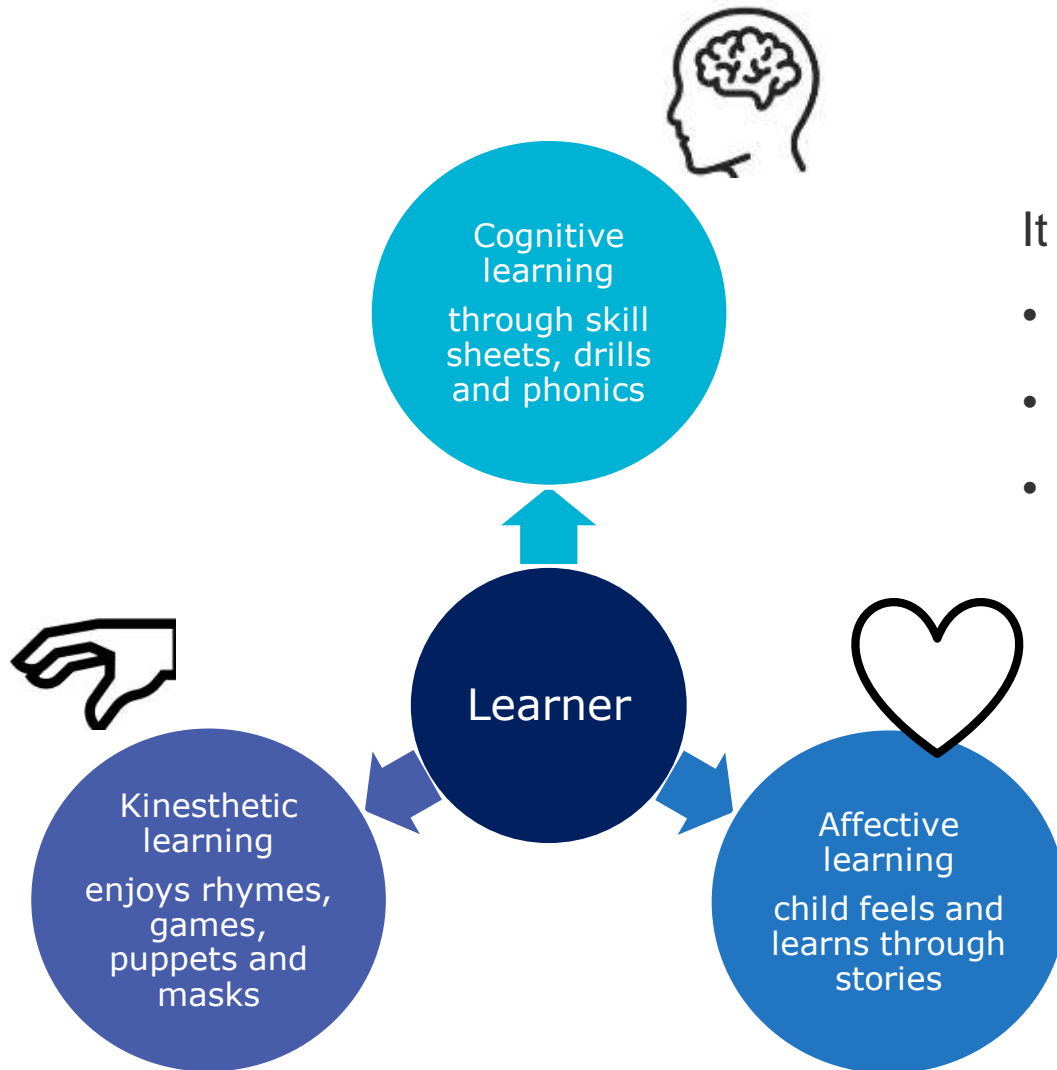
***Doodle***



# Course Components

Nursery Kit	Junior KG	Senior KG	Additional Resources –For all levels
<ol style="list-style-type: none"> <li>Literacy skill sheets</li> <li>Numeracy skill sheets with stickers</li> <li>General Awareness skill sheets with Stickers</li> <li>My Mini Alpha Book with Stickers</li> <li>My First Book of Stories</li> <li>My First Book of Rhymes and Songs</li> <li>My First Book of Art and Craft</li> <li>My first book of SEL, STEM and Creative Coding</li> </ol>	<ol style="list-style-type: none"> <li>Literacy skill sheets</li> <li>Numeracy skill sheets</li> <li>General Awareness skill sheets</li> <li>My First Book of phonics</li> <li>My Second Book of Stories</li> <li>My Second Book of Rhymes and Songs</li> <li>My First Book of Handwriting</li> <li>My Second Book of Art and Craft</li> <li>My second book of SEL, STEM and Creative Coding</li> </ol>	<ol style="list-style-type: none"> <li>Literacy skill sheets</li> <li>Numeracy skill sheets</li> <li>General Awareness skill sheets</li> <li>My Second Book of phonics</li> <li>My Third Book of Stories</li> <li>My Third Book of Rhymes and Songs</li> <li>My Second Book of Handwriting</li> <li>My Third Book of Art and Craft</li> <li>My third book of SEL, STEM and Creative Coding</li> </ol>	<ol style="list-style-type: none"> <li>Vocabulary Flashcards</li> <li>Brain Breaks</li> <li>Stickers</li> <li>Touch and Feel Mats</li> <li>I can ...I will cards</li> <li>Free e book Parents' Handbook</li> <li>Free Teachers' book</li> <li>Digital resources               <ul style="list-style-type: none"> <li>E-book</li> <li>Yearly Academic Calendar</li> <li>Flashcards—Alphabet, Numbers, Colours and Shapes</li> <li>Animations on important Concepts, Rhymes and Stories</li> <li>Audio Rhymes</li> <li>Video Rhymes</li> <li>Slide Shows on Phonics</li> <li>Letter Game</li> <li>Alphabet Stories</li> <li>Letter Formation Videos</li> <li>Stunning Animals App</li> <li>Because We Care: A manual for parents (grandparents)</li> </ul> </li> </ol>

