

Kingdom of Cambodia
Nation Religion King



Ministry of Education, Youth and Sport
Early Childhood Department

Materials for Pre-school Teachers

**Kingdom of Cambodia
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**Ministry of Education, Youth and Sport
No. 1637 MoYES. SNN**

**Instruction on the Use of “Community Pre-school Program”
and “Materials for Community Preschool teachers”**

In respond to the National Education for All Plan 2003-2015 stating that 75% of children have to pass through early childhood education program before entering primary school, Ministry of Education, Youth and Sport has expanded early childhood care and development program through multi-service system including building more schools or community pre-schools run by Commune/Sangkat councils to enable local children who have not yet attended public pre-school for schooling. Community pre-schools are very important for early childhoods as they are built close to their homes; therefore, children are not fearful when they come to study since teachers are those who live in the same community. Parents can also strongly involve in their children education such as monitoring their children learning, observe learning process, protect children’s safety or prevent other inactive situation which can happen and impact their children.

To improve community pre-school task, Ministry of Education, Youth and Sport has compiled two kinds of textbooks:

- Community pre-school program; and
- Materials for community pre-school teachers.

To effectively use these two kinds of textbooks, Ministry would like to instruct as followings:

1. Textbooks on “Community Pre-school Program” and “Materials for Community Pre-school Teachers” are allowed to be used at all provincial/municipal schools or community pre-schools;
2. Community pre-schools should know how to use these two kinds of textbooks with more creativity in accordance with the actual situation of their community; and
3. Officials in charge of early childhood tasks at District/Khan levels and schools need to pay attention to how to make local authorities, community and children’s parents to understand their duties as stated in textbook on “Community pre-schools program” in order for them to contribute to sustainable school operation or community pre-schools.

Ministry of Education, Youth and Sport hopes that all early childhood task implementers or community pre-schools teachers will try their best to effectively implement this instruction and achieve good result.

Phnom Penh, 18 May 2006

Rep: Senior Minister, Minister of Education, Youth and Sport

Secretary of State

(Signed and stamped)

IM Sithy

CC:

- Directorate general of administration and finance
- Directorate general of education
- Concerned entities under the Ministry of education, youth and sport
“for information”
- All provincial offices of education, youth and sport
“for function”
- Archives-chronicles of early childhood education department

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Ministry of Education, Youth and Sport
No. 3583 MoYES. Work orders

Work orders

Reference: Action plan of early childhood education department 2005
Civil servants of the Ministry of Education, Youth and Sport are appointed to be materials development committees on community pre-school curriculum program as followings:

I. Revision and implementation leading committee

1. Mr. OU Eng	Deputy director of directorate general of education	Director
2. Mrs. SEANG Sovathana	Director of early childhood education department	Deputy director
3. Mrs. YIM Chansrey	Deputy director of early childhood education department	Member
4. Mrs. PLONG Monykosol	Deputy director of early childhood education department	Member
5. Mr. PRAK Kosol	Deputy director of early childhood education department	Member
6. Mrs. BUN Saron	National Institution of Education	Member
7. UNICEF		Member

II. Compiling Committee

A. Exercise

1. Miss. ROUS Setha	Official of early childhood education department
2. Miss. MAO Moch	Official of early childhood education department

B. Good practice and daily activities

1. Mrs. YOS OR Arun	Official of early childhood education department
2. Mr. YONG Sophana	Official of early childhood education department

C. Song, poem, folktale and game

1. Miss. OM Sophany	Official of early childhood education department
2. Mr. CHHUON Bunchhoeun	Official of early childhood education department

D. Pre-language

1. Miss. HORN Sovann	Official of early childhood education department
2. Miss. OUK Sophanary	Official of early childhood education department
3. Mr. SOK Sokhom	Official of early childhood education department

E. Pre-mathematics

- | | |
|----------------------|--|
| 1. Mr. EK Keng | Official of early childhood education department |
| 2. Me. PROM Vichet | Official of early childhood education department |
| 3. Miss. Heng Channa | Official of early childhood education department |

F. Sciences and arts

- | | |
|-----------------------|--|
| 1. Mr. CHHORN Chheang | Official of early childhood education department |
| 2. Mr. HORN Sovann | Official of early childhood education department |
| 3. Mr. MEY Ponlok | Official of early childhood education department |

All members of the committee shall involve in the meeting as invited by the chairperson of the committee.

Phnom Penh, 10 October 2005
Rep. Senior Minister, Minister of Education, Youth and Sport
Under Secretary of State

(Signed and stamped)

BUN Sok

CC:

- Directorate general of administration and finance
- Directorate general of education
“For information”
- Concerned entities
- “”For information and cooperation”
- UNICEF
“For assistance”
- Bearer “For implementation”
- Archives-chronicles of early childhood education department

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Daily Schedule of Community Preschools

Time	Duration	Activities
First	20 mns	Psychomotor (exercise) /good practice (politeness)
Second	20 mns	Check attendance and date
Third	20 mns	Songs/poems/folktales /story reading/game
Forth	10 mns	Break
Fifth	25 mns	Pre-mathematics/language (be ready to speak, read and write)
Sixth	20 mns	Sciences/art (drawing, letter writing and development activities)
Seventh	05 mns	Conclude daily activities and hygiene before going home

Teaching guide for all subjects

Psychomotor activities

Psychomotor teaching guide:

- + Warm-up: lead children to move as military troops, robots, stunted people, models or walking manner of animals, wind blow or wave or free movements.
 - + Other activities:
 - Tell the title of the activities;
 - Show materials and tell how to use if possible;
 - Instruct children of how to move “basic and current movements, song, folktale or movement game...”
 - Ask children to retell about how to move;
 - Ask children to role play as model group or play in group; and
 - Teacher facilitates children’s activities.
 - + Feeling release:
 - Ask children to inhale and exhale by doing some activities such as blow papers or smell flowers, blow hot water or balloon; and
 - Ask children to sit quietly, and then teacher takes out stalk or other materials to swab the ears or do anything to make children ticklish. Children who laugh will be the loser.
 - + Reviewing when starting class:
 - Ask children to retell activities which have been done or children can draw pictures.
1. Basic movement: “walking”
 - Warm-up: Ask children to walk as military troops (free movements);
 - Implementation activities:
 - + Teacher tells the titles of the activities, children follow teacher’s signs;
 - + Teachers instruct how to make each movement to become the current movement;
 - Walk using heels
 - Walk using toes
 - Walk with legs crossing
 - Divide children into three groups, each group perform each activity for five; minutes, and then move to another group. Make sure that each group has chance to perform each activity;
 - Feeling release: Ask children to inhale as a cock crows (4 times); and
 - When starting class: Ask children to retell the activities.
 2. Current movement: “Organize activities in accordance with current movement (walk using basic movement)”
 - Warm-up: ask children to walk as robot (free movements);
 - Implementation activities:
 - + Teacher tells the title of the activities, children follow teacher’s signs;
 - + Teacher instructs how to make each movement;
 - Imitate the walking manner of bear
 - Imitate the walking manner of crab
 - Imitate walking manner of duckling
 - Ask all children to take turn the activities for 15 minutes;
 - Feeling release: Ask children to inhale and exhale, blow hot water (3 times); and
 - When starting class: Ask children to retell the activities or draw picture.
 3. Movement game: “Squirrel goes into the cage”

- Warm-up: Ask children to walk as a wave (free movements);
 - Implementation activities:
 - + Teacher tells the title of the activities, and instructs how to play;
 - + Three children are hand in hand. Two children are hand in hand to be a cage, and one child pretends as a squirrel;
 - + When teacher shouts “outside”, those who pretend as the cage will have to raise their hands, releasing squirrel to search for food;
 - + When teacher shouts “inside” and counts from 1-3, those who pretend as the cage will have to put their hands down while the squirrel has to go into the cage before the hands are put down. Squirrel who misses to go into the cage will pretend as the cage instead while one who pretend as cage will be the squirrel; and
 - + Shift the playing turn for all children.
 - Feeling release: Ask children to inhale and exhale, blow the balloon (3 times);
 - When starting class, ask children to retell activities; and
 - Teacher writes the children’s word on the board. Teacher reads, children repeat.
4. Do exercise based on the song called “Duckling”
- Warm-up: Ask children to walk as models (free movements);
 - Implementation activities:
 - + Teacher tells the title of the song “Duckling”;
 - + Teacher asks children to stand in 3 lines;
 - + Teacher stands in the front, sings the whole song and makes gesture for children; and
 - + Teacher asks children to sing and make gestures together.

Making gesture:

- *Look at walking manner of duckling:* Ask children to cross their hands backward as duck’s tail, fasten both knees, spread out the legs, and walk forward.
- *That manner of walking is not good:* Ask children to walk backward as above manner of walking.
- *You should remember, friend:* Ask children to walk to the left as above manner of walking.
- *Not to walk as walking manner of duckling:* Ask children to walk to the right as above manner of walking.

Note: Teacher can initiate more movements based on the songs. On the other hand, groups of children can be prepared to stand in lines or in circles. Gestures can be made for the whole songs.

For example:

1. Put your thumb and middle finger near the mouth and then put your other side thumb and middle finger on the backside of the buttock to make a tail than work Eik Eak Eik Eak as walking manner of duckling
 1. Close the both hands in front each other on the chest than open and close armpit then walk, Eik Eak Eik Eak, as walking manner of duckling
 2. Put your both hand to be long on the right and left then fly your hand as a wing than lay down once to the left and to the right
 - Feeling release: Ask children to blow or smell flowers (3 times)
5. Do exercise based on the folktales
- Warm-up: Ask children to walk as a walking manner of animal (free movements);
 - Implementation activities:
 - + Teacher tells the title of the story; for example, “Three friends go to school”;
 - + Teacher discusses some movements with children concerning the content of the folktale; and

- + Teacher starts telling a story while children making gestures according to the story telling until the whole story finish.
- Feeling release:
 - + Children make breathing movement based on the cow scream (4 times)
 - + When the class starts, ask children to sit quietly. Teacher takes out chicken's feather to swab children's ear or do anything to make children ticklish or startle. Those who laugh will be the loser. Those who remain calm will be the winner.

Good practice, Daily Activities

A. Daily activities

- How to show respect when come across each other;
- Show the date (day, month, year);
- Daily check children's absence;
- Good practice;
- Tell the daily activities needed to be done; and
- Review activities which have been done (at the end of the session and before going home).

B. Daily teaching guide activities

1. Way to show respect when come across each other
 - Ask children to greet teacher;
 - Lead children to sing greeting song and instruct them of how to greet teacher, parents and friends; and
 - Tell a short story or situation.
2. Show the date (day, month, year)
 - + *Using pie days of the week*
 - Teacher shows the name of pie days of the week to children to let them know the day of yesterday, today, tomorrow based on clock direction; and
 - Teacher teaches children of how to use pie days of the week and asks each child to practice using it.
 - + *Using days of the week in a row*
 - Teacher uses the row of days of the week to let children know the day of yesterday, today and tomorrow using box to indicate;
 - Teacher instructs children to use the row of days of the week and ask each child to practice until all of them know how to use;
 - Teacher says the days of the week such as Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday then children repeat;
 - children say the days of the week until all of them remember; and
 - Teacher asks children to match the day-named cards to the table of the days week;
 - + *Using number card (from 1 to 31) and monthly calendar*
 - Teacher instructs children of how to move a day-noticed and month-noticed box;
 - Teacher instructs children of how to everyday count the number from 1 to study days to make children know well about how to count; and
 - Lead children to read the date.

For example, Monday, 15 June 2005

- Ask children to find the number in the monthly calendar and circle today's number and cross out yesterday's number;

- Ask children to practice until they know how to date by themselves; and
 - Teacher gradually instructs children of how to put the date until they know how to put the date at the end of the academic.
3. Checking children's daily presence
- + *Provision of information*
 - A. Teacher introduces him/herself by telling name and age to children.
 - Children tell their names and ages to their teacher and friends; and
 - Teacher asks children to tell their friends' names they know (1 time, 1 or 2 children until they all know their friends' name).
 - B. Instructs children how to tell their parents' names.
 - C. Instructs children how to tell their place of living such as village, commune and district.
 - D. Instructs children how to describe the members of their family.
 - + *Instruct children to remember their name registered in the name list*
 - Teacher takes children's name card to attach to the table of name list; and
 - Teacher calls children's name and points to their name cards in the name list;
4. Good practice:
- Use toys or pictures to represent any character to attract children; and
 - Tell a short story or create a problem in order for all children to share their ideas to solve it. Teacher is a facilitator to help them step by step everyday in order to build civic-morality in the society or family (based on existing knowledge).

For example:

- ♣ Teacher sees Tino's father takes him to school. When he arrives at school, he comes into the class without saying any word. Can anyone tell what should Tino do? (Say good bye to his father and greet his teacher); and
 - ♣ Today Tino finds one pencil. Can anyone tell what should Tino do? (Ask for the owner or give it to teacher...).
- + Good behavior

Teacher instructs children to sit properly when having meal and help to prepare the dishes after meal.
 - + *Hygiene eating of fruits and meals*
 - Teacher instructs children to wash fruits before eating;
 - Teacher instructs children to wash vegetable when cooking; and
 - Teacher instructs children to wash their hands before eating and wash their body/feet before going to bed.
5. Daily activities to be done
Describe today's activities needed to be taught to children in advance.
6. Review daily activities or activities which have been done
Ask children to review activities which have been taught for each day.

