

Kingdom of Cambodia
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Ministry of Education, Youth and Sport
Department of Early Childhood Education

COMMUNITY PRE-SCHOOL

(Curriculum)

The translation

Year 2006

Preface

This manual is designed for community pre-school teacher to be used as a reference for teaching children in communities where pre-schools are not available. Young children in those communities also have the same rights to education as other children in other communities. Moreover, without community pre-school programs conducted, young children who never experience pre-schooling will definitely face challenges when they start grade one of primary education.

This manual presents teaching strategies appropriate to the age of children for learning through various game activities. As far as content is concerned, it focuses on the development of four major domains of children (physical, cognitive, social, and emotional) through the game activities. Children would be happier to be engaged in games with their friends than they play alone at home. Through these activities, children experience, play happily, make friends, and get additional advice from their teachers.

We believe that mistakes and/or errors in its contents are inevitably avoided. We are looking forward to welcoming constructive comments you as the teachers and readers and readers.

Manual Development Commission

Introduction

Currently, over 80% of children aged under 6 fail to attend pre-schools because of the following factors:

- No schools and pre-school classrooms in their communities;
- Difficult livelihoods;
- Domestic violence;
- Distant pre-schools and difficult access to them;
- Ill health of children due to lack of food and care;
- Involving children in income generation to support families and help in house chores (such as looking after their houses and taking care of their siblings)

The needs of children are not those of the above mentioned items. Children need food, care, and direct involvement in social activities such as enjoyable playing and studying for physical and cognitive development.

The followings are the domains to be taken into account for the development of children:

1). Physical development

- Gross motor development: to ensure that the children are capable of making movement and other parts of their body are consistently developed; and
- Fine motor development: to ensure that children are capable of making movement and small motor parts of their body (arm muscles such as movement of fingers) are well coordinated.

The objectives of this program, therefore, are to ensure a success of the early learning identifications in order to overcome grade repetition and drop outs of children in grade one or grade two in primary schools.

2). Cognitive development: to ensure that children are capable of thinking, considering, and analyzing problems and learning.

3). Language: to ensure that children are capable of consolidating ideas, conducting gestural performance, conversation or producing short simple words and sentences.

Sensibility: to ensure that children are capable of applying all five senses in undertaking activities.

- 4). Social development: to ensure that children are capable of living in harmony with other people in good communities and have self- and group responsibilities; and.
- 5). Emotional development: it enables children to express their happiness, anger, scare, worries etc.

As it is required for needs of child development in such a vision, the Ministry of Education, Youth, and Sport develops this one-year community pre-school program to be used as a guide to teach children who do not attend public pre-schools in order for children to be equipped with learning foundation when they start grade one.

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Community pre-school

What is community pre-school?

- It is a place in community which is established and supported by Commune/Sangkat council in order for children aged 3 to 5 or 6 to have access to educational services.
- A community pre-school class is a place in which all child wants, specially, those who live in remote areas and have limited chance to access educational and care services;
- This program is developed, supported and monitored by Commune/Sangkat councils and the program implementation is assisted by certain ministries.
- It is managed by a community pre-school teacher who is recruited in the community to help children in learning and trained on teaching methodology by the Ministry of Education, Youth and Sport. The honorarium of the teacher is offered by the commune/Sangkat council.

Where is community pre-school?

- Community pre-school is located in a place in a community in which most children aged 3 to 5 live in and is easily accessible (it is one kilometer at most, including primary schools where no pre-schools exists).
- Community pre-school must be in communities where no or limited educational and care services for young children, specially, State pre-school exist.
- Community pre-school must be in the most appropriate place such as Sala Chortean (Buddhist temporary meeting cottage), pagoda, village or commune meeting hall, commune learning centre, non-formal education centre, teacher or citizen's house, and small building which is built by a commune/sangkat council and community.

What are the considerations agreed by community pre-school teachers, parents, commune/sangkat council, provincial department of women's affairs and provincial department of education, youth, and sports?

- Commune/Sangkat council is the owner of the community pre-school project, manager and facilitator of all activities of project implementation, and recruiter of teachers and provides the teachers with honorariums and some necessary materials.
- Commune/Sangkat council must develop pre-schools, provide teachers with honorariums and monitor project implementation and pay attention in providing security to all community pre-schools.
- The Ministry of Education, Youth, and sport provides training and monitors education techniques by the community pre-school teachers.
- The Ministry of Women's Affairs participates and supports commune/sangkat council on procedure and contract management.
- Teachers are required to teach at least two hours per day, 5 days per week from October to July.
- Teachers are required to teach daily and regularly with creative study activity. Teachers are also required to teach or explain to parents.
- Parents are required to participate and learn regularly on early childhood care and development at least once per month.
- Parents are required to participate and support community pre-schools.
- Children are required to participate and learn regularly.

Community Pre-school Tasks

Step	Activity	Commune/Sangkat task	Commune/Sangkat (Project owner)	Office of Education, Youth, and Sports task
1	Teacher selection	Commune/Sangkat		
2	Teacher contract	Commune/Sangkat		
3	Implemented group development	Commune/ Sangkat council		
4	Contribute collection	Commune/ Sangkat council Village chief		
5	Place evaluation	Commune/ Sangkat council		
6	Technical monitoring	Educational officer		
7	Teacher training	Educational officer		

What are the characteristics of a community pre-school?

Community pre-school class:

- Community pre-school class and environment around the class must have sanitation, fresh air, and enough light.
- The yard around community pre-school must have appropriate size, beautiful view, shadow, security, and fence and yard for children.
- Community pre-school must have appropriate yard and place for children to play both in and out of the class.
- Community pre-school must have enough place, roof and hard wall that can contain children from 20-25.
- Community pre-school must have fresh water source near it (distance 100M) and water closet.
- Community pre-school must have security and have no possible danger such as the school is near the pond, bad atmosphere, and bored noise from traffic or animal.

Make different places for playing game or activities in class as following:

- Place for construction activity: provide constructed materials in geometric shape which is made from clay, wood, paper, constructed instrument, paper debris, and provide materials for study activity.
- Place for reading book: the story books, slogan should put on the bookshelf or put in the box and it should have mate for children to seat while they are reading.
- Place for scientific activity: this place can be outside the class which have pile of something, or basin, sand, soil, or container for children to play and learn.

What are the advantages do children in community pre-school get?

- They can play with other children happily
- They have good health
- They can communicate with adult trustfully
- They have carefulness (responding in communication, order, and request)
- They can practice general activity depending on the development of children in certain age groups (physical, language, intellectual, spiritual, social, feeling, beauty, individual development), the development of health and body, culture and morality, feeling and social, understanding and thinking, and language and development of literacy.

What should parents of community pre-school children do?

- Discuss with community pre-school teacher at least one time per month, in order to get information, comment or idea about their children.
- Participate and support community pre-school.
- Provide supporting of health, nutrition and sanitation to children.
- Provide materials to children to play at home and centre.
- Tell the story or read the story to children.
- Encourage all family members, especially, parents to participate in playing with children, telling story, going for a walk and other activity that can adjust relation with children.
- Ask children regularly to observe other thing relate to community pre-school (something that they did, leaned, liked and disliked etc.)

Who is community pre-school teacher?

- They are a volunteered teacher who is selected at commune/sangkat level.
- They are a teacher who gets skill and has all necessary basis knowledge through the initial training which has 10 days period and the additional training which has 6 days period.
- In general, they are a young woman who lives in the village. They can be a mother who teaches their children themselves.
- They are a person who has general knowledge at least finish in primary school or has higher knowledge than other candidate.
- They are a volunteered teacher who gets the training from provincial teacher trainer.
- They are a volunteered teacher who signs contract with commune/sangkat council in providing service to children and get fund from commune/sangkat council.

What should community pre-school teachers do?

- Organize weekly study program or action plan for children from 3 to 5 years old.
- Exhibit children's works to make evaluation from children and parents.
- Meet parents and family member at least once per month to give idea, comment or additional information and good experiences about some further educational activity to children at home.
- Practice activity intentionally accord to the age of children, in order to make children develop all domains equally.
- Keep and make health development document of each children such as seven diseases immunization, high measuring, weight examining, in order to examine and observe children's health and other diseases: cough, cold, anorexia, ague etc.
- Make habit for children in knowing how to keep something and how to do general hygiene in pre-school. Teach children orderly to know and learn how to "clean" the book, material for playing and eat food in appropriate place or know how to prepare food for eating.
- Keep other list, specially, name list book which include age, sex, address, and children's attendance.

Where should resource centre be created?

- Resource centre should be located in the middle of all community pre-schools and easy to be accessed by the teachers. It can locate in state pre-school or primary school and in any locations which are organized by staff of Provincial/Municipal Office of Education, Youth, and Sport (Non-formal education department).

Who is community pre-school monitor?

- Staff of Education, Youth and Sport monitors education techniques to improve the quality of teaching and learning. Provide idea to develop volunteered teacher. Officials also monitor the quantities for evaluation, measuring of growing compared to the target and objective of education.
- Commune/Sangkat council relates to commune and community pre-school service team monitoring for the quantity to insure that teachers are teaching every day, students are coming on time, and to show problems that relevant to expeditious community per-school processing.
- Commune/Sangkat council can assign person in charge of woman affairs and commune children to be representative into community per-school processing.
- Officials assign actual staffs to monitor techniques and inform this information to commune first to register names of staffs with a service contract and to let teacher knows first who their monitor is.
- Officials, who are a monitor the techniques, will provide monthly education techniques monitoring reports to person in charge of woman affair and commune children after monitored.

Who are trainer and refresher team? What will this team respond for?