## 3 H approach - Head, Heart and Hand



It covers all domains of learning

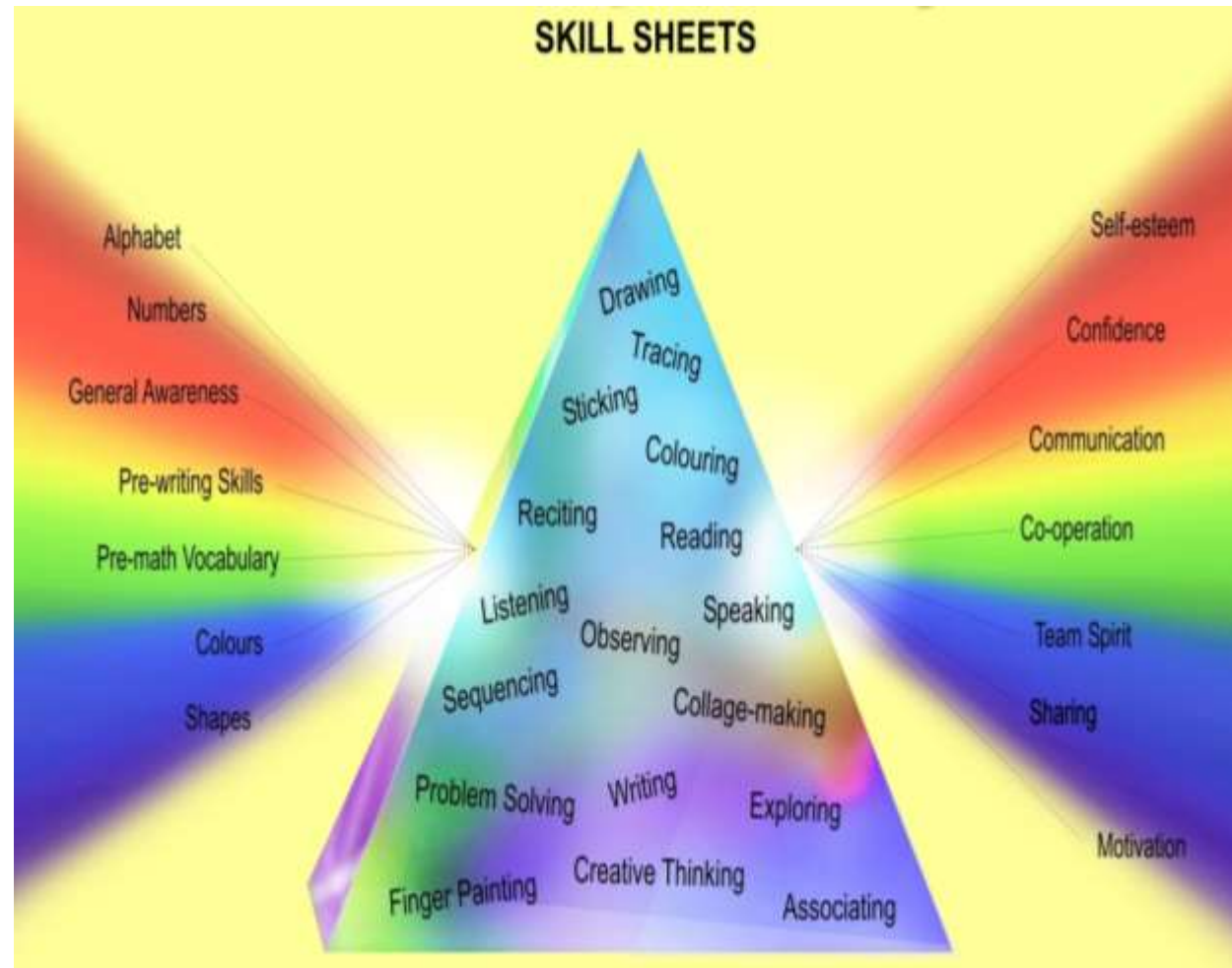
- cognitive (thinking),
- the affective (social/emotional/feeling),
- the psychomotor (physical/kinaesthetic)

# Focused on Experiential Learning

The series includes sensorial activities which involve touching, seeing, hearing, exploring and experimenting.

It includes activities to develop

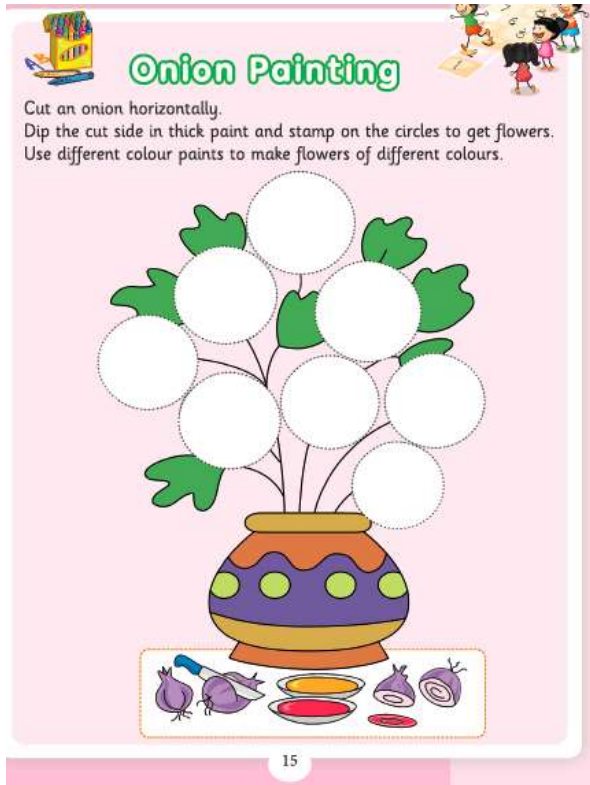
- Skill sheets - literacy and numeracy
- Games - gross and fine motor skills
- Art & craft - creativity
- Rhymes and Poems - auditory skills
- Pictures - visual perception
- STEM and Coding - scientific skills



**Activities are tagged to 21<sup>st</sup> century skills**

# MY BOOK OF ART and CRAFT – All 3 levels

A gateway to creativity

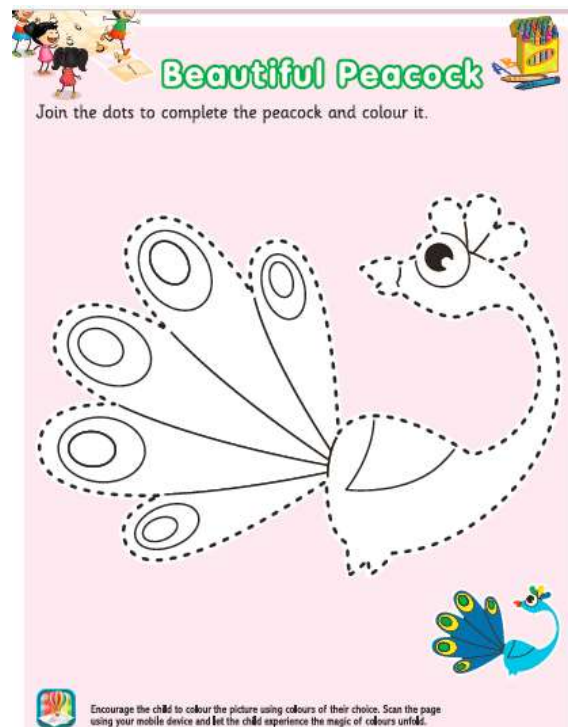


**Onion Painting**

Cut an onion horizontally.  
Dip the cut side in thick paint and stamp on the circles to get flowers.  
Use different colour paints to make flowers of different colours.

