

# *Play Activities For Young Children With Special Needs*



NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED

# **PLAY ACTIVITIES FOR YOUNG CHILDREN WITH SPECIAL NEEDS**



**NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED**

**Manovikas Nagar, P.O. Bowenpally,  
Secunderabad - 500 011. India**

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## FOREWORD

Many researchers and educationists like Froebel, Montessori, Beckmen, Odom, Kohl, Rotter and Joseph Levy have, for many years, advocated the value of play activities for young children. The consensus of opinion that emerged from them suggested that play provides the medium by which children understand, and become familiar with their environment; that play contributes to problem-solving abilities; that play processes maximum information in the minimum time-span.

Dr. Lynn Barnett advocated play as a precursor to creativity and abstract thinking; Beers and Wehman suggested that play facilitates growth of desirable behaviours in motor, language, cognitive and social skills; further, that it actually inhibits socially inappropriate behaviour.

The importance of play therefore, is no longer in doubt. However, its role and place in the curriculum is still to gain acceptance in the Indian context. This is especially true when applied to the world of special children.

Handicapped children are often unwilling or unable to engage in spontaneous play activities. They therefore need to be 'taught' to play; they need carefully structured and directed stimuli from the environment; they need cues, instructions, encouragement and reinforcement in order to play.

The authors of this book have done pioneering work in this emerging subject of therapeutic recreation intervention. As specialists, this is going to be an extremely useful book on easy-to-do play activities, Indian in essence, which will enrich many a special child's repertoire of skills.

What's more, this book will help strengthen the bonds between special kids and their caregivers, without which all else is meaningless.

in in fulfilling a felt need in this newly emerging field of special kids and for rehabilitation or learning and for teaching. This handy book in design will, I am sure, enhance and

bonds between special kids and their



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## PREFACE

To play is any child's birth right. We all know that playing is fun for all children and it also helps them to grow better. The authors of this book have earnestly made an attempt to see that no child with or without disability miss out from such an enjoyable and blissful experience. Various play activities for children from 0-5 years have been compiled and written in a simple language for the benefit of parents and trainers. Those play activities have been included in the book which are relevant to Indian settings and can be easily carried out with the child. List of rhymes and riddles collected in Hindi and Telugu, have been also been appended. Efforts have also been made to include such play activities and games for children which apart from providing a lot of enjoyment to them, also promote better growth and development of the child and encourage family and peer group play. Play activities have been listed under five age groups i.e. 0-6 months, 6 months-1 year, 1 year-2 years, 2 years-3 years, and 3 years-5 years. It will be worthwhile for the parent/trainer to read the introduction provided for each of the age groups and then read through the play activities given in the book to select the suitable ones for a given child. Materials needed and precautions to be taken while conducting a play activity have been carefully listed in the book. The book has been predominantly written keeping the needs of mentally retarded children in mind, however, adaptations wherever possible for the other categories of disability such as children with visual or hearing impairment or physical handicap have also been included.

Remember, this book only provides you with a beginning of how you and the child can have fun together. More rests on you to use your creativity and imagination and think of more such activities which could be fun especially to the child.

The authors gratefully acknowledge the significant contribution made by Dr. Jayanthi Narayan, Assistant Professor in Special Education at the National Institute for the Mentally Handicapped, Secunderabad for preparation of this book at all stages.

The authors express their grateful thanks to UNICEF for their financial support in bringing out this book. Thanks are due to the expert members of the Project Advisory Committee Dr. V. Kumaraiah, Mrs. V. Vimala, Mr. T.A. Subba Rao and Mrs. Saroj Arya for their valuable guidance and advice. The suggestions given by Dr. Amar Jyothi Persha, Mr. A. Ramacharya and Mr. N.K. Gopal in the play activities for the disabled children is gratefully acknowledged. The authors record their special thanks to Dr.(Ms) Meera Dubey for translating the book in Hindi and also helping in compiling rhymes and riddles in Hindi, and to Mrs. G. Radha for compiling rhymes and riddles in Telugu.

The secretarial assistance rendered by Mr. V. Shankar Kumar, Ms. P. Nagarani and Mrs. S. Mangala is gratefully acknowledged. The authors also acknowledge the administrative support provided by the Administration Department of NIMH throughout the project.

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**Authors**

## INTRODUCTION

Play is an integral part of the developmental process in young children. It occurs spontaneously in children and serves as an important medium for informal learning in children. Play is difficult to define. Fewell and Kaminski (1988) describe the following four characteristics as important aspects in the definition of play:

- (a) Play is intrinsically motivated i.e. children initiate play for the sake of play only.
- (b) Play is spontaneous and voluntary which is undertaken by choice rather than by compulsion.
- (c) Majority of children engaged in play have active involvement and few may have passive involvement.
- (d) Play gives enjoyment.

Nature and type of play undergoes a change as the child grows up keeping in view his development in cognitive, linguistic and social spheres. Considering the cognitive change, Piaget (1962) divided play into three categories corresponding to each of the developmental periods. These stages are: (a) sensory motor play involving repetition of a motor activity like patting or shaking an object again and again; (b) symbolic play which a child can play by pretending or by including an absent object in one's play; (c) games with rules which may involve cooperation with others. McConkey and Jeffree (1981) offer three stages of development of play with toys. The characteristics of the first stage of **exploratory play** are; mouthing a toy which includes licking, chewing, shaking, hitting a toy, examining a toy by turning it round, dropping or throwing and lastly feeling or rubbing the toy in his hands, against face or any other surface. **Relational play** is the second stage in which the child plays with two or more objects by establishing a relationship between them, and at a later stage to play with the objects according to the usage like spoon to go with cup, bat with ball, and pen with paper. The third stage of **differentiated play**, can further be classified into three areas: (a) skillful play like precision grasping, coordinated use of both hands which can be seen from various activities performed by the child like fitting shapes, (b) pretend play and lastly, (c) puzzle play like solving picture puzzles or learning to distinguish objects on



the basis of shape and size. The above classification is not very helpful in understanding the developmental sequences of play in young children. Fewell and Kaminski (1988) describe three stages of play in relation to development of play skills highlighting interaction between child and the object which emerge in the first three years of life, as given below.

### **Presymbolic Play**

During the first year of life, there is a transition from visual to manipulative exploration of objects and from stereotypical to functional play. During first two months visual interest is limited to stimuli which show high rates of change. Infants can also differentiate objects on the basis of their characteristics like colour, size and shape. As the infant develops, at the age of six months manipulation is directly related to specific characteristics of the object such as shape, texture, and weight. By the age of twelve months infants show more interest in objects which respond to their manipulations like pressing of a light switch turning on a lamp or the fan start rotating. The second characteristic feature of the presymbolic play is the change from stereotypical behaviour to functional play. Initially young children play with objects in the same way irrespective of the function of the object, however, after the age of seven months, there is a marked decrease in the amount of stereotypical play and increase in the play behaviour according to the functional characteristics of the object. For example, infant may push a toy car rather than bang it or throw a ball rather than mouth it.

### **Emergence of Symbolic Play**

This stage is characterised by ability of the child to use symbolic representation in play which show increase in flexibility of child's thought processes. Pretend gestures usually occur between ages of 12 to 18 months. For example, the child may pretend drinking milk from a cup or eat with a spoon or pretend to go to sleep by closing eyes. During this period, there is decrease in play with single objects and corresponding increase in playing with two or more objects. As the child understands the functional use of these objects, he is able to relate one object with another.

### **Elaboration of Symbolic Play**

Up to the age of approximately 18 months, children use real objects in pretend acts, however, between 18 and 24 months, children acquire the capability to use symbolic objects which are quite different from

those used in real life. For example, feeding a horse with a block which has been substituted for cup. During the third year, children begin to use imaginary objects to symbolise absent objects. For example, child may use gesture for drinking instead of holding any object in the act of drinking. Fingers may be used as a comb or in the game of thief and policeman, jail may be created symbolically in a corner of the room. During this period, there is also a transition in the involvement of others in the play. It has been reported that there is a shift from animate objects to inanimate objects. As the child grows up, there can be combination of pretend gestures where two or more different acts can be performed successively.

### **Guidelines for Parents to Encourage Play**

Play is essential not only for healthy normal children, but also for children with handicap. Handicapped children may have limited range of play, therefore, it may be necessary for the parents and family members to encourage initiation of play. Jeffree, McConkey and Hewson (1977) offer the following guidelines for parents and family members.

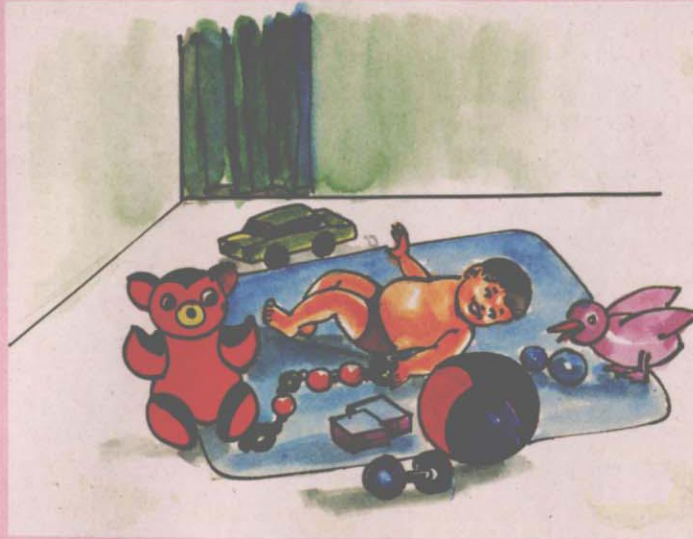
1. Play must be at the right level: It is necessary that play or the toys chosen must be appropriate to the age level of the child,
2. Small Steps: Play must be broken into small steps and the difficulty level be increased only after the child has successfully performed the activity at lower levels. Before moving to another level, the child must get adequate opportunities to play each game over and over again. However, care must be taken that the child enjoys the game again and again.
3. Model your child's play: Parents may initiate a play activity and the child may join the play.
4. Do not spoil the game: A child should not be forced to play a game. he must play voluntarily in order to enjoy the game.
5. Setting the scene: A child may lose interest in playing with the same toy. Therefore, it may be appropriate to show the child other toys and objects. Allow the child to show interest and take up the toy he likes.
6. Playing alone: It is not necessary for the parents to be always playing with the child. As the child grows, he will be able to keep himself occupied therefore, child must be given an opportunity to play alone.

7. **Special toys:** Some toys may be kept for special occasions only. If the child tries to break them or throw them away, the special toys should be packed away at once. Once the child has learnt to play with these toys properly, these can be given for regular play a few at a time. It may not be possible for the child to concentrate on one object or game or play for long. Therefore, it will be necessary to introduce new games or play which can be played for few minutes at a time. This way the child will look forward to the next session.
8. Some children take fancy to a particular toy or game. Parents should not unnecessarily be anxious and they could try to introduce slight variations in the play or game.
9. Whenever the child treat the toys roughly or tend to spoil them, it is best to ignore initially. If he plays properly with the toys, do appreciate him, however, if the child starts destroying these toys, pack up the toys and keep them away. However, the play may resume after few minutes if the child seems ready to cooperate.

