

SYLLABUS FOR

FOUNDATION CLASS

AF SCHOOLS 2023-24

BRIEF INTRODUCTION TO SIGNIFICANCE OF FOUNDATIONAL EDUCATION

- NEP 2020, or the National Education Policy 2020 outlines the vision and framework for the development of education in India.
- The NEP 2020 emphasizes the importance of early childhood care and education (ECCE) and recognizes the critical role of parents, families, and caregivers in providing a nurturing and stimulating environment for young children's development.

It also recommends a flexible and play-based approach to learning for young children, which can be useful in designing activities and interactions that support children's growth and development

- With the focus on Early Childhood Care and Education, the old 10+2 structure is replaced by a new 5+3+3+4 model to be in tune with the ages 3-8, 8-11, 11-14, and 14-18 years.
- 3-8 yrs are called foundational years
- The age group of 3-8 years has been recognised globally as a critical time for the development of the mental abilities of a child. $\approx 85\%$ of child's cumulative brain proliferation occurs in the age bracket of 3 to 8 yrs



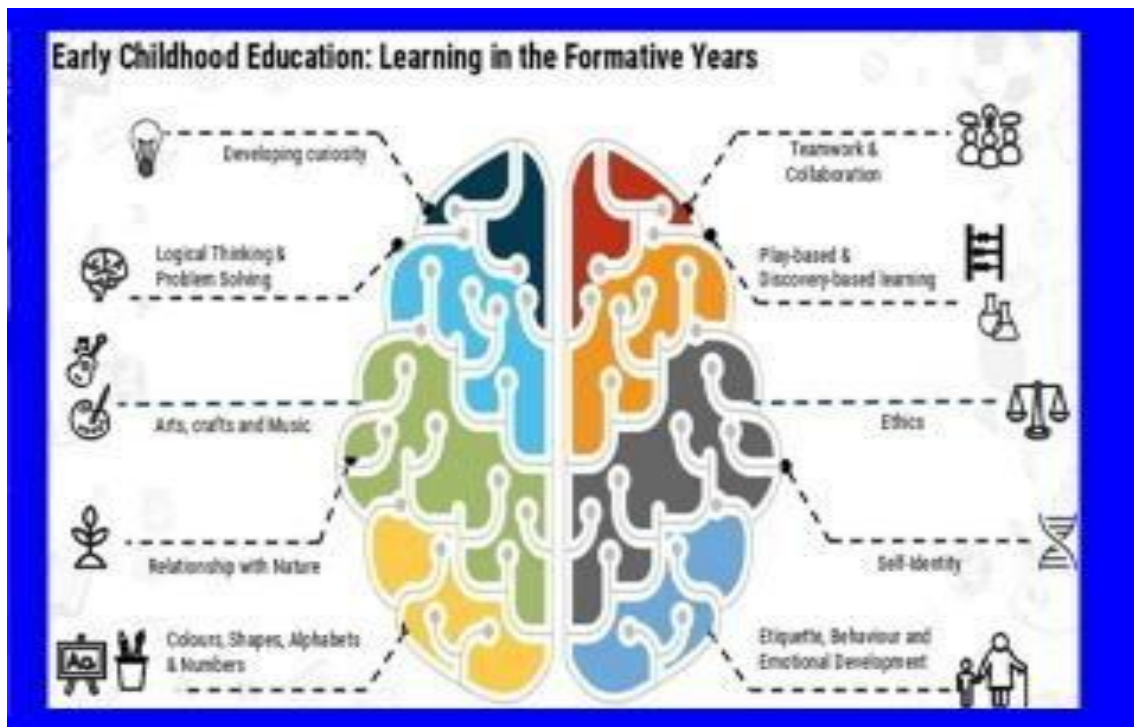
Important Aspects: Early Care & Childhood Education

Birth to 3 years - Role of family & home through multi-sensory stimulation is vital.

3 to 6 years - Role of Pre-school environment & Teacher is vital.