15

This page features a central illustration of a vase with several white circles on stems, intended for stamping. Below the vase are two onions and three paint palettes. The page is decorated with a small illustration of children playing in the top right corner and a paint palette icon in the top left.



**Beautiful Peacock**

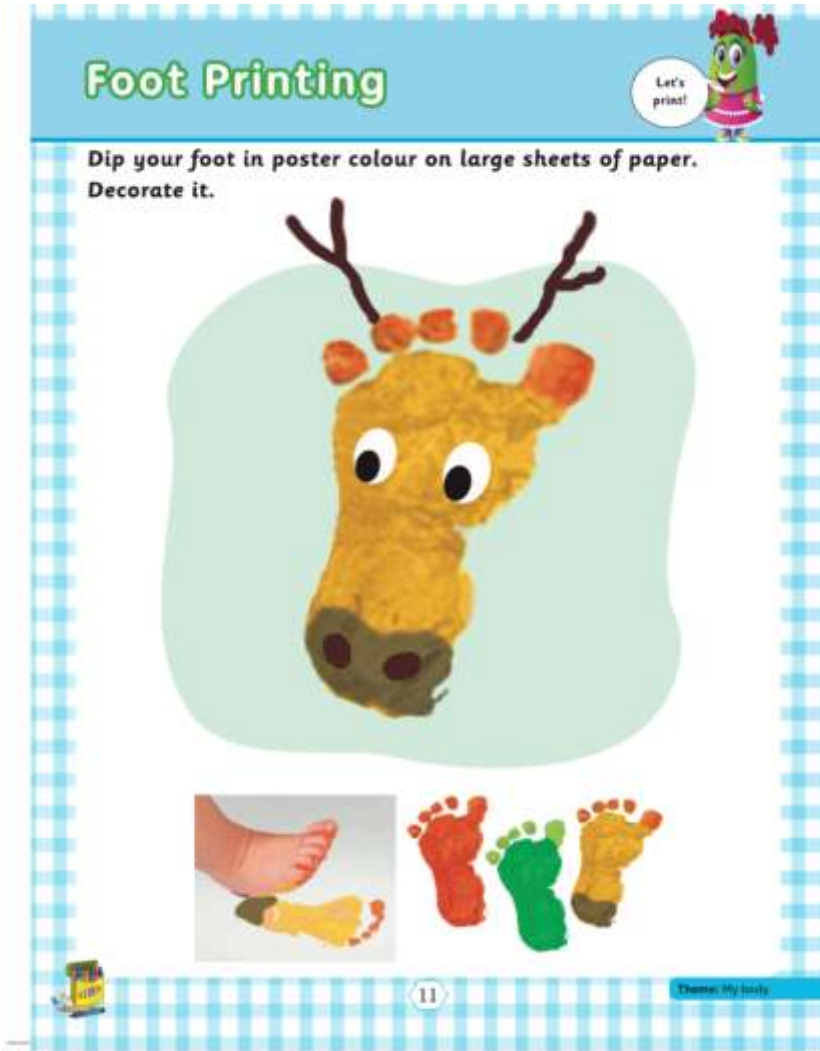
Join the dots to complete the peacock and colour it.

Encourage the child to colour the picture using colours of their choice. Scan the page using your mobile device and let the child experience the magic of colours unfold.

This page features a large dotted outline of a peacock for a dot-marker activity. A small, fully colored peacock is shown in the bottom right corner. The page includes a paint palette icon in the top right and a small illustration of children playing in the top left.



# Art Integrated Learning





# Skill Focus

Relevant Skills for each activity clearly highlighted so that the teacher is focused on them

## Square



A square has 4 equal sides!


Circle the objects that are square in shape.



**SKILL FOCUS:** • Observation • Identification • Visual discrimination • Matching • Association • Fine motor skills

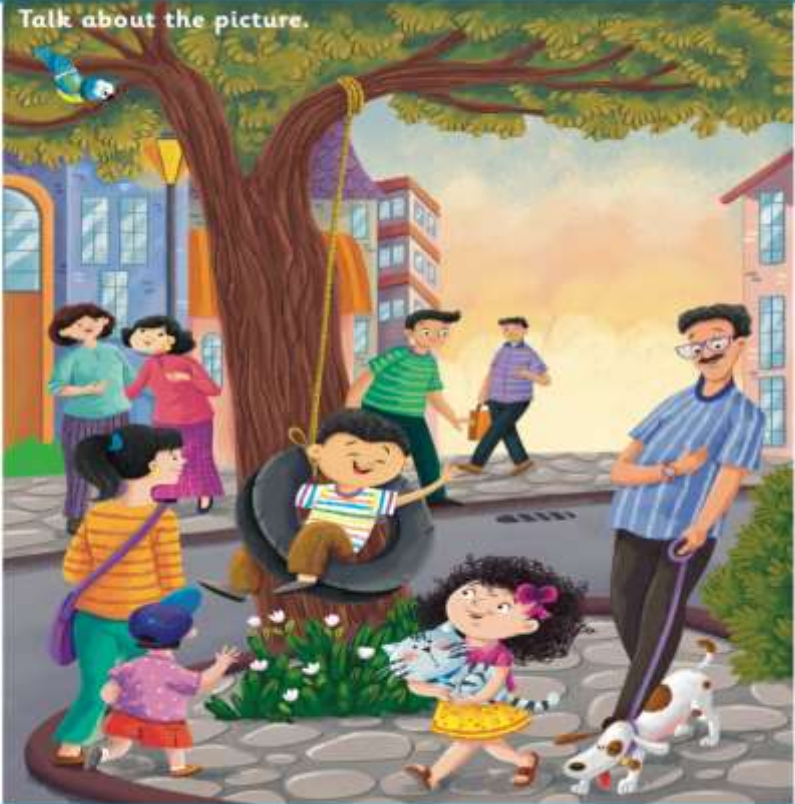
36

## Picture Talk



Hi! My name is Doodle!

Talk about the picture.



**TEACHER'S TIP:** Encourage children to look at the picture and talk about it.

**SKILL FOCUS:** • Listening • Speaking • Creative Skills

7

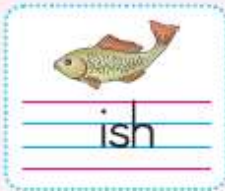
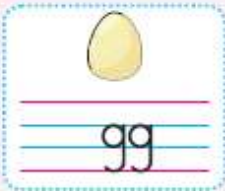
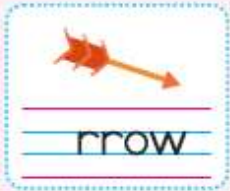
# Literacy Skill Sheets

## Focus on :

- Writing preparedness through Pattern Practice
- Identification of letters
- Association of letters with sounds
- Developing basic speaking skills
- Vocabulary building

## Complete

Look at the pictures. Complete the words.