- Training and refresher team has one team for one province or city. Each team has 7-9 members who are from district/provincial trainee.
- Provide and organize refresher training with the appropriate teachers (pre-school teacher from 30-35 teachers) to be able for training and refresher.
- Monthly organize technique meeting with community pre-school on once Thursday at humanity training or place set.
- This training team should monitor community pre-school to give advice, improving, and teaching methodology development. Those monitors are called “Education Techniques Monitor”.
- Training/refresher teams have to do annual refresher every year.
- Refresher training team is human resources for informing the information of pre-school, and relate with their province/city.
- Organize and coordinate meeting between state pre-school teacher, community pre-school teacher, and local school principal in each academic year.
- Coordinate children’s names transferring aged 6 years old to register into grade 1 at primary school.
- Result report technique monitor of monitoring monthly to the parson in charge of woman affair and commune children.

Technical monitor

How should community pre-school be monitored?

- Study tour to community pre-school at least one time per month
- Encourage to community pre-school teacher implements all activities related with the target
- Fine the difficulties were met by those teachers and try to show the solution. (if there are lack of materials, the monitor can help to fine more supports in the community.)
- Monitor teacher signing and children status by using learning outcomes weekly
- Attend with community pre-school teacher in the meeting with parents to encourage community pre-school teacher and parents.
- Use table below to evaluate teacher affair
- Show to community pre-school teacher with positive on the integrated action before the creative action management and produce materials by creating on other locations.

Monitoring Form

Education technical monitoring form-For technical monitor (Education officer)

Commune:	Village:
Contract title: Community Preschool Teacher	

Teacher's name:.....Date:

.....Class

Location:.....

Time:.....

A.Class A:

Monitored Points	Yes	No	Some	Comment
1. Teacher arranges to have children participated in the activities.				
2. Teacher uses all the technique he has been provided.				
3. Teacher uses suitable materials in class.				
4. Teacher plans for weekly lessons(Teaching plan)				
5.Children				
• The number of 5 years old children in class				
• The number of 3-4 years old children in class				
• Total number in class				
6. Class activities:				
7. Base on class observation, There is some difficulty for teacher related to:				
8. Action request should be raised to assist teacher:				
9. Teacher support suggestion:				

B. Class B: (If available)

Monitored Points	Yes	No	Some	Comment
1. Teacher arranges to have children participated in the activities.				
2. Teacher uses all the technique he has been provided.				
3. Teacher uses suitable materials in class.				

4. Teacher plans for weekly lessons(Teaching plan)				
5.Children				
• The number of 5 years old children in class				
• The number of 3-4 years old children in class				
• Total number in class				
6. Class activities:				
7. Base on class observation, There is some difficulty for teacher related to:				
8. Action request should be raised to assist teacher:				
9. Teacher support suggestion:				

Teacher has done e.g.cellent

Teacher hasn't done well

Educated technique monitors	Community preschool teacher
Name:	Name:
Signature:	Signature:
Date:	Date:

Meeting and Communication

- Technical Monitor has to report of monitoring monthly result to commune council. Community preschool teacher will hold a technical meeting with instructors who are the technical monitors and also the meeting schedule preparers.
- The PDE's commune's women affairs' officer and technical monitor will arrange quarterly meeting with preschool and community teacher to discuss about the curriculum. The schedule of the meeting or the plan will be the responsible of the PDE's technical monitor.
- The Commune Council within the observation from PDE and the department of women affairs and children and the local departments arrange annual meeting to discuss about community preschool teacher's contract termination, the program's outcome, or continue plan in the next year.
- Provincial department of women affairs promote the practice of the commune's women affairs and children's officers to support community's preschool.

Materials provided as a Sample to Support the curriculum

- The materials on construction game, educated, geometric shape (square triangle rectangle and circle) made of wood or clay and the skill learning's materials.
- The folk tale for children, the book of producing teaching material, poem, song etc.
- Slogan for Switch board
- Materials for constructive activities such as small logs, beads, piece of paper, rags, banana leaf, palm leaf... and other local materials.

How to organize and develop the simple materials?

Book's shelve made of palm log and plywood

Toy hanger

Line hanging folk tale's picture.

White board

Empty bottle or can for putting pencil.

Supplies cabinet made of box.

You can make a board by using one or two cartons with black painting.

What Children Learn Through?

- Teacher's attention and instruction
- Active participation, Linkage between thing and activities.
- Doing e.g. experiment and activities which is suited to the degree of development and their interest
- Observation of things in the environment
- Practice and practice the children's favorite action.
- Tangible things and direct e.g. experiment.
- Activities such as: music, song, folk tale, and poem which are the children's preference
- Play with other activities
- Participating in simple activities
- Participating in active and passive activities for the reason that children's concentration is limited.

What Domain/Sector the Children Develop?

- Health and Physical development
- Moral and Cultural development
- Emotional and social development
- Cognitive and thinking development
- Languages development

Advices to Community Preschool Teacher

Teacher Should:

- Assist the children to change their behaviors at home to have been done well at school.
- Be the organist, facilitator and participant in all activities with children in class.
- Make the good environment in class to motivate the active participation which the children learn through.
- Be the model for communication and good attitude.
- Help the children to define clearly about their maximum potential. Encourage and congratulation to children
- Provide children with warm, Love and care. These behaviors as well as closely relationship can push the children to love school and study.
- Observe their improvement and evaluate individuals.

Before starting teaching, teacher should:

- Be on time
- Monitor whether the class is clean and good condition to welcome children?
- Check the materials whether it is prepared and enough for children?
- Prepare document to avoid lacking during teaching

The Important points for making daily plan

Each day should be balance between the arrangement of:

- Activities as a group and individual
- Active and passive activities
- Game outside and inside class
- Simple activities to the comple.g. ones.
- Tangible to intangible activities
- Free and arranged activities
- Please remember that:
 - Activities should be prepared in accordance to the age and the children's development need. Most activities are served for the children from the age of 5 to 6 years old. If children is younger than this age, teacher should facilitate the e.g.change of activities depend on study situation.
 - If the community preschool teachers live in the area where speak bi-linguistics, teachers have to use the local people's language, then translate to Khmer language.
 - Use local resources and materials for preparing teaching materials.

The Community Preschool Daily Schedule

Time	Activities	Duration
1	Physiology(do e.g.ercise)/good habit(good manner)	20 minutes
2	Check attendance and date	20 minutes
3	Song/poem/folk tales/reading/game	20 minutes
4	Break time	10 minutes
5	Pre-mathematic/language(ready to speak read and write)	25 minutes
6	Science / arts (Drawing, word art and constructive activities)	20 minutes
7	Sum up daily activities and hygiene to get home	5 minutes

Practice Activity

The first month

October

The first month (October) 18days		Children's achievement at the end of October
Topic	Main Sections	Learning outcome
"School and I" - Myself: my name, my family, my living place, my body, and the activity I have done the whole day. - School: location, school's materials and class	Health and Physical development	- Develop the body balance, self management, energy and tightening the muscle. - Realize the important of body hygiene - Learn to hold pencil
	Moral and cultural development	- Can express and introduce their own self - Realize the polite ways - Can sing and dance the traditional dance - Can play the traditional game
	Emotional and social development	- Express their feeling - Notice/show the differences and the similar (between their own self and others) - Unity, helpful and indiscriminate relationship
	Cognitive and thinking development	- Notice and count the combination of small thing (1 and 2) - Notice and tell about the geometric form. - Understand the terms: fat/thin small/big and tall/short - Know and can describe about the body's parts - Mark a things, people with or without sample - Start to differentiate between yesterday, today, and tomorrow - Arrange daily activity - Recreate the simple rhythm - Construct the simple things
	Language development	- Play role/introduce their own self(family, name, address) - Notice the sound in the environment - Listen to the folk tale and answer the question - Understand the simple commanding words - Start to combine/develop the folk tale again - Participate in the conversation as a whole

SCHOOL AND I

1 st Day	2 nd Day	3 rd Day	4 th Day	5 th Day
Basic movement: “walking” - Walking imitate the bear does - Walking imitate the crab does - Walking imitate the duckling does	Good habit: Teach children about Hello, Welcome and Goodbye	Do song-based e.g. exercise : “duckling”	Good habit: Teach how to stand in line enter the classroom	Movement game: “squirrel jump into the cage”
- The song : “Hello” - Present themselves (teacher and children)		- The song: “ Hello” - Tell the friend’s name whom they know		
The folk tale: “the little rabbits go to school”	Song: “the train” (time 1)	Poem: “we go to school”	Game: “listen to sounds in the environment”	Reading: “the little rabbits go to school”
Language: What must we do when come to school?	Language: “self introduce” (Children introduce their family member and their own name, then ask to others: And you?)	Language: “introduce the address” (Children tell their living place then ask to others: and you?)	Language: “introduce the neighbor and friends” (who is your neighbor? And who is your friend?)	Language: “magic bag game” (school’s materials) Book Teakettle Pencil Pot
Grandpa said game: “Parts of body” (Grandpa said: put your fingers on your nose, on check...)	Drawing: “Draw the form of the body” (children body)	Game: who is he? (teacher describes about a children, let others to tell the name. then It is turn for children to describe)	Game: who is he? (teacher describes about a children, let others to tell the name. then It is turn for children to describe)	Constructive activities: “tear and stick head’s picture”
- Review daily activities - The important of hygiene eyes	- Review daily activities - The important of hygiene ears	- Review daily activities - The important of hygiene nose	- Review daily activities - The important of mouth hygiene	- Review daily activities - The important of hygiene hair