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## Play Activities for Children Between 0-6 Months



An inseparable bond exists between the parents and their children. Parents wish to see their baby develop well and stay happy. How the parents interact with the baby contributes a lot towards the child's happiness. At this tender age, child requires all the protection, love and security. Parents, especially the mother, spends maximum time with the child. The child at this age requires a lot of stimulation of all his senses, eg., visual, hearing, smell, touch and balancing. Even if the child does not seem to actively respond to the stimulation, parents need to continue to stimulate the child. The play activities suggested at this age will help the parents to spend time with their child in a more useful way, will be more enjoyable to the child, help the child to develop better and also help in developing healthy parent-child interactions. Special care needs to be taken to select safe toys for children. Toys need to be selected which attract the attention of the children. Such as bright coloured toys, moving or rotating toys and toys which make sound. Toys selected should be light in weight, have blunt edges, fast colours and should be unbreakable. It is suggested that both the parents i.e. mother and father should involve in play with the child.

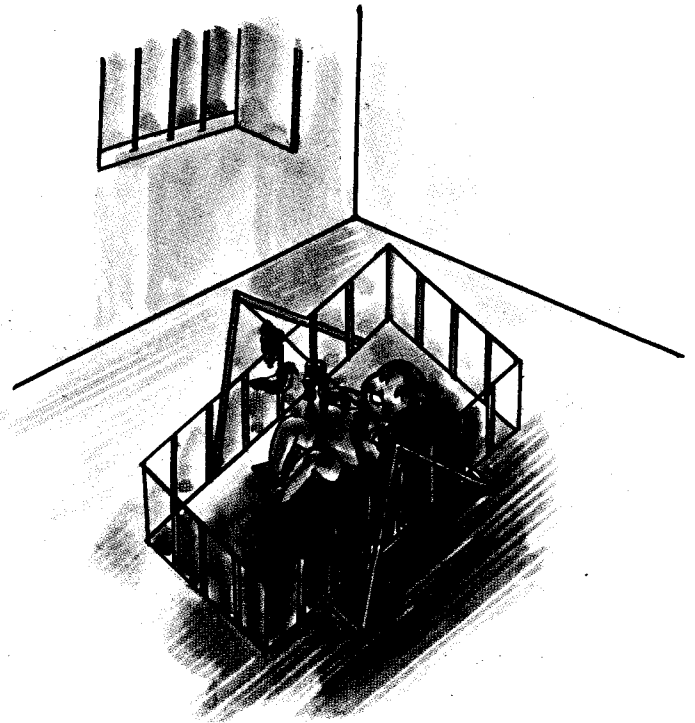
## Activity : 1

This is the age children learn to focus their eyes on objects.

- ★ Hang bright coloured paper and bright plastic toys at 1-2 feet height over the cradle or crib so that when shaken or moved by wind these make sound.

Look how the child's attention is drawn to it and how she enjoys!

- If the child cannot see or hold objects, tie bright coloured bracelet that makes sound on the child's wrist or ankle so that when the hand and feet move it makes sound.



## Activity : 2

An ideal time to interact with the baby is while feeding.

- ★ Try not to cover the baby's face while feeding, talk to him, hold his hands and kiss them and smile at him.
- Allow the child to explore mother's face and clothing and jewellery with his hand. This helps the child to recognise the mother through the sense of touch. If the child has problem in sucking seek expert advice.



### Activity : 3

Children enjoy being rocked in various positions.

- ★ Generally rock him as you sing or talk to him. Let the child look at your face while rocking.
- ★ Seat the child on your lap with his feet touching the ground. Place one of your hands at the child's neck and the other at his stomach. Slowly rock him while you sing.
- ★ Use cloth cradle to rock the child and sing a lullaby. Hang bright coloured objects which move when the cradle rocks.

Rocking helps in developing a sense of balance and feeling of security in the child in addition to putting the child to sleep or pacifying him.

- If the child is found to be uncomfortable while being rocked seek expert advice.
- ♪ Look for suitable rhymes at the end of the book.





## Activity : 4

When made to lie on stomach, child finds it easier to lift his head.

- ★ Use bright rattles or toys which rotate or move when shaken or winding toys or clap hands at child's eye-level. This encourages him to hold up his head for longer time.
- ★ While lying on your back have the child lying on his stomach on you. Adjust yourself in such a way to suit the child's ability to lift up the neck.

Avoid this activity with the child immediately after the feed.

- For a child with sight impairment use sound making toys and touch the child's forehead with the toy so that he holds up his head.



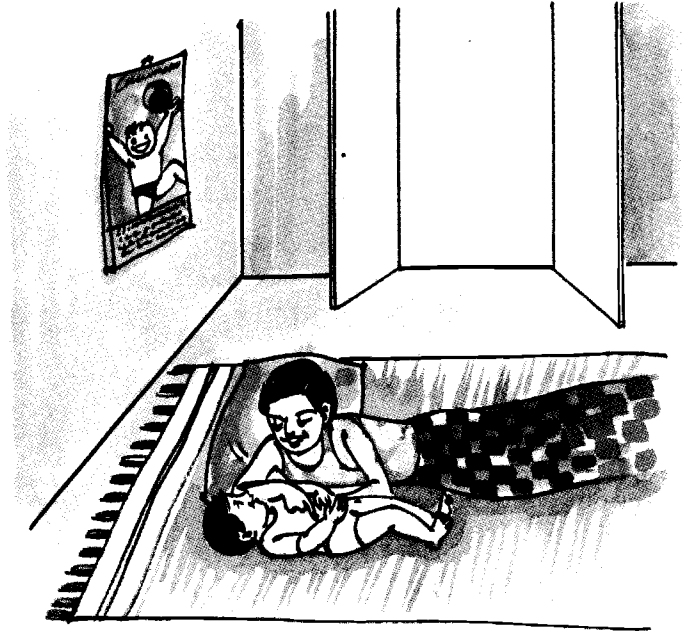


## Activity : 5

Gentle tickling is an activity which most of the children enjoy.

- ★ Tickle the child by blowing or tickling at the stomach, palm and soles of the feet.

Avoid doing this activity immediately after the child has had feed.



## Activity : 6

Children love playing with rattles which make various sounds when shaken. It helps the child to differentiate sounds.

- ★ Encourage the child to play with rattles of various shapes and sizes.
- ★ Select rattles which have blunt edges, fast colours, light in weight and are unbreakable.
- The rattles are useful even for children with hearing impairments as they feel the vibration. Also provide them with rubber toys that can be squeezed.



## Play Activities for Children Between 6-12 Months



By this age the child generally would have learnt to hold his head and sit with or without support. At this age, his curiosity to hold things, feel them, reach out for attractive objects increases. Once the child learns to creep and crawl, and make attempts to stand, family members require to keep a closer watch on the child as he has no sense of danger still. Rearrange home articles, furniture etc., in such a way to make space for the child to freely crawl in the house. Floors need to be swept clean to prevent the child from putting the objects from the floor in his mouth. Anything that could prove dangerous to the child, eg., stoves, glassware, spices etc., should be kept out of reach of the child. Minimum things could be kept on the dressing table. Plug points at the child's level need to be protected. This will help you avoid spending most of your time in saying 'no, no' to anything the child does. Introduce him to the various things around him in which he lives. Talk to him about the activities that you do with him. eg., while you feed him, bathe him, dress him, take him out or when you show him a picture book. Provide attractive and safe toys to the child and let him learn through play. Few of the play activities for this age group children are given in the following pages.

## Activity : 7

Children like rhythmic movements. This helps the child to develop a sense of balance.

- ★ While you are sitting on the chair or lying down, get the child to sit on your feet facing you while you hold him by the hands. Seat the child on your feet and slowly move your feet up and down.
- For children having physical problems swinging should be gentle.
- ♪ There are some rhymes to go with the activity which can be seen at the end of this book.



## Activity : 8

Clapping hands is a sign of happiness and appreciation which everyone enjoys, children are no exception.

- ★ While the child sits on your lap help her to clap hands. Let another child sit in front and join the activity so that the child sees and learns. To make it more meaningful you could sing a song while the child claps.
- ♪ There are some rhymes to go with this activity which can be seen at the end of the book.



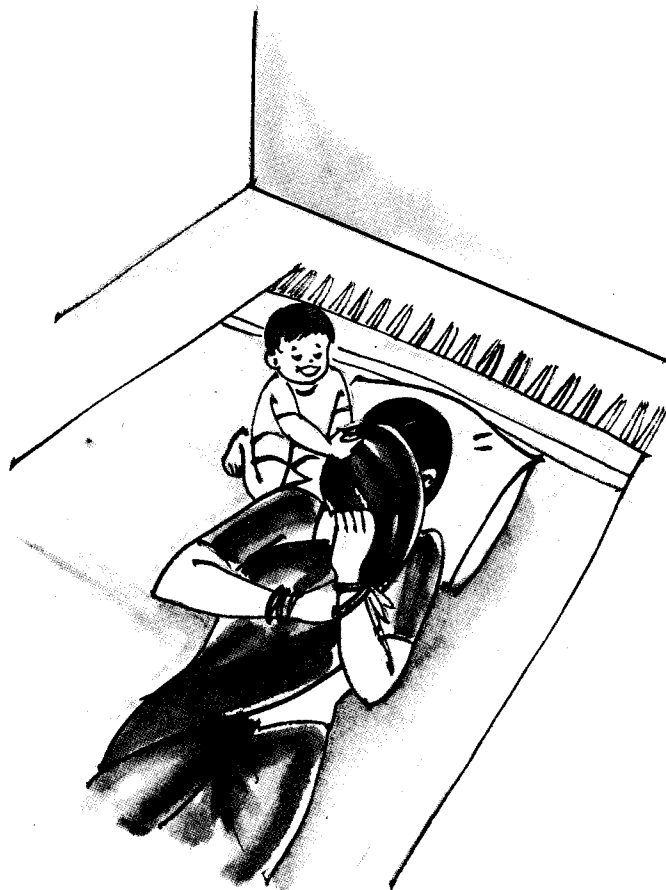
## Activity : 9

Surprise games are of interest to children and such games can have variations.

- ★ Cover your face with handkerchief or use the “pullav” of your saree. Say to the child ‘where am I?’ As the child tries to remove the cloth from your face show happiness and make a sudden sound of Ah-Ha.
- ★ Your own hands may be used in the place of the cloth & allow the child to remove your hands.
- ★ Cover the child’s face in a similar fashion and ‘find’ him.

Such a play helps the child to learn that anything which is out of sight does not necessarily mean that it is no more existing.

- For child with visual impairment encourage the child to touch the mother’s face after removing the cloth/hand.