SKILL FOCUS - Observation - Identification - Recognition of the initial sound of a letter



# Numeracy Skill Sheets


Focus on :

- Pattern Practice
- Pre Math skills (1-10)(0, 1-50)(1-100)
- Identification of numbers and number names


### More and Less

More and less!

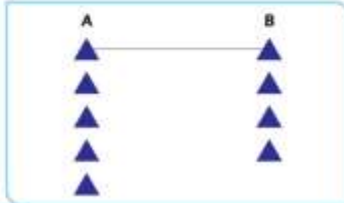
Circle the cake that has more candles.



Circle the group that has less apples.



Draw lines to find out which group has more items.




**SKILL FOCUS:** • Observation • Identification • Visual discrimination • Matching • Association • Fine motor skills

14


### Before—After

Before and after!


Circle the vegetable that is before the pumpkin.




Circle the thing that is after the ball.



Circle the fruit that is just before the apple.



Circle the thing that is just after the kettle.



**SKILL FOCUS:** • Observation • Identification • Visual discrimination • Matching • Association • Fine motor skills

24

### Once More

Let's revise!

Circle the same numeral. One is done for you.

1	2	7	①	3
2	3	1	2	8
3	5	1	3	6
4	5	4	8	3
5	5	6	7	3
6	5	3	6	2
7	5	2	7	1
8	8	6	10	3
9	7	9	8	3
10	6	7	1	10

**SKILL FOCUS:** • Observation • Identification • Visual discrimination • Matching • Association • Fine motor skills

55

# General Awareness Skill Sheets

Focus on:

Developing awareness about the 'Things around us'

**This is Me!**

Colour the birthday cake.

PASTE YOUR PHOTOGRAPH HERE

This is me!

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

SKILL FOCUS: • Observation • Identification • Visual discrimination • Association • Fine motor skills

**Being Healthy**

**Stay Clean and Healthy**

- 1 Brush teeth.
- 2 Wash hands after using the toilet.
- 3 Have a bath.
- 4 Wear clean clothes.
- 5 Have breakfast.
- 6 Have lunch.
- 7 Play in the evening.
- 8 Have a wash.
- 9 Have dinner.
- 10 Brush teeth.
- 11 Sleep 8-9 hours.

SKILL FOCUS: • Observation • Identification • Association • Good habits

# Skill Focus

## Spot the Differences



Spot the 3 differences.



SKILL FOCUS: - Observation - Association - Visual discrimination

Nursery-Skill focus – observation & visual discrimination

## Rhyming Words



Say the words aloud. Circle the rhyming words in each set. Then write the words.



_____	_____
_____	_____



_____	_____
_____	_____



_____	_____
_____	_____



_____	_____
_____	_____

SKILL FOCUS: • Observation • Identification • Listening • Rhyming words

S.KG -Skill focus – observation, identification, listening, rhyming words

# Tips for Teachers and Parents

## Tips for Teachers/Parents

Sl. No.	Theme	Special Tips	Page No.
1	Talk Time	• Let the child look at the picture and speak about it. Let him/her count the number of bins.	7
2	• Sorting • Odd One Out • Same or Different	• Sorting based on similarities and dissimilarities is an important pre-maths skill. Ask the child to group (sort) fruits, vegetables and other familiar things.	8, 9, 15-17, 20
3	• Big and Small • Long and Short • Heavy and Light	• Provide a few big-small objects and ask the child to sort them out by size. • Ask the child to name some big-small objects. • To explain the concept of long and short, you could take two strings of thread and ask the child to identify the long and short strings. • Talk about the different things that are long and short that are in the surroundings. • Compare two things to say one is larger or shorter than the other from end-to-end. • Ask the child to name some long-short things. • Show two objects, one that is heavier than the other. For example, a lunch box with food in it and one without food. • Ask the child to name some heavy-light things. • Use words of comparison such as big-small, long-short, heavy-light, as often as possible and help the child to identify the similarity.	10-12
4	• Full and Empty • More and Less • Near and Far • Above, Middle, Below	• The concept of full-empty, is a variation to the concept 'zero'. Introduce the concept of full or empty by filling a bottle with water or a jar with grains/ lentils. This is, that the container is filled to the brim. • Ask the child to visually estimate which set has more objects and which has less. • Demonstrate the concept of near-far using real-life examples. • Demonstrate the concept of above, middle, and below using real-life objects or toy rings.	13, 14, 18, 19
5	• Left and Right • Between • Before-After	• Understanding the concept of left to right is an important skill for developing reading and writing readiness. • Demonstrate the concept of between, before and after using real-life objects.	21-24
6	• Complete • Match	• Completion and matching activities help develop observation and association skills. • Draw pictures of several objects that are similar on old greeting/wedding cards. Shuffle them. Ask the child to find the matching cards.	25, 26, 44, 52, 60, 119, 120, 172, 178
7	• Square • Triangle • Circle • Rectangle • Star	• Encourage your child to identify objects that are square, triangular, circular and rectangular in shape. • Provide 4 drinking straws to the child. Using these straws, ask him/her to make different shapes and identify them. • Ask the child to draw different objects using only shapes. For example, circles to show clocks or squares/rectangles to draw a train. • Let the child observe the different shapes in their surroundings.	27-30, 31-34, 35-38, 39-42, 43, 45, 46

4

## Tips for Teachers/Parents

Sl. No.	Theme	Special Tips	Page No.
8	• Numbers 1-50 • Zero • Only Numbers • Number Rhymes	• Create four sets of number cards with numbers 0 to 9. Play the game, 'Number Bingo' with the child. Take turns to pick up a card and call out the number name. One who gets the numbers 0 to 10 first in an order is the winner. • Create two sets of number cards—one with numbers 0 to 30 and the other objects corresponding to the number. Ask the child to pick up a number card and its corresponding number of objects. For example, the card with number 2 and the card with 2 apples. • Make counting a habit. Encourage the child to count whatever he/she comes across, be it toys, books, spoons, plates, etc. • To teach numbers 11 to 20, make collections of ten stones or buttons and keep adding the 'ones' to the collection each time and ask the child to count. • One effective way to identify numbers 1 to 30 is by identifying them on a calendar. Call out a number and ask the child to point to it. • Play the game, 'I Spy'. Write numbers 1 to 50 on a large sheet of paper. Ask the child to close his/her eyes and point to the numbers until you say 'stop'. Let the child open his/her eyes, and say the number aloud. • Encourage the child to look for numbers in his/her surroundings—on cars, buses, clocks, calendars, classrooms, buildings. Try to find numbers on remote control, mobile phones and calculators. • Play the game, 'Guess the Number'. Set a number. Let the child locate that number on a number line. Now ask the child to say a number, while you locate it. • You could also use the number rhymes given at the end of the book.	47-63, 71-176, 176-182
9	Once more	• Helps in reinforcing the concepts learnt.	64-68, 173
10	Ordinal numbers 1-10	• Remember, 'ordinal numbers' are 'ordering numbers'—first, second...while 'cardinal numbers' are 'counting numbers', one, two...	69, 70

### RAINBOW TRACING

Tracing with crayons of different colours on the same letter/number/shape is called rainbow tracing.