6 th Day	7 th Day	8 th Day	9 th Day	10 th Day
Current movement: +Walk on the toe + Walk across + Walk as the crab + Walk as duckling	Good habit: “Children mush brave” Question and answer: The little rabbits always cry before going to school, why? What should we advise them	Do folk tale-based e.g.ercise: “ The three best friends go to school”	Good habit: - The ways to put the bag and shoes	Movement game: “squirrel jump into the cage”
-The song: “ Hello” –Tell the knew friends’ name –Tell the days of week (Using the weekly circle day)				
Song: “ The train” (Time 2)	Game: “ Sound listen and guess the difference sound of materials”	Folk tale review: “ The little rabbits go to school”	Poem review: “ We go to school”	Game: “ guess the friend’s name”
Pre-mathematics: “geometric” - Teacher tells about geometric shape (square, rectangle...) - Children find the geometric shape in class and environment	Language: “clap hands game” (Class materials E.g.: If teacher said “table...” then children clap hand. If teacher said “ bowl” then children cross their arms)	Pre-mathematics: “Fire on the mountain within geometric game ” (Teacher display a picture of geometric sample or real thing to children then let them run to the similar shape to that picture)	Language: “Studied material memory game” (Teacher show the children by putting the pencil, chalk on the table and cover back then asks: what do you see?)	Pre-mathematics: “Magic bag within geometric game ” (Circle, rectangle, square, triangle)
Game: “Asking love game”	Drawing: “Pencil”	Grandpa said game: “The function and the role of human body” E.g.: grandpa said: dance→ children moving hand to dance	Drawing: “the roof”	Observe: “ Body” (Children describe the name and the function of the parts of body)
- Review daily activities - The important of skin hygiene	- Review daily activities - The important of hygiene hands and legs	- Review daily activities - The important of clean clothes	- Review daily activities - The important of clean face	

11 th day	12 th day	13 th day	14 th day	15 th day
Movement game: “ In and out”	Good habit: - The ways to put the bag and shoes	Basic movement: “ Walking” - Walking on the skull of coconut - Walking on the step of ladder - Walking as direction on the meandering rope	Good habit: - Polite ways with friend - How to ask friend about health (Hello, how are you?)	Movement game: “ Statues with movement”
- The song: “ Hello” – Tell the parents’ name – Tell what is today, yesterday, and tomorrow				
Poem: “ Public park”	Game: “ Imitate to the train” (Fast or Slow)	The folk tale: “ Hand, Leg, and Mouth are envious with stomach”	Song: “ always clean” (Time 1)	Game: “ Imitate to the train” (Make the rhythm)
Language: “different and as like as” (e.g. Mom has long hair as like as Neary does but, different colorful) Assist the children know how to use in full and correct word	Pre-mathematics: “ fat/thin big/small” (By using the picture cards of human, animal and part of body)	Language: “Arrange the daily activities” (By using the word : before/after and last)	Pre-mathematics: The number and number 1 to 2” (Teach the number and number 1 and 2 by using stone or crop...)	Language: “Memory game” (Display 2 or 3 things on the table and collect it back, then teacher ask children “what are they? And where are they?”)
Constructive activities: “Tear and stick human picture”	Imitation game “to each stage of human’s ages” (do action)	Observe: “ Describe the events of activities did a day”	Imitation game: “to daily activities” (do action since get up in the morning until go to school)	Review the lessons which children not yet understand
- Review daily activities – The way to clean face			- Review daily activities – The way to clean mouth	

16 th day	17 th day	18 th day
Current movement: - walk by putting thing on head - walk by slinging thing on the back - walk on the skull of coconut - walk on the step of ladder	Good habit: - Have a good manner with elder people - The ways to ask elder's health (How do you do brother, uncle aunt...)	Do song-based exercise: "squirrels"
Activities as the 3 rd week		
Song: "always clean" (time 2)	Reading: " Hand, Leg, and Mouth are envious with stomach"	Poem review: "public park"
Pre-mathematics: "Grandpa said game" (the number and number 1 to 2)	Language: "e.g. Explain the picture of daily activities" (show a picture, and let the children tell the activity in this picture e.g. having meal, then ask children "what do you do before having meal?...")	Pre-mathematics: "Match the similar geometric shape"
Clay: " Human body"	Drawing: "draw a line around people face"	Body hygiene (Own practice)
-Activities as the day of 14 th -15 th		

The 2nd month

November

The second month (November) 15days		Children's achievement at the end of November
Topic	Main Sections	Learning outcome
"the ceremony celebration and I" - Water festival: knowledge of the Khmer traditional ceremony celebration. (Name, Clothes...) - Water: the place where water, there is an availability of water, usage, harmful and the water's specialty	Health and Physical development	- Strengthen the good habit and hygiene - Tell the harm of water. - Safe water drinking's habit
	Moral and cultural development	- Describe about a particular Khmer traditional festival and Khmer custom - Know the traditional game - Know the song and the traditional dance
	Emotional and social development	- Improve the social communication (Have a good habit at school/ class)
	Cognitive and thinking development	- Notice and tell the geometric shape(rectangle, square, triangle and circle) - Notice and count the combination of small things from 1 to 3 and the number1 to number 3 - Compare each combination of small things from number 1 to 3 and mark the simple sign - Develop the basic drawing again by using any forms of pictures - Know the terms of near/far and full/empty - Understand typical of water (liquid/clear) - Organize to the draw of number 1 - Differentiate between the things which can leak and float - Inform the places where are available water can be found and our living place - Tell name of 7 days in week
	Language development	- Recite the poem - Know and find the day's name card - Sing by clapping hands as the rhythm, understand the simple commanding words - Start to retell the story - Understand the whole folk tale and can retell by their own - Participate in the conversation

CEREMONY CELEBRATION AND I

1 st day	2 nd day	3 rd day	4 th day	5 th day
Basic movement: “Jump” + Jump into the circle + Jump as direction on the meandering rope + Jump over the obstacle	Good habit: - The ways to use word “Hello” to friends (Teacher use the doll to play role as the children whom not say hello to instruct)	Do folk tale-based exercise : “The herd of goat go along to eat grass on the mountain”	Good habit: -The ways to ask the elder’s health	Movement game: “Lout Meuk Korpelhos”
- The song : “Hello” – Present the family members - Tell what is today, yesterday, and tomorrow (By using the weekly circle day)				
The folk tale: “ Hand, Leg, and Mouth are envious with stomach”	Song: “Always clean” (Clap hands to be the rhythm 3-3-7)	Poem: “water festival” (time 1)	Magic bag Game: “Imitate the animal voice ” (Hen, Duck, Cow, Cat...)	Reading: “Where is my boat”
Language: “ Describe the festivals” (Children say each festival and then describe about it) <i>Promote the children to speak in full and correct phrase</i>	Pre-mathematics: “The number and number 1 to 3” (explain the number and number 1 to 3 by using the stones, crops...)	Language: “Discuss about water festival” Provide the children the picture of each activity in the festival (Time arrangement, racing time, lighting firework, floating boat...)	Pre-mathematics: “Go shopping to buy one to three of coconuts or bananas”	Pre-mathematics: “The terms of Full/ Empty” (In picture document)
Science: “Play with water” What can you do with water (Describe the nature of water: Liquid, Clear...)	Drawing: “Firework”	Observe: “ Discuss to find the water available areas” (Area around us)	Drawing: “ The wave”	Game: “Water transfer competition”
- Review the daily activities –The ways to clean hands				

6 th day	7 th day	8 th day	9 th day	10 th day
Basic movement: “ Lout Meuk Phteh”	Good habit: -The ways to use the word Goodbye (Teacher uses the cartoon to instruct)	Current movement: “ Jump” +Jump into the circle +Jump as the direction of meandering goal +Jump over the obstacle	Good habit: - The ways to use the word Goodbye toward elder	Movement game: “The rope jumping”
-The song “ Hello” –Present the family members’ name – Call the children’s name from the list – Display the days by using words card				
Song: “ Always clean” (Using the piece of bamboo, the skull of coconut, or can...)	Poem: “ The water festival” (Time 2)	Game: “ Listen to voices and guess the different materials’ sound” (In the box or the can)	Reading: Where is my boat?	Song: “ Don’t be playful” (Time 1)
Pre-mathematics: “ Geometric” (Instruct the children about the circle, square, triangle, rectangle and find those shape in the environment)	Language: “ Determine the rhythm through the syllable” (The children say their friend’s name who sits in front then clap hands base on the syllable of the children’s name. E.g.: Nary = Na ry (2 syllables or 2 words)	Pre-mathematics: “ Fire on the mountain game related to the geometric” (Square, circle, rectangle and triangle)	Language: “ Determine the rhythm according to the syllables” (Display the children a thing and let the children clap hands base on the number of syllables its’ name contain) E.g. Pencil= Pen Cil (Two syllables or two words)	Pre-mathematics: “ Recognize the terms of Near/ Far” Display the picture to the children to find the thing which is near or far (In the picture document)
Constructive activities: “ Fold the boat paper”	Science: “ Experiment the floating or leaking thing” (Part of stone, paper, fruit...)	Constructive activities: “Make a clay boat”	Observe: “ Make a floating thing” (Using clay to make a round or flat shape)	Painting draw: “ Boat”
-Review daily activities - The ways to clean legs				

11 th day	12 th day	13 th day	14 th day	15 th day
Do song-based exercise: “ Catch fish”(Part 1)	Good habit: - The ways to use the word “Thanks” toward friends (Teacher uses the cartoon to instruct)	Movement game: “ The rope Jumping ”	Good habit: - The ways to use the word “Thanks” toward elders	Do folk tale-based exercise: “ The herd of goat go along to eat grass on the mountain”
-The song “ Hello” – Call the children’s name from the list – tell the days of week – Display the days (by using the weekly circle day) and find the days in the words card				
Poem review: “ Water festival”	Game: “Listen and guess the sound in the bottle”	The folk tale: Where is my boat?	Song: “ Don’t be playfull” (Time 2)	Game: “word’s whisper ” (Related to the festival)
Pre-mathematics: “Classify the form and the color”	Language: “ Name guessing game” (By saying a name of a child silently and clap hands base on the number of words of his name, then let the children to guess his name)	Pre-mathematics: “Develop the combination of small things from number 1 to 3” (Children develop the combination of thing by the teacher showing cards.)	Language: “ Compare the number of syllable in two children’s name” (The children name in the card) Whose name has more or less number of syllable than? Ouk Chandara Touch Sokha	Pre-mathematics: “The sad snake” (Geometric and color)
Science: “Experiment the melted thing in the water ” (the salt, The sugar, soup flour, ice)	Drawing: “The boat” (Draw from the small one to the big and from big to small)	Observe: “ Describe about water festival”	Constructive activities: “Organize the crop to the draw of number 1”	Constructive activities: “ Tear and stick the human picture”
- Review daily activities – The way to clean the classroom and game materials				