6 to 8 years - Seamless transition by equipping learners for class 1.

Equipping teachers to preschool pedagogies, managing parental anxiety. and interaction of preschool and class 1 teachers is crucial for implementation



The NCF (National Curriculum Framework) is an important step taken to implement the New Education Policy -2020.

The framework has listed the 'panchakosha' concept for education of children; the five parts are :

- 1) Physical development (sharirikvikas)
- 2) Development of life energy (pranikvikas)
- 3) Emotional and mental development (manasikvikas)
- 4) Intellectual development (bauddhikvikas)
- 5) Spiritual development (chaitisikvikas)

Foundation Class Framework

Age group: Age completed three years as on 31st March

Timings :

Students : 4 hrs 40 min. In case of local unavoidable situation minimum 3 hrs

Teachers : same as pre primary wing (one hour of stay back for preparation for the next day)

Five days working: Total no. of working days should be 182-186.

Uniform

Standard Air Force School uniform with sports dress on Wednesday.

Students may be asked to wear civil dress according to any particular

theme once a week/month. The wearing of civil dress should mandatorily be associated with some learning outcome.

Teaching Methodology

Learning is teacher driven, creative, activity and play based. No books and bags, use of activity /work sheets, however students will carry only tiffin and water bottle. No use of pencils for first two-three quarters only colours / crayons. **No video projection system, no screen. The screen time should be restricted to common activity room. However each class should have a audio system to play calming music, rhymes, sounds, mantras, shlokas etc.** Emphasis on experiential learning.

Individual student Stationery kit and Teacher kit (**Box of Imagination/khazana**) will be at school.

Norms of Establishment

Same as pre primary given in Edn Code 2020:

- Fees and salary structure as existing except no e-learning or computer fees for
- No. of teachers per class (depends on local conditions)
- No. of MTS
- Recruitment of staff

Category of post for first 3 yrs: Contractual

Teacher –Student Ratio: Ideally 1: 15/20 (dictated by local conditions)

Promotion policy: No fail policy, however a student may repeat with parental consent due to age and developmental aspects.

Curriculum

Based on the NCF, the curriculum for 3-year-old children can be designed to include a range of activities that promote their development across different domains. These activities can include play-based learning, art and craft, storytelling, rhymes and songs, and outdoor play. The curriculum can also include opportunities for children to explore their environment, interact with peers and adults, and develop their communication and language skills.

Primary Goals / Areas of development(Based on FLN concept)

Goal 1- Self Awareness and Social behaviour

Concept of self , Development of healthy habits, Development of health and hygiene, Developing understanding, Concept of Social Behaviour

Goal 2 – Basic language literacy and communication

Listening/Talking Skills, Emergent reading ,Emergent Writing and Exposure to other languages and social communication

Goal 3 – Environment Awareness and Concept formulation

Sensory Development, Cognitive skills, spatial concept and concept of numbers

Curriculum mapping as per each goal for every Qtr are elucidated in detail acting as a guide for the schools to plan their timetable and associated activities. Adequate resources are available online on various govt portals like ncert,diksha and nishta for teachers to take guidance and prepare themselves. Sample worksheets are placed at Appx A

Learning outcomes At the end of the foundation class, the curriculum will ensure mapping learning outcomes to each of the three goal ensuring overall development and providing a strong base to the child to enter the next higher class.

Assessment and Promotion

Examination: No exams but quarterly assessment to be done and documented based on continuous observations. Student profile based on domains of development to be maintained. (Sample placed Appendix E). The Learning outcome so outlined will be recorded for each student as per their abilities. This will provide necessary inputs to teachers and parents to map the areas of improvement for a child.

CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 1)

	1. Concept of Self	2. Develop Healthy Habits	3. Health & Hygiene	4. Awareness of Surrounding	5. Social Behaviour	6. Gross Motor Skills Development	7. Fine Motor Skills Development
April/May	<p>Learning to adjust new environment . Knowing one's name & self introduction</p> <p>Identifying one self in a picture</p>	<p>Good habit of self feeding , greeting elders, wishing friends, recognizing clean & dirty , washing hands , learning to play with others.</p>	<p>Encouraging children to eat healthy food, eating fruits , keeping clean.</p>	<p>Family , family members, My home, places in school.</p>	<p>Greetings & use of appropriate terms for greeting</p>	<p>Activities for: for walking, jumping, running</p>	<p>Tearing , scribbling, printing & clay moulding</p>

CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 1)

Jun/Jul	Introducing , identifying , learning to say greetings	Good habits of self feeding, recognizing clean & dirty washing hands, toilet	Encouraging children to eat healthy food, eating fruits , drink water, sleeping	Family members Relationships in a family Places in my school	Greetings & use of appropriate terms for greeting	Hopping, catching, waving hands, jumping and running	Tearing , scribbling, printing & clay moulding
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	1. Concept of Self	2. Developing Healthy Habits	3. Health & Hygiene	4. Awareness of Surrounding	5. Social Behaviour	6. Gross Motor Skills Development	7. Fine Motor Skills Development
Aug- Sep	Identifying self, aware of emotions- sad, happy	Keeping things in order place after using wait for ones turn, listen	Reinforcing sense of time for good health- eating time, playing time & sleeping time	Distance from home to school reinforcing places in the school	Learning to work in groups	Walking in straight line , Traced line- hopping climbing up & down	Self feeding skills, dressing skills, combing skills

CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 1)

Talking about likes and interests	Learning to play in groups of 5-8 Learning to talk politely	Good health and outdoor activities.	Neighbours and places in neighbourhood	Working to solve puzzles Participating in group activities	Walkinf on circle outlines Throwing, catching , kicking activities	Holding things with two Hands , 3 fingers , 2 fingers – picking things.
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	1. Concept of Self	2. Developing Healthy Habits	3. Health & Hygiene	4. Awareness of Surrounding	5. Social Behaviour	6. Gross Motor Skills Development	7. Fine Motor Skills Development
Oct- Nov	Learning to express and communicating to peers	Learning to collaborate ,Share, listen to peers	Talking about changes observed – size of cloths	Being aware of my needs – food, water, shelter safety , care	Participating in group activities	Crawling sliding rhythmic movements	Holding things with two Hands , 3 fingers , 2 fingers – picking , plucking , pulling things.

CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 1)

Being aware of one's abilities	Listening to others Waiting for turn to speak learning to make a request	Knowing the thumb rules of good habits.	Being aware of the surroundings Plants and animals	Participating in group activities	Walking on circle outlines Walking between two lines	Tearing Scribbling, Pasting Printing ,Moulding .
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CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 1)

	1. Concept of Self	2. Developing Healthy Habits	3. Health & Hygiene	4. Awareness of Surrounding	5. Social Behaviour	6. Gross Motor Skills Development	7. Fine Motor Skills Development
Dec- Jan	Being aware of ones likes and dislikes	Learning to thank apologies and be friends	Knowing the thumb rules of good habits	Being aware of my needs – Physical – Sun moon , stars , water	Participating in group activities, Fun with peers , discovery and inquiry.	Throwing catching ,jumping , climbing	Paper folding threading

CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 2)

Feb& March	Speak about self one's abilities, exploring and learning different skills	Listening to others Waiting for turn to speak learning to make a request, taking care of one's self and others	Knowing the thumb rules of good habits. Eating properly with spoon.	Being aware of the differences in surroundings Home , school people at home and school Being aware about transport and travel.	Participating in gr Collaborative taskup activities	Walking on circle outlines Walking between two lines catching ,jumping , climbing	Tearing Scribbling, Pasting Printing ,Moulding .
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CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 2)