This technique helps develop—

- fine motor skills
- hand-eye coordination
- pre-writing skills



5

Provided at the beginning of the book to aid teaching

# Brain Breaks

Simple Physical Exercises to keep children active

## Brain Breaks

SIMPLE PHYSICAL ACTIVITIES

### Domains

- Gross Motor Skills
- Cognitive Development

Brain breaks are some simple, physical activities in which children are given a short mental break, at regular intervals. They are **best performed in the open** for **5 to 10 minutes**.

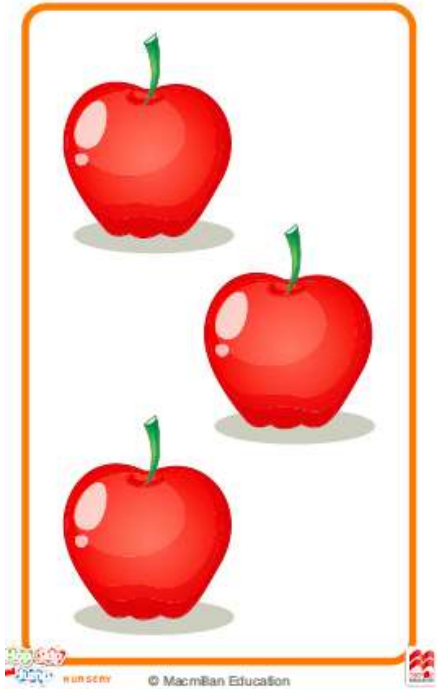
Research says that brain breaks significantly reduce stress and help children to calm down and focus better.

The teacher/parent may choose the best time to use brain breaks. They may introduce more such brain breaks depending on the needs of the child.



# Flashcards

Look & Learn





# Stickers and Stick Puppets

For skill development and Storytel''

## Stick Puppets

The Gingerbread Man



Use these stickers for Nursery My Mini Alpha Book




.. Ask the child to paste an ice-cream stick at the back of each puppet. Form pairs of act the story, 'The Gingerbread Man'.











**HOP SKIP AND JUMP**  
SENIOR KG

# Social Emotional Learning



## I Can... I Will...

	listen to others.		use magic words.
	not waste food.		not waste water.
	stand in a queue.		turn off lights and fans after use.
	not tear paper.		not spit on the road.

HOP SKIP - JUMP JUNIOR KG

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# STEM Activities

## Mix! Mix!

**I will find out**  
Do water and oil mix?

**Things I need**

- oil
- water
- dropper
- red food colour
- a transparent cup
- a transparent bowl

To be done under adult guidance and supervision.

1. Take water in a transparent cup. The water is colourless.  red.



2. Now, add a little red food colour. The water is colourless.  red.



3. Take some oil in a bowl. Use a dropper to put a few drops of coloured water in the oil.



4. What do you see? Do the coloured water drops mix with the oil?  
Yes   
No



### For Teachers

- The aim of this activity is to make children understand that water and oil do not mix.
- You may extend this activity by showing them that lemon juice/orange juice and water mix, whereas oil and water do not mix. In this way, the child will learn that not all liquids mix in water.
- It would be good to shoot videos or click photos of the entire activity and share them with the children's parents.
- Encourage children to clean up after the activity.
- Ask them to wash their hands with soap and water. You may demonstrate the correct technique of washing hands.
- It would be good to keep towels handy.

Please refer to the introductory note, 'For Teachers/Parents'.

I found this activity

19

### Bonus Activity

*For parents: You may extend the activity by showing the child that milk mixes with water, whereas oil does not. You may shoot videos or click photos and share them with your child's teacher.*

## Magnet Fun!

**I will find out**  
the kind of objects that are attracted by a magnet.

**Things I need**

- a magnet of any shape
- a toy car made of plastic
- a toy car made of iron

To be done under adult guidance and supervision.

1. Bring the magnet near the iron toy car.



Does the magnet pull the car towards itself?  
Yes  No

2. Now, bring the magnet near the plastic toy car.



Does the magnet pull the car towards itself?  
Yes  No

3. Does a magnet attract all things?



Yes  No

### For Teachers

- The aim of this activity is to make children understand that a magnet attracts things made of iron.
- It would be good to shoot videos or click photos of the entire activity and share them with the children's parents.

Please refer to the introductory note, 'For Teachers/Parents'.

I found this activity

21

Self-management

### Bonus Activity

*For parents: Encourage your child to find out which things are attracted by a magnet. You may shoot videos or click photos and share them with your child's teacher.*

# Creative Coding

## Down and Down

Directions **Creative Coding**

Circle the down arrows given below.

Skills: • directions • creativity • critical thinking • problem solving



Teacher's Tip: Demonstrate the directions until children are clear. You may draw their attention to the 'down' arrow on a lift/television remote.

26

## Ria and Her Friends

Algorithm **Creative Coding**

Ria wants to meet her friends. Can you code the way for her? Use the directional arrows (↑ ↓ ← → ↶ ↷) to draw the path. You can use the arrows more than once. Remember you cannot use the blocked path.

		BLOCKED
BLOCKED		BLOCKED
BLOCKED		

GO

Skills: • observation • association • creativity • critical thinking • problem-solving

31

# Certificate of Completion

## HOP SKIP AND JUMP<sup>®</sup> SENIOR KG

NAME: .....

AGE: .....

SCHOOL: .....