The 3rd month

December

The third month (December) 20days		Children's achievement at the end of December
Topic	Main Sections	Learning outcome
"Family and I" - The duty and obligation of each members. - Hospitality: - The daily activities in the family, Materials in my house and its usage.	Health and Physical development	- Strengthen the body hygiene - Strengthen the body movement; know how to control on power, and to facilitate the main motor.
	Moral and cultural development	- Describe the function and name of family members - Describe the individual's role - Know how to call parents (Father, papa, daddy, mother, mum, mommy) - Realize the good habit at home
	Emotional and social development	- Work in group - Know how to communicate with elder people
	Cognitive and thinking development	- Notice and count the combination of small thing from number 1 to 5 - Compare each combination of small things from number 1 to 5 and mark the simple sign - Recognize the terms of bigger/ smaller than and outside/ inside - Know how to estimate - Link the number and number - See the color (recognize, tell the name, and linkage) - Describe the thing in home and its usage
	Language development	- Recognize their own name and family members' name - Mark the letter A - Write down number 2

MY FAMILY AND I

1 st day	2 nd day	3 rd day	4 th day	5 th day
Basic movement: “Run” + Run on the toe +Run on the heel + Run by sides of foot	Good habit: - Recognition of family members’ name	Movement game : “ run” (time 1) “The act of crocodile chase”	Good habit: Having a wee and excrement should be at the suitable place (Toilet) (Teacher uses the cartoon to instruct)	Do song-based exercise: “ When walking or sleeping” (Part 1)
- The song : “Hello” – Present the days of week - Present each three months (October, November, December) – Give the children a name card				
The sound listen game: What is this sound?	Reading: “The little girl and the three bears”	The sound listen game: What is this sound?	Song: “My grandfather ” (Time 1)	Game: “Sound Matching”
Language: “ Count the family members” (Word card of Father, Mother, Grandfather, Grandmother, Brother, Younger sister)	Pre-mathematics : “The number and number 1 to 5” (Explain the number and number 1 to 5 by using the stones, crops...and let the children to play go shopping)	Language: “Fire on the mountain game” (Run toward to the word Mother, Brother...) Father Brother Grandmother Mother	Pre-mathematics : “Magic bag putting the number from 1 to 5 game”	Language: “Word filling game” (Teacher start with the new phrase, then children continue with other phrase) E.g. Teacher said “I go” The first child :“I go to school” The second child: “I go to school with my brother” Let the three or four children to do it.
Observe: “Family” Discuss each family members’ activities (Picture)	Free drawing: “Family member”	Constructive activities: “Tear or stick the human picture” (Find the picture in the old book or newspapers...)	Drawing: “ Draw a line around the people faces”	Free drawing: “Fold the hat paper”
- Review the daily activities –Hygiene/ Ready to go home				

6 th day	7 th day	8 th day	9 th day	10 th day
Current movement: “Run” + Run as the direction to meandering draw + Run over the obstacle + Run to hit the hanging thing	Good habit: -Should have to help parents to work at home(Teacher uses the cartoon to instruct)	Movement game: “ Run” (Time 2) “Act the crocodile catching”	Good habit: - Describe the activities done before coming to school	Do folk tale-based exercise: “The hen along with her chicks go to find food”
-The song “ Hello” –Tell about the name of village, commune, and district – Present each three months (October, November, December) – Children recognize their name on the name card				
Poem: “When walking along the road”	Game: “ Sound matching”	Folk tale: “ The little girl and the three bears”	Game: “Develop groups base on the similar sound”	Song: “ My grandfather” (Time 1)
Language: Letter “K” Keo Kong Karot KorKor Knong Keo K	Pre-mathematics: “ Set up the a combination of number 1 to 5” (Children set up the combination of number by the teacher showing cards)	Language: Build up letter “K”	Pre-mathematics: “ Match the quantity to the number and number from 1 to 5”	Language: “ Recognize the color on the materials using in the family” (Show a color to the children to observe, then ask the children to think to the things which has the same color as shown) E.g. Yellow→ My mom’s clothes is yellow
Constructive activities: “ Fold the fan paper”	Observe: “ Classify into group base on the types of family used materials” (Kitchen, Living room...)	Observe: “Look carefully on the pictures or their own used materials ” Where are they? Who use them? How do they use them? - In the house E.g. radio - Parents use it - They use it for listening	Drawing: “ Make a o beauty on the handkerchief” (Using clay to make a round or flat shape)	Constructive activities: “ Make a clay-arm bracelet”
-Review daily activities – Hygiene/ Ready to go home				

11 th day	12 th day	13 th day	14 th day	15 th day
Basic movement: “ Run” + Run as the horse does + Run as the duck does + Run as the hen does	Good habit: - Describe the activities doing after arriving home (Teacher uses the cartoon to instruct)	Movement game: “ Jump and Run” “Horse ridding competition”	Good habit: - Go to bed regularly (Teacher uses the cartoon to instruct)	Do song-based exercise: “Left, Right”
-Activities as the third week				
Game: “Sound matching”	Poem review: “When walking along the road”	Game: “Sound matching”	Folk tale: “ The cloud and a small flower”	Game: “Make a three different sound”
Pre-mathematics: “Write down number 2”	Language: “ Fire on the mountain game” (Color and its name) Red Yellow Green Blue	Pre-mathematics: “Compare and rank the number from 1 to 5”	Language: “ Compare and determine the rhythm depend on the number of syllables” (The children say a color and clap hand base on the number of its syllable) The children said “blue” then clap hands a time The children said “dark green”, Clap hands two times	Pre-mathematics: “The grandpa said game” (The terms of In/ out)
Construction activities: “ Fold the house picture”	Observe: “The materials used in the house” (Say a name of any other of materials) Children tell the name of thing, the place to use, and the use of it	Construction activities: “Human body making”	Game: “ Parcel passing with the picture card of material or thing” (A child catch a thing or a picture to see and say about the physical look of it, then the others guess what it is)	Drawing: “Bowl”
- Review daily activities – Hygiene/ Ready to go home				

16 th day	17 th day	18 th day	19 th day	20 th day
Basic movement: “Run” - Run to put the ball into the basket - Run in shift	Good habit: Tidy the clothes (Teacher uses the cartoon to instruct)	Movement game: “Jump and run” “Horse ridding competition”	Good habit: Listen to the parents’ advices (Teacher uses the cartoon to instruct)	Do folk tale-based exercise: “The horse along with her baby go to find food”
Activities as the third week				
Song: “We are children coming to dance” (Time 1)	Game: “Guess the silent sound”	Poem review: “When walking along the road”	Game: “Guess the loudest sound”	Folk tale: “The cloud and the small flower”
Language: “Parcel passing within the color, the shape, and the shape words” Red Square Circle Blue	Pre-mathematics: “Compare within the number from 1 to 5” E.g. The number 3 is more than number 2 and number 1 is less than number 3 and number 5 <i>Let the children compare between two numbers</i>	Language: “- Find the word begin with the letter K (Kar ,Kok, Kambit) - Link the word to the letter” Chab Kok Khea K Kou	Pre-mathematics: “ Game hiding thing from 1 to 4” How many things in my hand?	Language: “ Shape and color memory game” (Put a few color card on the table to show the children and collect it back. Then the teacher asks: How many color are they? And where are they?)
Constructive activities: “Tear and stick the human picture”	Observe: “The people evolution”	Drawing: “ Curved line”	Constructive activities: “Stick the crop to make a people body”	Review the lessons which the children not yet understand
- Review daily activities – Hygiene/ Ready to go home				

21st day

Movement game: “Jump”

“ The stem of banana’s horse
ridding competition

Activities as the third week

Game: “Guess the loudest
sound”

Language: “Guessing game”

Tell the form, the function,
and the use... to the children
to guess.

Drawing: Review the basic
draw

- Review the daily activities
- Hygiene/ Ready to go home

The 4th month

January

The fourth month (January) 20 days		Children's achievement at the end of January
Topic	Main Parts	Learning Outcome
"Vegetable and Fruit " - Vegetable and Fruit: name of vegetable and fruit taste/smell/form/color - Good Habit: eat food	Health and Physical development	- Know how to balance your body, self management, and facilitate the main motor - Improve the body hygiene and environment - Show the important of having clean and safety food
	Moral and cultural development	- Polite way in family and society
	Cognitive and thinking skill development	- Mark and count the combination of small thing from number 1 to 7 - Compare the combination of small thing from 1 to 7 and mark a simple sign - Classify into group base on color and size(big/small) - Link between number, the number and numerate it - Make a sign on the dice from number 1 to 7 - Know the terms of short/high - Recognize the form of number 3 - Tell about the vegetables and fruits' name - Know the vegetables and fruits' taste and smell - Tell the harm vegetables and fruits' name - Know the steps of the plants grow. (E.g. mungbean)
	Language development	- Know the letter C and S - Find the word with studied letter and know the word begin with letter C and S - Know the words which its meaning related to the taste - Describe the group of the vegetables and fruits (Ex: Banana, Orange, mango, fruit) - Define the name which is not part of the group (Ex: Apple, Orange, lion) - Notice the simple words