	1. Talking Skills	2. Emergent reading	3. Emergent Writing	4. Exposure to other language
Apr/ May	Listen to Rhymes , stories , teacher and following instructions	Bonding with books Pretend reading , touching, feeling ,looking at pictures	Display of prewriting skills Activities for developing writing,clay mouldingetc	Encourage learners to introduce &talk ,free conversation in any language learner is comfortable Asking parental support to reach out learners with specific language backgrounds

June /Jul	Speak about self one's abilities, Free talking time	Picture reading activities , looking at picture Phonological awareness pretend reading , looking at pictures	Painting activities, Scribbling , hand colouring .	Encourage learners to introduce & talk , free conversation in any language learner is comfortable Asking parental support to reach out learners with specific language backgrounds Teacher led conversation.
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	1. Talking Skills	2. Emergent reading	3. Emergent Writing	4. Exposure to other language
Aug- Sep	Listening skills talking in turns . Attention span building Quality circle time	Listening to diff . Sounds and associating pictures , Print awareness , phonological awareness pretend reading	, Printing 5 or 3 finger grip crayons scribbling , finger printing inside given outline Activities for developing writing readiness	Teacher led conversation with learners – Story telling singing songs , bilingual rhymes

CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 2)

Speak about self one's abilities, Free talking time	Picture reading activities , looking at picture Phonological awareness pretend reading , looking at pictures	Holding tools like crayons of diff. diameters Colouring picture in given outline, pasting tearing	Teacher led conversation with learners – Story telling singing sings , bilingual rhymes , parental support learning , Quality circle time
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CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 2)

	1. Talking Skills	2. Emergent reading	3. Emergent Writing	4. Exposure to other language
Oct- Nov	Story telling , question askind and telling time	Audio visual perception , Print awareness letter perception matching activities and recognition	Holding tools like crayons of diff. diameters Colouring picture in right and left directions scribbling on big letter size cutouts	Teacher led conversation with learners – Story telling singing sings , bilingual rhymes , parental support learning , Quality circle time
	Listening to stories , teachers ,free talk time	Audio visual perception , Print awareness letter perception matching activities and recognition	Holding tools like crayons of diff. diameters pasting tearing	Teacher led conversation with learners – Story telling singing sings , bilingual rhymes , parental support learning , Quality circle time

CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 2)

	1. Talking Skills	2. Emergent reading	3. Emergent Writing	4. Exposure to other language
Dec/Jan	<p>Small group activities- Asking each other questions based on picture cards, experiences, using other teaching learning materials</p> <p>Listening to stories</p> <p>Listening to the teacher and following instructions</p> <p>Free Talking time</p>	<p>Bonding with books</p> <p>Pretend reading</p> <p>Same, matching letters, matching pictures, objects, colours, shapes, dots, dominoes, Reading</p> <p>Print awareness and directionality</p> <p>Visual perception Activities</p> <p>Matching , Visual discrimination</p>	<p>Activities for developing writing Readiness</p> <p>Scribbling, Reading, writing</p>	<p>Quality circle time</p> <p>Student let free conversation, building conversation</p>

Feb/Mar	<p>Listening skills talking in turns .</p> <p>Attention span building</p> <p>Quality circle time</p>	<p>Listening to diff . Sounds and associating pictures ,</p> <p>Print awareness ,</p> <p>phonological awareness</p> <p>pretend reading</p>	<p>Activities for developing writing</p> <p>Readiness</p> <p>Scribbling, Reading, writing</p>	<p>Quality circle time</p> <p>Student let free conversation, building conversation</p>
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CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 3)

	1. Sensory development	2. Cognitive skills	3. Concept formation	4. Concept of numbers
Apr-Jun	<p>Activities for Developing sensory skills,Familiarization to simple vocabularylook,see,smell, touch.</p> <p>Looking at specific objects-toys ,blocks,books.</p> <p>Listen to sounds.</p>	<p>Age and developmentally appropriate activities</p> <p>Identifying, sorting ,sequencing,patterns,Big& small.</p>	<p>Colours-Red,Blue,Green</p> <p>Object naming & familiarization Objects at home objects at school</p> <p>Spatial understanding.</p> <p>In/Out</p> <p>Up/Down</p> <p>Left/Right.</p>	<p>Experiential learning & Activity based learning</p>

CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 2)

Jul-Sep	<p>See & tell activities, See & ask activities , Listening activities ,touching,smelling activities.</p> <p>Learning to distinguish smell and taste of various fruits and food items.</p>	<p>Activities for identifying, looking and talking</p> <p>Identifying same thing in a group and different things in a group , Finding odd one out,sorting activities, sequencing activities,pattern activities.Pre-number concept.</p>	<p>Colours-Red,Blue,Green,yellow</p> <p>Object naming & familiarization Objects at home objects at school</p> <p>Spatial understanding.</p> <p>In/Out,Up/DownLeft/Right..Introducing shapes</p>	<p>Pre-number concept ,one to many,introduction to oral counting-1,2,3.....</p> <p>How many?</p>
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CURRICULAR MAPPING FOR PRESCHOOL 1(GOAL 3)

	1. Sensory development	2. Cognitive skills	3. Concept formation	4. Concept of numbers
Oct-Dec	Listening activities -sounds of animals, Classifying sounds of animals -land Activities for touching, smelling, tasting.	Patterning, Segregating, Sequencing ,Observing Identifying & Inquiring, Sorting Revising shapes - Rectangle & Triangle Introduction to numbers Counting activities	Spatial understanding Far& Near Types of shapes Long & Short Heavy & light	Pre- number concept- One and many Introduction to counting Games involving the introduction of 1,2,3,4,5,6 How many? 1,2 ,3 ,4,5,6

CurricularMappingForPreschool 1(GOAL3)

Jan-Mar	<p>Looking of things around and talking situations ,listening to people ,touching and telling types of surfaces</p> <p>classifying sounds of animals and different instruments</p>	<p>Patterning, SeriatingSequencing ,Observing Identifying & Inquiring, Sorting</p> <p>Revising shapes -Circle and Square</p> <p>Introduction to numbers</p> <p>Counting activities</p>	<p>Colours -Red, blue ,yellow, green, Black, White , Orange</p> <p>Spatial understanding Near FarTall & Short</p> <p>Recap- of prenumber concept shapes</p>	<p>Introduction to counting -1to 10</p> <p>Games involving the introduction of 1,2,3,4,5...10</p> <p>How many? 1,2 ,3,4,5,6,7,8,9,10</p> <p>Number names orally Numeral Recognition</p>
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LEARNING OUTCOMES

<u>GOAL 1</u>	<u>GOAL 2</u>	<u>GOAL 3</u>
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1.All about me 2.Follows instructions 3.Completes and activity started. 4.Express emotions. 5.Plays cooperatively with peers. 6.Caring and sharing. 7.Enjoying rhymes & songs. 8.Wait for their turn while playing or during activities. 9.Make choices and express preferences. 10.Exhibits gross and fine motor skills simple hand eye coordination ,scribblingprinting,colouring,clay moulding etc.	1.Active listening and communication 2.Follows one or two simple oral instructions. 3.Participating in conversations stories and shares expressions. 4.Asks many what and why questions 5.Showing awareness of printing . 6.Identify own names when printed. 7.Handles books appropriately 8.Phonological awareness . 9. Display the use of prewriting emergent skills . 10. Identification of alphabets(hindi & English)	1.Uses all senses to observe and explore the environment . 2.Identifies and names common objects . 3.Remembers and recalls 2 to 3 objects . 4. Compares and classified on the basis of anyone category . 5.Expresses curiosity about the immediate surroundings . 6.Identify names of basic colours and shapes . 7.Compares to objects . 8. Counts and gives up to 3 objects when asked to . 9.Demonstrates awareness and sensitivity towards environmental concerns .
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Infrastructure