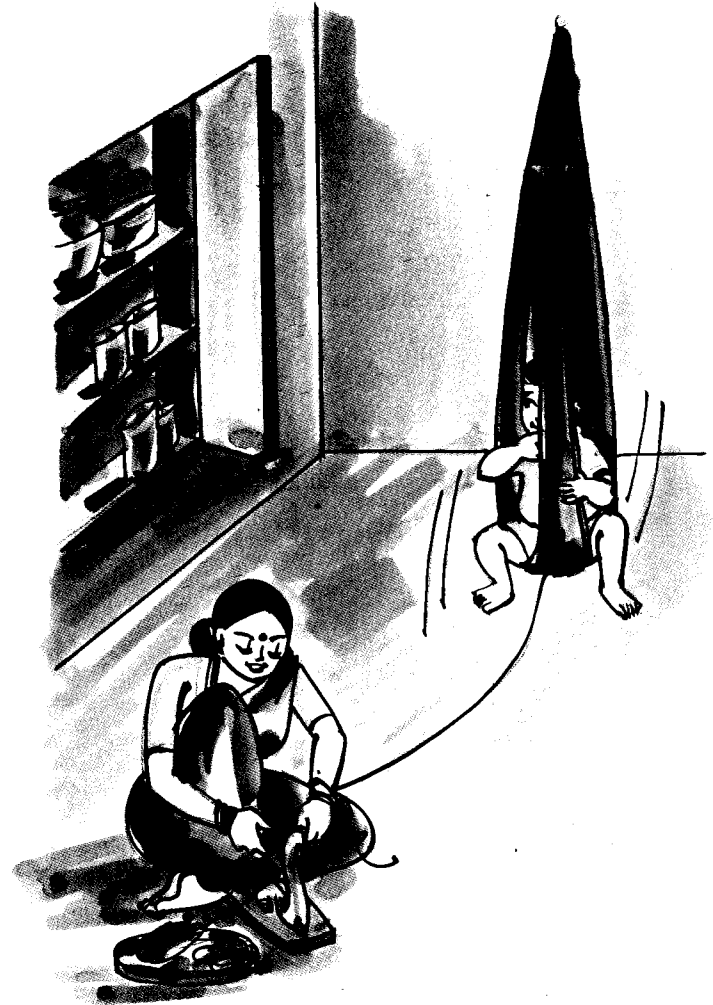




## Activity : 10

Most of the mothers find it difficult to look after the household and keep a watch on the child. It is safer for the child if he is under supervision.

- ★ Hang a cloth swing at a safe place where you are working. Attach a string to the child's swing which could reach you. Place the child in the cloth swing and see that he safely sits in it.
- Tie an extra cloth at the waist if need be, to hold the child's back straight. As you do your work, keep pulling the rope slowly. Keep talking or singing to the child.
- ♪ Select appropriate rhyme.



## Activity : 11

Parents should encourage brothers and sisters to play with the child.

- ★ Make a circle and move the ball slowly to one another while the child tries to crawl and catch the ball. Using a ball which makes sound when it moves, makes the game more lively. Help the child to win in between to retain his interest. The child will enjoy more if you talk about the game as you play. Such group games help develop better interaction between the child and the family members. By this the child gets an opportunity to learn crawling.
- For children with visual impairment empty cylinder and talcum powder tins with pebbles inside and sealed can be used for the same activity. Frequent shifting of the positions by the playmates should be avoided.

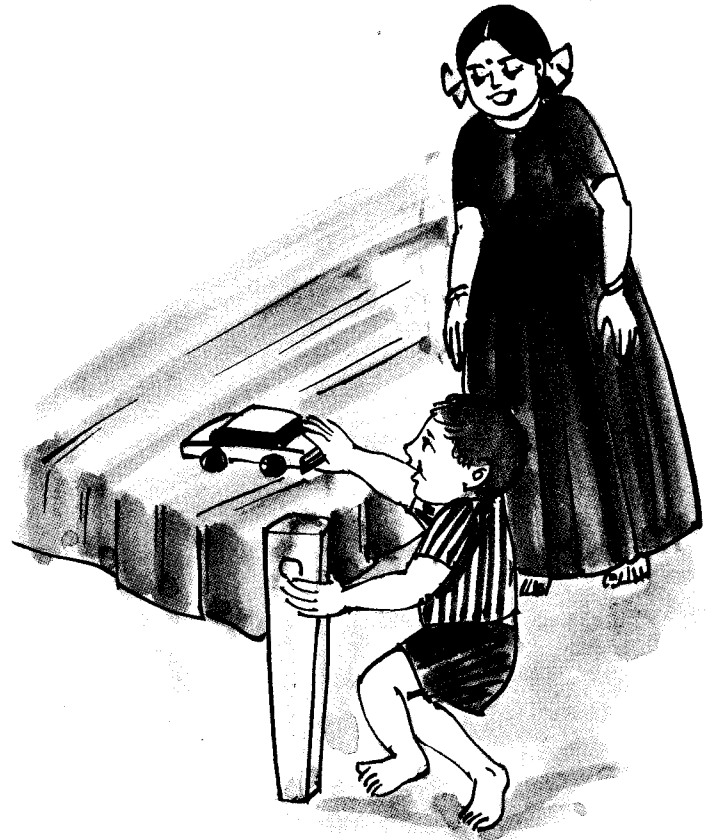




## Activity : 12

After children have learnt to sit or crawl, they would start making attempts to reach out for their favourite toys even if it means making an attempt to stand supporting any furniture.

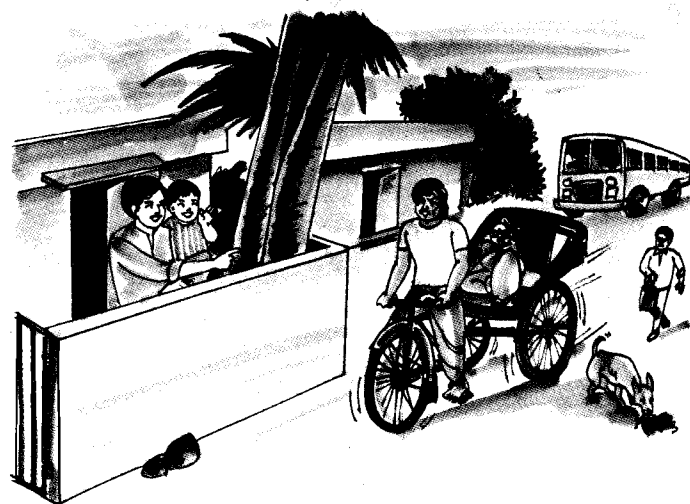
- ★ Show the child the toy and place it at a height the child can reach e.g. cot, chair or a stool. Allow the child or help him if need be to stand. On reaching the toy allow him to play with the toy. Vary the toys to sustain the child's interest.
- Use a winding toy that makes sound for a child with visual impairment.



## Activity : 13

It is fun for children to produce and imitate different sounds.

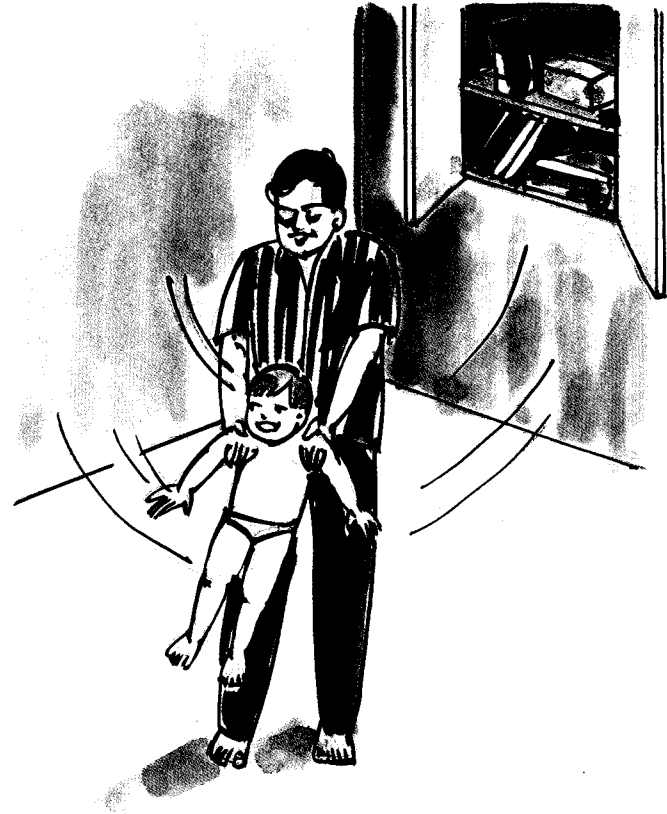
- ★ Encourage him to imitate you while you say Ma-Ma - Da-Da and so on. To make it more interesting imitate different animal sounds or sounds of vehicles, Dog says bow-bow, cow says Moo-Moo. Make use of natural situations and bring appropriate expressions on your face. Wait for the child to imitate you after you have made the sound.
- Use a mirror for children with hearing impairment so that they can see your lip movement.



## Activity : 14

Most of the fathers like playing with their children in a rough, tough way.

- ★ Hold the child on either side and slightly swing him off the ground for a while.
- ★ Exercise caution for children with physical disability.



## Activity : 15

It is a pleasure for the parents to see their children taking small steps to walk.

- ★ Have the child stand on your feet facing you as you hold his arms, walk slowly backwards.
- ★ Vary the activity by having the child standing on your feet with his back facing you and walk forward.
- Be concerned and get professional advice if your child has not attempted to stand/walk by this age.



## Play Activities for Children Between 1-2 Years



This is the age of exploration and curiosity in children. As they have started to walk, they would want to know everything around them. To do so, they would touch, hold, pull, push, squeeze, throw, shake ... all that is possible by them. It is important that they are given opportunity to know about the things around them, and at the same time take care to see that they do not hurt themselves or damage or break valuable objects. The toys and games selected for them should be such that they meet the curiosity of the children while teaching them *do's and don't's*. Play activities chosen should enhance their physical, social and communication abilities. At the same time care should be taken to see that the toys bought are not very expensive, as the children would outgrow or lose interest in them very soon. Following are some suitable play activities for children belonging to this age group.

## Activity : 16

Ball and bat are toys of interest to all children and a variety of games can be played with them.

- ★ Allow him to sweep the ball with the bat when you roll it to him. Initially have less distance between you and the child and gradually increase the distance as he gains control.

Brothers and sisters also will enjoy playing with the child. Use coloured, soft, plastic balls and plastic bats that will not hurt or break.

- For visually impaired children, use balls that make sound. For children with physical disability provide necessary support from the back and guide his movements if needed.



## Activity : 17

Now its time for hide and seek:

Children enjoy playing hiding and finding games.

- ★ Hide a toy under a box in the presence of the child and ask him 'Where is the toy'? If he lifts the box and finds the toy, show immediate happiness by laughing or clapping hands. Then ask the child to hide a toy and you find it. If he is not able to hide or find, guide him.

Such a game helps children to keep the image of the particular thing in their minds even if it is not directly visible.

- Use winding toys for this game for the visually impaired children. Wind the toy, try and cover it so that it makes noise when he explores to find it.





## Activity : 18

When children are learning to speak they enjoy blowing activities.

- ★ Give them a whistle to blow. If they are unable to blow the whistle the first time, show them how to do it and allow them to imitate you.
- ★ Other blowing activities such as building a house of playing cards and blowing it down, blowing bits of papers from your hand, blowing soap bubbles from the metal ring, blowing ping pong ball and so on.

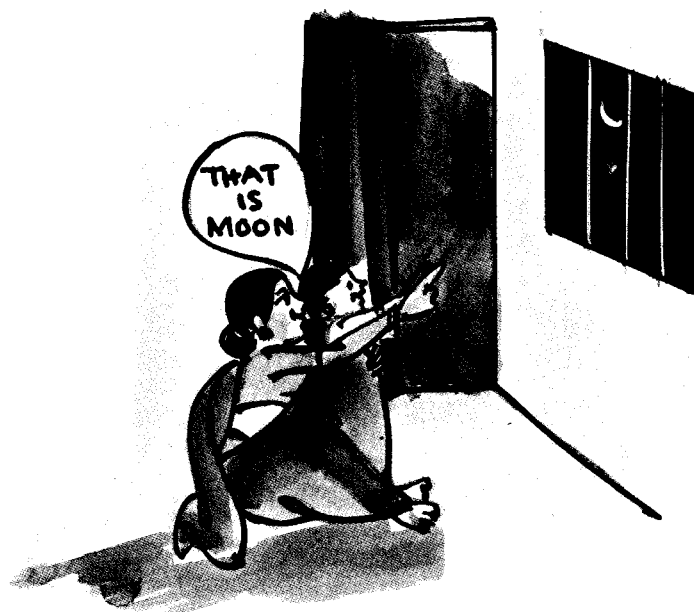




## Activity : 19

Exploring objects around them is fun for children.