VEGETABLES AND FRUITS

1 st Day	2 nd Day	3 rd Day	4 th Day	5 th Day
Do song-based exercise: "We are children coming to dance"	Good habit: - The ways to use the word "Sorry" toward friends (Teacher uses the cartoon to instruct)	Basic movement: "Crawl" + To crawl by putting thing on the back + To crawl under the table + To crawl toward to the circle	Good habit: - The ways to use the word "Sorry" toward elder people	Movement game: "Compete for the bunch of leaves"
-The song "Hello" – Call the name in attendant list – Tell the name of the four months(October, November, December, January) – Tell the date in number (day month...) – Children try to remember the name of absence friends.				
Game: "Guess the materials' name"	Song: We are children coming to dance" (Time 2)	Game: "The bell ringer"	Poem: "In our garden"	Game: "What is the different?"
Language: "Fruits" -Do you know any kinds o fruit? -What kind of fruit do you like?	Pre-mathematics: "Game: go shopping to buy fruit from number one to six"	Language: "Recognize the any kinds of vegetables and fruits" Ex : Orange, Apple, ... is kind of fruits Is kind of vegetables	Pre-mathematics: "Fire on the mountain game" The number 1 to 6)	Language: letter "E"
Observe: "Compare the fruits" (The fruits' different part and its name)	Drawing: "Mango"	Science : "Taste the fruits" (Sweet, sour, bitter...)	Color painting: "Mango leaf"	Review the lesson which children not yet understand
-Review daily activities – Hygiene/ Ready to go home				

6 th Day	7 th Day	8 th Day	9 th Day	10 th Day
Do song-based exercise: “We are children coming to dance”	Good habit: - The meal times (Teacher use cartoon to instruct)	Current movement: +Crawl by putting thing on the back +Crawl toward the circle +Crawl under the mat +Crawl direct to the meandering chair	Good habit: - Wash hand before and after meals	Do folk tale-based exercise: “The duck along with her duckling go to play in the pond”
-Song : “Hello” -Tell the name in attendant list -Tell the four months (October, November, December, January) -Tell the date (Day month...) in number - Children try to remember the absence friends’ name –What do we study today?				
Reading story: “Tino, Srouch and cucumber”	Game: “Clap hands as Rhythm”	Review the song : “We are children coming to dance”	Game: “Act like the leader”	Review the poem: “In our garden”
Pre-mathematics : “ Make the number 1 to 6 ” (Ex: Teacher said: There are three mangoes on the tree. Children take three of stones or substituted thing to put on the tree picture)	Language: “Build up letter C”)	Pre-mathematics: “Match the quantity to the number and number 1 to 6”	Language: “Define the differences” (Show a picture and another to children look and find the difference points more/less)	Pre-mathematics: “Arrange Fruits picture based on its size (big or small) and its color”
“Fire on the mountain game” (Said a fruit and let the children find the beginning word of the fruit)	Science: “Taste the vegetable” (Tomato, Carrot, ...)	Drawing: “Orange”	Observe: “Bananas”	Constructive activities: “Tear and stick mango picture”
- Review the daily activities – Hygiene/ ready to go home				

11 th Day	12 th Day	13 th Day	14 th Day	15 th Day
Movement game: “Compete for bunch of leaf”	Good habit: - Hygiene in eating - Not to stir the food of pleasure during meals time (Teacher uses cartoon to instruct)	Movement game: “scarf hiding”	Good habit: - Should share the cake with friends (Teacher uses cartoon to instruct)	Do song-based exercise: “The parakeet”
-Song “Hello” –Tell the name of their friends whom they knew from attendance list – Tell the name of four months (October, November, December, January) – Tell the date in number(day month...) – What did we learn today?				
Game: “The bell ringer”	Folk tale: “Tino, Srouch, and cucumber”	Game: “Fingers hiding game”	Song: “Blossom on the pond” (Time 1)	Game: “Make a sound in slow or fast rhythm”
Language: “Magic bag game” (The vegetable and fruit name) E.g. A child describes a fruit to others to guess.	Pre-mathematics: “game: Thing hiding from number 1 to 4” How many things in my hand?	Language: “Match the fruit to its name”	Pre-mathematics: “The terms of high/ short” (Ask the children to initiate the idea of high/short by using the card pipette, log, or picture in documents)	Language: “ Find the odd picture” E.g. Apple, Orange, Lion, banana (Lion is the odd one because it is an animal)
Science: “ Smell the fruit” (Sweet, sour, bitter...)	Constructive Activities: “Put the crop to make number 3”	Constructive Activities: “Tear and stick the orange picture”	Magic bag within smelling game: Smell the fruit and define what it is	Review the lessons which the children not yet understand.
-Review daily activities – Hygiene/ ready to home				

16 th Day	17 th Day	18 th Day	19 th Day	20 th Day
Do folk tale-based exercise: “The cow along with her baby go to eat grass at the field”	Good habit: - The ways to use polite word or Thanks when receiving something from other (Teacher uses cartoon to instruct)	Movement game: “Scarf hiding”	Good habit: -Should not play running on the public or along the street	Basic movement: “Throw” -Throw the ball toward the basket - Throw the ball to each other -Throw the ring over the bottle
-Song “Hello” – Tell the date in number (day month...) – Show the number and number in the table from number 1 to 31 and count till today’s number				
Poem: “What do you recognize, friends?”	Game: “Do action as the leader”	Folk tale review: “Tino, Srouch and cucumber”	Game: “Where is my ring?”	Song: “Blossom on the pond” (Time 2)
Language: Letter “S” Sek Sei Sor Ses Si Smao S	Pre-mathematics: “Dice game from the number 1 to 7”	Language: Game to build up letter “S”	Pre-mathematics: “ Grandpa said game from number1 to 7” (Raise the finger or know the board)	Language: “Find two words with similar sound” (The name of thing, vegetable, fruit or animal) E.g. Sala and Salat= Sa
Science: “Tell about the harmful vegetable and fruit”	Drawing: “Draw on the leaf” (e.g. jackfruit leaf, longan leaf...)	“ Link the line1 to 7 to draw a carrot ”	Group discuss about the danger: -What do you do when in danger? - Who can help you?	Review the lessons which the children not yet understand
- Review daily activities – Hygiene/ Ready to go home				

The 5th month

February

The fifth month February) 19 days		Children's achievement at the end of February
Topic	Main Parts	Learning Outcome
"Food " ▪ Nutrition: Khmer food, The taste, The various smells, nutrient group ▪ Hygiene habit	Health and Physical development	- Know how to balance your body, self management, and facilitate the main motor - Show the benefit of regularly having the safe and healthy food, cover the food and water, drink clean water or boiling water, eat clean fruit and vegetable
	Moral and cultural development	- Know the traditional song and dance - Know the Khmer food
	Cognitive and thinking development	- Mark and count the combination of small thing from number 1 to 8 - Compare the combination of small thing from number 1 to 8 and mark a simple sign - Link between number and the number from number1 to 8 and numerate it - Organize the combination of thing/ picture in order - Differentiate between the left and right - Recognize the terms in the space: Under/ over, left/right/middle - Build up the terms of Over/ under, front/behind, heavy/slight - Draw to make the number 4 - Improve basic knowledge on nutrient group, know Khmer food - Improvement on the taste words
	Language development	- Finishing the sentences - Recognize their own name and the date - Notice and tell the sound position in the words - Recognize the letter "O and H" - Link between the sound and the letter - Tell the folk tale in order

FOOD

1 st Day	2 nd Day	3 rd Day	4 th Day	5 th Day
Movement Game: “Throw the ball to hit the ball”	Good habit: “Clean Teeth” -Clean teeth after having meal (Teacher uses cartoon to instruct)	Current Movement: + Walking turn to the twist string. + Jump in direction of the meandering goal + Jump over the obstacle + Run to hit the hanging thing	Good habit: - Clean teeth before sleeping and after getting up (Teacher uses cartoon to instruct)	Do song-based exercise: “Happy time”
-Song “Hello” - Tell the date in number (day month...) - Count the number till the today’s number count from October to February - Know the friends’ name in the card				
Game: “Picture observe”	Poem Review: “What do you recognize, friends?”	Game: “where is my ring?”	Reading: “The Fifth friends”	Game: “guess the picture series”
Language: “Describe the food dishes” (Let each child find a dish of food and each group tell the ingredient each food of their group’s preference)	Pre-mathematics: “Game go shopping to buy one – seven fishes or eggs”	Language: what materials you need for cooking? E.g. cooker, fire wood, wood charcoal, pot, frying pan, ladle...	Pre-mathematics: “Fire on the mountain game from number 1 to 7”	Language: “Game family system” (Vegetable, Fruit, animal, food...)
Drawing: “ wax melon”	Drawing: “fried- fish”	“define the source of food” E.g. - porridge, Cambodian noodle are from plants - Milk is from animals	Observe: “the healthy food”	Review the lesson which children not yet understand
-Review daily activities – Hygiene/ ready to go home				

6 th Day	7 th Day	8 th Day	9 th Day	10 th Day									
Basic movement: “Throw” + Throw the can + Throw the ball to the point + Throw the distance	Good habit: - Review all the good habit during meal’s time	Movement game: “throw the ball to hit the ball”	Good habit: - should share toy with friends (Teacher uses cartoon to instruct)	Do song-based exercise: “Bona and Neary go to the Mangoes field”									
-activities as the first week													
Song: “vegetable garden” (time 1)	Game: “Match the sounds of can”	Poem: “Must drink boiled water”	Game: “Guess the picture series” (time 1)	Folk tales: “the fifth friends”									
Pre-mathematics: “ Dice game from number 1 to 8”	Language: “Memory game within the physical and color” (Put 2-3 colors card on the table to show the children then collect back. Teacher asks to children “what colors are they? And where are they?”)	Pre-mathematics: “Game grandpa said the number from 1 to 7”	Language: Letter “O” oa od os Ta on ot oa o	Pre-mathematics: “ Know the direction in the space” (over, under, middle, left, right) <table><tr><td></td><td></td><td></td></tr><tr><td>●</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>				●					
●													
“The Important of Food” - Why food is important for eating everyday? - What will happen if we don’t eat it?	Constructive activity: Arrange the log to make the small kitchen.	Science: “Taste the food” (Bland, salty, sweet, sour...)	Drawing: “Pot”	Review the lessons which children not yet understand.									
- Review the daily activities – Hygiene/ Ready to go home													