Nursery class is essentially a play and activity-based programme for which adequate infrastructure including indoor and outdoor space is a prerequisite. Adequate infrastructure would imply not only sufficient space for free movement but also appropriate in terms of safety, sanitation, light, ventilation and transportation

Class room setting. No individual desk and chair. Seating on floor mats and activity tables(group setting) in one corner.Barrier free access and free movement of all children

- The size of chairs and tables should be suitable for preschool children. C Shape Tables, Wooden/plastic chairs, benches and small almirahs should be available in the room. (Image attached for reference). Stackable child-friendly furniture that can be easily moved according to the play activities should be used to ensure flexible classroom organisation
- Activity areas should be created in the classrooms. If there is constraint of space, these can be designed on a rotational or temporary basis as per the theme and needs of the children. Care should be taken to design activity areas so that they are visible from every part of the room, this will enable a teacher to observe all the children.
- The classroom walls should be painted with Thematic paintings. (Image attached for reference)
- There should be provision for a blackboard according to the height of the children or half of the wall can be painted in black color or green color so that the child can scribble or draw any picture with his/ her imagination

Dedicated individual space /lockers: Low open shelves or open big baskets to store the play and learning material must be provided. These may be labelled with pictures and print to enhance print awareness in young children An open rack with boxes for keeping each Students kits labeled in his name. These to be at children's height i.e., within easy reach. (Image attached for reference) Each student will have their stationery kit which teacher will prepare a day prior, based on all the activities of the day.

Book area: This area should have a variety of age-appropriate children's magazines, information books, picture books, story books, large books, local folk-tales, thematic books, comics, slates, chalks, etc. Multiple copies of the same book to be kept in class. Ratio of 1 book for 3-4 students can be maintained. (Suggested list of books in appendix D)

Teachers Kit: Teacher to have her stationery kit which she will prepare a day prior, based on all the activities the she will do with the students (suggested items list:Appendix B) . Also there should be certain tools/toys should be avl in class to engage children during group time. (Suggestive list placed at Appx C)There should be

regular provision and supply of stationery, such as, crayons, variety of papers, sketch pens, coloured chalks, etc

Sensory Area : Every school should have sensory park or sensory wall. Sensory play is any activity that stimulates a child's senses. This could be hearing, sight, touch, smell or taste. It also includes play that involves movement or balance. (Image attached for reference)

Desirable Activity Areas outdoor/indoor

The following are the suggestive activity areas which should be equipped with adequate material for children:

Discovery area: It should be equipped with Air Force awareness material like small stickers made of fibre, pictures, magnets, and materials like magnifying glasses, shells, colourful lights, glow in the dark materials etc

Block building area: This area should have variety of blocks of different colours, shapes and sizes, such as, hollow blocks, interlocking blocks, foam blocks, wooden blocks, etc.

Manipulative: This area should have manipulative materials, such as, puzzles, matching cards, lacing cards, seeds, serrated shapes, inset boards, shells, material for sorting, strings and beads, small toys, such as, cars, trucks, animals, toy figures, take apart toys, number rods, abacus, and other objects from the environment, such as, leaves, stones, pebbles, twigs, flowers, etc.

Music and movement area: The music area may be equipped with daphli, bells, bowls, flutes, tambourines, string instruments, rattles, utensils of different types or metals, local musical instruments, music system and a variety of DVDs of songs, poems and rhymes. (Image attached for reference)

Art area: The materials in this area should have different types of papers (lined, unlined), crayons, pencils, washable markers, slates, coloured chalks, pieces of fabric, paints, brushes, tape, play dough or clay, rolling pins, boards, stencils, old newspapers, magazines, ice-cream sticks and other locally available materials. every classroom has an area of their room that's dedicated to buckets full of crayons and storage containers loaded full of feathers, and beads.

Outdoor Space

- Outdoor play area must be large enough, the floor should be covered with rubberised tiles or synthetic carpet grass.