Songs, poems, folktales, sound-listening game activities

A. Guide of song teaching:

Session 1:

- Teacher tells the title of the song and ask children to repeat;
- Ask children to use their voices;
- Teacher sings and make gestures for children;
- Ask children to explore the content of the song, explain or read out difficult words if there are any;
- Teacher sings and make gestures one paragraph each then ask children to sing and make gestures using exclamation mark; and
- Ask children to sing by using gestures for 2-3 times. Teacher sings quietly, children sing loudly.

Session 2:

- Ask children to sing and make gestures one more time;
- Teacher sings by omitting 1 or 2 words then ask children to replace the omitted words;
- Teacher makes gesture, children sing; and
- Ask children to sing and make gestures for 2 or 3 times.

B. Poem teaching guide:

- Tell the title of the poem and ask children to repeat;
- Recite the whole poem for children;
- Teacher ask questions about the content of the poem and read out difficult words if there are any;
- Teacher recites poem one paragraph each and children repeat until the whole poem is finished; and
- Teacher and children recite poem for 2 or 3 times.

C. Folktale teaching guide:

1. Story telling:

- Tell the title of the story or ask children to guess the title of the story using picture or toys as a clue (teacher can ask children when the story is ended);
- Tell name of the author;
- Teacher tells children the story using picture or no picture along with intonation in accordance with characters;
- When the story telling end, teacher raises question to let children understand the meaning and content of the story and asks about the characters, numbers of characters and activities of characters then analyzes characters; and
- Ask children to retell the story.

2. Story reading:

- Teacher shows pictures on the cover then ask children to predict or guess the title of the story and story events;
- Teacher opens the book from one page to another and ask children to see the pictures until the end of the story;
- Ask children to guess the content of the story once again after having seen the picture;
- Tell the name of the author;
- Teacher reads one page after another along with pictures and letters showing in each page and uses intonation in accordance with characters in the story until the whole story finishes;

- Teacher raises questions to let children understand the meaning of the story, asks about the number of characters and analyzes the characters;
- Teachers can also tell the title of the story in advance or at the end of the story and compares with children's prediction; and
- Teacher asks children to retell the story.
- + Activities after story telling or story reading
 - Teacher asks children to draw picture based on their memory after listening to the story and to explain pictures they draw;
 - Teacher asks children to arrange pictures in the story in order then ask children to tell the story in accordance with a plot of the pictures; and
 - Teacher asks children to perform play in accordance with the story.

D. Game teaching guide:

- Teacher tells the title of the game;
 - Teacher shows materials to play with;
 - Teacher instructs how and condition to play;
 - Teacher ask children to retell how and condition to play;
 - Divide children into groups (either large or small groups and give materials to children to practice);
 - Teacher facilitates each group;
 - Each group shows their result; and
 - Children and teacher verify and correct the answers.
1. *Package passing*
 - Ask children to sit in circle. Teacher takes out printed card of letter, word, number, names of fruits or anything else that teacher can use to evaluate the knowledge of children by scattering in front of children;
 - Teacher passes ball or napkin to one child. This time, teacher claps her hands and turns her face to the wall without looking at the child who holds the napkin or ball. The child needs to pass the napkin or ball to another child to right direction;
 - When teacher stops clapping, the child with napkin or ball in the hand need to take out one card from the middle of the circle and read out loud. All the children can listen and involve in correcting pronunciation; and
 - This activity can strengthen children's reading and teaches slow learner to know how to pronounce the word;
 2. *Fire on the mountain*
 - Children walk around the circle. When teacher says "Fire on the mountain, run! run!", Children run. When teacher says "Fire is extinguished," children have to create groups in accordance with number or letter or picture/number called out or shown by teacher (fingers/card, number, number card, letter card, picture card...); For example: When children are running, teacher calls out number 3 so children have to create a group with three members.
 3. *Simon says*
 - Ask children to stand together in one place or stand freely (based on their favorite) then tell children that "Simon says, take this or that..." you have to follow;
 - Teacher has to clarify all the students to listen carefully. If teacher says "Simon Says", students have to follow. In contrast, if there is no word "Simon says", students have to be quiet or stand still;
 - ♣ Teacher needs to use different words in order for children to listen carefully. For example: "Simon says, get one stone", so children have to go and pick up one stone for Simon. "Get one stone", children need to remain calm because there is no word "Simon says." Teacher can use the word "Simon says" take this or that as teacher likes or ask students to do activities, stand, sit or put the hands on the head, etc.

4. *Pigeon/bird flies*

- Teacher shows or read out any word. Then students have to listen carefully. If students can hear a word, they have to stretch out their hands as pigeon flies from a nest or make other gesture. If there is no sound of letter, students have to stay calm. Making gesture can be changed differently such as putting hand on a nose, taking out left hand catch left ear... For example, Teacher shows letter A then says Apple. Children listen and check the letter. If it is correct, all of them have to raise their hands. If teacher pronounces wrongly, children have to stay calm.

5. *Magic bag*

- Teacher collects all the materials and put into a bag. Teacher gives this bag to children and ask children to pass on from one to another in accordance with the rhythm of the song and hand clapping;
 - When the song or hand clapping is stopped, the one who hold the bag has to feel the object in the bag then tell the shape and name of the object (what is the shape of the object? big? or small? then ask the child to take out that object of the bag to show other children to verify his or her answer); and
 - If it is a correct answer, all children and teacher have to clap their hands to appreciate.
- ♣ This game can be played with letter or number or geometry shape.

6. *Words creation*

- Teacher creates one word and children have to create another word using ended letter of that word and another child have to create another word using ended letter of the previous word.
For example: Teacher says “សត្វកុក (egret)” children have to create word starting with letter “ក(Kor)” and continue with another child “កុមារ (child)” and the other child “មូសបំ (mosquito bites)”.

7. *Listening to the sound in the environment (what this sound is it?)*

- Ask children to close their eyes and listen to the sound around them;
- Ask children to open their eyes and tell and imitate the sound that heard;
- Ask children to close their eyes one more time then teacher walks to any corner of the room and claps his/her hands then stands at that place;
- Ask children to point to direction which the sound was heard;
- Ask children to open their eyes to verify their answer; and
- Teacher goes to the other corners of the room producing animal sounds.

8. *Listening and guessing direction of the sound*

- Ask children to listen to the other sounds around them;
- Ask children to open their eyes and tell the sound that they heard and tell the sound source;
- Ask children to close their eyes one more time then teacher walks to any corner of the room and claps the hands, then walks to another corner of the room and tears a piece of paper and walks to the other corner of the room and bang a glass;
- Ask children to open their eyes and tell what the sound they hear (what is the sound? where is it?)
- Practice this for several times by changing the location and using different objects such as chopsticks tin, coconut shell...

9. *Listening to the sound of different materials*

- Teacher asks children to tell the name of the materials such as pebble, tin, key, pen, block;

- Teacher drops materials which can create sound one after another on the table or floor, and asks children to observe and listen to the sound and distinguish the sound of different materials;
- Ask children to close their eyes then teacher drops materials one after another then asks children to make a guess of dropped materials;
- Ask children to open their eyes to verify their answers;
- Ask children to close their eyes again then teacher drops materials one after another then asks children to make a guess of dropped materials in order (previous, next and after);
- Ask children to open their eyes to verify the answer;
Note: For the game of listening to different sound making from putting different material in the box or tin can be practiced through this model.
- For a game of listening to the sound of water in the bottles, it is also followed this pattern that mentioned above; however, the bottles used to store water are the same sizes, but the volume of water stored in those bottles is different.

10. *Whispering:*

- The teacher calls a child to come and tells him/her a word or phrase or shows a picture of an animal or vegetable and then asks him/her to tell the name of that animal or vegetable;
- The teacher asks the child to whisper that word or phrase to five children sitting on his/her right-hand side;
- The teacher asks the last child to say out that word or phrase;
- The teacher asks the first child who is told that word or phrase to verify the answer (if it is right, clap hand); and
- The teacher asks children to continue whispering to other five children each time as many as possible.

11. *Imitating the movement of a train*

- Children stand in line (2 or 4 lines);
- The teacher asks a group of children to make a horn sound of the train;
- The teacher asks another group of children to make a sound of engine before departure;
- When the teacher gives them a signal of clapping hands one time, a group making a horn sound shout slowly and then another group make a slow sound of engine;
- When the teacher gives them a signal of clapping hands two times, a group making a horn sound shout louder and then another group follow a louder sound of engine; and
- They repeat the same pattern as many times as possible.

12. *Guessing friends' names*

- The teacher calls each child to speak or sing a verse of a song and asks others to listen and recognize his/her voice;
- The teacher asks anyone to stand in the middle, and cover his/her eyes with a piece of cloth and asks him/her to listen attentively to his/her friend singing or speaking;
- The teacher points to anyone to sing or speak and asks the child whose eyes are covered to guess the name of the singer or speaker;
- Teacher uncovers the piece of cloth from child's eyes, and asks him/her to tell the name of the singer or speaker to clarify. If his/her guess is wrong; he/she will be taken out and stands besides the group;
- The teacher calls other children to continue the game with the same pattern; and
- At the end of game; the losers will be asked to do any activities as required by the group.

13. *Matching the sounds*

- Children are divided into two groups, A and B. Group A has various objects such as iron, paper, glass.....and group B also has the same objects as those of group B.
 - Both groups are asked to sit in line opposite each other; and then any child in a group is asked to make a sound of his/her object;
For example: He/she clinks glasses and then another child holding the same object (glass) in the opposite group has to reply with the same sound.
Note: A can shaken with any materials inside it can be used for such a game next time.
- 14. Making three different sounds*
- The teacher knocks three different objects;
For example: He/she claps hands, clinks glasses and tears a piece of paper and ask children to listen to those sounds without looking.
 - Children are asked to follow their teacher knocking those three objects again; and
 - They are asked to do as many times as possible.
- 15. Guessing the hiddensounds*
- The teacher knocks four different objects (bamboo strips, coconut shells, cans and chopsticks) and asks children to listen to and differentiate those sounds;
 - Three out of those objects are knocked and then children are asked to guess the hidden sound; and
 - Children are asked to play this game as many times as possible.
- 16. Guessing the loudest sound (knocking different objects)*
- The teacher knocks three different objects and among those objects, one is knocked loudest for two times;
 - Children are asked to practice as what has been shown by their teachers; and
 - Children are asked to play it as many times as possible.
- Note: One object is knocked loudest for 3 or 4 times.
- 17. Bell ringer*
- Children are asked to sit in a circle and a child, with his/her eyes being covered by the scarf, is chosen to sit in the middle of the circle;
 - The teacher gives a bell to another child in the group to ring and then the child with eyes being covered guesses who the bell ringer is. If his/her guess is wrong, he/she will have his/her eyes covered with scarf again; however, if his/her guess is right, the bell ringer will have his/her eyes covered and the game starts with the same pattern as the first round. Children are asked to play it as many times as possible.
- 18. Guessing the missing objects*
- The teacher shows and asks children to observe 4 or 5 objects on the table and tells them the names of those objects;
 - While children are asked to close their eyes; an object is taken out from its position. Then, they are told to open their eyes and guess which object is missing. Ask children to play this game as many times as possible.
- 19. Observing or what is different?*
- Children are asked to sit in a semicircle and one of them is chosen to be observed by others. Then, that child is asked to come outside the class and makes something to look different;
For example: unfastening his/her buttons, rolling his/her sleeve....
 - When that child comes in, others are asked to find the differences in him/her. Many children are chosen to follow the same pattern.
- 20. Leader activity*
- A child is asked to come outside the class so that he/she will not know who the leader is. While he/she is outside the class, another child is chosen to lead children in the class to do alternative activities.

For example: leading them to sing, clapping hands, making gestures like a viol player or monkey.

- The child outside the class is asked to come in and guess who the leader is. If his/her guess is wrong, he/she is still the guesser for 2 or 3 more times. If his/her guess is right, the leader will go out and become the guesser.
- The teacher leads children to play this game as many times as possible.

21. Hiding fingers

- Children have to challenge each other to be the leader by doing scissors, hammer and paper. The leader wraps his/her right fingers with the left ones and hides one of them in his/her fist without letting others see. Then, others guess which finger is hidden. If anyone guesses correctly, he/she becomes a leader and the wrong guessers are removed from the group and cannot continue guessing; and
- After the game finishes, the wrong guessers have to do any activities required by the group such as singing or imitating the walking manner of duck....etc.

Note: If children are clear with this game, they can play it by hiding two fingers (one is the right and another one is the left).

22. Making slow and fast rhythm:

- The teacher knocks bamboo strips as a rhythm of a song, “always clean”, so that slow and fast rhythm can be made;
- Children are asked to sing along those slow and fast rhythm;
- They are asked to knock the bamboo strips as a rhythm of this song, normal, slow or fast; and
- The teacher leads children to play as many times as possible.

23. Where is my ring? (Materials such as ring or other tools can be used)

- Ask children to sit in circle and ask one child to sit in the middle of the circle. Cover his/her face with a scarf and let he/she hold one bell;
- Teacher passes the ring or any tool to one child. When that child hears the starting sign, he/she starts to pass on the ring to others on their right hand side. The child whose face covered with scarf rings the bell when it is started with one or two children. When the ring is on any child, that child has to say “It’s me!” without telling his/her name; and
- The child in the middle of the circle must guess the name of the one who holds the ring. If he/she made a wrong guess, he/she will have to further its guess. If he/she made the right guess, the one who holds the ring will become the guesser in the middle of circle. Play this game as many times as possible.