11 th Day	12 th Day	13 th Day	14 th Day	15 th Day								
Basic movement: “Throw” +Throw the ball into the basket + Throw the ball to each other +	Good habit: - Go to school on time(Teacher uses cartoon to instruct)	Movement game: “Throw the ball out of the basket”	Good habit: -Not to fight with friends (Teacher uses cartoon to instruct)	Do song-based exercise: “The train”								
-The activities as the first week												
Game: “Fish eat infusoria”	Song: “Vegetable garden” (Time 2)	Game: “word series guessing”	Poem review: “Must drink the boiling water”	Game: “Sound matching”								
Language: Build up the letter “O”	Pre-mathematics: “Fill the number in the blank” <table border="1"><tr><td>1</td><td></td><td>3</td><td>4</td><td></td><td>6</td><td></td><td>8</td></tr></table> The teacher writes what children said.	1		3	4		6		8	Language: Describe the name of your most favorite animal? - Cow - I love kitten. My white kitten like to catch mouse	Pre-mathematics: “added the number from 1 to 9” (Put 2 stones on the table then add 3 more. how many stone do you have? Ask the children.)	Language: “ Food guessing game” E.g. I am yellow and long. My name starts with letter “B”. Who am I? (Bananas)
1		3	4		6		8					
Constructive Activities: “ Fold fish paper”	Constructive Activities: “stick the tamarind leaf to make a scales”	Observe: “Healthy food”	Drawing: “Draw to the directed point of number 4”	Review the lessons which the children not yet understand.								
-Review daily activities – Hygiene/ Ready to go home												

16 th Day	17 th Day	18 th Day	19 th Day
Do folk tale-based exercise: “Rabbit along with her babies go to find food”	Good habit: - Have to love Environment - Not to throw the waste outside(Teacher uses the cartoon to instruct)	Movement game: “Throw the ball out of the basket”	Good habit: - Have to love animals - Not to mistreat the animals (Teacher uses the cartoon to instruct)
-Song “Hello” - Tell the Date in number (Day month...) - Count the number till the today’s number –use card to write the date (day.... month....)			
Review the folk tale: “the fifth friends”	Game: “ Word series guessing”	Review the song: “ Vegetable garden”	Game: “ Develop the group of the similar animal”
Language: Letter “H” Heal Horng Hing Teok Hou Hea H	Pre-mathematics: “Terms of left/ right” (using the picture or real thing)	Language: “Build up the letter H”	Pre-mathematics: “Domino game”
“Organize the step of cooking” (Using the picture from the book)	Painting draw: “eggplants”	“rank the animal class by its look” (4 legs, 2 legs)	Review the lessons the lessons which the children not yet understand.
- Review the daily activities – Hygiene/ Ready to go home			

The 6th month

March

The sixth month (March) 20days		Children's achievement at the end of March
Topic	Main Parts	Learning outcome
"Animal" -Animals: available in Cambodia and other location - General characteristic of lives	Health and Physical Development	- Know how to balance the body, self management, facilitate the main motor
	Cultural and Moral Development	- Know the traditional song - Know the traditional dance - Love and preserve the animals
	Cognitive and Thinking Development	- Mark and count the combination of small things from number 1 to 9 - Compare the combination of small things from number 1 to 9 and mark the simple sign - Draw number 5 - Set up again the simple basic draw by using the drawing form - Compare the combination of thing in the order of the number and number - Take a look on thing and find the differences - Tell the names and classify into groups - Observe and describe the nature of plants(the growth and reproductive) - Describe the relation between animals and environment - Can fold and stick the simple animals' pictures
	Language Development	- Know the number and the days of week - Recognize and tell the sound's position in each words - Find the word beginning with the learned sound - Tell the similar sound of few words - Know the letter M ,T - Link the relation between word and sound - Tell the folk tale in the order

ANIMALS

1 st Day	2 nd Day	3 rd Day	4 th Day	5 th Day
Basic movement: “Twirl” - Twirl themselves on the mat - Twirl the ring round the waist - twirl the ring round the arm	Good habit: - Should have to feed the food to the pet at home (Teacher uses the cartoon to instruct)	Movement game: “ Run in one leg to reach other”	Good habit: - Should have to assist in caring pet at home (Teacher uses the cartoon to instruct)	Do folk tale-based exercise: “The rabbit along with her babies go to find food”
-The song “Hello” – Express the date’s number (day month) –Count to the number today and the month’s call – use the card to write down the date(day month...)				
Poem: “ The riddle of Elephant”	Game: “ The family system” (animal)	The folk tale: “ a couple of butterflies”	Game: “ develop a story”	Song: “ The butterfly goes to school”
Pre-mathematics: “ Go shopping to buy one to nine cows or pigs game”	Language: “animals’ name guessing game” E.g. I eat the rat. I have 4 legs, and have bright round eyes. What I am? (cat)	Pre-mathematics: “The game of fire on the mountain from the number1 to number 9”	Language: “ Parcel passing game” (a child takes a picture to see and describe the form of it to other children to guess the name of the animal)	Language: Letter “ M” Mourk Moin Mean Ming Mom Chnam Momi M
Drawing: “ Hen”	Drawing: “ Hen”	Science: “ Classify the animal base on it’s living place” (Wild life and animal) Why animal is important?	Painting Draw: “ Hen”	Review the lessons which the children not yet understand
- Review the daily activities –Hygiene /Ready to go home				

6 th Day	7 th Day	8 th Day	9 th Day	10 th Day
Basic movement: “Push” + Push the head to the head + Push the shoulder to the shoulder + Push the back to the back	Good habit: -Express the favorite pet’s name and the way to look after it	Do folk tale-based exercise: “The sun shine” Part 1 and 2	Good habit: (review) -Express the favorite pet’s name and the way to look after it	Movement game: “ Compete for house”
- Activities as the first week				
Game: “Mark a sign”	Poem review: “The riddle of elephant”	Game: “Close the eyes and guess the sound”	Folk tale review: “the couple of butterflies”	Game: “Mark a sign”
Pre-mathematics: “add the number from 1 to 9” (Put 2 pieces of stone on the table then put three more of it, how many are they?)	Language: “Game to build up letter M”	Pre-mathematics: “Compare and put in the order of the number from 1 to 9”	Language: “Game to link between the studied word and letter”	Pre-mathematics: “The grandpa said game from number 1 to 9” (Raise the fingers or clap hands)
Constructive activities: “Tear and stick the duck picture”	Constructive activities: “Make a clay snake”	Science: “Classify the animal which live in the water and in land”	Observe: “Link between the animals and its shelter”	Review the lessons which children not yet understand
-Review the daily activities – Hygiene/ Ready to go home				

11 th Day	12 th Day	13 th Day	14 th Day	15 th Day
Do folk tale-based exercise: “ The three best friends: frog, burrow, and toad”	Good habit: (review) -Should have to feed the pet at home (Teacher uses the cartoon to instruct)	Movement game: “compete for house”	Good habit: (review) -Should have to feed the pet at home (Teacher uses the cartoon to instruct)	Movement game: “ Group pulling ”
-Activities as the first week and describe the calendar				
The song: “The butterflies go to school” (time 2)	Game: “Develop a story”	Poem: “Friend, what is the animal?”	Game: “Two fingers-catch racing”	Reading: “ Wolf ”
Language: “Memory game” (Show the children a picture of animals in order and turn back, then let the children to describe the series of the animals’ name)	Pre-mathematics: “Magic bag from the number 1 to 9 game” (The children take something from the bag, see and act the body language to others guess)	Language: “Letter “T”	Pre-mathematics: “ Write down number 5”	Language: build up the letter “T”
Observe: classified the animals on their baby feeding.	Painting: “Cow picture”	Observe: “Arrange the hen’s evolution”	Observe: “Imitate the animals’ voice and tell the place of its living” (Show the animals picture and let the children observe)	Review the lessons which the children not yet understand.
-Review the daily activities -Hygiene/Ready to home				

16 th Day	17 th Day	18 th Day	19 th Day	20 th Day
Basic movement: “Twirl” + Twirl themselves on the mat +Twirl the ring around the waist +Twirl the ring around the arm	Good habit: -should have to clean the pet place (teacher uses the cartoon to instruct)	Movement game: “Group pulling”	Good habit: -Should have to pity on animals and not to mistreat it (teacher uses the cartoon to instruct)	Do song-based exercise: “The sun is shining” part 2 and 3
-Activities as the third week				
Game: “Close eyes and guess the sound”	Review: “The butterflies go to school”	Game: “ Fingers hiding”	Poem review: What is the animals, friend?	Game: “Develop a story ”
Pre-mathematics: “Magic bag game with animals and color” Ex: Cow picture. The cow is white.	Language: “Animals guessing game” (Tell its look by acting or imitate its voice)	Pre-mathematics: “Hiding thing from number 1 to 5” How many numbers in my hand?	Language: “Fire on the mountain game” (Show the pictures or words, then let the children go forward to it) Ex: Chicken picture, children go forward to the word, chicken. The word chicken, children go forward to its picture.	Pre-mathematics: “Fill the number in the blank” *The teacher write down what the children told
Observe: Discuss and imitate the animals walking” How do the animals walk?	Observe: “Compare between the hen and duck”	Constructive activities: “Fold the rabbit paper”	Observe: “Link the animals pictures to the foods”	Review the lesson which the children not yet understand.
-Review the daily activities, -Hygiene/Ready to go home				

The 7th month

May

The 7 th month (May) 20 days		The children's achievement at the end of May
Topic	Main section	Learning outcome
"Village" - My community and I: The new year celebration, describing my community. (Views, activities...) - Tell the house location.	Health and physical development	- Know how to balance the body, self management, facilitation of main motor - Keep environment clean
	Moral and cultural development	- Know about the celebration of Khmer New Year and Khmer traditional. - Know the living village. - Know the Khmer traditional song. - Know the Khmer traditional dance.
	Cognitive and thinking skill development	- Recognize and count the combination of small thing from number 1 to 10 - Build up the terms of number 1 to number 10 - Compare the combination of small things by using the more or less than - Mark a simple sign - Arrange the combination of small thing from the smallest to the biggest and in contrary. - Write down number 6 - Know the direction the space (middle, middle at the over side, middle at the underside - Know the Khmer culture (Khmer New Year) - Can tell the name, the location around us such as river, lake, channel, mountain - Describe about themselves , the location of their house - Can define the differences between rural area and city - Can say about their work, the daily activities in the city ,and rural - Show the similar sound in each words - Develop a simple thing - Tell the differences by using the terms of morning, evening, and night - Tell about the equipment use for time measurement - Tear and stick the simple pictures
	Language development	- Find the word begin with the similar sound - Recognize and notice the letter "T and P" - Develop the simple sentences by using picture