- ★ Whenever possible make use of opportunities to tell the names of the objects and help him identify.
- ★ Organise a game asking where is *light*, where is *moon*, etc., and when the child points correctly, clap hands. If the child tries to tell the name of objects, encourage him to do so.
- If the child has visual problems, the same activity can be carried out by touching the object and naming it.

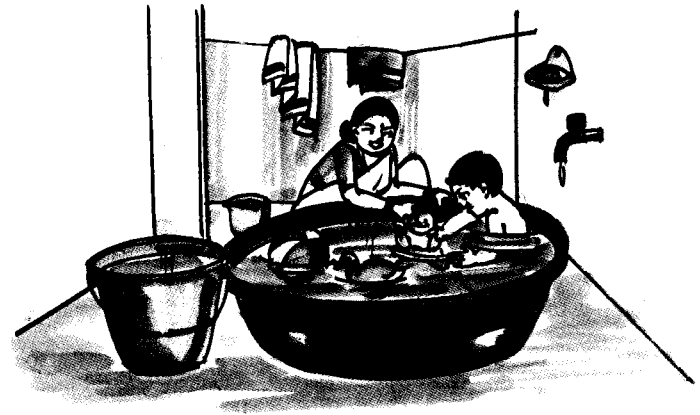


## Activity : 20

Bathing and being in water is generally very relaxing to everyone. Children too can learn to enjoy such an activity provided you make it enjoyable for them.

- ★ During summer times arrange a small tub for your child and fill it with enough water. Put a plastic ball, a doll, few other colourful plastic toys in the tub. Allow the child to play with the toys while sitting in the tub for sometime.

Take care that the water does not rise above the stomach level of the child. Do supervise him.



## Activity : 22

Finding hidden objects is never a boring game for children.

- ★ Make a wooden box with a lid having a hole enough that the child's hand can pass through it. Put small toys, small pencils, cubes etc. into the box. Ask the child to pull out objects from the box one at a time and explore them. Let him put things back into the box. Make sure that the objects are big enough and cannot get into the mouth or nose of the child. They should not be harmful or breakable.
- Give physical assistance to children who have problems in holding.



## Activity : 23

It is time for child to be familiar with his name. If he is not yet familiar let him learn in a playful way.

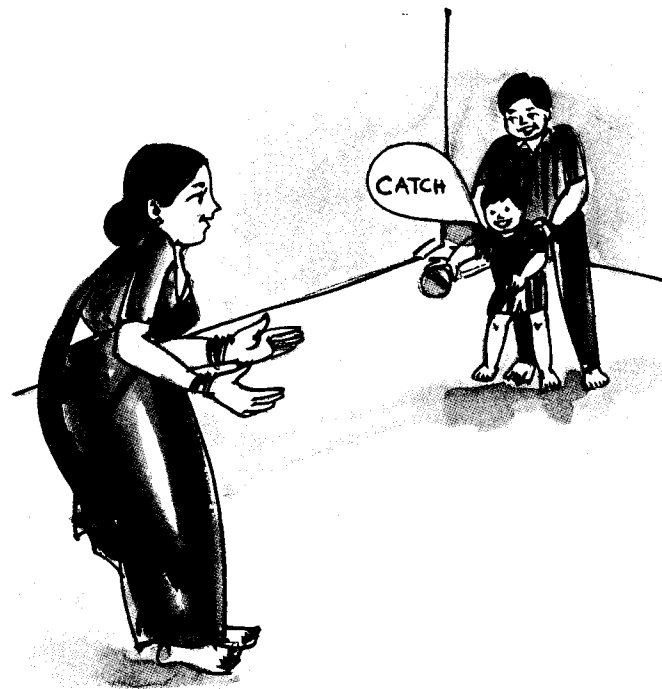
- ★ Call by his name and ask him eg., 'Where is Amit'? Place his hand on his chest and tell him that he is Amit. Smile, pat and hug to show him appreciation.
- ★ Let family members and friends repeat the same at different occasions so that he learns.
- For children who cannot hear develop a visual cue to represent his name and familiarize the child to the cue. Every family member should use the same gesture.



## Activity : 24

Variations in the ball games can be introduced as the child grows up. Throwing, catching and kicking the ball are very common games.

- ★ Use light/soft balls so as to prevent hurting the child. As you play with your child, use the words appropriately such as 'throw', 'catch', 'pick up' 'kick' etc. which would enhance his communication abilities.
- Balls that make sound could be used for children who have difficulty in seeing.
- Provide support for children from the back who cannot stand by themselves.



## Activity : 25

There are a number of beautiful, irresistible picture books now-a-days in the market. Some of them are non-tearable and washable. It is time for the child to become familiar with picture books.

- ★ Show him bright/big size pictures of animals, birds, objects pasted on hard cardboard. Make sounds responding to each animal in a dramatic way. Allow him to handle the book. Encourage him to make sounds approximately or name the objects.
- ★ If your child is interested in watching television you could show him and talk to him about the various things shown on the T.V.
- For children with visual impairment 'touch books' are available. The earlier the children are introduced to these books, the better.



## Activity : 26

Hide and seek games are never a tiring experience for children. The games get complex as the child grows up. At this age finding games hold attention.

- ★ Hide yourself under the cot or behind the curtain. Call the child's name and say 'find me'. If child is not able to find you, call again. Once found, clap and show happiness and appreciate the child. Then ask the child to hide while you find him. Sister or brother could also enjoy joining in the game.
- If the child has hearing problems you could shake curtain a little or show your feet or hands from behind the curtain so that the child can find you.



## Activity : 27

Children are fond of stories.

- ★ With the help of a picture book narrate a short story to the child. Use a lot of facial expressions and gestures so that he enjoys. Allow him to narrate the story. Let him say the story in his own way. Try telling stories at bed time. Do not look for perfection at this stage.
- Use pictures to build a story sequence alongwith gestures for hearing impaired children.





## Play Activities for Children Between 2-3 Years

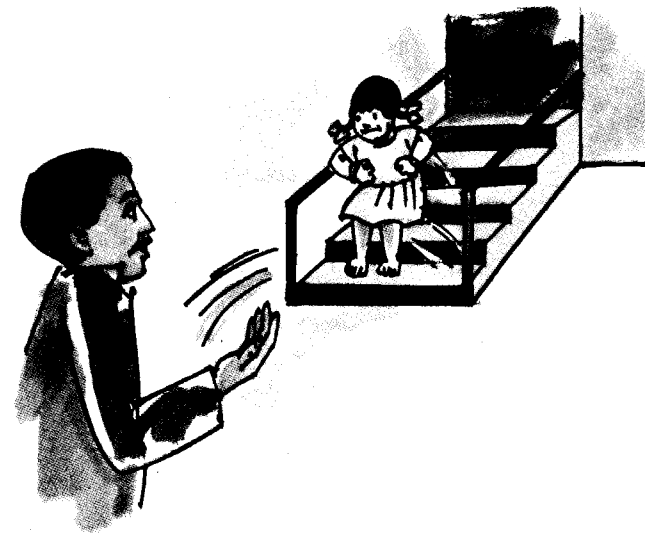


Children learn predominantly by imitation at this age. The play activities at this age should involve a lot of imitation. One should make sure that he or she provides a good model to the child, as the child is 'learning'. Language is another area that develops rapidly during this age. Therefore songs, and rhymes with actions play an important role. It is fascinating to watch children learn and say the rhymes with action with their 'baby accent'. As the child's circle widens slowly, the games, toys and play activities also should be such which suit the needs of the child. A few appropriate play activities for this age group are given in the following pages.

## Activity : 28

A variation to climbing stairs is jumping from stairs.

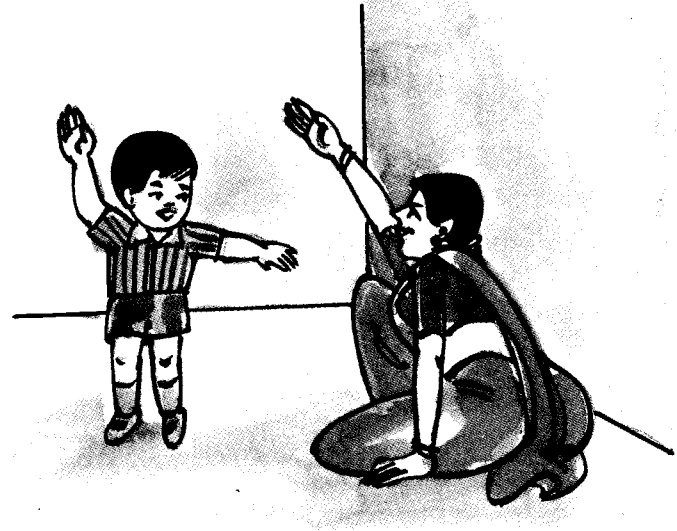
- ★ Let the child stand on the last step of the staircase facing the ground. Ask her to jump from the last step to the ground lifting both her feet. Show him by doing it yourself first and then encourage her to imitate.
- ★ This game could even be played by a group of children where they take turns to jump. Some children learn it by watching, other children jump and enjoy.
- Provide the necessary physical support for children with physical disability.



## Activity : 29

A child, whether from city or a village enjoys rhymes. In fact, rhymes are internationally popular.

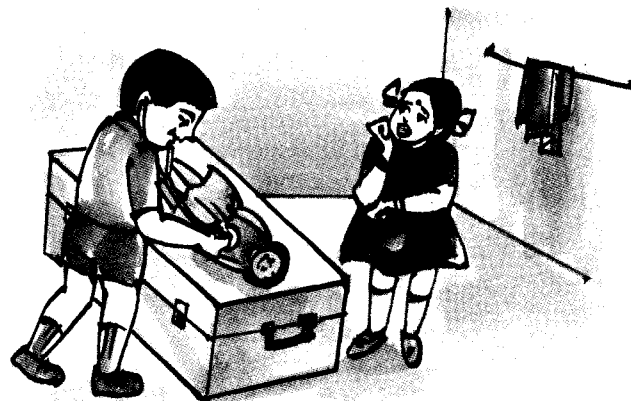
- ★ Sing small nursery rhymes with actions to the child which are simple and easy. Encourage the child to repeat after you. Make sure to show appropriate gesture so that the child enjoys.
- ♪ There are a few rhymes listed at the end of this book in various languages.



## Activity : 30

Children feel 'big' at this age and they imitate whom they admire.

- ★ Encourage the child to play pretend games acting like mother, father, doctor, driver, postman, and so on. Supervise so that they do not fight with each other.
- Encourage the non-disabled to include the disabled child in their play activity. Prepare the non-disabled children so that they accept the disabled child.



## Activity : 31

Social manners are learnt while playing.