24. bserving the pictures

- Teacher takes out a picture and asks children to have a quick look then hide it. Next, ask children to describe what they have seen in the picture;
- Divide children into groups and share pictures for children in group to observe for 5 minutes. Then teacher collects the materials and ask the representative of the groups to describe what they have seen in that picture. Ask other children in the group to tell more of what have not been describe; and
- Take out the picture to verify the answers of children in each group.

25. Guessing a rank of picture

Teacher shows six simple pictures and asks children to tell their names and stick them in order on the board. Ask children to observe for a while. Then teacher takes out those pictures and covers them with a piece of paper or cloth. Teacher shows each picture one after another and ask whether there is this kind of picture on the board or not. If yes, in which rank? Teacher uncovers the cloth from those pictures to verify the children’s answers.

Note: Materials can be letters or numbers.

26. Fish eats mosquito larva

- Ask children to sit down or stand in circle;
- Ask all children to do scissors, hammer and paper. The winner will do as a fish by taking right palm to place on the left hand to ensure that all the four fingers are attached to each other and separate both thumbs from the both hands to make a move as fish fin swimming in the water while the other use their fingers as a worm making a move as mosquito larva to swim away from the fish;
- When teacher gives a sign, fish to make a move catching mosquito larva. When the fish touches any larva, that larva will be died. The dead larva will have to wait for the questions from the fish. If the mosquito larva cannot answer, he/she will do as the fish. Questions to be asked include “What is sour?” “What is sweet?” “What is bitter?” “What letter followed by letter A?” “What number precedes number 5?”

Note: The question related to numbers, letters or riddles... can be asked.

27. Formulating the groups of the same animal

- Teacher shows different picture of animals and ask children to tell their name and imitate the sound of each animal;
- Teacher takes picture of those animals to stick on the board subsequently then draw symbols of each animals;
- Teacher distributes the symbols of those animals to each child and walks in circle then imitate the sound of those animals. When teacher claps hands, group of children who have the same symbol will have to combine into the same group; and
- Do this for several times.

28. Covering face and guessing the disappeared sound or the most silent game

Ask children to sit in circle. Ask one child (whose face is covered) to sit in the middle of the circle. Take one object to put in front of the bound child and ask another child to take that object without making noise. If the object is taken without letting the bound child knows, that child is the winner. In contrast, if the bound child knows, that child will be the loser. Those who are lost will be taken out from the circle. After finishing the game, all the losers will have to do something as required by the winner.

29. Challenging in catching things using two fingers

- Ask children to sit in front of each others. Both of them hold their hands together. Put pebbles or grain in front of each child with the same amount;
- Teacher will give a sign to start. Each child has to catch each object in front of them using thumb and index finger to put at another place. The child who finishes first will be the winner. The child who lets the object fall down from its hand will be the loser. When one group finish, another group continues.

Note: Index finger to little finger of right or left finger can be used to play this game.

30. Making sound baded on the symbols

- Teacher draws symbols to represent objects such as pieces of bamboo (|||), coconut shell () and block () on the white board or hangs on the rope;
- Distribute each object to each group. One get pieces of bamboo, another one get coconut shell and the last one get the block;
- When teacher shows each of these symbols, the group which has the same symbol will have to produce sound. Teacher has to ask children to practice for several times; and

- Teacher shows any symbol and ask group of children who have the same object to create rhythms of the song. For example, bang piece of bamboo twice, coconut shell once, and block three times. Do this based on teacher. Teacher can do fast or slowly.

31. Family system

- Ask children to stand in circle based on their groups (two and four legs animals, birds, domestic animals...);
- Each group must find one name of animal or plant or vegetable or fish. When we find the starter, he/she must tell the name of one animal or plant then continue to second person. The second person must find the name of animal or plant and continue to third person. In case the next persons tell the same name of animal or plant as previous persons, that person will be taken out from the group; and
- At the end, those who are taken out from the group have to do any activities such as sing a song or walk in a manner of duck as required by the group.

32. Creation of story and sentence

Ask children to sit in circle. Teacher starts saying simple word; for example, “Sopheia.” Ask one child to start saying what the teacher has said and create another word (Sopheia is a ...) then a child at the right hand side creates one more word (Sopheia is a student). Do this until there is no more child left. In case any child cannot remember sentence from the beginning will be a loser. The losers will be taken out from the group. Those who lost will have to do some activities.

33. Draw symbols

- Teacher shows four types of animal and asks children to tell their names and observe. Then arrange those animals on the board in order;
- For example: Number 1 hen, number 2 duck, number 3 dog.... Then teacher hides those pictures and asks children to imitate the sound of those animals which have been arranged; and
- For example: Σ ▲ ▲ □ □ If any child cannot do the same as arranged picture, that child will be a loser. All the losers will be taken out from the group. At the end of the game, those who lost will do any activities as required by the winners. Name of 4-6 types of animals can be used.

34. Clapping hands based on simple word

- Teacher says simple sentence (for example: Sopheia goes to the market.) Teacher asks: Which word in the front, in the middle and at the back?
- Teacher claps hands in accordance with the number of the syllables and asks children to clap their hands along with their teachers; and
- Ask children to do these to form many simple sentences.

35. Worm racing

- Identify the starting and finishing points;
- Hold four fingers and separate one finger putting on the starting point. When the sign is given, use that one finger to move as a worm. Crawl until arrive the finishing point; and
- Ask children to sit or stand in line. Ask five children to use thumb, index finger, middle finger, ring finger, little finger respectively. When the sign is given by teacher, the worms start crawling. Those who arrive the finishing point later will be the loser. The losers will do something as required by the winners.

36. Fish fin

- Ask children to sit in circle and distribute 4 materials (pebbles or grains) for each child equally; and
- When a sign is given by teacher, the children use the right hand to catch materials one after another and put it between the fingers of another hand without falling down. Any child who finishes before the others without falling down will be the winner. If the child let the material fall down, that child will be the loser. The loser will not be allowed to do it again. The losers will do as whatever required by the winners.

37. Tom, Teav

- Ask children to stand in circle. Teacher selects one boy, and binds his face. Ask him to sit in the middle of the circle, and ask a girl to stand in the middle of the circle too but the girl is a jumper not a runner. The boy is named “Tom” and girl is named “Teav”; and
- When a sign is given by teacher, the boy shouts “Teav, Teav” and the girl shouts “Tom, Tom” simultaneously. The boy chases the girl at the direction which the sound has been heard and the girl tries to escape. When “Teav” is caught, give this turn to other pairs who have not yet played. All the girls who have been caught will have to do something as required by the boys (sing a song or imitate animal manner of walking, etc).

38. Guessing the sound which has not been heard

- Teacher shows musical instruments (coconut shells, piece of bamboos, blocks) and bangs these musical instruments to make rhythm. Ask children to listen to the sound. Divide children into 4 groups (1 group holds coconut shells, 1 group holds piece of bamboos and 1 group holds blocks and another group do not hold any material);
- Ask a group of children who have no musical instruments to sit and turn their backs to the three groups and close their eyes; and
- Teacher gives sign to the two groups to make the rhythm and one group do not make it. The group who has no musical instruments turns their face and guess which group did not make the rhythm. Do this for several times and take turn to make the rhythm.
- *For example:* for the first time, group one do not make the rhythm, second time group two, third time group three.

39. Crab finds food

- Ask children to sit in line in accordance with identified direction. Set the place for finding food in 50 cm length from the starting point (small-rolled paper or leave or pen cap can be used as food); and
- When a sign is given by teacher, all children use their ten fingers and move as crab to find food. When any child reaches the finish point, he/she has to pinch the food using index and middle fingers and crawls back carefully to the starting point without falling down the food. The one who can come back with food will be the winner. Those who arrive the starting point late and let the food fall down on the way will be the losers. The losers will do everything as required by the winner.

40. Pair/memory

- Teacher shows picture or number or letter cards. Ask children to tell the name of those cards then turn those cards upside down and arrange them into four lines on the mat;

- Ask children to do scissors, hammer and paper to find the starter. The starter has to raise two cards at a time. If the two chosen cards are the same, the child is entitled to choose another two cards. If the two chosen cards are different, the cards must be turned upside down then continue to second person on the right hand side. Second person opens up two cards at a time. If the child chooses incorrectly, turn will be transferred to third person until there are no more cards left. Those who get more cards are the winners.

41. Worm crawls onto the tree

- Children use two fingers as worms crawling to find food or anything in front of them;
First time: straight index finger to the front and move thumb forward to the index fingers. Do this time and time again until reach the food. Then, the worm will have to turn back to the starting place, turning finger backward by moving index finger to thumb until reaching the starting place;
Second time: When the worm reach the starting place, the worm will have to go back and eat the food one more time using thumb and middle finger then move to the starting point as the first time.

Note: Thumb and the four fingers can be used one after another.

Language activities

A. Language teaching guide

- Find word (through brainstorming, show real objects or picture or word cards);
 - Observe letter which is the same as in words or phrase;
 - Listen to the sound of the word and show mobile letter;
 - Compare letter which have similar characteristic; and
 - Children find the word starting with letters which have been learnt.
- 1. Arranging picture based on time sequence**
 - Ask children to sit in circle, and describes daily activities which have been done within the whole day starting from morning until evening such as in the morning: get up, prepare bed, do exercise, take a bath, get dressed, have breakfast, go to school...
 - Teacher shows all pictures table to children to observe. Divide children into groups to arrange the order of the activity; and
 - Teacher verifies and corrects the answer.
 - 2. Guessing the name**
 - Teacher says any child's name silently and claps hand according to syllable of that name; for example, "Solida" teacher claps hands for three times (So, 1 time, Li, 1 time, Da, 1 time);
 - Ask all children to guess the name which has been told by teacher; and
 - Children do this using other children's name.
 - 3. Word completion**
 - Teacher tells the name of the game;
 - Teacher instructs of how to play;

When teacher says any phrase, one child has to complete additional phrase from teacher's phrase and continue to another child (3 or 4 children);

- For example, Teacher: I go. First child: I go to the market. Second children: I go to the market to buy cake...
* Phrase completion has to be correct and meaningful.
- Teacher leads children in a small group to play this by changing new sentence in accordance with the starting word.

4. Hand clapping

- Teacher brainstorms the questions related with study materials (book, pen, ruler, pencil...);
- Ask children to sit in semicircle;
- Teacher tells the name of the game and instructs of how to play:
 - + When teacher says the name of any material, all children have to clap their hands. But if teacher mentions the word which is not related to study material, all children have to remain calm and keep arm crossed;
For example: Teacher says “Book” All children have to clap their hands.
Teacher says “plate” All children have to cross their arm.
 - + Those who do incorrectly will have to stand at one place waiting for punishment.
- Ask children to retell the name of study material.

5. Memory

- Teacher shows two types of materials on the table and ask children to observe;
- Ask children to close their eyes then take out one material (hide);
- Ask children to open their eyes and ask children “Is there any difference on the teacher’s table?”
- When children have already made guess, teacher shows hidden material to verify;
- Teacher does the same by changing location of material and the number of materials from 2-6 types (ruler, pen, eraser...)

6. Drawing line to make picture

- Teacher shows picture one after another and asks children to tell the name;
- Children are divided into small group and materials are distributed to them (small headset, utensil, furniture and school) to all group;
- Teacher asks children to classify those materials according to its type;
- Ask 1-2 children to clarify the instruction above;
- Teacher asks children to tell reasons of their classifying;
- Teacher verifies and clarifies the above three materials and tells the names of those materials and asks children to repeat;
- Teacher sticks picture on the board and ask children to draw the line from those materials to their places; and
- Teacher and children verify the drawing line of the groups and reread out the name those materials.

7. Puzzle

- Teacher shows word cards and model phrases. Asks children to check and instruct of how to play and divide children into group;
- Teacher cuts word cards and phrase into small pieces. Ask children to arrange those pieces with the words and phrases according to the model; and
- Teacher and students verify the arranged word or phrase cards.

8. Finding one word (This is a type of cognitive development game)

- Ask children to sit in circle and start the game by producing one word. The child who sits next to the starter will have to repeat that word and find another word by him/herself. Then the next child need to repeat these two words mentioned and

find one more new word. Do this as many times as possible. Normally, children can repeat 5-6 words. Then start another round. Each time, set out other new conditions to gain more attention. For example, the words related to the color or food or animals' names or any words started with special sound are only described for the first time of the game.

9. What am I doing?

- This game is the same as "Purchasing". One child comes into the middle of the circle and asks "What am I doing?" or "Who am I?" The other children guess. All the children should have chance to practice this. Indeed, teacher has to instruct each child of how to do initial activity. But then children can do any activity based on their idea.

10. Describing objects or animals

Place many and varied objects on the mat and cover those objects with cloth or hide those object in one plastic bag. Ask one child to pick up one object without letting the other children know. Then, the child who picked up the object tries to describe how big the object and its color, and for what reason this object can be used...etc but not mentioning the name of that object. The other children try to guess what the object is. If they make the right guess, the one who hides that object has to reveal that object. Help children to describe by asking other questions. Each child has equal chance to choose object to describe.