\_\_\_\_\_

Date

\_\_\_\_\_

Signature



# Revision



## Once More

Match each letter with its picture.

f

g

h

i

k

b

d

m

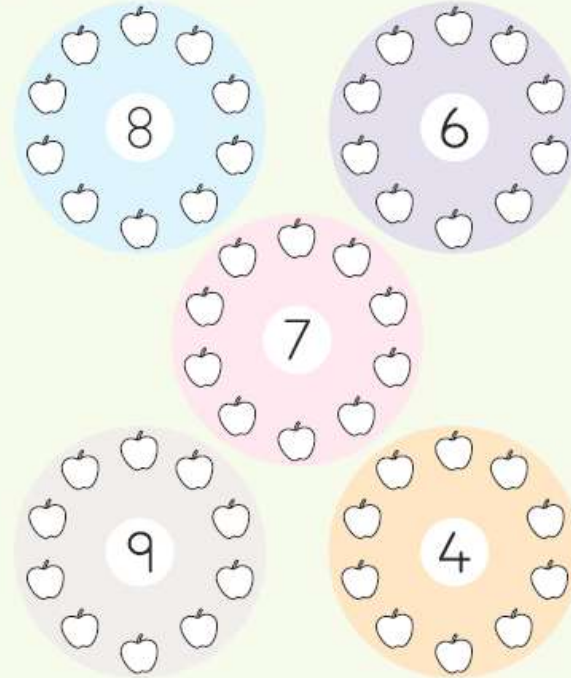


SKILL FOCUS: • Observation • Association • Matching • Fine motor skills



## Once More

Colour the apples to match the numeral given.



SKILL FOCUS: • Observation • Identification • Visual discrimination • Matching • Association • Fine motor skills

Once More- to reinforce the concept learnt

# Learning Outcome Checkpoint



## Learning Outcomes Checkpoint

to monitor students' progress in all major areas of learning

Page No.	SMIL	A	B	C	Remark
73	Recognises the letter T t • Demonstrates fine motor skills				
74	Rain bow tracing of the letter T t • Demonstrates fine motor skills				
75	Recognises the letters S s and T t • Identifies pictures beginning with the letter sound • Talks about the pictures				
76	Recognises letter shapes				
77	Recognises the letter U u • Demonstrates fine motor skills				
78	Rain bow tracing of the letter U u • Demonstrates fine motor skills				
79	Recognises the letter V v • Demonstrates fine motor skills				
80	Rain bow tracing of the letter V v • Demonstrates fine motor skills				
81	Recognises the letter W w • Demonstrates fine motor skills				
82	Rain bow tracing of the letter W w • Demonstrates fine motor skills				
83	Recognises the letters U u, V v and W w • Identifies pictures beginning with the letter sound • Talks about the pictures				
84	Recognises and matches letters with pictures				
85	Recognises the letter X x • Demonstrates fine motor skills				
86	Rain bow tracing of the letter X x • Demonstrates fine motor skills				
87	Recognises the letter Y y • Demonstrates fine motor skills				
88	Rain bow tracing of the letter Y y • Demonstrates fine motor skills				
89	Recognises the letter Z z • Demonstrates fine motor skills				
90	Rain bow tracing of the letter Z z • Demonstrates fine motor skills				
91	Recognises the letters X x, Y y and Z z • Identifies pictures beginning with the letter sound • Talks about the pictures				
92, 93	Recognises the names of animals				

A	B	C
Demonstrates skill	Progressing towards skill	Not applicable at this time of the school year

# Designed to develop pre writing skills, fine motor skills and hand – eye coordination

## **RAINBOW TRACING**

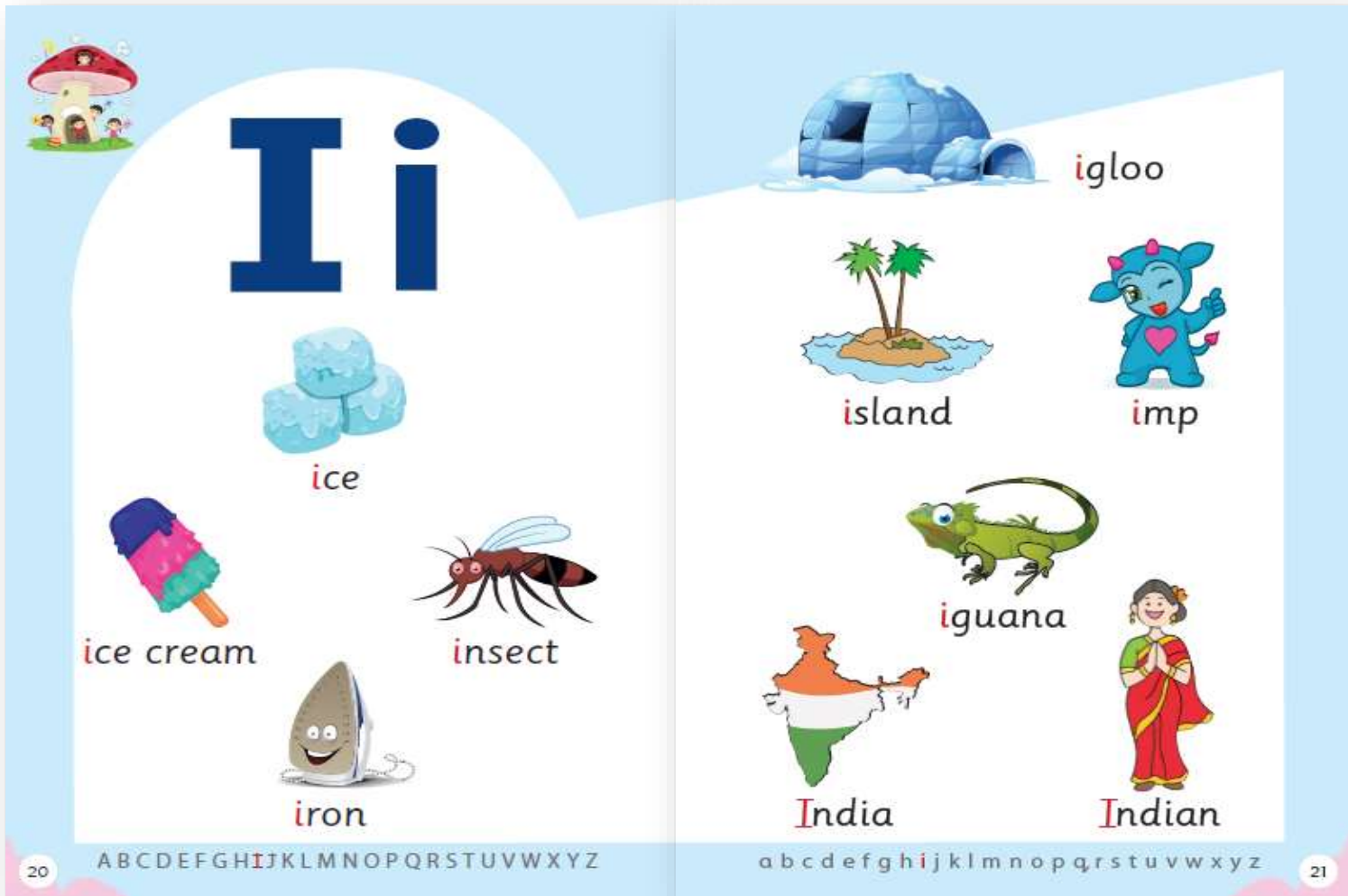
Tracing with crayons of different colours on the same letter/number/shape is called **rainbow tracing**.