- ★ Encourage the child to share his things with others while playing. Give opportunity to say 'please', 'sorry', 'take', 'thank you' appropriately while playing.
- Encourage nondisabled children to use appropriate gestures for 'please', 'thank you' and so on while playing with the hearing impaired children.



## Activity : 32

Sand play is fun! If you can spot a sand pit in and around the house, you could be sure that your children are going to make use of it.

- ★ Show them how to build a small house of sand.
- ★ Ask your child and another child to start making holes in wet sand from opposite direction till their hands meet then shake hands and say 'hello'.
- ★ They may also like to make sand cakes or balls etc., or just jump around the sand.

Let them be dressed in clothes which don't bother you if they get dirty. Take care to see that he washes his hands and feet thoroughly after playing.

- Children with any disability should be encouraged to participate to play in sand.



### Activity : 33

Wooden and plastic cubes of various sizes and shapes are very good play materials, for children.

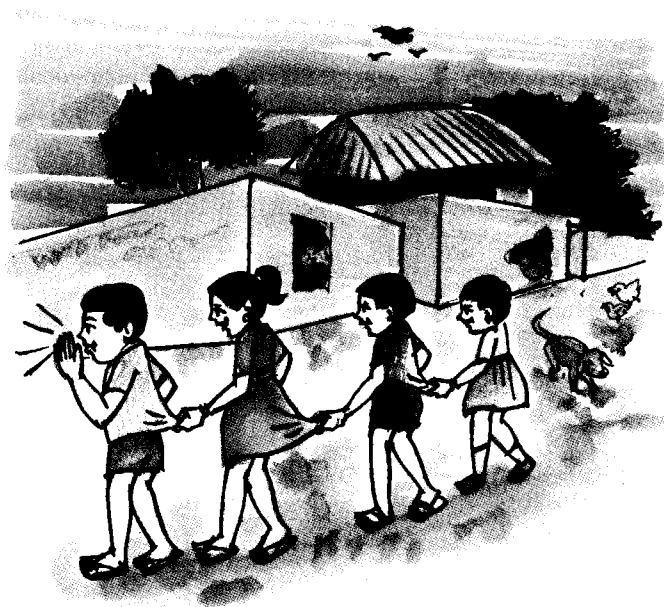
- ★ Let the child use his imagination to build towers, bridges, forts and houses. Join him and help him in the construction. Size, colour, shape, number - all these can be taught through this game in a play way.
- Children having visual impairment could use more of touch sensation to enjoy it.



## Activity : 34

Children need to be encouraged by parents to play with other children.

- ★ Help the child to join the group of children and ensure that other children accept your child. Initially you could assist your child while he plays in the group but quickly withdraw yourself if the child is comfortable in the group.
- ★ Children love playing pretend train games. You could even teach children suitable rhymes which they could sing while they play the train game as shown in the picture.
- ♪ Have a look at some of the rhymes at the end of the book.





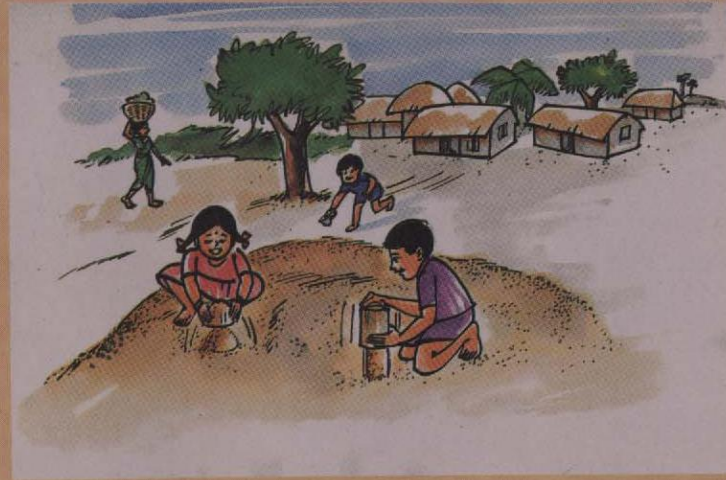
## Activity : 35

As children are growing they acquire better motor skills. Swing is one of the most enjoyed play activities.

- ★ Take the child to a playground which has the facility of swing or make a swing using a worn out rubber tyre. Count as you gently push the swing.
- Be next to the child if he is afraid. Use straps to provide further support to children having difficulty in balancing.



## Play Activities for Children Between 3-5 Years



Children start attending preschool around this time and are slowly 'weaned' from the mother/caretaker. They come across a lot of new things to do in the present environment. Interaction with the children of their own age group increases and slowly they learn sharing, taking turns, defending if beaten, taking disappointments and so on. Organised games and play activities are predominant in this age. They learn a lot of activities from school. This section lists a few play activities which the parents/caretakers can assist children in learning in the home environment.

## Activity : 36

Threading beads and making garlands are activities children tend to enjoy.

- ★ Give him a stiff plastic thread in his preferred hand. Burn the edge of the plastic thread so that it sticks together and stays stiff. This would enhance easy holding of the thread.
- ★ Both boys and girls could enjoy such an activity. They could be taught to make small garlands and use it during prayer times or they could make necklace of beads and wear it.



### Activity : 37

Games become slightly structured as the children grow up. This should also lead to learning experiences in children.

- ★ Make two sets of cards each consisting of ten animals, ten commonly used objects, numbers from 1-10, four colours with names of colours written on it and four shapes, and five birds. Shuffle both the sets of cards. Seat your child and another child opposite to each other. You too may join the game. Distribute the cards equally to the players. Each takes turn to throw one card at a time on the table/floor. The child whose card thrown matches with the earlier one, immediately thrown before him takes all the cards lying on the floor/table.

To continue the game again the child who took all the cards throws the first card and the game continues like this till the winner has all the cards while the others are left with none. Allow the child to win once in a while.

This helps the child learn to take turns, identify animals and objects and accept failure.



## Activity : 38

**Music is a universally accepted recreation.**

- ★ Get a few children together, including your child. Put on some music to the liking of children. Encourage the children to dance to music. The music can have rhymes and concept songs so that they are educative.
- ♪ Look for suitable rhymes at the rhyming section of the book.
- Use appropriate signals to indicate change in the actions for the rhymes for the benefit of children with hearing impairment.



## Activity : 39

Environment enhances play and creativity. They can also teach many concepts to children.

- ★ Teach names of colours by involving in play activities with the child, e.g., collecting green leaves, red flowers, blue paper, yellow flowers etc., also teach him to identify and name the colours of his own clothes and others clothes and other objects. eg., Mummy wearing a red saree.
- Encourage the disabled children to explore the natural environment to the maximum possible.



## Activity : 40

Now it is time for organized group games.

- ★ Have a group of children playing blind man's buff. Blindfold one child who then tries to catch other children while they run around him. The child caught by the blind folded child then plays as blind man. The game can be timed. Eg. Play for half an hour to one hour or so.
- This is an opportunity for the nondisabled children to learn about those who are visually impaired.

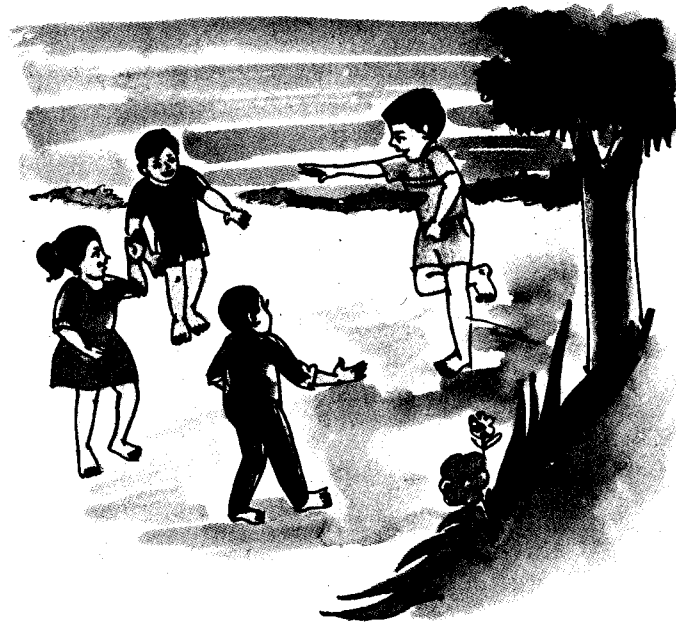




## Activity : 41

Group games can be made interesting.

- ★ One of the children hops on one leg and tries to catch other children in the group. When another child is caught he then plays the *Den*. Parents too could join in the game and have fun. This game can also be timed. Eg. Play for half an hour to one hour or so.
- This is an opportunity for the nondisabled children to learn more about the experiences faced by those who have physical disability.





## Activity : 42

Children love collecting pictures of their favourite things. If they have not yet developed a liking for it, help them to do so.

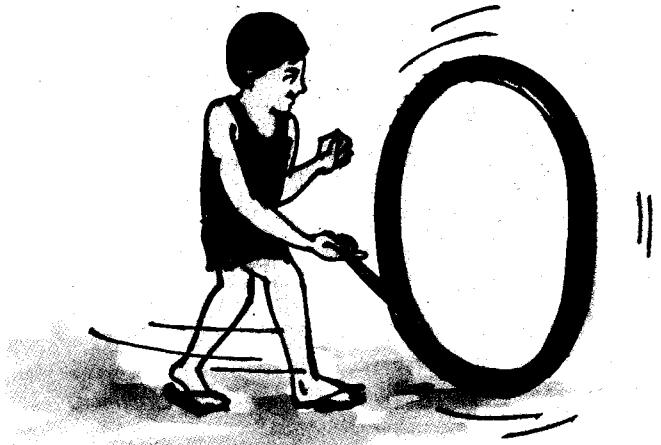
- ★ Let them indulge in cutting and pasting games. After cutting the picture of animals and various other objects, the child could paste them on a big chart paper to make it a wall hanging or on a scrap book. Let him feel proud of it when you show it to the guests visiting the house.
- ★ Tearing and pasting bits of coloured papers within a given outline is also interesting to children.



### **Activity : 43**

Old discarded cycle tyres or old rubber gaskets of the pressure cooker could be of no use to the adults but they are a big source of play and excitement to children.

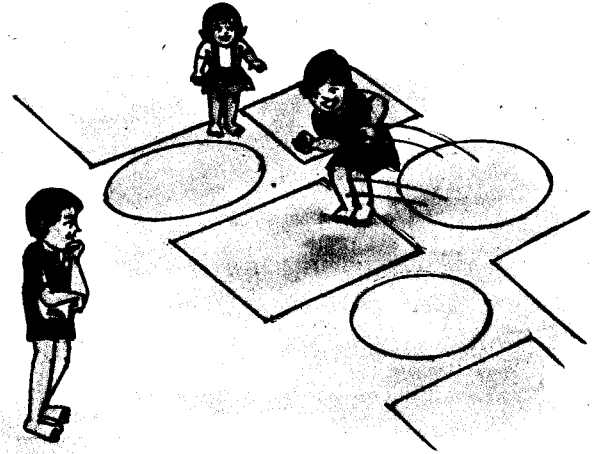
- ★ Teach your child to push the tyre with a wooden stick and run along with it.
- ★ Make sure that he does not reach a busy street with it. While sitting on the ground children could roll old rubber gaskets.



## Activity : 44

Shapes can be taught through games.