Scientific and Artistic Activities

Scientific and artistic teaching guide:

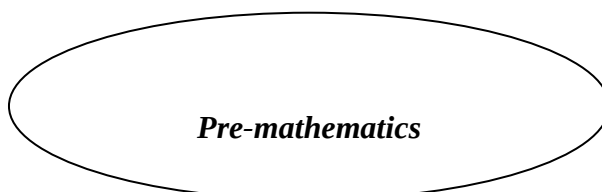
a. Science:

- Tell/ do not tell the title;
- Raise any problems or questions;
- Find the solutions, make an estimate/make a prediction/conduct a test/make a diagram/find any methods for the problems;
- Do experiment/practice;
- Diagram, explanation and the confirmation of the experiment; and
- draw a conclusion

b. Letter tracing:

- tell the title and show a sample picture;
- Ask children to look at the picture;

- Show children how to draw that picture;
 - Children try to draw that picture on the ground or slat and then on a piece of paper by using crayons to decorate it;
 - Ask all children to draw that picture; and
 - Check and Revise
- c. Structured activities:**
- Tell the title and show a sample picture;
 - Ask children to observe that sample picture;
 - Teacher shows how to cut/paste/fold/tear/mould/braid/weave....
 - Ask two or three children to try and then let all of them practice individually or collectively; and
 - Check and Revise
- d. Drawings:**
1. Optional drawings:
 - Brainstorm/show children the various drawings or the drawing of other children;
 - All children are asked to try to draw and if anyone cannot draw well, their teacher will help brainstorm and encourage them; and
 - Check and revise
 2. Drawings copied from the sample objects:
 - tell the title and show the sample picture;
 - Children are asked to observe drawing/real object;
 - The teacher shows how to draw - color;
 - Children try to draw - color;
 - Children practice altogether and are encouraged by their teacher when facing difficulties (teacher should avoid humiliating and discouraging children); and
 - Check and revise.
 3. Drawings based on the topic: it is drawn based on brainstorm/revision of what children have seen and known. For example, drawing of any plot in the folktale or any event they have seen by encouraging and exhibiting their achievement if possible.
- e. Observation:**
- Show children a picture or a real object and ask them to observe;
 - Encourage them to observe and describe what they have seen and what they have known;
 - The teacher add what children have not known; and
 - The teacher leads children to play any games to strengthen what they have learned.



Pre-mathematic teaching guide:

- ◆ Raise any questions (relevant to existing general knowledge)
 - ◆ Show pictures (which can help children come up with leading question) or real objects relevant to the objectives of the lesson;
 - ◆ Led children to practice so that they can think, express their ideas, and analysis and they can use symbols to represent something by themselves
 - ◆ Monitor and evaluate the outcomes and make improvement; and
 - ◆ Strengthened knowledge game and revision.
- 1. Shopping:**
- Teacher raises some questions relevant to shopping;

- Teacher shows children numeral cards or pictures one by one from 1 to 4 and then ask them to tell the numbers on the card;
 - Teacher show how to play the game: when the teacher says shopping, all children have to walk along with their teacher and when the teacher says she/he wants to buy candies or some objects in amount of... (while he/she is speaking, he/she shows pictures or numeral cards), children have to run to form the groups whose members are the same to the numbers or pictures shown;
 - Teacher leads children to play and verifies the numbers of children running to their groups; and
 - Teacher asks children to recall game they have played and asks them to count the numbers they have learned.
- 2. *Making small bundles of numbers:***
- Teacher shows different pictures or numeral cards with 1 to 4 spots to children and ask them to observe and count the numbers in those cards one by one;
 - Children are divided into small groups (each group has 4 children) and given many pebbles placed in the middle of each group;
 - Teacher shows pictures or numeral cards with spots to each children and then the children has to count the pebbles according to the number of spots shown and placed in front of him/her;
 - The game is repeated with the same pattern, but the numeral cards are changed;
 - Teacher and children verify the counted numbers together; and
 - Children are asked to count the numbers which have been learned.
- 3. *Dice:***
- Dice with 1 to 4 spots on each face have been shown to children to observe and count the numbers of spots on each face;
 - A die is thrown (3 or 4 times) by the teacher and children are asked to count the numbers of spots on each face;
 - Children are divided into three groups and each group gets a die and many pebbles; and
 - Children are asked to compete with each other to find the winner to throw the die first. The first thrower has to count the pebbles as the numbers of die he/she has thrown (the same pattern is followed by others for three rounds and then find the one who get the largest amount of pebbles in each group.
- 4. *comparison and arrangement of numbers in order from 1 to 6:***
- Teacher shows bottles stuck with cards of spots and numbers from 1 to 6 which are not arranged in order and then asks children to count the spots on the cards and the numbers stuck on the bottles one by one;
 - Teacher divides children into 3 groups; each group obtains bottle stuck with cards of spots and numbers from 1 to 6 and pebbles;
 - Teacher asks children to practice by dropping pebbles into the bottles according to the number of spots and numbers stuck on those bottles, asks children to compare which bottle has more pebbles and which has fewer pebbles and then asks them to arrange those bottles in order from bottle with fewer pebbles to one with more pebbles and vice versa; and
 - Teacher and children verify their tasks group by group.
- 5. *Matching quantity with the numbers:***
- Teacher shows children the cards of spots, objects and numbers from 1 to 4 and asks them to observe so that they can remember;
 - Teacher asks children to tell the number on each card;
 - Teacher divides children into three groups in which each group can get a set of cards;

- Teacher asks children to choose cards with the same amount of spots, objects and numbers; and
 - Teacher and children verify their task together.
- 6. *Knowing of fat or thin:***
- Teacher shows picture card of people, animals (fat and thin);
 - Teacher asks children to observe and tell which one is fat and thin?
 - Teacher divides children into three groups. There is a set of picture card for one group;
 - Teacher asks children to choose picture cards and put them into fat or thin group;
 - Teacher and children verify the answer;
 - Teacher asks children to retell and draw both pictures (fat, thin).
- 7. *Practice of number 1 writing:***
- Teacher shows number 1 card and sticks it on the board;
 - Teacher asks children to observe and try to tell the name of number;
 - Teacher tell the name of number 1 and asks children to repeat;
 - Teacher writes number 1 in middle size on the board and asks children to observe how to write that number;
 - Teacher instructs children to write number 1 in the space or write on the table or on the ground (Teacher writes it by turning back to the children);
 - Teacher distributes a piece of paper with small dots in the shape of number1 and pencil to each children;
 - Teacher asks children to practice (draw a line following small dots); and
 - Teacher verifies and appreciates their achievement.
- 8. *Simon Says “knowing inside and outside”***
- Teacher shows picture of animals inside and outside the cage. Children observe and tell the location of animals
 - Teacher leads children to play Simon Says game focusing on inside and outside;
 - Teacher draws a big circle and asks children to stand in circle and instructs;
 - When teacher says Simon says “Inside” children jump into the circle;
 - When teacher says Simon Says “Outside” children jump out of the circle; and
 - But if there is no the word of Simon says, children have to stay calm. If any children do wrongly from the instruction, they will be taken out from the game and will do something as required by the winner such dance or sing.
- 9. *Child hide***
- Teacher shows numbers of pebble; for example, 3, 4, 5 or 6 and asks those children to count the number;
 - Teacher hides some pebbles in the fist and asks children to guess how many pebbles are there in the fist;
 - Children guess and teacher open the fist to verify the answer by counting;
 - Teacher hides the pebbles by changing numbers;
 - Teacher divides children into small group and asks children to play in their group;
 - When children play, teacher checks and appreciates; and
 - Teacher checks and modifies children play.
- 10. *Throw into circle game “knowing of near, far”***
- Teacher asks questions related to throw into circle game;
 - Teacher draws one circle and draw a line of starting point at 2-3 meters long from the circle; and
 - Teacher asks children to stand in starting point and hold one slipper each and throw to the circle. Asks all children to verify. Which slipper is near to or far from the circle (Teacher may practice this for each group and can play by flicking rubber band).

11. *Domino:*

- Teacher shows domino to students to observe and tells them how many domino he/she has;
- Teacher instructs of how to play and play with children as model;
- This game can be played with 4 children. 28 dominos are turned up side down in the middle of the circle. All children take 7 dominos each (all dominos are equally shared);
- The child who has domino  is the starter;
- The second child will have to put down his/her domino in which one of both sides consist of 6 points (for example,  or  or ...) to continue from the first person. If the second person does not have these kinds of domino, turn will go to third person. Do this until there is no more dominos left in the hand. The one who finish his/her dominos first will be the first winner. The remaining will continue their play until there are no more domino left;

Note: All dominos will be arranged in line. The players shall think that there are only 2 sides which can be played. The player is not entitled to continue his/her domino beside these two sides.

- Divides children into small group (4 children in each group) and asks children to play in their groups. If there is not enough materials, one group can play then continue to another group until all of the groups have chance to play; and
- Ask children to play and teacher supervises and provides additional instruction (dots, objects or numbers can be played).

12. Arrange in range or type (fruit, color, size...)

- Teacher shows the card of all types of fruits and asks children to observe and tell the their names, color and size;
- Teacher instructs students to arrange those fruits according to their color and size;
- Teacher divides children into three groups (there is a set of fruit cards for one group);
- Children practice and teacher supervises and verifies with children in the group; and
- Asks children to retell the names, color and size of the fruits.

13. Knowing of left, right:

- Teacher asks children to raise their left or right hands, left or right legs;
- Teacher asks 5 children to stand in horizontal line and turn their faces to their friends. Teacher asks who is on your right hand "A?" Who is on your left hand "B?"; and
- Teacher leads children to play Simon Says game (left, right) and asks children to raise their left or right hands.

14. Matching quantity to numbers:

- Teacher shows pictures, objects and number of objects and dots for children to observe and tell each number;
- Teacher instructs how to match object to number or object to the dots;
- Teacher divides children into two main groups. Each group divides into two small groups. Teacher distributes pictures, objects and number to group 1 and distributes object pictures and dots to group 2;
- Children practice and teacher supervises, verifies and encourages; and
- When children have finished matching, teacher asks both groups verify and improve.

15. Magic bag (Knowing the feature of some objects and color)

- Teacher shows fruit or vegetable cards and asks children to observe and tell their names;
- Teacher puts all cards into magic bag;
- Teacher asks children to sit in circle and sings and passes on the bag. When teacher gives sign to stop, the bag which is on any child, that child has to take out the card, see the picture on that card and describe its feature and color of that object. Asks other children to make a guess. When the guess is already made, the child reveals the card to

- verify and clap their hands then sing and pass on to another child. Do this until there is no more card left; and
- Asks children to retell each feature.

16. Knowing geometric shapes (square, rectangle, triangle, circle)

- Teacher shows and instructs children to know geometric shapes one after another... sticks them on the board;
- Teacher puts geometric shapes □ □△ ○ into the bag and instructs of how to play:
 - Teacher asks children to pass on the bag. When the stop sign is given, the bag is on any child, that child has to touch one shape in the bag and tell the feature. If it is correct, other children clap their hands to appreciate but if it is wrong, other children modify;
 - Then asks all children to find object surrounding themselves or known objects in which its shape is similar to what has been shown;
 - Teacher leads children to play until there is no more geometric shape left in the bag.
- Teacher asks children to retell the names and shapes of those objects;

17. Knowing of quantity and number from 1 to 2:

- Teacher asks children to raise their one finger and clap their hands one time;
- Asks children to pick up one card on the table and show his/her friend and sticks it on the board and reads number 1 altogether;
- Teacher shows number 1 and sticks it on the board then reads out number 1 and asks children to repeat;
- Teacher tells the children that number 1 represents quantity of 1;
- Teacher does the same with number 2 (arrange in order);
- Asks children to find a quantity of 1 in the classroom; and
- Teacher asks children to retell the quantity and number.

18. Knowing of number from 1-15 (count number)

- Teacher asks children to count their fingers from 1-15;
- Teacher shows the straws and asks children to count from 1-15;
- Teacher divides children to sit into 3 groups. Each group is provided many straws in the middle;
- Ask each children to count the straws following teacher's order;
- Teacher verifies each group; and
- Teacher asks children to draw any pictures from 1 to 15 on the paper or ground once again.

19. Fire on the mountain (find partner of figure or number cards)

- Teacher gives one number card to each of the children (there are 2 or 3 cards in each of the number cards according to number of children);
- Teacher asks each of the children to tell the number in their cards;
- Teacher starts the game. When teacher shouts "Fire on the mountain! Run!", children run all over the classroom. When teacher shouts "Fire is extinguished!", those who have number 1 find each other;
- Teacher leads children to play by changing numbers. The purpose of the game is to let children who have the same numbers find each other; and
- Teacher verifies the play (if the game is played with many figures or numbers of cards, teacher should distribute card from 1-5 then from 6-10...).

20. *The combination of dots and numbers*

- Teacher shows figure and number cards to be assembled to children for their observation and tells children each of figures and numbers;
- Teacher instructs children to combine the dot numbers to match with the figures;
- Teacher divides children into 3 groups. In each group, there is a set of combined cards from 1-15;
- Asks children to practice. Teacher walks around to control and provides extra brainstorming; and
- Teacher reviews by asking children to retell about their combination (dots and number of objects can be combined in the same way).

21. *Knowing rules: before and after*

- Teacher shows daily calendar within a week and sticks it on the board;
- Teacher names each of the days and asks children which the first day, the next day, and the following day are.
- Then teacher turns the calendar upside down and divides children into 3 groups. Teacher distributes a set of day cards within a week for each group;
- Teacher asks children to arrange it in order;
- Teacher turns the calendar over and verifies the answers of each group.