VILLAGE

1 st Day	2 nd Day	3 rd Day	4 th Day	5 th Day
Movement game: "Throwing"	Good habit: -Should love friends whom near us or in our village (Teacher use cartoon for teaching)	Do song-based exercise: "Throwing"	Good habit: -Should listen to the friends' idea when play together in village, at school(Teacher use the cartoon for teaching)	Do folk tale-based exercise: "Let go to join new year celebration"
-Song "Hello", -Tell the date(Day...Month...) in number, -Count the number till today and count the month, -Use card for the date writing, -Describe the calendar				
Folk tale: "The rabbit and the snail"	Game: "Make a sign"	Song: "Owl" (Time 1)	Game: "Knock the voice through the sign"	Poem: "Must destroy the insect"
Language: "Discuss the new year picture" What do we do?	Pre-mathematic: "The term of less/more"	Language: "Describe the house location" (Children describe one by one)	Pre-mathematic: "Shopping the log or nails game from the number 1 to 9"	Language: Letter "T"
Observe: "Village" (Walk around the village and observe as the whole (Street, river, lake, sell store...))	Painting draw: "Picture of the street"	Constructive activities: "Tear and stick the village picture"	Observe: "Discuss about cleaning up and administering the village" Why we have to clean the village?	Review the lesson which the children not yet understand
-Review the daily activities, -Hygiene/Ready to go home				

6 th Day	7 th Day	8 th Day	9 th Day	10 th Day									
Movement game: “Bos ong konh”	Good habit: -Don’t throw the rubbish around the house, along the street (Teacher use the cartoon to instruct)	Current movement: +Twirl the circle around +Walk to sign backward +Kneel down toward the direction of the bottle	Good habit: -Shouldn’t run away when we do something wrong to your friends(Teacher use cartoon to instruct)	Do song-based exercise: “Throwing scarf”									
-Song “Hello”, -Tell the date in number (Day...Month...), -Count the number till today’s number and count the months, -Using card for writing the date, -Describe about the calendar, -Review the friends’ name													
Game: “Listen to sound and define the direction” (The sound of four animals)	Folk tale: “The rabbit and the snail”	Game: “Guess the silent thing” (Three Equipments)	Song: “Owl” (Time 2)	Review the poem: “Destroy the insect!”									
Pre-mathematic: “Develop the combination of small number from 1 to 9” -Teacher show the number card by those number -The children count the stones by the number	Language: “Build up the letter T”	Pre-mathematic: “Grandpa said game from number 1 to 10”	Language: “Find the two words with similar sound” (The name of things or animals) E.g. Sala Salad = Sa	Pre-mathematics: “ Know the direction in the space” (over, under, middle, left, right) <table border="1"><tr><td></td><td></td><td></td></tr><tr><td>●</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>				●					
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Artistic: “Sprinkle the crops to make the shape of mountain”	Observe: “Compare between the city and the rural area” (The differences between the city and the rural area such as home, vehicle, job...)	Constructive activities: “Tear and stick the school picture”	Observe: “The location of my house” Where do you live? How do you go home?	Review the lesson which the children not yet understand									
-Review the daily activities, -Hygiene/Ready to go home													

11 th Day	12 th Day	13 th Day	14 th Day	15 th Day
Movement game: “ Long sound racing game”	Good habit: -Not to laugh at friends (Teacher use cartoon to instruct)	Do song-based Exercise: “Strip the hand off”	Good habit: -Should use the polite words with the seller (Teacher uses the cartoon to instruct)	Movement game: “Cast the net” (Catch fishes)
-Song”Hello”, -Tell the date in number (Day...Month...) –count the number till today’s number – card to write down the date – Describe about the calendar –Review the friend’s name				
Folk tale: “The rabbit and the snail”	Game: “Listen to sound and define the direction” (The sound of five animals)	Song: “ The garden beauty” (Time1)	Game: “Guess the silent thing” (Four Equipments)	Poem: “ Help grandpa to plant the banana tree”
Pre-mathematics: “Write down number 6”	Game: “Find two words with similar sound” (The name of animal or thing) E.g. Sala Salat = Sa	Pre-mathematics: “ Count the number from 1 to 15” (Thing, Leaf or pipette)	Language: Letter “P” Pous Popae Popork Pingpeang Pong Chet Peang P	Pre-mathematics: “Fire on the mountain from number 10 to 15” 11 15 13 10 14 12
Observe: “The watch” (Instruct to know the way to describe the clock) What do we use it for?	Drawing: “The watch”	Artistic: “The coconut/ banana leaf-watch ”	Observe: “Describe the activities at times” (In the morning, afternoon, evening, and night)	Review the lessons which the children not yet understand
-Review the daily activities, -Hygiene/Ready to go home				

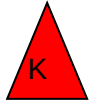
16 th Day	17 th Day	18 th Day	19 th Day
Do folk tale-based exercise: “The three best friends go to school”	Good habit: - Describe the good habit at school and home	Do song-based exercise: “The children are happy to school”	Good habit: - Describe the good habit at school and home
Activities as the third week			
Game: “Guess the word order”	Song: “The garden beauty” (Time 2)	Game: “Guess the word order”	Poem review: “Help grandpa to plant the banana tree”
Language: “Game to build up the letter P”	Pre-mathematics: “Magic bag game from number 1 to 15” (The number card and the numeral card)	Language: “Whisper game” (Teacher whisper to a child and then continue doing it from one to one until reaching the last person who say out the whisper word)	Pre-mathematics: “Find a partner game” (The number card from number 1 to 15)
“Job imitation game”	Drawing: “House”	Free Drawing: “Plants in the village”	Constructive activities: “ Weave the mat of bamboo”
-Review the daily activities, -Hygiene/Ready to go home			

The 8th month

June

The 8 th month (June) 20 days		The children's achievement at the end of June
Topic	Main section	Learning outcome
"Job" Job in my community as well as the plants	Health and physical development	- Know how to balance the body, self management, facilitation of main motor - Maintain the hygiene habit
	Moral and cultural development	- Know about Khmer traditional song - Know about Khmer traditional dance - Know about the traditional job in their village
	Cognitive and thinking skill development	- Recognize and count the combination of small thing from number 1 to 10 - Using the table number (quantity) to count the number from 1 to 15 - Recognize the number from 1 to 20 and link them to the combination of things - Write down number 7 and 8 - Know the direction the space (middle, middle at the over side, middle at the downside...) - Can describe any jobs in their village such as: seller, barber, doctor... - Can tell the name of materials using in those work - Describe their parents' work - Describe the name and each parts of the trees - Planting - Know about the seasons and describe about the weather (rainy, cloudy...)
	Language development	- Can count and arrange the letter in order from A to Z - Recognize and combine the words together again - Develop the fiction story by using picture

JOB

1 st Day	2 nd Day	3 rd Day	4 th Day	5 th Day
Current movement : - Walk by crossing legs - Jump to the circle - Crawl under the mat - Run over the rubber band	Good habit: -Should help friends (Teacher use cartoon to instruct)	Do song-based exercise: “Children happy to enter school”	Good habit: Should not play on the river bank, pond, channel... (Teacher use the cartoon to instruct)	Movement game: “Dance for chair taking”
-Song “Hello”, -Tell the date in number(day... month....) -Count the number till today -Use card for the date writing, -Describe the calendar - Review the twelve months				
Song: “My village’s job”	Game: “Knock the sound through the sign”	Poem: “Grandfather’s house”	Game: “Crab crawls to find food”	Folk tale: “Living in my village”
Language: “Describe the letter in the order from A to N ” (Using the consonant sheet as a model)	Pre-mathematic: “Count the number from 1 to 15” (Things, leaf, or pipette)	Language: “Arrange the letter in order from A to N” (Using the consonant sheet as a model)	Pre-mathematic: “Trehs Game” (The terms of less/ more) * Let the children practice together	Language: “Magic bag game within the latter and words of shape and color” E.g. There is a triangle , red, and the  letter K in it
“Game of selling cow, hen, duck”	Observe: “Compare between the citizen and rural job ”	Drawing: “The meridian”	Free drawing: “ Clothes” (Pants, shirt, robe...)	Review the lesson which the children not yet understand
-Review the daily activities, -Hygiene/Ready to go home				

6 th Day	7 th Day	8 th Day	9 th Day	10 th Day									
Do folk tale-based exercise: “Duck along with her babies go to play in the pond”	Good habit: -Be careful in playing - Not to run or playful on the field of transplants and rice (Teacher use the cartoon to instruct)	Do song-based exercise: “duckling”	Good habit: - Respect and love the environment - Not to pick the vegetable or fruit for play (Teacher use cartoon to instruct)	Movement game: “Two minus one”									
-Activities as the first week													
Game: “Knock the sound through the sign”	Song: “The job in my village” (Time 2)	Game: “Put in the couple”	Review the poem: “Grandfather’s house”	Game: “Guess the silent thing”									
Pre-mathematic: “Write down number 7”	Language: “Arrange and describe the letter in order from A to N” (Using the consonant sheet as a model)	Pre-mathematic: “Count the number from 1 to 15” (Count the things which are in the class) E.g. Table, chair...	Language: “Game to walk on the letter from A to N”	Pre-mathematics: “ Know the direction in the space” (over, under, middle, left, right) <table><tr><td></td><td></td><td></td></tr><tr><td>●</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>				●					
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See the observation: “tailor”	Free drawing: “Plants”	Observe: “The weather” (The picture of rainy season, dry season, winter season)	Game: “Selling cow, hen, and duck”	Review the lesson which the children not yet understand									
-Review the daily activities, -Hygiene/Ready to go home													