This technique helps develop—  
fine motor skills  
hand-eye coordination  
pre-writing skills





# Mini Alpha Book - Nursery



# MY BOOK OF RHYME AND SONGS – All 3 levels

A springboard to develop literary skills

**A good mix of old and new rhymes to provide memorable musical experiences**

**Focus on :**

- **Development of listening and thinking skills**
- **Build memory capabilities**
- **Reading readiness foundation**
- **Increase self-confidence**



S.KG

# MY BOOK OF PHONICS (Jr Kg and Sr Kg)

## Learning to Read and Spell

**Phonics is the system of relationship between letters of written language and sounds used in the spoken language**

### Focus on :

- **Development of reading and speaking skills**
- **Development of skills to decode words as they read**
- **Progression of teaching from easy to difficult**
- **Words are chosen from students' spoken vocabulary**

**3. The 'a' Sound**

Look at each picture and read the word below it.

am	jam	ram	yam
an	can	man	pan
ap	cap	nap	tap

Teaching Tip: Encourage children to read the words using pictures or clues. All the words have the 'word family' highlighted. The words also have the short sound of the letter 'a'.

**5. Match**

Match the word with the picture.

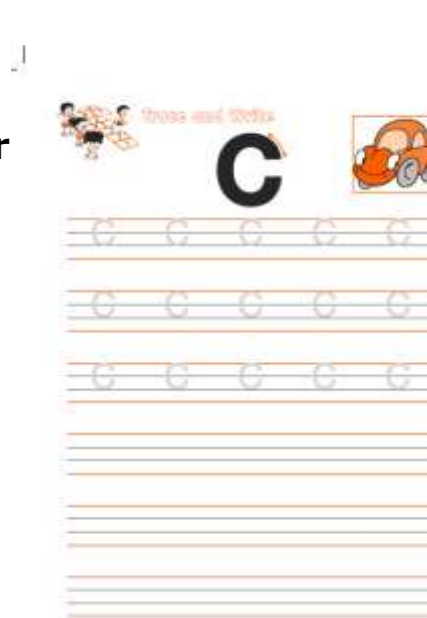
	can	
	fan	
	cap	
	jam	
	tap	

# MY BOOK OF HANDWRITING (Jr Kg and Sr Kg)

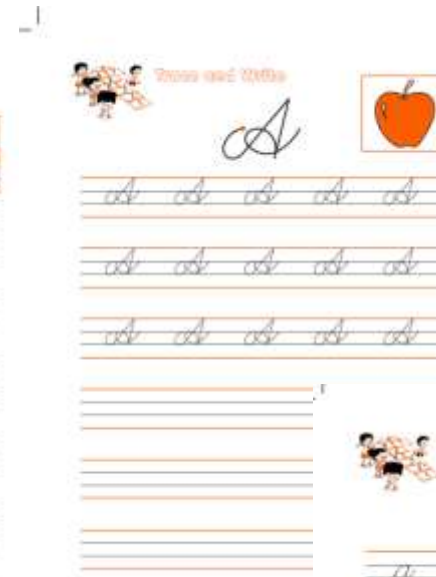
## Learning to Write

### Focus on :

- Development of written letter recognition capability
- Practice of both capital and small letters
- Tips for teachers and parents
- alphabet charts for easy reference
- Cursive introduced at S.KG



J.KG



S.KG



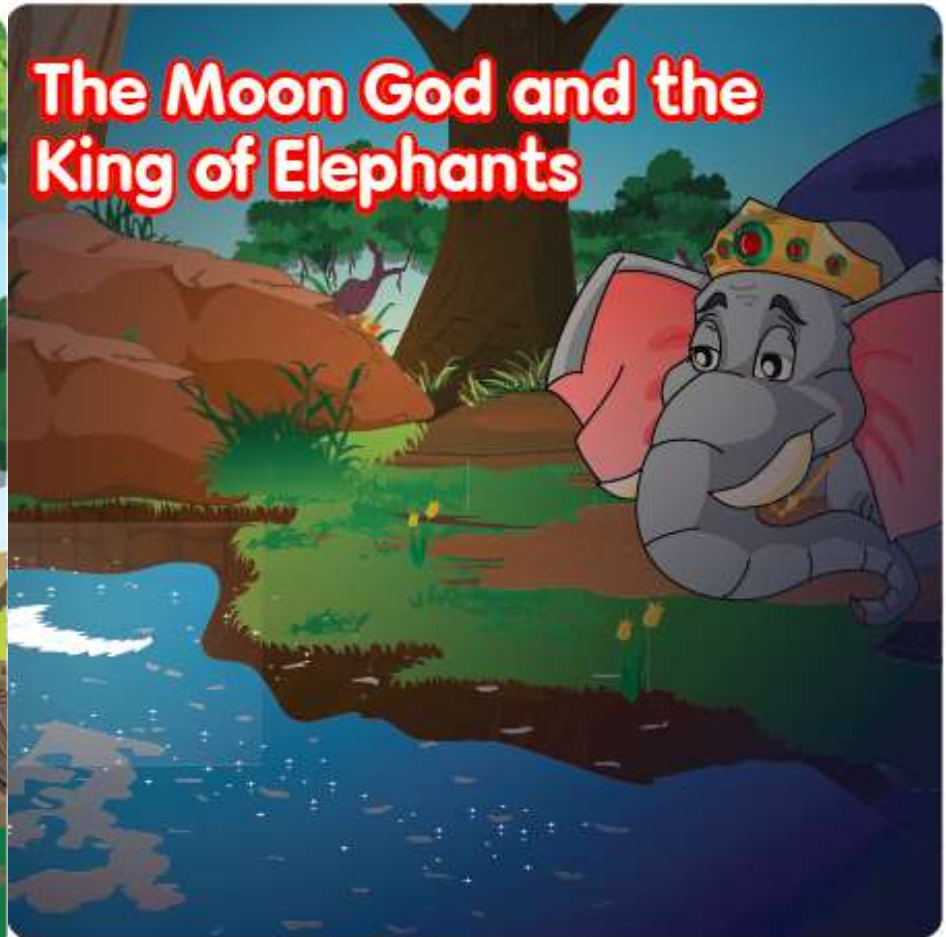
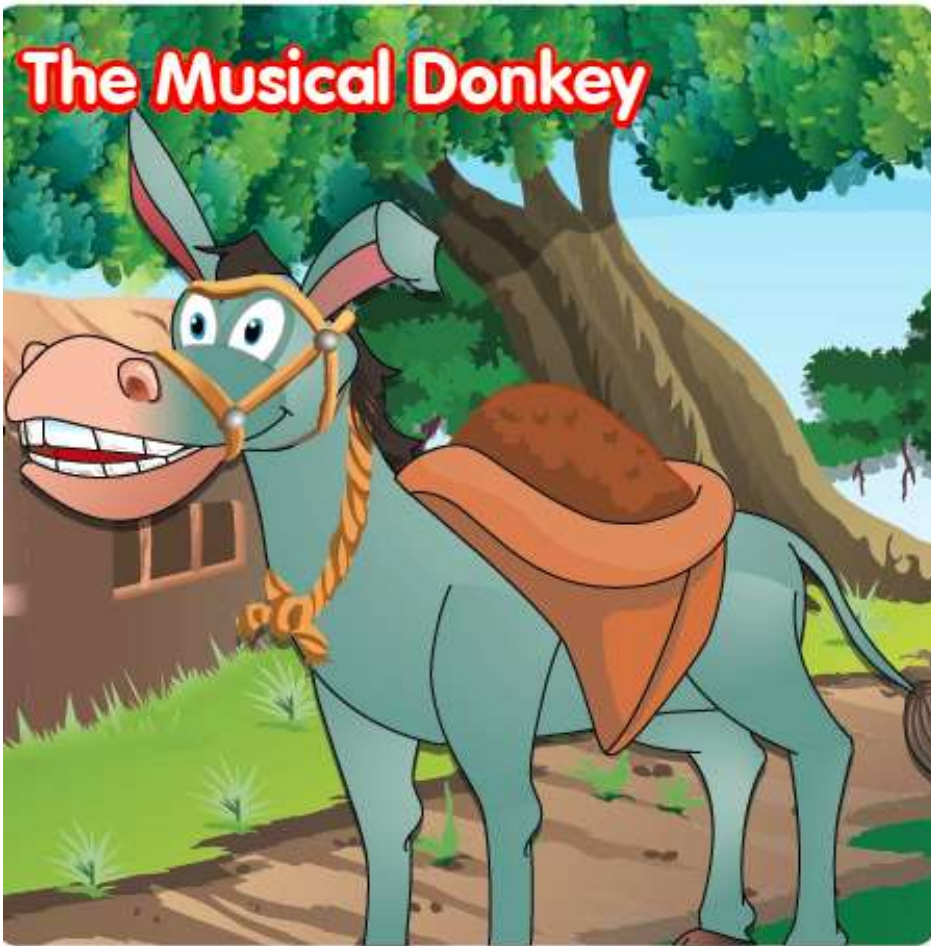
# MY BOOK OF HANDWRITING (Jr Kg and Sr Kg)