22. *The dice and coins*

- Teacher shows game materials and asks children whether they used to play or see someone play it or not. If yes, how do they play?
- Teacher instructs how to play. There are 4 children in a group, one dice, a table, and 4 coins. In a group, teacher asks children to play finger game in order to select the winner who starts to drop the dice first. And a coin is put in the location in the list according to the number on the dice. Then the next child continues. They do like this again and again until one of them reaches the finishing point. The one who arrives the finishing point first is the winner followed by the others;
- Teacher asks 3 children to play with her/him and other children to watch;
- Teacher divides children into small groups. Each of them has 4 members and a set of play materials; and
- Children practice and teacher walks around to control and assists if necessary.

23. *Slap the board*

- Teacher shows a number card and asks children to read it. Then teacher sticks it on the board. Asks each of the children to tell one number. After that teacher writes it on the board;
- Teacher asks children to write each of their numbers on the board and asks children to retell their number;
- Teacher chooses 2 children to stand at the equal distance from the board.
- When 2 children heard teacher or any child say any number; for example, number 3, both children have to touch that number. The child who touches the number first is a clever child and is entitled to play with another child. The child who touches the number later will have to go back to his/her seat.
- Teacher may select children in pair to play (teacher calls out different number for children to play for 2 or 3 times);
- Teacher draws circle around each number and asks children to read it again and again according to teacher's pointing (while children are reading, teacher erases one number after another); and
- Then teacher asks children to fill out the numbers which have been erased.

24. *A sad snake*

- Teacher shows a picture of a naked snake and sticks it on the board. Teacher tells children that this snake looks pitiful because his parents passed away since he was young. He lives alone and he is so tremble due to coolness as he has no clothes;
- Teacher shows small geometry shapes and says that “I have these kinds of geometry shapes, can you help me dress up the snake using these?”
- Teacher asks children to arrange geometry shapes in the snake’s body following his/her idea. (If he/she cannot do well, teacher may ask question in order to make students understand how to arrange...);
- Teacher shows another snake’s picture which has no complete dress meaning that there are 4 or 5 pieces left. Ask children to observe and divide children into groups. Distribute play materials to children to dress the snake;
- Teacher walks around to verify the practice and correct children in groups by asking them to tell the orders of arrangement (such as circle, next, square, triangle...); and
- Asks children to combine into a big group. Then asks children to clap their hands according to a set of each model... (For example, the first is circle, so clap the hands; the second is square, so clap on the thigh; the third is triangle, so clap on the shoulders...).

25. *Fire on the mountain*

- Teacher leaves each of the geometry shapes at each corner;
- Teacher asks children to observe the location of each geometry at the corners;
- Teacher leads children to play;
- ✳ Teacher asks children to hold each other’s hands, walk in a circle and sing any song they can;
- ✳ When teacher shouts “Fire on the forest!” children start to run freely;
- ✳ When teacher shouts “Fire is extinguished!” children have to run and stand at the place where the geometry shape was stuck and it must be the same as the one shown by the teacher. (For example, when teacher shows circle, children have to stand at the circle place);
- ✳ Teacher and children verifies the answers;
- Teacher leads children to play by changing the shapes; and
- Teacher asks children to redraw geometry shapes on the ground.

26. *Building or new invention (combine pictures using geometry shapes)*

- Teacher shows a picture of human being made from geometry shapes. Asks children to observe and tell the name of each shape;
- Teacher shows small geometry shapes and instructs children of how to create (combine) picture of human being;
- Teacher asks children to retell how to create the picture of human being again; and
- Teacher divides children into 3 groups and distributes materials for their practice;
 - Group 1: Create of a picture of human being (with teacher).
 - Group 2 Play games which have already been learned (first game).
 - Group 3 Play games which have already been learned (second game).

When one group finishes, let another group practice it until all groups can play it.

- Teacher asks children to tell the name of shapes which have been created.

27. *Magic bag: Knowing the numbers of objects and animals*

- Teacher shows number of dot cards, objects and figures to children and asks them to observe and tell the names of each objects;
- Teacher puts those cards into the bag and leads children to play;

- Teacher asks children to sit or stand in a circle. Then asks them to pass it on to one another. While passing it, they sing altogether. When teacher gives a sign to stop, the child who is holding the bag will have to take out the card and mime in accordance with the picture and figures. Other children observe and guess. If it is the right guess, everyone claps their hands to appreciate. Play this game again and again until the whole session is ended; and
- Teacher chooses pictures which are easy for children to mime.

28. *Playing Treh, Counting numbers*

- Teacher starts brainstorming of playing Treh;
- Teacher shows how to play Treh by asking 4 children to play with her/him and ask other children to watch;
- Teacher starts first by putting small pebbles on the back part of the hand and throws them up to the air. Then she/he turns the hand over to catch them. Teacher counts pebbles in the fist and keep that for a while. Then she/he asks the next child to start one after another. They do this for 3 rounds and make comparison by counting the total numbers of pebbles each child gets and the one who gets the most pebbles is the winner; and
- Teacher divides children to play in groups (There are 4-5 children in one group).

The Lesson Contents

Songs

1. How do you do!

- How do you do! Today we are glad to see each other.
- Oh la la la la la la Oh la la la la la la.
- How do you do! Today we are glad to see each other.
- Oh la la la la la la Oh la la la la la la.

2. The train

- A train for children is running. It is running to school. Hurry up, friends! We catch the train to school. It is leaving now. Tin Tin Tin Chhuk Chhuk chhuk.

3. The Duckling

- While walking, ducklings walk badly. Friends, please remember not to walk like them. Look, they are walking to school. Friends! Let's go to school with them.

4. Always clean

- We are always clean. We must always remember to wash our body before sleeping, eating and going to school.
- We must always wash our hands immediately after molding figures from soil. We will be called the model children (twice).

5. Young Squirrel

- A young squirrel is jumping on the top of palm trees. He is nibbling the palm fruit. It sounds Kraok, Kraok, Kraok. He is waving his tail and nodding his head (twice).

6. Don't be playful (following the style of poetic rhythm of I Row a Boat)

- Let us go boat rowing (twice). We will not be very playful in order to prevent the boat from sinking.

7. Catching fish (following the style of poetic rhythm of Catching Small Shrimps)

- Tak Ting Kor Noeng Noeng, I dive into a lake and catch three fish. One of them is dried with salt and the other two are used to make soup with salad. We eat the three-caught fish (twice).
- Tak Ting Kor Noeng Noeng, I dive into a lake and catch four fish. Two of them are kept to be grilled and the other two are fried with soya beans and gingers. We eat the four-caught fish (twice).
- Tak Ting Kor Noeng Noeng, I dive into a lake and catch five fish. Two of them are used to make Prahok and the other three are used to make Mam. We eat the five-caught fish (twice). Tak Ting Kor Noeng Noeng.

8. Walking or Sleeping

- While walking or sleeping, we must keep our body straight. We must straighten it out since we are young. Although we are sitting or standing playfully, we the children must keep it straight.
- We must always smile and be hopeful. We must see the face and not look from behind. We must turn our faces up and talk with other people. They will consider us to be brave.

9. My grandfather

- My grandfather is at a field. E Ya E Ya Yo. He raises chicken in the field. E Ya E Ya Yo. I hear they are crying “Tot Tot” here and “Tot Tot” there. I hear they are crying “Tot Tot” everywhere.
- My grandfather is at a field. E Ya E Ya Yo. He raises ducks in the field. E Ya E Ya Yo. I hear they are crying “Kab Kab” here and “Kab Kab” there. I hear they are crying “Kab Kab” everywhere.
- My grandfather is at a field. E Ya E Ya Yo. He raises cows in the field. E Ya E Ya Yo. I hear they are crying “Mor Mor” here and “Mor Mor” there. I hear they are crying “Mor Mor” everywhere.
- My grandfather is at a field. E Ya E Ya Yo. He raises pigs in the field. E Ya E Ya Yo. I hear they are crying “Ouk Ouk” here and “Ouk Ouk” there. I hear they are crying “Ouk Ouk” everywhere.

10. Left and Right

- Left, right, we must well remember one, two. We must walk cautiously and correctly one, two. - Left, right, we must remember one, two. We must walk correctly and not confuse one, two.

11. We are children. Let us dance (following the style of poetic rhythm of Circle dancing).

- We are children, so let's dance. We happily dance for entertainment. Come on, friends! Let's dance, dance, and dance. We happily dance. La la la lala lala. La la la lala lala. La lala la lala.

12. The Black Birds bend their bodies (following the style of poetic rhythm of Black Bird)

- Oh, the black birds! What are you in the crow eating? We are all children, so let's do exercise. Oh, my dear Black Birds! (twice).
- We make efforts to raise our hands up. We try to lift our legs up and to bend our whole bodies in order to have good health (twice).

13. The flowers are blooming in the lake (following the style of poetic rhythm of Catching Small Shrimps).

- Tak Ting Kor Noeng Noeng, friends, please look at the lake. There are a lot of water lily's flowers blooming in the lake. They look red and yellow, so we really want to pick them. Tak Ting Kor Noeng Noeng.

14. The Great Time

- When we are happy and have great pleasure, we must clap our hands (twice).
- When we are happy and have great pleasure, we must clap our hands (twice).
- When we are happy and have great pleasure, we must clap our hands. We clap our hands.
- We must clap our hands too although we are not happy (twice).

15. The Vegetable Garden (following the style of poetic rhythm of Completely Red Sky).

- Look at the vegetable gardens. We grow and look after them very carefully. The vegetables are good, so we love them. We can use them to make delicious soup (twice).
- There are water convolvulus, lettuce, Chinese kale, cabbage, wax-gourd, tomato, and other vegetables. They are fresh and edible (twice).

16. The butterfly goes to school (following the style of poetic rhythm of Saravan).

- Look at the butterfly. She is flying to collect pollen from flowers. She is very beautiful with yellow, red and green. I wonder if she wants to go to school with me (twice).

17. The sun is rising now (following the style of poetic rhythm of the Black Bird)

- The sun is rising now. Let's raise our hands up. Cock-a-doodle-doo, the sun is rising now. Let's raise our hand up to get sun shine so that we will have strong body.
- We bend forward and then backward. Cock-a-doodle-doo, we bend forward and then backward. The wind is blowing now, so let's dance.
- When we do exercises every morning, our body will be strong. Cock-a-doodle-doo, when we do exercises every morning, our body will be strong. We are healthy and clever.

18. Playing Chhoung (following the style of poetic rhythm of throwing Chhoung)

- When we through Chhoung up in the air, it breaks into five pieces. We always play it during the Khmer New Year's days in April.
- When we through Chhoung up in the air, it stays on the top of the flower trees. We are children, so let's play it.

19. The Owl.

- There is an owl with big eyes. It cries from the top of Chhrey (a kind of fig tree). I heard wild owls crying. They are crying back and forth. The owl! The owl! The owl! The owl!

20. Stripping off the Beans

- Let's strip off the beans. We carry and put them in the buckets. Some try to carry them while the others prepare the soil to grow them again.
- (Chorus): It is true. We chase crickets to run into their holes in the soil. When we chase chickens, they will shout "cluck". When we chase wolves, they will run very fast. They run and run until it is dusty. Let's strip off the bean.

21. The Beauty of the garden (following the style of poetic rhythm of YI KE)

- Children, both boys and girls, are looking at a garden where the flowers are blooming beautifully. There are roses and Sey Morn (a kind of flower) which are newly blooming. Chanthou (a kind of flowers) has wonderful smells. The flowers have different colours. They are interesting. When we look at them, we can forget our hardship. As a result, we should grow them.

22. Children are happy to go to school (following the style of poetic rhythm called Happy Meeting)

- Children are happy to meet each other. They go to kindergarten altogether. They carefully listen to their teachers and are creative in order to become the children of dignity (study).
- (Chorus): kindergarten, la la, kindergarten (3 times), kindergarten, kindergarten, kindergarten.

23. The Occupation in my Village (following the style of poetic rhythm of the Cambodian Landscape)

- In my village, there are carpenters, young girls sitting and weaving silk skirts, grocers and fishermen. They both men and women are free from starvation.

24. I love my country (following the style of poetic rhythm of Stars in the Sky)

- I love my country, Cambodia very much. There are field, mountains, rivers, and forests. They are beautiful. I dream of you every time (twice).

- I determine that I will serve as a soldier when I grow up so that I will be able to develop and protect my Cambodian territory (twice).

25. A shop selling tables and closets (following the style of poetic rhythm of the Cambodian Landscape)

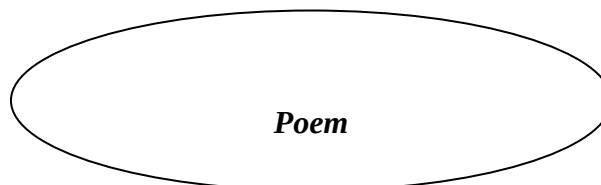
- During the moonlit night in Cambodia, the villagers are very busy with their work.
- A carpenter is making tables, chairs, beds and closets. They are very stylish and modern.

26. We go boat rowing (following the style of poetic rhythm of the Cambodian Landscape)

- We row a boat to school. We learn to make current movement. There are some kinds of movement such as walking, running, jumping, crawling, climbing, going down, pushing, pulling, creeping, turning around, and throwing.
- We row a boat and make movement in accordance with a song and a story in order to be strong.