- ★ On the ground make squares and circles with a wooden stick or finger. The child is asked to jump only on squares or circles in turns. Whenever he makes mistakes that is if the child jumps on the square when required to jump on a circle, the other child takes over the turn. The game could continue for a short period or so.
- If the child has difficulty in standing or jumping she may be allowed to crawl into the respective shape.



## Activity : 45

Children like to splash around and play with water especially during summer time.

- ★ During morning or evening times allow the children to water the plants or sprinkle water on the ground around the house.



## Activity : 46

Children at this age enjoy playing with their peer group.

- ★ One of the most common games that children in this age engage in is clapping hands with their partner in a rhythmic style. Though girls generally prefer to play this game, however, boys are not an exception to enjoy such a play activity.
- ♪ Children also sing rhymes while they clap with their partner.



## Activity : 47

Children between the ages of 3 to 5 years enjoy solving small riddles.

- ★ Introduce riddles: what is it that is round, shines only at night and spreads light? Wait for the child to think and answer the riddle. If the child is not able to answer then tell the answer i.e. the moon. Such games help children to receive, integrate information, and sharpen their reasoning ability.

Look for some of the riddles at the end of the book.



## **RHYMES AND RIDDLES**

A collection of some of the rhymes and riddles in Hindi and Telugu have been included in the following pages. Description of the activity to go with the rhyme wherever needed and alongwith its age appropriateness is mentioned for each rhyme. It is suggested that you select the appropriate rhyme for your child keeping in mind the child's level of development. Remember, you can add a whole lot of more songs or rhymes for your child which probably your parents or grandparents have sung for you.

**RHYMES AND RIDDLES**  
**IN**  
**HINDI**



0-12 महिने

## 1. लोरी

चंदा मामा दूर के  
 पूए पकाये गूड़ के  
 आप खाए थाली में  
 मुने को दो प्याली में  
 प्याली गई टूट  
 मुना गया रूठ  
 बजा बजा के तालियौं  
 मुने को मनायेगे  
 भक्खन भिसरी देकर  
 मुने को हैसायेगे।

बच्चे को खिलाते समय, सुलाते समय यह लोरी  
 सुनाई जा सकती है।

.1-2 वर्ष

## 2. कोयल

कोयल काली कू-कू-कू  
 डाली डाली कू-कू-कू  
 गाती रही कू-कू-कू  
 कभी थकती कू-कू-कू।

जब आप बच्चों को तरह तरह की आवाजें सुनाते  
 हैं तो बच्चे आपकी नकल कर वही आवाजें  
 निकालने की कोशिश करते हैं। यह बच्चों को  
 बोलने की क्रिया में सहायक सिद्ध होता है।

1-2 वर्ष

3. गुड़िया

छोटी सी यह गुड़िया है  
जादू की पुड़िया।  
छोटी सी हैं इसकी कंधी  
लम्बी सी हैं चोटी।  
मखमल की हैं इसकी जूती  
रेशम की हैं टोपी।  
औखों में हैं कजरा  
बालों में हैं गजरा।  
पायल बोले छन छन  
चूड़ी बोले खन खन।

बच्चा जब गुड़िया के साथ खेल रहा हो तब  
आप भी उसके साथ खेलते हुये यह गीत गा  
सकते हैं। और साथ में बच्चे को अपने अंगों का  
ज्ञान भी करा सकते हैं।

2-3 वर्ष

4. मेरी मुख

एक मेरा मुख है  
इसका बड़ा सुख है।।  
मुख मेरा बंद है  
इसमें कलाकंद हैं।।  
सहेली जो बुलाएगी  
मिठाई गिर जायेगी।।  
मैं तो कुछ न बोलूंगी  
मुखड़ा न खोलूंगी

यह गीत खेल क्रिया 45 के साथ गाया जा सकता  
है। इससे बच्चे को खाते समय ज्ञान दिया जा  
सकता है कि खाते समय मुँह बंद करके खाना  
चाहिए।

## 2-3 वर्ष

## 5. हमारे हाथ

ये हाथ हमारे रक्षक हैं  
 बहुत काम ये करते हैं  
 जब संकट कोई आता है  
 बढ़कर उसको हरते हैं।  
 यही कुदाल चलाते हैं  
 पकी फसल को यही काटते  
 पानी हमें पिलाते हैं।  
 ये पौंच उँगलियाँ लिखती हैं।  
 ये मुक्का भी बन जाती हैं।  
 एक हाथ की पौंच बेटियाँ  
 मिलकर फूल सजाती हैं।

## 2-3 वर्ष

## 6. चार नौकर

मेरे पास है नौकर चार।  
 हरदम रहते हैं तैयार॥  
 दो तो मेरे हाथ हैं।  
 सदा ये देते साथ हैं॥  
 दो जो मेरे पैर हैं।  
 मुझे कराते सैर हैं॥  
 न पीते हैं न खाते हैं  
 जहाँ कहें ले जाते हैं॥

यह कविता बच्चों को दोनों हाथों के क्रियाओं को सिखाते समय गायी/बोली जा सकती है। पौंच उँगलियों से क्या-क्या किया जा सकता है, ये भी सिखाया जा सकता है।

यह कविता बच्चों को हाथ और पैरों के विभिन्न कार्य सिखाते समय सुनाये जा सकती हैं। इससे बच्चे हाथ और पैरों की विशेषताओं समझ सकते हैं।

2-3 वर्ष

7. मछली

ये नदिया की रानी  
पीती कितनी पानी  
आज बहुत ही सदा है  
आगे तेरी मरजी है  
न हो जाए कही जुकाम  
बाहर आ और कर आराम।

बच्चे मछलियों देख खूब प्रसन होते हैं। आप  
उन्हे मछली के बारे में इस कविता द्वारा ज्ञान  
भी दे सकते हैं अथवा उनका मनोरंजन भी कर  
सकते हैं।

2-3 वर्ष

8. गीदड़ बुकसेलर

गीदड़ एक अनोखा आया  
बुकसेलर का रूप बनाया।  
रंग रंगीले चित्रोंवाली  
लाये पुस्तक नई निराली।  
उसमें देखा अपना चित्र  
बोले यह है मेरा मित्र।

इस कविता को खेल क्रिया 44 के साथ गाया  
जा सकता है। बच्चे विभिन्न जानवरों के चित्र  
देखकर बहुत खुश होते हैं। उनको इस कविता  
द्वारा जानवरों के नाम पुस्तक का ज्ञान आदि  
सिखाया जा सकता है।

## 2-3 वर्ष

## 9. सबकी चाल

झूम झूमकर हाथी चलता  
 घोड़ा दुलकी सरपट चाल।  
 हिरण चौकड़ी भरता लंबी  
 लेता ऊँची शेर उछाल।  
 कुत्ता-बिल्ली झपटा करते  
 चूहे दौड़ लगाते हैं।  
 कोयल, कौवा, तोता-मैना  
 पक्ष खोल उड़ जाते हैं।

बच्चे को जब आप चिड़िया घर ले जाये उस  
 समय उन जानवरों का नाम, उनका रूप, रंग,  
 आकार आदि का ज्ञान इस गीत द्वारा सिखाया  
 जा सकता है।

## 3 वर्ष

## 10. गोल-गोल

दादाजी की पगड़ी गोल  
 नानाजी का चशमा गोल  
 पप्पाजी के पैसे गोल  
 मम्मजी की रोटी गोल  
 बच्चे कहते लड्डू गोल  
 टीचर कहती दुनिया गोल।

इसमें बच्चों को अनेक प्रकार के गोल वस्तुओं  
 को दिखाकर समझा सकते हैं कि, "गोल" आकार  
 क्या होता है।

3-5 वर्ष

11. सवेरा

मुरा बोला कुकड़ कू  
सूरज निकला चम्मक चू।  
हुआ सवेरा झम्मा झम  
धूप चमकती चम्मा चम।  
करें नाशता अब चटपट  
उठा पुस्तके हम झटपट।  
पहुँच जाए जल्दी स्कूल  
नहीं पड़ेगी कसकर रूल।

ऐसे कविता जिसमें तुक हों बच्चे बड़े आनंद से गाते हैं। यह है ऐसी ही कविता जिसे गा कर बच्चे सुबह के नियमों के बारे में सीख सकते हैं।

3-5 वर्ष

12. अच्छे आचरण

स्वच्छ वस्त्र धारण करो  
करके फिर जलपान  
विद्यालय में जाओ तुम  
पाओ विद्या दान।।  
माता पिता गुरुजन मिले  
कहो झुकाकर शीश  
“पुज्य नमस्ते आप को  
लो उनका आशीष”।

इस गीत द्वारा बच्चों को शिक्षा मिलता है कि उन्हें साफ सुथरा रहना चाहिए और बड़ों का आदर सत्कार करना चाहिए।

3-5 वर्ष

## 13. इन्द्रधनुष

पानी इधर बस्ता है  
 सुरज उधर चमकता है  
 इसी बीच में मौका पाकर  
 इन्द्रधनुष सतरंग आकर  
 आसमान पर छाया है  
 सबके मन को भाया है।

बच्चों को बरसात में इन्द्रधनुष दिखाकर सात रंगों  
 की पहचान करा सकते हैं।

3-5 वर्ष

## 14. जानवरों की बोली

हाथी है चिंघाड़ता  
 शेर है दहाड़ता  
 घोड़ी हिनहिनाती है  
 मक्खी भिनभिनाती है।  
 गधा तो है रेंगता  
 घोबी कान खेंचता  
 गली में कुत्ता भौंकता  
 साये में मैं चौंकता।

इस कविता को खेल क्रिया 41 के साथ सुनाई  
 जा सकती है।

बच्चों को जानवरों के नाम बताते हैं, साथ ही  
 साथ उन जानवरों की बोली का भी ज्ञान करवा  
 सकते हैं।

3-5 वर्ष

### 15. जंगल का राजा

मैं जंगल का राजा हूँ  
राजा हूँ महाराजा हूँ।  
यह सब मेरी परजा है  
मैं इनका अनदाता हूँ।  
भूख मुझे जब लगती है  
मैं इनको खा जाता हूँ।

यह खेल अनुकरणवाले खेल में लिया जा सकता है। इसमें अनेक जानवरों का समावेशकर अनेक रूप दे बच्चों का मनोरंजन कर सकते हैं।

3-5 वर्ष

### 16. रेलगाड़ी

गाड़ी कहती छक छक छक  
गाड़ी कहती फक फक फक  
इंजन जाए आगे आगे  
पीछे पीछे डिब्बे भागें।  
सूरंग में जब यह जाती है  
दिन को रात बनाती है  
छक छक छक छक गाती जाए  
सीटी खूब बजाती जाए।

यह कविता खेल क्रिया 40 के साथ गायी जा सकती है।



3-5 वर्ष

## 17. रेल का खेल

खेलों आओ रेल का खेल  
 आपस में हो जाये मेल।  
 रामु इंजन बन जायेगा  
 अहमद झंडी ले आयेगा।  
 शायमा तुम झंडी दिखालाना  
 सुमन, कमल डब्बे बन जाना  
 डेविड मैय्या तुम भी आओ  
 संगी साथी अपने लाओ  
 अब चलती है अपनी रेल  
 शुरू हो गया अपना खेल।  
 छूक छूक करती आयी रेल  
 धुओं उड़ती आई रेल।