- Outdoor play helps improve children's physical development. When the preschool provides the space for the children to run, bike and jump, these activities strengthen their bodies and improve their body coordination.
- A sand pit may be created under some natural or constructed shade.
- All school should have Trampoline. Students have increased energy level. It helps to improves co-ordination and motor skills. It fosters happy minds and a strong immune system. The trampoline in its self can be an effective and engaging tool for learning.
- A nature corner helps foster children's curiosity, exploration, and patience.



It is expected that since most of the schools have already established pre-primary set up ,basic and age appropriate infrastructure in terms of play area ,herbal garden ,toilets ,traffic park are existing and functioning well.































Conclusion













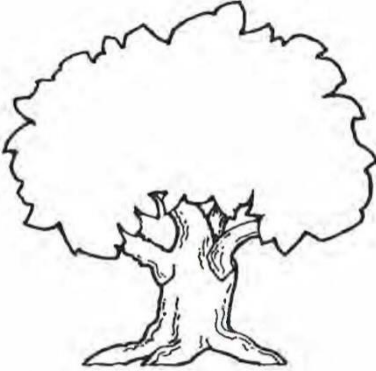
NEP 2020 recognises pre-primary education as an important step towards development of strong foundation for building the future of a child. Aligning the school education at AF Schools with opening of foundation class is just the beginning for adopting the changes and future education landscape of the Nation. Integration of revised curriculum for LKG,UKG,class 1 and 2 is envisaged in near future to achieve best learning outcomes.

APPENDICES

1. Worksheet sample**Appendix A**
2. Teachers Kit **Appendix B**
3. List of toys**Appendix C**
4. Student Development profile..... **Appendix D**

SAMPLE WORKSHEETS

<p style="text-align: right;">Date _____</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> Concept of Space </div> <table border="1" style="width: 100%; height: 150px;"> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">  </td> <td style="width: 50%; text-align: center; vertical-align: middle;">  </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">  </td> <td style="text-align: center; vertical-align: middle;">  </td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Instructions</p> <ul style="list-style-type: none"> • Introduce and talk about both sets of pictures to the child. • Ask the child to circle the picture in which the man is sitting in the car. • Ask the child to circle the picture in which the fruits are outside the basket. </div> <p>Parent's Signature _____ AWW Signature _____</p>					<p style="text-align: right;">Date _____</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> Concept of Size </div> <table border="1" style="width: 100%; height: 150px;"> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">  </td> <td style="width: 50%; text-align: center; vertical-align: middle;">  </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">  </td> <td style="text-align: center; vertical-align: middle;">  </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">  </td> <td style="text-align: center; vertical-align: middle;">  </td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Instructions</p> <ul style="list-style-type: none"> • Introduce and talk about all sets of pictures to the child. • Ask the child to circle the picture of the big ball. • Ask the child to circle the picture of the small umbrella. • Ask the child to circle the picture of the big letter box. </div> <p>Parent's Signature _____ AWW Signature _____</p>						
											
											
											
											
											

<p style="text-align: right;">Date _____</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> Sense of Taste </div> <table style="width: 100%;"> <tr> <td style="text-align: center; vertical-align: middle;">  </td> <td style="text-align: center; vertical-align: middle;">  </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">  </td> <td style="text-align: center; vertical-align: middle;">  </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">  </td> <td style="text-align: center; vertical-align: middle;">  </td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Instructions</p> <ul style="list-style-type: none"> • Introduce and talk about the taste of different food items. • Ask the child to circle the food items which are sweet. </div> <p>Parent's Signature _____ AWW Signature _____</p>							<p style="text-align: right;">Date _____</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> Collage Work </div> <div style="text-align: center; margin-top: 20px;">  </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Instructions</p> <ul style="list-style-type: none"> • Introduce and talk about trees to the child. • Ask the child to tear and paste paper in the picture of the tree. </div> <p>Parent's Signature _____ AWW Signature _____</p>