27. Alphabet (following the style of poetic rhythm of an Old Man Wants to Marry a Young Wife)

- Kor, Khor, work hard. Ker, Kea, Ke, Ki, are toad's babies.
- Kher, Khea, don't sleep lazily. Nger, get up and don't fall asleep while sitting up, Kor, Khor, Ker, Kher, Nger.
- Chor, speak politely. Chhor, eat properly. Cher, salute properly while meeting other people.
- Chhor stop bothering old people and smile without shyness, Chor, Chhor, Cher, Chhor, Nher.
- Dor, Thor, Der, Ther and Nor, be happy to go to school.
- Tor, follow advice and study hard, Tor, Thor, Ther, Ther, Ner.
- Bor, Phor, Per, Pher and Mer, be happy and not quarrel.
- Yer, Rer, Ler, Ver, be unity. Sor, Hor, Lor, and Or, are the 33 alphabets.



1. We go to school (kak KeTeh rhyme)

- Come on, our friends. Please hurry up. Let us go to school. We play, we think, and we go to visit a number of places to improve our knowledge.
- We learn to observe. Then we draw based on our memory.
- We grow vegetables. We have fruits, friends. Don't be lazy. We go to school.

2. Public park (Kak Ketch rhyme)

- Look! The park is full of grass and flowers: amaranth and Sbai Roeung. Bananas are ripen with the colors of red and yellow. They grow in the middle of the park.

3. Bon Oum Touk/Water festival (Kak ketch rhyme)

- Do you see, friends? In the river, there are many boats. Some people are rowing and some are paddling to show off their strength for three days of the national festival.
- It is our custom and tradition which is held on the 11th month. Many people all over the country come to visit the festival for entertainment.

4. At the beginning of the season (Kak keteh rhyme)

- When walking along the road, we children remember to walk on our right and walk on the side. We all have to remember to always walk on the right.
- When crossing the road, we children remember to be rush to the other side. We have to look at your back and front side and do not forget to be prepared to avoid danger.

5. In our garden (kak keteh rhyme)

- Every evening at 5:00, we must remember to go into the garden. We water and pull out the grass. All worms are taken out of flowers.
- Cucumber and pumpkin peppers and fruits are sprouting. Plants of wax gourd grow flowers and climb up the poles. They are challenging for space to grow.
- The crops produce good yield, so we are free of concern. We are better off because we can eat our crops and also sell them. We should not hesitate and we have to grow them very carefully.

6. What do you remember?

- Friends, please try to bear in mind of the fruit trees which have different colors: dark yellow and red, and have thick fruits and flesh and sweet juice.

7. Drink well-boiled water (Kak keteh rhyme)

- We children must remember to drink well-boiled water.
- Whenever seeing uncooked water, we have to wait until it is properly cooked so that we are free of diseases.

8. Elephant riddle (Kakateh rhyme)

Friends! Please help guess, think, answer and tell me an animal with greatly bigger body than other animals except small eyes.

Friends! I know that big animal. It is as black as a buffalo with very small eyes and a small long trunk. It is an elephant.

9. What animal is it? (Kak keteh rhyme)

What animal is it? It lives on the earth with fur and wings with webbed feet. It cries “Kap! Kap!”. It waddles and has a long beak.

Friends! I think my answer is right. It is a duck. It has two wings and a long neck. It has long, flat and round head with two small eyes.

10. Get rid of pest (Kak Keteh rhyme)

Mice, flies and mosquitoes live near human beings. They are vectors, so we must get rid of them by using our methods that would be great.

11. Help grandpa to grow banana (Kak keteh)

One day, I went to the farm. I saw grandpa growing banana trees. He grew them in row of a very straight line. I was very happy to help grandpa grow banana trees.

12. Grandpa’s house (Kak Keteh rhyme)

My grandpa has a house near a school. He makes buckets. Every day he strives to cut and hammer zinc to make water buckets.

My grandpa makes vertical buckets. He has made many of them to sell to other people either in the morning or evening. He is very happy when the customers buy his buckets.

13. School and House (Kak keteh rhyme)

At home, my parents love and take good care of me and when I come to school, my teach gives me good advice and teaches me not to be stupid, but be brave. We laugh happily at school. We sing and dance for entertainment. We learn to draw and listen to stories. We all remember these very well. We love and consider our classmates as our siblings.

14. When traveling (Kak keteh)

When traveling on land, we travel by bikes, motorbikes and cars. We can catch train and also travel by ships and boats on water way as we wish.

Do exercises following the

1. Three friends went to school

Kiki, puppy; Mab, piggy and Meov, kitty held their hand together walking as military troop in direction to go to school. On the way, they saw a lot of earthworms on the soil. Seeing this, they walked on their tiptoes sometimes walking to the left and sometimes to the right. When they soon passed that place, they came across muddy place so they tried to find clean road to walk. They walked forward with their long steps. At that time, they encountered so many stones scattering along the road. They threw one stone after another to the side of the street. When there was no stone left, they walked using legs crossing cheerfully. At that moment, school bell was rung repeatedly then they held their hands walking towards school.

2. A herd of goats ate grass on the mountain

There was a herd of goats walking majestically in search for food on the mountain. Those goats came across one uncle then two goats were jumped at the same time. After they continued their walking they met numerous thorns. They walked on their tiptoes using long steps, slowly and quietly. At that time, there was a herd of wolves coming forward. Those goats were so fearful then they galloped quickly into the shrub and hide themselves quietly. Not very long after that they continued their journey by glancing on the left and on the right. There they saw green grassland in front of them. They run very fast to that place and ate grass so joyfully. They took a rest in a short period of time before they went home.

3. Bona and Neary went to Mango orchard

One day, Bona and Neary held their hands together walking timidly with baskets in their hand while they were talking about this and that. Suddenly, because of one puddle, they stopped their walk. After that, they took long 2-3 steps backwards and galloped that pond. They were so cheerful that they clapped their hands then they held their hands together running slowly. While the orchard was approaching, they saw various thorns in a small road. Having passed that small road, they reached mango orchard with full of mangos. They both jumped over the fence, picked and threw the mangos. At that time, there were so many fruits falling down the tree so they picked up those mangos and threw into the basket then they sat their back to back. Long after that, there was a slightly rain so they stood up and picked up their basket then ran fast to their home.

4. A hare took their babies to search for food

One day, a female hare with their babies jumped friskily in search for food in the forest. When they jumped into the forest, they ate grass and leaves joyfully. While they were eating, they heard sound of wolves' howl. They were so frightened that they ran very fast into the shrub. After a while, the fare and their babies walked quietly turning to the left and the right and continue their walk. There they came across one small stream. The female hare asked their babies to hold their hands with a group of four to gallop that small stream. When they continued their way, they saw a huge cave. The hare asked their babies to crawl into that cave and walked through those stones until they saw a gigantic rock. They all took a pure breath air and they took a small rest before they gladly went to their burrow.

5. Joined New Year's Day

Today, there was a group of children walking to play popular game in pagoda because today in a New Year's Day. When they walked on the way, they held their hands in a group of five. They were so delighted so they jumped to the left and to the right, to the front, to the back then they swirls their bodies one after another then they ran very fast to the front. There, they came across one big road so they walk majestically to cross that road. They walked together in a group of three, continued their slow running and they met a small bridge. They crossed that bridge one after another in line. After that they ran into pagoda and played popular game based on their favorites. They came home in the late afternoon.

6. A hen took her chicken to search for food

A hen took her children from a cage to search for food. They walked, jumped and flapped their wings and crowed "cluck! cluck!". The hen walked in search for food near a fence. Suddenly, she met a snake creeping the fence. She and her children were so frightened that they walked backward taking long steps. The hen asked her children to temporary roost on the fence then jumped to another terrain. They were walking while they were jumping by flapping their wings. She took her children to scrap the ground to search for food. They scraped to the left and to the right, up and down as they were delighted with their delicious food. Suddenly, they saw one big weasel which was about to catch chicken for food. At that time, the hen chased her chicken into the cage by saying that "run into the cage, hurry up!"

7. A white horse took their colts to search for food

There was a white horse jumped over the fence of the stable in order to play in a mountain. They ran very fast sometimes to the left and sometimes to the right. Some colts jumped over the stone and some jumped on small stones, some collided their heads and bottom until then they reached one broken but strong bridge on a valley. The white female horse and her colts walked in queue one after another protecting from being fall to the valley by raising high and long steps. Having passed that place, they continued their jump by glancing to the top of the mountain. They sat and relaxed for a while then they stood up and ate grass. The female horse and her colts ate grass until they were full and they played cheerfully together until in the late evening that then went to their stable.

8. A duck took her duckling to play in the pond

One day, a duck was intended to ask her duckling to play in the pond. The duck called her duckling to come out from a cage. Her duckling flapped their wings and cried "quack! quack!" Then she led her duckling to walk out of the cage one after another using high steps. When they went on a short walk, they saw many foods along the way. The duck ran toward those foods and eat those foods as meal. As they continued their way, they came across a small bridge then she asked her duckling to walk carefully in line in order to cross that bridge. When they passed that bridge, they saw a small pond so they swam in the pond together flapping their wings so happily. After a while, they walked onto a land and continued their way home.

9. An ox took their calves to eat grass in the rice field

Every morning, an ox took her calves to search for grass in the rice field near the village. A long the way, a herd of cow walked slowly and their eyes were searching for grass. At that time, they saw green glass land. The ox and her calves ran and jumped to the left and to the right so cheerfully. While they were playing so happily, they came across a small stream then three calves jumped over the small stream once at a time followed by another three until then they reached rice field with green glass so they ate deliciously. In the late afternoon, they all returned to their stable.

10. Three friends (frog, burrowing and toad)

As soon as the rain stopped, three types of amphibian: frog, burrowing and toad leaped to play in the pond along the road. They sometimes leaped to the left sometimes to the right, to the front, to the back, leaped bendedly and leaped to the front very fast. Then they stopped their steps due to bumpy stones. They leaped across one after another stones until they reached the pond. They jumped into the pond together. As they were in the water, they swirled their bodies and pushed the others to the front and to the back, up and down. They swam in the water so delightedly then they leaped onto the land to their habitants.

11. We went to see boat rowing

Today, there were a lot of children coming to see boat rowing at the lake side. They held their hands and walked very fast towards there. Some children walked on their tiptoes, some walked on their heels and some other walked on the right side of the foot. Not very long, they came across many stones scattering along the road. Then they jumped over those stones, sometimes to the left sometimes to the right, to the front and to the back. Having passed those stones, they held their hands together in a group of three. After a long while, they encountered a lot of nails scattering along the road. They picked up those nails and threw them into one hole. They continued their walk by standing together in line and pretended as if they were boat rowers. Sometimes, they sat sometimes they stood to row a boat. When the lake side was approaching, they ran dispersedly to see boat rowing. In the late afternoon, they walked to their home respectively.

12. A little rabbit went to school

There was a rabbit named Tino. This morning, Tino slept very peacefully and the sun was shining through the window, quietly whispering Tino "Wake up Tino! It's morning!" Tino turned his body to another side and pulled a pillow to cover his head. Seeing this, sparrows cried out from a guava branch "Chip! Chip! Wake up Tino. It's morning!" Tino did not hear this; in contrast, he was still snoring. Suddenly, a clock cried out very loudly "Ring! Ring! It's six o'clock now! Get up Tino! Get up!" Then Tino suddenly sat up, stretched his body and said "Good morning clock! Thank you for waking me up!" The clock smiled and shook his head then it said "Not only me who woke you up!" Tino ran to balcony outside and said "Good morning sparrows! Good morning sun!" "Let me say thank you to all of you for waking me up!" The sun showed his lovely smile and talked to Tino "have a good health Tino!" Sparrows said "Have a bright intelligence" Tino said "Thank you so much! Good bye I'm preparing to school" Tino washed his face, dressed up, combed his hair and had breakfast then took his bag and said good bye to his parents to go to school. A long the way, Tino saw pig was catching cricket in the shrub. Tino talked to pig "Good morning pig! Are you ready to go to school?" "No, I study in the afternoon. This morning I help my mum to cook" "I see. Good bye pig" Tino said. "Have a good luck!" Pig replied. Tino was hurry to go to school. As soon as he passed school fence, the bell started to ring, calling all the students to get into the school. All students joined the national anthem and walked in line going into their classrooms. While a teacher stood near the white board who was about to start a lesson, a little monkey entered the classroom and came to sit near Tino. Seeing that teacher asked "Good morning monkey! Why are you late?" "Yes Teacher, I'm busing finding my book" Monkey said. "Later on you will have to prepare your study materials in a tidy way so that it is easy for you to find" Teacher said. "Yes, I understand" Monkey replied.

Folktales

1. Arms, legs and mouth were jealous to the stomach

There was a story state that arms, legs and mouth was jealous to the stomach and they started to question each other. “Why we need to do all types of work although we are not provided with any food or taste?” “You are luckier than me because you can hold food so you must know whether is hot or cold. To me I know nothing” legs said. “I can only hold but mouth is the one who eat these foods” arms said. Hearing this mouth replied “what you said is not true. I can only eat but all the foods go to the stomach.” “If three of us do not eat or work, let’s wait and see from where stomach can obtain food” Three of them thought. All of them agreed to follow this idea. Soon, the whole body became extremely thin and weak. “You misunderstand about this. Everyday I also work as all of you do. I digest those foods and nutrition from food is metabolized to all of you. When all of you stop working, all of us will surely die. Therefore, have to start working and eating again to make ourselves healthy” stomach explained. Since then, arms, legs and mouth were no longer jealous with the stomach. All of them tried to work hard and had nutritious food necessary for the whole body.