यह कविता खेल क्रिया 40 के साथ गायी जा सकती है। यह खेल बच्चे बड़े चाव से खेलते हैं।

3-5 वर्ष

## 18. मेरा लट्ठू

तेरा लट्ठू हार गया  
 मेरी बाजी मार गया।  
 देखो कैसा नाच रहा  
 सबके मन को जांच रहा।  
 कीमत इसकी अस्सी पैसा  
 नहीं दूसरा इसके जैसा।

यह कविता खेल क्रिया 54 के साथ गायी जा सकती है।

5 वर्ष

### 19. दिशायें

उगता सूरज जिधर सामने  
उधर खड़े हो मुँह करके तुम  
ठीक सामने पूर्व दिशा है  
और पीठ पीछे है पश्चिम  
बायीं ओर दिशा उत्तर  
दायीं ओर तुम्हारे दक्षिण।  
चार दिशाएँ होती हैं ये  
पूर्व, पश्चिम, उत्तर, दक्षिण।

इस कविता द्वारा बच्चों को दिशाओं का ज्ञान  
करवाया जा सकता है जैसे पूर्व, पश्चिम, उत्तर,  
दक्षिण।

5 वर्ष

### 20. चल मेरी नैया

कागज़ की ली नाव बना।  
और पानी में दी बहा।।  
छप छप छप छप पानी बोले।  
नैया चलती हौले हौले।।  
नाव मेरी जब डगमग डोले।  
मनवा मेरा धकधक बोले।।  
नदिया ले गई इसे बहाए।  
पानी में रख हम पछताए।।

बच्चों को बरसात खत्म होने के बाद पानी में  
खेलने का बहुत शौक होता है। उन्हें कागज़  
की नाव बनाकर पानी में छोड़ने पर उस चलती  
हुई नाव को देखने में बड़ा मज़ा आता है।

## पहेलियाँ 3-5 वर्ष



1. सोना चांदी तौबा लेता  
बढ़िया गहने गढकर देता — सुनार
2. खेत जोतता फसल उगाता  
तब सबको भोजन मिलता — किसान
3. कोरा कपड़ा लेकर जाऊँ  
कुर्ता छंबला सीकर लाऊँ — दर्जी
4. सबके गद्दे कपड़े लेता  
उजला कर कर उनको देता — धोबी
5. करघे पर मैं सूत जमाकर  
धोती साड़ी देता बुनकर — जुलाहा
6. चमड़ा लेता खीले लेता  
जूता रोज मैं बनाया करता — मोची
7. जंगल से मैं लकड़ी लाऊँ  
हल खटिया मैं रोज बनाऊँ — बढ़ाई
8. इटे चुनता गाटा भरता  
घर मैं रोज बनाया करता — राजमिस्त्री

9. सबकी प्यास बुझाता है  
सबको सुख पहुँचाता है  
दुनिया में उससे हरियाली  
वह है कौन ? वह है कौन ?

— पानी-पानी-पानी



10. गिरि पर उसका जन्म हुआ  
पाला है मैदानों ने  
जाकर मिली समुन्दर से  
मिली पानी से पानी  
किसकी यह अमर कहानी ?

— नदी-नदी-नदी

11. तीतर के दो आगे तीतर, तीता के दो पीछे तीतर  
आगे तीतर पीछे तीतर, बोले कितने तीतर

— तीन

12. हरी थी मन भारी थी हीरे मोती जड़ी थी  
राजाजी के बाग में दुशाला ओढ़े खड़ी थी  
कच्चे पके बाल है उसके मुखड़ा है सुहाना, बोलो क्या ?

— भुट्टा

13. ना मारा न खून किया  
मेरा सिर क्यों काट लिया

— नाखून

14. कटोरे पर कटोरा  
बेटा बाप से भी गोरा

— नारियल

15. एक जानवर ऐसा, जिसके दूध पर पैसा  
सर पे हे ताज भी बादशाह के जैसा

— मोर

**RHYMES AND RIDDLES**  
**IN**  
**TELUGU**

0-6 నెలలు

## 1. తారంగం తారంగం

తారంగం తారంగం

తాండవ కృష్ణ తారంగం

వేణూ నాథ తారంగం

వెంకట రమణ తారంగం

వెన్నెల దొంగా తారంగం

చిన్నీ కృష్ణ తారంగం

ఈ పాట ద్వారా రెండు లాభాలు

1) చెయ్యి త్రిప్పుచు, పిల్లలకు తమ చెయ్యి త్రిప్పుచు వారి చెయ్యి వైపు దృష్టిని ఆకర్షించవచ్చు.

2) చెయ్యి త్రిప్పడము పెద్దపిల్లలకే కాకుండా, చిన్న పిల్లలకు కూడా చేతనయిన పని. కనుక పిల్లలతో ఈ పాట పాడించుతూ ఆడించవచ్చు. పిల్లలు ఒకరిని ఒకరు చూసి నేర్చుకొని ఆనందిస్తారు.

0-1 సంవ

## 2. తప్పెట్లాయ్ తాళాలోయ్

తప్పెట్లాయ్ తాళాలోయ్

దేముడి గుళ్ళో బాజాలోయ్

పప్పు బెల్లం దేముడికోయ్

పాలు నెయ్యి పాపడికోయ్

రెండు చేతులు కలిపి పని చేయడము చప్పట్లు కొడుతు నేర్పించవచ్చు. పిల్లలు స్వయంగా చప్పట్లు కొట్టకపోతే పెద్దలు వాళ్ళ చేతులు పట్టుకొని చప్పట్లు కొడుతూ ఈ పాట పాడవచ్చు.

0-1 సం వ

### 3. జో అచ్యుతానంద

జో అచ్యుతానంద  
జో జో ముకుందా  
లాలి పరమానంద  
రామ గోవిందా జో జో

మధురమైన లాలి పాటలతో పిల్లలను  
నిద్రపుచ్చవచ్చు. ఈ పాట పాడడం వల్ల  
పిల్లలకు ప్రశాంతమైన వాతావరణం  
ఏర్పడుతుంది.

0-1 సం వ

### 4. అన్నము తినిపించుట

అన్నంపెట్టి, పప్పేసి  
కూరేసి చారుపోసి నెయ్యేసి  
అన్నీకలిపి నోట్లో పెట్టి  
అత్తారింటకి పోయే దారేది.

ఈ పాటను రెండు విధాలుగా  
ఉపయోగించవచ్చు.

- 1) ఒక్కొక్క వ్రేలు ముడుస్తూ ఒక్కొక్క  
పద్దారం పేరు చెబుతూ అన్నీ కలిపిన  
అన్నం ముద్దలు తినిపిస్తూ పిల్లలలో  
ఆనందం ఉత్సాహం పుట్టించవచ్చు.
- 2) రెండవది పిల్లలలో ఆప్రయత్నంగా వ్రేళ్ళు  
ముడిచే విధానం నేర్చుకుంటారు.

0-1 సరి వ

5. లాలి జో

లాలి జో లాలి జో లాలి జో లాలి  
 ఏడవకు ఏడవకు  
 వెట్టి అబ్బాయి  
 ఏడిస్తే నీ కళ్ళు నీలాలు కారు  
 నీలాలు కారితే నే చూడలేను.

పిల్లలు నిద్ర పోయే ముందు ఏడుస్తుంటే ఈ  
 పాట పాడి నిద్ర పుచ్చవచ్చు.

1-2 సరి వ

6. ఉయ్యాల జంపాల

ఉయ్యాల జంపాల  
 ఊగేటి పాపాయి

పిల్లలకు ఊయల ఊగడము ఒక ఆనందాన్ని  
 కలుగజేసే కాలక్షేప క్రీడ. ఊయల ఊగడము  
 శరీరపు బరువును స్థిరపరుచుకోడానికి  
 ఉపయోగమైన సాధనము. పిల్లలలో భయం  
 పోగొట్టడానికి ధైర్యం పుట్టడానికి కూడా ఈ  
 క్రీడ సహకరిస్తుంది.



1-2 సరి వ

7. కవ్యము

చల్ల చెయ్యి గొల్లభామ  
వెన్న తియ్యి వెంకటమ్మ

పిల్లల రెండు చేతులు పట్టుకొని అటు ఇటు  
ఊపుతు త్రిప్పి ఆడించడం. ఈ పాట వలన  
ఏదే పిల్లలను లాలించి జాజ్జిగించవచ్చు.  
ఇలా చేయడం వల్ల పిల్లలలో కదలికను  
కలుగజేయవచ్చు.

1-2 సరి వ

8. చందమామ

చందమామ రావే జాబిల్లిరావే  
కొండెక్కి రావే గోగుపూలు తేవే  
బండెక్కి రావే బంతిపూలు తేవే  
వెండి గిన్నెలో వెన్నముద్ద తేవే  
పసిడి గిన్నెలో పాలు పోసి తేవే  
మా చిన్ని పాపకి నోట పెట్టి పోవే.

‘చంద్రుడు’ అంటే పిల్లలు ఎంతో ముచ్చట  
పడతారు. పిల్లలను ఆనందపరచడానికి వాళ్ళను  
మారాము చేయకుండా చూడడానికి చంద్రుణ్ణి  
చూపిస్తారు. ముఖ్యంగా తల్లులు తమ పిల్లలకు  
అన్నం తినిపించడానికి ఈ విధంగా ఎంతో  
నేర్పు చూపుతారు. పిల్లలు ఆనందంలో మునిగి  
తేలగలరు.

2-3 సం వ

## 9. రైలు పాట

చుక్ చుక్ రైలు వచ్చింది  
 దూరం దూరం జరగండి  
 ఆగినాక ఎక్కిండి  
 జో జో పాపాయి ఏడవకు  
 లడ్డు మిఠాయి తినిపిస్తా  
 చల్లని పాలు త్రాగిస్తా  
 తియ్యని జిలేజి తినిపిస్తా.

ఎవరైనా పాటపాడుతూ ఆట ఆడిస్తూ ఈ  
 పాట ద్వారా ఇతరులను అనుకరించడం రైలు  
 కూత వింటే చిన్న పిల్లలు ఆనందిస్తారు.  
 రైలు కూత ఎలా ఉంటుందో పిల్లలకు ఈ  
 విధంగా చెప్పి నేర్పవచ్చు. రైలు వస్తుంటూ  
 'చుక్ చుక్' మని శబ్దం వస్తుందని రైలు చేసే  
 శబ్దాన్ని పిల్లలు కూడా అనుకరించేలా  
 చేయవచ్చు.

2-3 సం వ

## 10. ఐదు వ్రేళ్ళు

చుట్టాల సురభి బొటనవ్రేలు  
 కొండాల కొరవి చూపుడువ్రేలు  
 పుట్టు సన్నాసి నడిమివ్రేలు  
 ఉంగరాల భోగి ఉంగరంవ్రేలు  
 పెళ్ళికి పెద్ద చిట్కెనవ్రేలు

ప్రతి వ్రేలు ఉపయోగాన్ని ఈ పాటలో  
 వివరించారు. పిల్లలు ఈ పాట పాడుతూ  
 ఒక్కొక్క వ్రేలుని వివరించినప్పుడు దాని  
 పనిని చేసి చూపించవచ్చు. ఏవ్రేలును ఏ  
 పేరుతో పిలుస్తామో చెప్పి గుర్తించేలాగ  
 చేయవచ్చు.