11 th Day	12 th Day	13 th Day	14 th Day	15 th Day
Do song-based exercise: "Small squirrel"	Good habit: - Should cheer friends up when seeing they cry (Teacher uses the cartoon to instruct)	Movement game: "Monkey compete for goal"	Good habit: - Do not lie friends or older people	Do song-based exercise: (Duckling)
-Activities as the first week				
Folk tale: "Living in my village"	Game: "Crab crawl to find food"	Song: "I love my country" (Time1)	Game: "Clap hands through the simple words"	Review the poem: " Grandfather's house"
Language: "Arrange and describe the letters in order from letter M to letter Z" (Using the consonant sheet as a model)	Pre-mathematic: "Magic bag game within the number from 1 to 20" (The card number from 1 to 20)	Language: "Family system game" (Vegetable, fruit, food, animal...)	Pre-mathematics: "Bind the points to the number from 1 to 20"	Language: "Walk on the letter from A to Z"
Observe: "March the weather to the material use"	Sciences: "Planting" (Teacher and children plant the crop of bean or rice together then observe and make a notice everyday)	Drawing: "Draw circle link from one to one"	"Magic bag game within the plants" (The cards of all vegetable)	Review the lessons which the children not yet understand
-Review the daily activities, -Hygiene/Ready to go home				

16 th Day	17 th Day	18 th Day	19 th Day	20 th Day
Do song-based exercise: "Catch fish"	Good habit: - Be careful when playing - Do not play game near the road side (Teacher uses the cartoon to instruct)	Do folk tale-based exercise: "Hen along with her babies go to find food"	Good habit: -Be helpful when friends are in danger (Teacher uses the cartoon to instruct)	Movement game: "Bring water into the bottle"
Activities as the first week				
Game: "Guess the things' sound in order" (six different things)	Reading: "Lion and rabbit"	Game: "Clap hands through the simple words"	Song: "I love my country" (Time 2)	Game: "The worm compete for run"
Pre-mathematics: " Count the number from 1 to 25" (Leaf, small stones, pipette)	Language: "Arrange the letter in order from O to Z" (Using the consonant sheet as a model)	Pre-mathematics: "Write down number 8"	Language: "word combine" Teacher introduce four simple words (Daddy, Mommy...) Children combine these sample words to the pictures	Pre-mathematics: " Dice game from 1 to 8"
"Discussion about planting" When it grows up, what do the plants need?	Observe: "The people evolution"	Drawing: " Curved line"	Constructive activities: "Stick the crop to make a people body"	Review the lessons which the children not yet understand
- Review daily activities – Hygiene/ Ready to go home				

The 9th month

July

The 9 th month (July) 22 days		The children's achievement at the end of July
Topic	Main section	Learning outcome
"Transportation"	Health and physical development	- Know how to balance the body, self management, facilitation of main motor - Can tell any danger such as: Fire, Electricity, drug, insecticide, knife, explosive mine... - Recognize and note a few signs (Traffic, danger sign...) - Understand some safety rule
	Moral and cultural development	- Know the transportation in Cambodia
	Cognitive and thinking skill development	- Using the table number to count number from 1 to 30 - Using before/ after to find any number - Write down number 8 and 9 - Build up the terms of heavy/ light near/far... - Understand the need of life thing(plants) and can define the different between life thing and thing - Tell each name of transportations - Classify the transportation base on its types, usage, and movement (air, water, land) and its look - Knowledge of security along the road - Tell the name of each parts of the plants - Know the needs of the plants (look after plants) - Construct the simple thing

	Language development	- Can count and remember all the thirty three letters - Combine the words into phrase - Can tell the short tale and role play
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TRANSPORTATION AND TRAVEL

1 st Day	2 nd Day	3 rd Day	4 th Day	5 th Day
Movement game : + Walk on the skull of coconut by holding the glasses of water	Good habit: -Should help friends when they haven't understand the lessons or game playing	Do song-based exercise: "Right, left"	Review the good habit: (review) -Should help friends when they haven't understand the lessons or game playing (Teacher use the cartoon to instruct)	Movement game: "The rabbit goes to pick the tomato"
-Song "Hello", -Tell the date in number(day... month....) -Count the number till today -Use card for the date writing, -Describe the calendar - Review the twelve months				
Poem: "School and home"	Game: "make the sound in the order of things"	Folk tale: "Top and Tol"	Game: "Make a couple"	Song: "Wood manual work" (Time 1)
Language: "Describe and read the letter from A to Z" (Using the consonant sheet as a model)	Pre-mathematic: "Slap the board game" (Write the number disorder on the board and let the children slap the board on the number which teacher told or show)	Language: Letter "L" Lear Loy LoLok LoLok Tom Deum Leap L	Pre-mathematic: "Terms of before/ after" (The number or number of days in a week)	Language: "Game to build up letter L"

Observe: “Transportation”	“Organize the picture of transportation by land, water, and air” (Using the picture)	Drawing: “Car”	Constructive activities: “Tear and stick the boat paper”	Review the lesson which the children not yet understand
-Review the daily activities, -Hygiene/Ready to go home				

6 th Day	7 th Day	8 th Day	9 th Day	10 th Day									
Current movement: -Walk turn by the rope - Jump by the side of the body - Hand on the bamboo line - Throw the ball to the point	Good habit: - Do serve and take care the sick members in the family (Teacher use the cartoon to instruct)	Do folk tale-based exercise: “The rabbit along with her babies go to find food”	Good habit: - Do speak to the friends who always lonely	Do song-based exercise: “Happy time”									
-Activities as the first week													
Game: “Basket”	Review poem: “School and home”	Game: “Fish grilling stick”	Folk tale: “Top and Tol”	Game: “Make the sound on the order of thing”									
Pre-mathematic: “Write down number 9”	Language: Letter “D” Domrey Domlounng Dai Dany Dam Deum DOUNG D	Pre-mathematic: “Count the number from 1 to 30” (Thing, Leaf, or pipette)	Language: “Game to build up letter D”	Pre-mathematics: “ Know the direction in the space” (over, under, middle, left, right) <table border="1"><tr><td></td><td></td><td></td></tr><tr><td>●</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>				●					
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“ Describe walking along the road” (Walk on the right side of	Construction activities: “Tear and stick the car paper”	Drawing: “The railway”	Construction activities: “Make a car clay”	Review the lesson which the children not yet understand									

the road)				
-Review the daily activities, -Hygiene/Ready to go home				

11 th Day	12 th Day	13 th Day	14 th Day	15 th Day
Movement game: “Jump over the obstacle”	Good habit: - Be careful in playing - Do not play game causing danger (Teacher uses the cartoon to instruct)	Movement game: “Hold hands to visit mother in law”	Good habit: - Describe anything causing danger in the house (Teacher uses the cartoon to instruct)	Do folk tale-based exercise: “ We altogether go to see the racing boat”
-Activities as the first week				
Song: “Wood manual work” (Time 2)	Game: “Guess the thing’s sound in order”	Poem: “When walking”	Game: “TomTeav”	Reading: “ My little baby, white bear”
Pre-mathematics: “Hiding thing from 1 to 9” How many numbers in my hand?	Language: “Read the letter in order from A to Z”	Pre-mathematics: “Fire on the mountain within the number 25 to 30”	Language: “Read the letter in order from A to Z”	Pre-mathematics: “Game to slap the board” (Write the number disorder on the board and let the children slap the board on the number which teacher told or show)
Construction activities: “Fold the airplane paper”	Free drawing: “Transportation” (Each child draw a picture such as car, motorbike, or airplane depend on their favorite)	Painting draw: “road”	Construction activities: “ Broadcast the crop to make the way”	Review the lessons which the children not yet understand
-Review the daily activities, -Hygiene/Ready to go home				

16 th Day	17 th Day	18 th Day	19 th Day	20 th Day
Movement game: "Pass and catch the ball "	Good habit: Be well prepare to enroll in grade 1 (Teacher uses cartoon to instruct)	Do song-based exercise: "We go to row a boat for pleasure"	Good habit: Good attitude of the girl and boy (Teacher uses the cartoon to instruct)	Do song-based exercise: "Happy time"
Activities as the first week				
Song: "Alphabet" (Time 1)	Review poem: "When walking"	Game: "Form a partner"	Song: "Alphabet" (Time 2)	Review poem: "When walking"
Language: " Magic bag game within the letter and find the word with that letter"	Pre-mathematics: "Develop the combination of number from 25 to 30" (Show the number to children and ask the children to catch the amount of leafs or pipettes to the number which teacher showed)	Language: "Game to walk on the letter from A to Z"	Pre-mathematics: "Game to find a partner from number 15 to 30" (Let the children to hold the a card with number and find a partner who has the same number as themselves)	Language: "Game to find a partner with the studied letter" (Let the children to hold the a card with a letter and find a partner who has the same letter as themselves)
Observe: "Compare between bike and motor" (slow/fast)	Observe: "Match between each part and other part of transportation "	Experiment: " up and down way" (Speed, difficult, easy)	Constructive activities: "Stick the leafs to make any picture" (Motorbike, car, airplane...)	Review the lessons which the children not yet understand
- Review daily activities – Hygiene/ Ready to go home				

21 st Day	22 nd Day
Movement game: - horse cart - train - paddle a boat	Good habit: Good attitude of girl and boy
Activities as the first week	
Song review: “Alphabet”	Game: “Tom Teav”
Pre-mathematics: “Write down the number from 1 to 9”	Language: “read the letter in order from A to Z”
Experiment: “heavy/ light, have/ don’t have”	Drawing: “decorate each part of circles” (Paint or draw a simple sign or any picture as the children favorite)
Review daily activities – Hygiene/ Ready to go home	