2. Where was my boat?

Tino and Tyty had a very beautiful boat. Today both of them rowed the boat in a very large lake. Suddenly, there was a white little elephant holding fishing rod shouted that “Tino and Tyty! Can I ride a boat with you?” “We are riding joyfully so we do not want you to ride with us” Two of them replied. After that both of them row their boat until in the evening they rowed back to the shore. Tyty talked to Tino. “Tino can you tie a boat?” Tyty asked. ”No, I’m so exhausted. Tyty can you do that for me?” Tino asked. Both of them expected each other to tie the boat. They ran very fast to from the shore to their home. Later n the morning, Tino and Tyty came to the lake and they felt very shocked. “Oh! Where is our boat?” Tyty asked. “The boat is lost because are so lazy to tie it!’ Tino blamed. “You are also as lazy as me!” Tyty replied. At that moment, a little elephant came. “Don’t worry I will find it for you.” little elephant said. “How can we find it?” Tyty asked. “I have an idea!” little elephant said. Having heard this, a little elephant suddenly ran into banana orchard. After a while, she came back with three banana trees. She tied these trees together to make a raft. “You are so clever. We will be able to find our boat. Thank you so much little elephant” Tino said. Tyty, Tino and a little elephant rode the boat very cheerfully to find their boat. In the end, the boat was found.

3. A Little girl and the three bears

One upon the time, there was a little girl living with her mother near the forest. Her mother told her not to go into that forest as it was dangerous. However, while, one day, she was picking flowers, she unexpectedly walked into that forest. She really wanted to go back. Unfortunately, she lost the way. She was about to cry but then she saw one home locating in the middle of the forest in front of her. She was very sure that it was not her home. Then she walked to that home with a thought that somebody there would bring her home. When she arrived there, she called for someone inside but there was a long silence so she decided to go into... “What a strange home!” All materials consist of three and it was also difference in size. Here there were three tables: big, medium and small ones; three chairs: big, medium and small ones; bowls of soup: big, medium and small one. She walked there and she was very hungry. She sat on the big chair but it was too tall to sit. Then she sat on the medium chair but it was uncomfortable. Later on she sat on the small one. Not quite long, the chair was broken. This time, she tasted the soup in the big bowl but it was too hot to eat. Then she tasted in the medium bowl but it was too salty to eat. After that she tasted in the small one. This soup was delicious so she ate all from the bowl. She seemed to be tired so she walked on the ladders to the rooms. There, she saw three beds: big, medium

and small one. She tried on the big one but it was too stiff to sleep. Then tried on the middle one but it was too soft to sleep. Later, she tried on the small one. It was a very nice bed. It was very comfortable to sleep and she was asleep. At that time, the owners of the house were coming back. They were the three bears! Sure, they were the three bears! The big one was a father, the middle one was a mother and the small one was a son. When they got into the kitchen, the big one got surprised with his loud voice "Someone had sat on my chair!" The middle one also cried out in her medium tone "Someone had sat on mine too!" The small one also cried out in his loud voice "Someone must have broken my chair!" Then they walked to their tables. At that time, the one cried out in his loud voice "Someone must have tasted my soup!" The middle one also cried out in her medium tone "Someone must have tasted my soup too!" At the same time, the bear, the small one cried out in his soft voice with some tear falling down from his eyes. "Someone finished my soup!" They all walked to their bedrooms. The big bear cried out in his loud voice "Someone has slept on my bed!" The middle one also cried out in her medium tone "Someone has also slept on my bed!" At that moment, the little bear laughed and produced his soft voice "Someone is sleeping on my bed!" This time the little girl was awakened. When she opened her eyes, she was so frightened and she ran very fast which she forget to bring even her flowers and shoes. Fortunately, the three bears were kind and polite. When the little girl ran outside, the big bear cried with his loud voice "She should not have entered someone's home without permission!" While the medium bear cried out with her medium tone "She should have listened to her mother's advice and obey her mother!" At that moment, the lovely small bear cried out with his soft voice "Turn right and turn left then you will see your home." With direction given by the small bear, she could manage to find her home. Since that event, she always listened and obeyed her mother. She no longer walked in the forest alone and she also did not go into someone's home without permission.

4. Livelihoods in my village

Today, the weather was very nice. The breeze blew from the east to the center of a shady village.

Sophea: "Hello Lida! Where are you going? How are you doing?"

Lida: "Yes, I am fine. I came here to visit you."

Sophea: "I am so happy that you could visit here."

Lida: "Sophea, as I observed, your village seem to be joyful and there are a lot of green vegetation. What are their livelihoods?"

Sophea: "Lida! Most of people in my village do multi-occupation such as planting vegetable, farming, fishing, raising animals: pigs, cows, hens and ducks, weaving, tailoring, small scale selling products at home. Some people work as carpenters, hair dressers, blacksmiths, knife, axe and hoe makers more important than that some of them are teachers and doctors."

Lida: "Oh, sound nice! Your village is so developed. And I also see that your living condition is good so I would like to know what your occupation is. Can you tell me?"

Sophea: "Oh, my parents said that we all have food to eat and good cloth to wear and live with happiness because we choose the right and legal occupation especially we have to put much effort in study so that working in any field will be succeed."

Lida: "Oh Sophea! The sky is about to rain. Let me say good bye to you for this moment."

Sophea: "Ok, have a happy life from now on. Since then all the people have better living conditions as they work in accordance with the situation in their village."

5. The cloud and little flowers

There was a small jasmine plant spreading its sweet aroma in front of one house. The owner of the house, who was old in age, cuts its branches to transplant in small flat baskets in order to share with his relatives. He took a very good care of them by using fertilizer and regularly

watered them. One day, he stumbled on a stone then his neighbors came and took him to a hospital. No one watered the flowers. They could not bear with dryness and they call out the cloud in the sky to pour down the rain. "We are so busy today as we have to pour down the rain for large trees" the cloud said. "Large trees have deep and big roots so they can bear with dryness much more than us. Please think about me first" Flowers begged. "We cannot pour the rain for all of you, we must pour for large trees. On the following days we will come and pour for you." cloud replied. The following day, the cloud came back with his promise; unfortunately, everything was over. Those little flowers with immediate support was needed were dead mercifully. The cloud felt regretful for his action as he wanted to please the large trees. He did not use critical thinking of the lives of small flowers. Jasmine, with its short and meaningful word "Hmm, if you had used your critical thinking, we would not have died."

6. Five friends

One upon the time, there were five kinds of animals namely otter, hen, egret, tiger and hare asking each other to be friends. One day, all of them discussed to build one residence to stay together. Upon decision, they went to harvest the thatch. After arriving at one place with full of well-grown thatch, they camped there and prepared to harvest the thatch. They took their turn to cook. The first turn went to tiger while otter, hen, egret and hare went to harvest. Otter, hen, egret tried very hard to harvest but the hare pretended to be sick and secretly went to see tiger catching animal for cooking. The hare saw the tiger was catching a deer, so he ran back quickly to the harvest place and asked the three animals to make a guess of what kind of meal they would have for today. He said that if all of them could not make a correct guess, today's meal would be for tiger and him only. The three animals knew the hare's trick but they did not say any words instead they continued their work. The next morning was the otter's turn for cooking. The hare helped very little in harvesting then he secretly went to see the otter finding food. He saw the otter dived in the water catching one big muddy fish. Having seen this, he went back to the harvest place and asked tiger, hen, egret to make a guess as the previous time. Those three animals got very angry with the hare but they could not blame him because he was very good at giving excuses. The third morning was the egret's responsibility. The same as previous days, the hare helped very little in harvesting and he secretly went to see egret finding food. He saw egret roosting on the tree branch waiting to catch fish. Not very long, the egret saw a fish swimming in the water, he suddenly dived to catch that fish. Having known what type of fish it was, the hare ran back to the harvesting place and asked his friends to make a guess the same as previous days. Tiger, otter, hen got furious with the hare but they did not know how to talk instead they continued their work until in the evening they returned to their camp. In the forth morning, it was the hen's responsibility. The hare harvested very little and went to see hen finding food. When he arrived the camp, he saw the hen was about to lay his egg into the pan. The hare was hurry to go back to the harvest place and asked his three friends to make a guess the same as previous days. The three animals got very angry with the hare that he did not helped in working although he got so much blame. In the evening, they came to the camp and had dinner together then they went to sleep. The fifth morning is the hare's responsibility. He particularly worried about finding what kind of food for their four friends. He thought over and over again then he recalled tiger's action in catching the deer. He exactly wanted to imitate tiger's action so he went to hide himself in the shrub waiting for catching the deer. When he saw the deer approaching, he tried very hard to jump over the deer. His hands were catching the deer's horns and about to break the neck of the deer as the tiger did. But the deer reacted to the hare and it crushed the rabbit with his horns throwing the hare to the ground. The hare's face was horribly swollen. Next, he wanted to imitate the otter. Therefore, he walked to the lake side and dived into the water to catch fish. He saw many fish swimming in the water but he did not catch any. With no more patient and he was about to drown, he got up from the water. His body was trembling with coolness. The hare was very concerned about finding food for meal as the sun was higher in the sky. In the third time, he wanted to imitate the egret. He climbed to roost on the tree branch and his eyes were looking at

the water surface in case fish were coming. At that time, he saw the fish swimming so he suddenly dived into the water to catch that fish. Unfortunately, his head dived into the lake bed. He twisted his neck and was about not to survive so he tried to get up to the surface of the water. In the forth time, he wanted to imitate the hen as it was easier than imitating the others. Having thought that, he abruptly ran into the camp and took out a pan as he put it under his bottom and tried to lay his egg as the hen did. Funny enough, he did not produce any egg but instead his stool came out which was almost full the pan. Then he hurried to cook and keep this as fish-paste for their four friends. When the food was ready, he hurriedly went to sleep, covering his body with blanket, and pretended to have a fever. When all of their friends arrived home, they asked the hare “What do you have for meal today?” “Today I have a fever. I do not have any food for you besides the steamed fish-paste.” hare replied. They all did not ask any more questions as they thought that the hare was really sick. While they started having meal, the hare raised his head from the blanket and mumbled to himself “Otter, hen, egret and tiger eat my stool!” His friends did not hear it clearly then they asked the hare once again. When the hare saw his friends finishing their meal, the hare stood up with his both hands on the waist and laughed “Wow! All of you ate my stool!” Hearing this, they all were so startled and realized that they were cheated. Therefore, they chased to fight the hare until he escaped into the forest.

7. A couple of butterflies

In a garden, there were a couple of red and yellow butterflies. Both of them were close friends. They loved each other as siblings. Not different from any other days, they liked flying so cheerfully in the garden. One day, while they were flying joyfully on the bush of roses and marigolds which were perfectly bloomed, the sky became darker and the rain fell down so heavily. The large drops of rain against the trees created breaking sound which made both butterflies so frightened. They flew to roses plants near there. “Rose plants! It is raining so heavily! Our wings get wet! We are freezing! Let us shelter under you plant, ok? ” “Butterfly with the same color as mine can shelter under my plant, but for yellow butterfly, I will not permit.” The rose said. Having heard that, they both looked at each other and the red butterfly said “Rose! We are friends. I cannot leave my friend behind” red butterfly begged. “I will not permit yellow butterfly to shelter under my plant.” Both of them flew to marigold plant. They both spoke simultaneously “Marigold plants! It is raining so heavily! Our wings get wet! We are freezing! Let us shelter under you plant, ok?” “Butterfly with the same color as mine can shelter under my plant, but for red butterfly, I will not permit.” The marigold said. Having heard that, they both looked at each other and the yellow butterfly said “Marigold! We are friends. I cannot leave my friend behind” yellow butterfly begged. The marigold did not let red butterfly to shelter under his plant. They both continued their journey. The rain fell more heavily and the wind blew strongly. Their wings got more soaked with rain drops until in the end they could not manage to fly. Eventually, both of them fell onto the ground, freezing with chilliness but they did not stay away from each other. The sun that was rising in the sky looked down to the ground. He smiled and appreciated both butterflies that were very passionate to each other. To survive both butterflies, he helped pushing dark cloud away. As the rain stopped, the sky was blue. The gold ray of the sun warmed up the wings of both butterflies. Both of them were very delighted and they started to fly joyfully again in the garden. They showed their gratitude to the sun but they also did not hold a grudge with the rose and marigold since both of them were strongly blamed from the sun already. Rose and marigold knew their mistake and promised that they would change their bad behavior from now on.