## 2-3 సరి వ

## 11. గంగెద్దు

ఊగు ఊగు గంగెద్దా  
 ఉగ్గు పాలే గంగెద్దా  
 సాలీ ఊగే గంగెద్దా  
 సాలెడు పాలే గంగెద్దా  
 తాలి ఊగే గంగెద్దా  
 తవ్వెడు పాలే గంగెద్దా  
 మనెడు పాలే గంగెద్దా  
 ఆగీ ఊగే గంగెద్దా  
 అడ్డెడు పాలే గంగెద్దా

ఊగడమన్నది రకరకాలుగా ఊగవచ్చు. ఒక  
 ప్రక్క నించి ఇంకొక ప్రక్కకి, గుండంగా,  
 తలని వెనక్కి ముందుకి ఊపుతూ ఆట  
 ఆడించడం లయ బద్ధంగా ఊగడము వలన  
 పిల్లలు ఆనందిస్తారు. ఈ ఊగడం ఆట  
 ద్వారా పిల్లలలో ఆనందంతో బాటు ధైర్యం  
 పుట్టించవచ్చు. భయాన్ని పోగొట్టవచ్చు.

## 2-3 సరి వ

## 12. బొటన వ్రేలు

తిందాం తిందాం ఒక వ్రేలు  
 ఎట్లా తిందాం ఒక వ్రేలు  
 అప్పు చేసి తిందాం ఒక వ్రేలు  
 అప్పెట్ల తీరును ఒక వ్రేలు  
 ఉన్నాకదా నేను అన్నిటికీ  
 పాట్టి వాణ్ణి గట్టివాణ్ణి బొటనవ్రేలు

అన్ని వ్రేళ్ళలో బొటనవ్రేలునకు ఒక ప్రత్యేకత  
 ఉంది. ఏ పని చేయడానికైనా బొటన వ్రేలు  
 ఆధారం లేకుండా మిగిలిన నాలుగు వ్రేళ్ళతో  
 స్వతంత్రంగా ఏ పని చెయ్యడం సాధ్యం  
 కాదు. అదే ఈ పాటలో వివరించారు.

## 3-4 సరి వ

## 13. ఎరుపు రంగు

చిక్కుడు పువ్వెరుపు చిలక ముక్కు ఎరుపు  
చిగురెరుపు చింతాల దోర పండెరుపు  
రాకాసి పండెరుపు రాగి చెంబెరుపు  
కల వారి ఇళ్ళలో మాణిక్య మెరుపు  
మా పెరటి మందార పువ్వెంతో ఎరుపు  
తానెరుపు అమ్మాయి తనవారిలోన

పిల్లలకు రంగులను గుర్తింపజేయడానికి ఈ పాట ఎంతో ఉపయోగపడుతుంది. ముఖ్యంగా ఎరుపురంగు అన్ని రంగులలో ఎక్కువగా ఆకర్షించే గుణం కలది. చిలక ముక్కు పోలిక చెప్పడంచేత చిలుకను గుర్తించుటకు కూడా ఇది సహాయ పడుతుంది.

## 3-4 సరి వ

## 14. చిన్ని కృష్ణుడు

చేత వెన్న ముద్ద చెంగల్వ పూదండ  
బంగారు మొలత్రాడు పట్టుదట్టి  
సందిట తావతులు సరిమువ్వ గజ్జలు  
చిన్ని కృష్ణా నిన్ను చేరి కొలుతు.

చిన్న పిల్లలకు చిన్ని కృష్ణుని సుందర రూపం ఎంతో ఆకర్షణీయంగా ఉంటుంది. కాబట్టి చేత వెన్న ముద్ద, చెంగల్వ పూదండ, బంగారు మొలత్రాడు, మువ్వ గజ్జలు పిల్లలకు వివరంగా చెప్పడానికి వాళ్ళకు ఆనందం కలిగడానికి ఇది ఎంతో సహకరిస్తుంది.

3-4 సరి వ

15. పక్షుల కూతలు

చిలకమ్మ పెండ్లికి సింగారించిరి  
కప్పలు బెక బెక డప్పులు కొట్టె  
కాకుల మూకలు కేకలు వేసె  
పందిట చిలుకలు సందడి చేసె  
చిలకమ్మ మొగుడంత సింగరమాయె.

చిలకను పిల్లలు గుర్తించేలాగ చేయవచ్చు.  
చిలుకల అరుపులు అవి వినడానికి చూడడానికి  
ఎంతో ఆనందాన్ని కలుగజేస్తాయి. ఈ విధంగా  
పిల్లలకు పక్షుల కూతలు కొన్ని నేర్పవచ్చు.

4-5 సరి వ

16. జేజేలు

జే జేలమ్మా జేజేలు  
అమ్మా నాన్నకు జేజేలు  
గురువు గారికి జేజేలు  
తెలుగు తల్లికి జేజేలు  
తెలుగు భాషకు జేజేలు  
తెలుగు పిల్లలకు జేజేలు.

పిల్లలకు అమ్మ, నాన్న అంటే ఇష్టమే కాకుండా,  
గౌరవం, అభిమానం కలిగేలాగ చెయ్యవచ్చు.  
గురువుపై భక్తి కలిగేలా చెయ్యవచ్చు. తెలుగు  
భాష మీద, తెలుగు తల్లిమీద అభిమానం  
పెరిగేటట్లు చెయ్యవచ్చు. ఈ విధంగా  
పిల్లలలో దేశభక్తి, గురుభక్తి తల్లిదండ్రుల మీద  
భక్తి కలిగేలాగ చెయ్యవచ్చు.

4-5 సం వ

17. చెమ్మ చెక్క

చెమ్మ చెక్క చారెడేసి మొగ్గ  
అట్లు పాయ్యంగా ఆరగించంగ  
ముత్యాల పందిట్లో ముగ్గులెయ్యంగా  
రత్నాల పందిట్లో రంగు లెయ్యంగా  
పందిట్లో మా అక్క పెండ్లి చెయ్యంగా

పిల్లలకు ఆటలంటే ఎంతో ఇష్టం. చేతులు  
చేతులు కలుపుతూ శబ్దం చేస్తూ ఆనందపరచే  
పాట ఇది. ఇది ఎంతో పిల్లలను ఉత్సాహ  
పరుస్తుంది. వైగా పిల్లలలో ఐకమత్యాన్ని  
పెంచుతుంది.

4-5 సం వ

18. పంచుకొనుట

చెన్నా పట్నం చెఱుకు ముక్క  
నీకో ముక్క నాకో ముక్క  
బీముని పట్నం బిందెల జోడు  
నీకో బిందె నాకో బిందె  
కాశీ పట్నం కాసుల పేరు  
నీకో కాసు నాకో కాసు.

ఈ పాటను ఇద్దరు పిల్లలు కలిసి పాడవచ్చు.  
ఈ పాట ద్వారా, కలిసి ఒక వస్తువును  
పంచుకొనే భావాన్ని నేర్పించవచ్చు. పిల్లలలో  
ఐకమత్య భావాన్ని పుట్టించవచ్చు. స్నేహం  
వీర్పడుతుంది. సహకార భావం కలుగుతుంది.

4-5 సరి వ

19. గుడుగుడు గుంజం

గుడుగుడు గుంజం గుండారాగం  
 పాముల పట్టం పడగారాగం  
 అప్పడాల గుట్టం ఆడుకోబోతే  
 పేపే గుట్టం పెండ్లకిబోతే  
 నడ్డీ గుట్టం నారీ కోసే  
 నీ గుట్టం నీళ్ళకు పోతే  
 నా గుట్టం పాలకు పోతే  
 కత్తెయనా? బద్దేయనా?  
 వేన్నీళ్లా? చన్నీళ్లా?

4-5 సరి వ

20. కాళ్లా గజ్జా

కాళ్లా గజ్జా కంకాళమ్మ  
 వేగూ చుక్కా వెలగా మొగ్గ  
 కొండ మీద కొక్కిరాయి  
 కాలు విరిగింది మందేమి మందు  
 వేపాకు చేదు వెల్లులిపాయ  
 తున్నెమ్మ బొట్టు తాటాకు ధార.

చిన్న పిల్లలకు ఆటలంటే ఎంతో  
 ఇష్టపడతారు. పిల్లలందరిని గుండ్రంగా కూర్చో  
 పెట్టడానికి ఐకమత్యంగా ఆనందంగా  
 ఉండేటట్లు చేయడానికి ఈ పాట  
 సహకరిస్తుంది. గుట్టం పిల్లలకు గుర్తింప  
 జేయవచ్చు. అలాగే పాము, పాము పడగ  
 గుర్తింపజేయవచ్చు.

చిన్న పిల్లల కాళ్ళకు గజ్జి వ్యాపిస్తే పూర్వం  
 దానిని భయంకరమైన దానిగా భావించేవారు.  
 వెలగ మొగ్గను, వేపాకు, వెల్లులిపాయ ఇవి  
 అన్ని కలిపి నూరి ఆకాళ్ళకు పూసి ఒకదానికి  
 ఒకటి తగలకుండా చేస్తూ ఒక విధంగా ఆరోగ్యం  
 చక్కగా ఏర్పడడానికి, పిల్లలకు ఆనందం  
 కలగడానికి కూడా సహకరిస్తుంది.

## సామెతలు 3-5 నం వ



- |   |                                 |
|---|---------------------------------|
| 1. గుడి నిండా నీళ్ళు గుడికి తాళం                                      | - కొబ్బరి కాయ                   |
| 2. కీట కీట తలుపులు కీటారు తలుపులు ఎప్పుడు తీసిన చప్పుడు కావు.         | - కళ్ళు                         |
| 3. నల్లని చాప మధ్య తెల్లని రోడ్డు                                     | - పాపిడి                        |
| 4. అడవిలో పుట్టింది అడవిలో పెరిగింది మా యింటి కొచ్చింది తెతక్కలాడింది | - కన్యం                         |
| 5. చూస్తే చూస్తుంది నవ్వితే నవ్వుతుంది కొడితే తిరిగి కొడుతుంది        | - అద్దము                        |
| 6. మూట తెరిస్తే ముత్యాల పేరు  | - పళ్ళు                         |
| 7. ఇంటి వెనుక ఇంగువ చెట్టు ఎంత కోసిన గుప్పెడు రాదు                    | - పాగ                           |
| 8. ఒక మామ, మామకు పన్నెండు కళలు, కళకు ముప్పై ఆకులు                     | - సంవత్సరము, నెలలు, రోజులు      |
| 9. చాచుకొని సావిట్లో పడుకునే ముసలమ్మ                                  | - చాప                           |
| 10. తోక లేని పిట్ట తొంభై ఆమడలు ఎగిరినట్లు                             | - ఉత్తరము                       |
| 11. అంతులేని చెట్టు, అరవై ఆమడలు, కొమ్మ కొమ్మకు కోటి పువ్వులు          | - ఆకాశం, చుక్కలు, సూర్యచంద్రులు |
| 12. ఎందరు ఎక్కినా లొంగని గుట్టం                                       | - అరుగు                         |
| 13. పిడికెడు పిచ్చుకకు మూరెడు తోక                                     | - గరిటె                         |
| 14. చింపరి చింపరి గుడ్డలు ముత్యాల వంటి బిడ్డలు                        | - మొక్క జొన్న పాత్తు            |
| 15. ఎంత ఉడికినా కంపు పోనిది   | - ఉల్లిపాయ                      |



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