## Rubrics

PARAMETERS	A	B	C
Letter formation	<input type="checkbox"/> Each letter is formed correctly.	<input type="checkbox"/> Most of the letters are formed correctly	<input type="checkbox"/> Only a few letters are formed correctly
Relationship to grids	<input type="checkbox"/> All letters are located within the grid <input type="checkbox"/> All the tall letters (ascenders) touch the headline <input type="checkbox"/> All the fall letters (descenders) touch the bottomline.	<input type="checkbox"/> Most letters are located within the grid <input type="checkbox"/> Most tall letters (ascenders) touch the headline <input type="checkbox"/> Most fall letters (descenders) touch the bottomline.	<input type="checkbox"/> Very few letters are located within the grid <input type="checkbox"/> Most tall letters (ascenders) do not touch the headline <input type="checkbox"/> Most fall letters (descenders) do not touch the bottomline
Neatness and legibility	<input type="checkbox"/> No smudges on the paper	<input type="checkbox"/> Very few smudges on the paper	<input type="checkbox"/> Lot of smudges on the paper

A	DEMONSTRATES SKILL	B	PROGRESSING TOWARDS SKILL	C	NOT APPLICABLE
---	--------------------	---	---------------------------	---	----------------

My Book of Stories-All 3 levels



# Touch and Feel Fun Mats



Paste on the...

- Elephant—a piece of jute
- Rabbit—a piece of silk
- Tortoise—crumpled butter paper
- Duckling—some cotton wool

## TOUCH AND FEEL FUN MAT FOR SENSORY PLAY

Children learn through their senses. Observing, experimenting, thinking, practising small motor and cognitive skills, learning cause and effect, honing their imagination, are all done during sensory play.

**Touch and Feel Fun Mat** is an effective aid for communication. It provides opportunities for developing language and social skills. Use simple sentences such as, 'Touch the paper' or 'Is it soft?', to start a conversation. Let the child point to what he/she is touching and describe in his/her words how it feels. He/She might even use words that describe similar objects. For example, he/she might say 'cat' or 'teddy', when he/she feels a piece of silk or cotton wool.

Here are some more activities for sensory play.

### Sightbox

Place six to seven small objects such as a crayons, erasers, play dough, a pencil, a stone, a book, and so on in a box. Let the child select four or five items from the box. Place the items on the table. Have the child close his/her eyes, and then remove one of the items. Now ask the child to open his/her eyes and name the missing item. Continue the game, changing the items.

### Smelling pouches

Collect small paper pouches. Take things with distinct smells in each pouch, for example, one pouch can have some cloves, another can have a fruit such as a banana, or a lemon. Ask each child to name the object by smelling it.

### Tastebuds

Ask the child to taste a spoon of sugar, a pinch of salt, a piece of tamarind, and a piece of bitter gourd. Ask him/her if they all taste the same.

### Soundshakers

Take three to four transparent plastic bottles. Fill different objects such as marbles, grains of rice, sand, and stones in each of them. Ask the child to close his/her eyes while you shake the bottle. Can he/she differentiate the sounds?

### Touch box

Cut small holes in a big shoebox. Put in the box, objects such as cotton wool, sand paper, big buttons, broken crayons, pencils, plastic bottle lids, stuffed toys, pieces of cloth such as silk, nylon, jute, cotton, that vary in their texture and size. Ask the child to put his/her hand inside the box and feel the objects. For example, if he/she feels a stuffed teddy or a piece of cotton wool, the child can say 'soft' to indicate the name of the sensation.

### Textures

Help the child touch interesting fabrics found in the home/school, such as lace curtains, soft towels, fuzzy blankets, rough carpets, and silky clothes.

### TIME

**I Use My Eyes to See** (Tune: The Farmer in the Dell)

I use my eyes to see, I use my eyes to see,  
And when I want to see my teacher, I use my eyes to see.

I use my nose to smell, I use my nose to smell,  
And when I want to smell a rose, I use my nose to smell.

I use my tongue to taste, I use my tongue to taste,  
And when I want to taste a lollipop, I use my tongue to taste.

I use my ears to hear, I use my ears to hear,  
And when I want to hear an aeroplane, I use my ears to hear.

I use my hands to feel, I use my hands to feel,  
And when I want to feel a soft teddy, I use my hands to feel.



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