8. The fox

One upon the time, in the season which the wind blows from the north, there was a big fox walking to search for food in the less water pond, lake in order to catch fish. When he arrived at one pond, he saw only small pond which was almost dried up but with full of muddy fish, shrimps, lobsters, crabs. When he saw this, he was so delighted. “Today I have a great fortune. It

is the fortune that different from usual.” he said. Having heard this, the shrimps, intelligent creature, tried to console the fox by saying that “We know that sooner or later we will be your food but our bodies are full of mud. If you eat us in this circumstance, it will not be delicious. Hence, you should take us to where there is a clean water to wash our bodies then you can eat us whenever you like” ‘What can I do?’ fox asked. “Don’t worry! You just follow me.” shrimps answered. The fox said “I will follow your idea.” The shrimp said “Please come and lay down in this pond. We will catch your hair then you can take us to any pond or lake where there is clean water. After we wash our bodies, you can enjoy eating us.” The fox was a stupid creature and greedy so he followed whatever the shrimp said. The shrimps and fish climbed the fox’s hair. Not very long, he arrived at one long lake with clear water and the fox walk into that lake. All the fish, shrimps and others jumped into the lake and they told the fox that “Can you bring all of us here? When we are clean, you can eat us together. We are waiting for you here.” The fox fetched all the fish, shrimps and others until there were no more any of them in the dry pond. When they knew that all of them were coming together, they dived themselves into the lake bed. While the fox realized that he was deceived, he was so furious. He went to persuade all types of animals including elephants, rhinos, tigers, pythons, all kinds of big and small snakes, all types of birds to splash the water to dry up the lake in order to catch all the fish. Pythons worked as dikes and the others were the splashers. Creatures in the lake were so frighten as all animals tried very hard to splash the water. Then they appointed climbing perch fish to seek support from a rabbit. When he met with the rabbit, the climbing perch fish begged for support from him. Having listened to this situation, the rabbit told the climbing perch fish that “Now, you can go first. Tell all of your relatives not to be worried because I will help all of you.” In the early morning, the rabbit walked to the lake. He saw many animals splashing the water then he picked up dead leave with some holes eaten by worms as a letter. He shouted to all of them “Hello everyone! I am a god messenger. Listen to me! He told me to break the legs of egrets, cut the head of foxes and pull out trunk of elephants.” Those animals were very frightened with this message and they ran on each other especially on pythons spitting bodies into several pieces which broke the dike and most animals were drown. Those animals became foodstuff of fish in the lake. Since then, the rabbit was appreciated for its cleverness.

9. The hare and the snail

Long, long time ago, the hare was well known to be the most intelligence creature in the forest. One day, the hare walked to the pond to drink water. There was a snail in the pond. When it saw the hare, he was so delighted then he raised up his head from the water and greeted the hare very nicely. The hare was a bit surprised. “What a bad creature! As he stays in this pond, he may spoil the water” he thought. Therefore, he tried in any way to discharge the snail from the pond. Suddenly, he thought of one idea. “This creature has no leg instead it crawls. If I ask him to race with me, he will surely loose.” Upon thinking, he threatened the snail. “Hi! Crawling creature! Why are you staying in this pond? Get out of here! Hurry up!” The snail felt shocked as he did not expect that he would be blamed although he showed respect to him. “This is my home! I have been living in here since I was born. I will not leave.” the snail answered bravely. “You do not need to talk much. Tomorrow we will have a race. If you loose, you will have to leave here. But if I loose, I will not drink water in this pond forever. Do you agree?” the hare said then he bounced away. The snail was very worried about competition tomorrow. He discussed what had happened with its many friends and together they worked out a plan to teach over-confident hare a lesson. They decided to put their friends around the pond. When the race day arrived, the hare and the snail met together at the starting points and they started racing. After running for a while, asked the hare “Where are you snail?” The snail replied “Here!” The hare was surprised to see the snail in front of him and he ran faster which was surprising the weeds, flowers and birds along the way. When he arrived breathlessly at the finishing place, there was a snail waiting for him. The hare was so ashamed and he bounced away into the forest. Every animal thought that

the snail and his friends were the intelligent and brave creature. To this day hares do not drink from a pond or stream. They drink only the dew from the grass in the morning.

10. The lion and the rabbit

One upon the time, there was a lion whose was well known of his power. Everyday, that lion caught many animals for food which made the whole animals in the forest were so frighten. Those animals agreed with each other to beg the lion “My master! Why you eat so many animals at a time? If you agree, we will bring you one animal for each day.” Having heard this, the laughed happily and knocked his head repeatedly. “Good! I follow this idea.” Since then, he no longer found the food by himself. Everyday, He only waited for animal sacrificing itself to be his food. Tomorrow it was an old rabbit’s turn. A bear, who was an organizer of this practice, visited and told the rabbit that “I would like to inform you that tomorrow is your turn.” In the morning, while the rabbit was walking, he was thinking “Surely, today I will die. Why do I have to sacrifice myself so easily? Why do I not find any ways to survive my life?” He thought on the way long. Every animal felt sorry for the old rabbit. Since the lion was waiting for so long and was very hungry, the lion was so furious then he shouted at the rabbit immediately after he arrived. “Why are you so late?” the lion asked. “Oh, my master! I do not have any intention to be late but while I was walking along the way, there was one lion came and stopped my way. I told him that I need to inform you first then I will go back to meet him that’s why I am late.” the rabbit explain. The lion was so furious after he listened. He stamped his feet and shouted out loudly. “Take me to see that insolent lion. Hurry up! Where is he?” the lion cried. At that time, the rabbit took him to a very deep well. When they nearly arrived the well the rabbit shouted that “Please my Master go to see by yourself. That insolent lion is at the bottom of the well.” The lion walked to the well. There he saw his shadow but he thought that it was a great lion. The lion was so furious then he tried to show his great power by jumping over his shadow. In the end he was drawn. Every animal live happily ever after.

11. Tob and Tol

Tol is a daughter of Som. One day, she followed her mother to her homeland to visit her aunt’s family. There, she had one younger cousin who is a daughter of her aunt. Tob is ten-year-old girl so Tol is. When Tol and her mother got down from a taxi, Tol and Tob ran to each other joyfully. When the old saw each other, they greet each other. As Som surprised she said “Sok, why you and your daughter are so thin?” Sad feeling was shown on the Sok’s face and she said “Well, I do not know what’s wrong with us. Sometimes we get a fever sometimes we have diarrhea.” Som turned to her daughter and called “Tol! Come here.” Then she came to her aunt and greeted her very nicely. Sok raised her hand to caress Tol’s head with lots of affection and said “You are so clever. You grow very fast!” Seeing what Tol did, Tob turned her face to her mother. Sok immediately told her daughter “Why do you not do the same as Tol?” Tol seemed to be hesitated because she did not get used to it. After a while, she greeted her aunt unpleasantly. “Hello aunt!” Her mother shook her head and sighed. Som smiled and said “Do not blame her. I know she is not used to it!” Sok and Som walked into the house and had a chat. Tob and Tol asked each other to play in the backyard. Both of them chased each other so cheerfully near one pond. When they were exhausted, they relaxed. Tol was very thirsty and she was about to ask Tob where the water was, but Tob had already arrived the bank of the pond. She followed her path and she saw Tob scooping water from the pond indifferently. When she was no longer thirsty, she asked Tol “Do you want to drink or not?” Tol did not reply but her eyes were staring at many creatures living in the pond such as big and small snails which were opening their mouth to eat floating seaweed, root of creeping herb with a broken back worm crawling lazily on it and other insects swimming back and forward. She felt not like drinking that water. Seeing this, Tob felt wonder so she asked “Why do you not drinking that water? Children in the village who came and guarded their cows often this water.” Tol, with a bitter face, shook her head “I cannot drink that water.” she said. The she ran to her mother and came with a bottle of water. Tob so wondered and asked “What

kind of water it is? Is it delicious?" Tol replied "It is a pure drinking water! My mother had bought for drinking when we were traveling along the way." Tob laughed and said "Why you need to buy even water? If you ran out of it what will you do?" She answered with smile "My mother always boils it for me to drink at home." Tob did not ask her any more. Then she asked her to collect young mangos near the house. There were so many mangos. Tob picked one and weep with her blouse then took a big bite. Tol also collected young mangos but she did not eat them now. She collected them until they were full in her fists. After eating several mangos, Tob's stomach was growling. She dropped it down and ran very fast to the dike near there. She sat down and shouted "Let me discharge." Tol asked "Why do you not go to the toilet?" "My home has no toilet. Whenever I feel wanting it, my mother always tells me to come here or in the backyard forest." Tob replied. Tol did not ask any more questions. After finishing, Tob ran to the pond and cleaned her hands there where she scooped the water for drinking a moment ago. Tol opened her eyes with amazement and she ran home with several mangos. She washed and kept them in the plate. After a while, Tob walked behind holding both hands on his stomach while she was growling. Tonight, she had a bad pain in her stomach and she got diarrhea. Her mother was very fearful so she burned incenses and made a wish. Tol's mother went to the hospital and invited the doctor home. Eventually, Tob and Tol's mother took Tob to the hospital. The doctor cured her very carefully. Then the doctor gave advice "Food or water contains a lot of bacteria which weaken our health. It sometimes causes diarrhea or cholera that can threaten our lives or cause immediate fatal. Moreover, it will produce intestinal worms, small intestinal worms or parasites which destroy your health gradually or even kill yourself." Som turned to Sok and said "Did you hear this? From now on you have to drink boil water because boil water can kill bacteria. Another thing, you should build one toilet because discharging in the public place can cause infection to the whole village." Tob heard what her mother and the doctor said she instantly remembered the time she scooped the water for drinking, ate young mangos without washing, saw the worms in the pond and she imagined of intestinal worms sucking her intestine then she shuddered her body with a thought that she would get rid of that habit.

12. The cotton wool (a white bear)

In one morning, white bear's mother woke him up "Son! The sun is higher in the sky!" But he did not wake up. However, he pulled his blanket to cover his face and turned his body to another side. "This is Sunday. I have no class so I want to sleep more!" he said. Before her mother went to the market, she had a word with him. "Son! I'm going to the market now! Be hurry to wake up, wash your face and help preparing stuff in the house as well as your room. Then you can have breakfast. Do you understand?" The white bear yawned and stretched his body. He got up so lazily and looked around his body. He saw his belongings were scattering around so he thought "Preparing home is a work for lady so the ones who should do are his sister and his mother." Then white bear went outside to face his face. When he dipped his hand into the stream, he shouted "Ouch! What a cold water! Today, if I don't wash my face, it is fine because I have no class!" Then he walked into the kitchen and had breakfast. While he was eating cake, his eyes rolling to shelf. "My mum is good at making cake. If I have honey bee to eat with, it will be nice." He thought. He also recalled what his mother told him but honey is so delicious so he finished one in a small clay pot. When he finished his breakfast, he ran outside to play with his friends without preparing and washing the dishes and without washing his mouth. When he ran outside, he climbed to the mangos tree in the garden near his home. He put down young mynahs whose wings were not yet grown from the tree. After he had played with mynahs for a while, all of his friends went back to their homes. Due to tiredness, he slept at the base of the mango tree although the mynahs begged him to return them to the tree branch, he still did not wake up. After a while, he abruptly woke up and crumpled his eyes and mouth. He stamped his foot which were about to step on mynahs. "Ouch! What a pain!" he cried. At that time his mother arrived and she took him to wash his face and mouth. "You did not wash your face after meal so the ants came to eat the left over. Next time don't forget to wash your mouth and brush your teeth after meal. Do

you understand?” she spoke softly. In the evening the bear came to go for a walk with his friends in the village. He did not arrived on time because of his untidiness. When his friends his home, he could not find his shirt. When he found his shirt, he could not find his trousers and shoes... As soon as he got dressed, he was about to go outside but then his sister came in holding a big cake with honey bee. She told him “This is a delicious cake for you!” Having thanked his sister, he put the cake on the chair in the middle of the room because he could not find any place to keep it since everything in the room was so untidy. Then he hurried to go for a walk with his friends. He arrived home at night. He opened the door gently because he did not want to wake his parents and his sister. Since he could not find the match to lid the fire, with tiredness, he sat down onto the chair in the middle of the room. “What a big creature inside my room!” he cried loudly. Then his parents were awaken and hurried to go into his bedroom. When the lamp was lid, they saw the cake splitting on the floor and his son’s body was messed with cake. They could not help laughing and they said “This is what we call untidiness.” On the next day, the bear changed his mind to be a good bear, know how to clean up his body, helped his parents and sister to prepare everything in the room as well as in the house which he thought that household chores was no longer the task of women so he must take part.

13. Sao changed his behavior

There was a child whose name Sao. He is a cunning child and does not listen to his parents’ advice. One day Sao did not go to school in stead he buried several nails along the way school and he hid himself in the shrub to see the situation. Neary is a good girl who is loved by teachers and other friends. In the morning, she rode a bike to school then her bike was flatted. She was so scare and jumped from the bike and talked to herself “Wow! A nail!” Sao jumped out from the shrub and laughed happily “Has ha! What a delighted game!” Neary was so furious and she blamed him “Why did you do that? If it is a bike of the old, what should you do?” At that time, there was an old man riding a bicycle along that way too. “Why do you have a flat tire?” he asked. “I have a flat tire because Soa buried it in the ground” she said. He talked to Sao “You should not do so. Your action can loss the time and money especially she could not go to school on time. So later on you should not do so. You should go to school as everyone and Nearly do because time is money.” Soa realized his fault and confessed that “Later on I will not do so and I will go to study regularly as the others do.”

14. A strange boat

On day, Sokha’s mother took her to go for a walk along the river side. At that time saw a lot of boats harbored along the river. Suddenly, he saw the strangest boat, round body, big head, small straight tale like no others’ boat with sharp head and tale. Sokha pointed to that boat and asked her mother. “Mom! Why that boat had a big head not like the others?” “That’s what we called palm tree boat. You see, it had a black smooth color.” her mother replied. Sokha asked her mother “Why boat can be made of palm tree?” A week later Sokha told her mother “Mom! I know what a palm tree is. My teacher took us to observe the palm trees this morning.” “Great! your teacher took you to observed the palm trees. I am sure you must be satisfied.” her mom replied.

