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Sample Teacher Guide

See how teachers use picture pairs to build animal vocabulary, careful observation and simple oral reasoning. This sample includes a complete guided activity, level-wise adaptations and an observation record.

A guided matching resource

The set contains 13 animal pieces and 13 habitat pieces. Begin with a small choice set so children can notice details, make a choice and check it with the teacher.

TEACHER VERIFICATION

The pieces can sit beside any other piece. Use a teacher-prepared, verified pairing reference to confirm every match.



Examples shown in the original guide

Suggested levels	Balvatika 1-3; supported Classes 1-2 oral-language extension
Play format	Individual, pair or small group

Learning in this sample

- Identify and name a familiar animal picture.
- Look for a visible clue before choosing a possible match.
- Explain a choice using a word, gesture or simple reason.
- Use teacher feedback to revisit and correct a mismatch.

What this preview contains

A01 teaching steps and prompts, adaptations for different levels, and a sample observation record. Classes 1-2 use focuses on supported animal vocabulary and oral description.

Teacher Guided Animal Habitat Match

A01 | Teacher-led matching and oral reasoning

LEARNING OUTCOME

Given a small set of animal and habitat pieces, the child names a selected animal and matches it to the teacher-confirmed picture piece, using at least one visible clue or a simple reason.

What you need

Selected animal and habitat pieces, a flat working mat and a teacher-prepared, verified pairing reference. Use a tray for unused pieces if helpful.

Prepare and model

Before play, check the correct pairs against verified product information and prepare your reference. Place three to five animal pieces in one row and the same number of possible habitat pieces in a second row, pictures facing up. Do not start with all thirteen pairs.

Explain before play: "These pieces can sit next to any piece, so we always check." Every completed pair needs adult confirmation.

How to play

01 Invite the child to choose one animal piece and name the animal, with help if needed.

02 Offer two or three habitat pieces. Ask the child to look carefully at the visible setting before choosing.

03 Place the selected pieces side by side. Explain that placing them together does not itself prove the answer is correct.

04 Ask one short evidence question: "What can you see in this place?" or "Why did you choose this picture?"

05 Check the pair against your verified reference. Acknowledge a careful match. For a mismatch, return the habitat piece to the choices and guide the child to compare again.

06 Continue with one new animal at a time. Read the confirmed pairs aloud together. Cow-Shed and Camel-Desert are examples shown in the supplied photograph, not a complete pairing key.

TEACHER PROMPTS

"What animal is this?" "What do you notice in this place?"
"Which picture would you like to try?" "Show me the clue that helped you."
"Let us check our answer reference together."

Adapt and observe

Keep the choice set manageable. Teacher confirmation remains part of the activity at every level.

Level	How to adapt the activity
Balvatika 1	Offer two clear choices. Accept pointing or a one-word animal name.
Balvatika 2	Use three choices and invite a simple reason for the selection.
Balvatika 3	Use four or five pieces. Ask the child to revisit an incorrect pair after teacher feedback.
Class 1	Use as a supported oral-vocabulary extension. Direct Class 1 habitat mapping is not claimed.
Class 2	Invite a brief oral animal description. Retain teacher confirmation of the pairing.

When a child needs support

If the child assumes any two pieces make a correct pair, repeat the checking rule. Reduce the choices, name one visible feature and guide the child to the verified reference rather than repeated guessing.

Sample observation record

Record what the child does during A01. Mark the support needed; adult pairing verification is still required for every child.

Learner name _____ Date _____ Activity A01

Look for	Not yet	With support	Independently
Names or points to the selected animal.			
Uses a picture clue to make a considered choice.			
Uses teacher feedback to revisit a mismatch.			

Teacher notes _____

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