



A Three Month Play Based School Preparation Module





State Council of Educational Research and Training Varun Marg, Defence Colony, New Delhi-110024

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VIDYARAMBH - A Three Month Play Based School Preparation Module

ISBN: 978-93-93667-60-1

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December, 2021 24,300 copies

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Published by: State Council of Educational Research and Training, Delhi

Printed at: Educational Stores, Gzb. UP

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MESSAGE

VIDYARAMBH - Guidelines for Three-month Play-based School Preparation Module initiated by SCERT for Grade-I learners, has been developed as per the recommendations of the National Education Policy (NEP) 2020. The guidelines aim to produce a reviving educational environment that is cheerful, secure and assures emotional support for the children. The play-based pedagogy is an indispensable ingredient of these guidelines that plays an instrumental role in generating an exuberant and rejuvenating environment for children to learn, grasp and acquire. Delhi Government has undertaken many initiatives to strengthen the foundational literacy and numeracy skills and this VIDYARAMBH - package will prove to be a milestone in this direction. The document advocates three months or 12 weeks preparation as a pro term action till the universal provisioning of quality early childhood entering Grade-I are school ready at least by 2030 (NEP 2020). It has been observed that some of the learners entering class - I have completed their preprimary schooling and some of them come from Aanganwadis, whereas there is a big chunk that directly enters to class - I . So, special attention should be paid to ensure that children acquire all the essential school readiness skills. The current VIDYARAMBH package is meant to help teachers implement a 3 months School Preparedness Curriculum at the beginning of Class - I. It provides guidelines on how to implement the 3 months school preparedness curriculum and explains that school preparedness is meant to be a broader preparation of children involving a range of skills going beyond literacy and numeracy.

I am very happy to say that this document is an important step towards the fulfilment of this goal. This document is the result of collective efforts of the SCERT Delhi along with subject experts, school teachers, teacher educators etc. I am sure that this document will be very beneficial for our children of early age.

(MANISH SISODIA)

H. RAJESH PRASAD IAS



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Message

Development of School Preparedness package is an initiative, designed to bridge the gap in the readiness of children for school. NEP-2020 has recommended the development of '3-month play-based 'school preparation module' for all Grade 1 Students' by every state, as an interim measure to ensure that all children are school ready till universal provisioning of quality preschool education is achieved. It is often believed that children who commence their learning at primary schools with robust basic skills perform much better in their later life. The National Education Policy (NEP 2020) foregrounds in developing the applicable conceptions and obtaining the essential set of skills to assist effective learning when children start their educational journey.

SCERT, Delhi has prepared VIDYARAMBH- School Preparedness package that encompasses appropriate interventions and age relevant activities that would extend children's scope and freedom to acquire the requisite skills in conformity with NEP 2020. It is 12 weeks programme with developmentally appropriate teaching learning strategies at the beginning of Class I designed to bolster a child's pre-literacy, pre-numeracy, cognitive and social skills. In this package child centered activities have been developed along with guidelines for supporting the teachers to run this programme. It focuses on play-based pedagogy and fosters experiential learning. The document reflects the combined efforts of the SCERT faculty along with subject experts, teachers, practitioners and teacher-educators.

I am very hopeful that this package will lead to holistic development of the child by focusing on different domains of development hence, building a strong foundation for future learning.

(H Rajesh Prasad) Pr. Secretary (Education)

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MESSAGE

 It is a scientifically established fact that some 90% of brain development occurs during the first six years of life. Therefore, it is crucial to lay strong foundation of learning during the early years.

The National Education Policy 2020 also mandates that children should be prepared for the schooling process even before the formal schooling begins.

In line with these stipulations, the SCERT Delhi has developed विद्यारम्भ' which is a three month play based school preparation module for Grade I students so that their entry into schooling is seamless, stress free and joyful.

- 2. This document covers a mix of integrated activities. These activities will be helpful to cater to all the domains of development physical (gross and fine motor), cognitive, socio-emotional and creative-aesthetic. The package will also ensure development of key skills and concepts under the three broad learning goals defined by NIPUN Bharat. Activity based learning and a conducive learning environment will help to strengthen the basic foundational literacy and numeracy skills.
- 3. I am sure that the 'Vidyarambh' package will not only help the children to learn in an interesting and entertaining way at the initial stage of learning, it will also guide teachers to facilitate smooth transaction of their students 'from home to school.'

HIMANSHU GUPTA DIRECTOR OF EDUCATION





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Date: 12-01-2-22

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Message

The foundational phase of a child's life is critical for their holistic development, learning, and growth. National Education Policy (NEP 2020) places a strong focus on developing relevant concepts and acquiring the necessary competences at early stage when children start their journey of learning. Children who enter Grade-I may or may not had any prior preschool experience, so to bridge the gap in the preparedness of children and for the smooth transition of children from home to school, an interim measure with 3-month play-based 'School Preparedness Package- VIDYARAMBH' for all Grade 1 children has been developed by SCERT Delhi. Policy makes it apparent that a large number of children in primary schools are experiencing learning difficulties in foundational literacy and numeracy. To bridge this gap and to make this transition easy and comfortable, resulting in a better transition to the school education system and the learning process this package will act as a milestone.

In Delhi, children come from diverse background, regardless of their diverse background, timely intervention and well-designed age and developmentally appropriate activities will provide children with opportunity to build the necessary competences and foster their holistic development in an integrated way. With this holistic development in mind, SCERT has developed the School Preparedness Package- 'VIDYARAMBII' which includes:

- 1. Book I- Handbook for teachers to give them conceptual understanding on school readiness
- Book II- Three Month Play Based Preparation Module with Week wise plan and activities to engage students
- Book III- Workbook for students for hands on practice during the three months of School Preparedness.

This package is intended to address the developmental and learning requirements of all children entering Grade I, regardless of whether or not they had previously attended a preschool.

'VIDYARAMBH' package will facilitate teachers in making children's transition to school seamless, fearless, and enjoyable. For the first three months of Grade I, teachers will follow this curriculum. It has week-wise plan with detailed daily routine activities which may be completed in four hours each day. It is based on a play-based pedagogy and emphasizes experiential learning, with a focus on developmentally appropriate activities and locally available play materials. The exercises and worksheets are intended to be suggestive, and teachers are free to change or adopt them as per their need.

The package is the result of collective efforts of the SCERT faculty along with subject experts, teachers, practitioners and teacher-educators. SCERT Delhi would appreciate remarks and recommendations from the end users for additional enrichment of the excellence and usefulness of this package.

(RAJANISH SINGH) Director SCERT

Preface

NEP 2020 emphasises on the criticality of the early years to ensure quality early childhood care and education for all children. With the lack of universal access to ECCE, a large proportion of children fall behind already within the first few weeks of Grade 1. It has been observed that some of the learners entering class-I have completed their pre-primary schooling and some of them come from Aaganwadis, whereas there is a big chunk that directly enters to class I. SCERT Delhi has developed an interim 3-month play-based 'School Preparedness Package- VIDYARAMBH' for all Grade I children to make them school-ready. School Preparedness Package is for 12 weeks, it will help to support a child's pre-literacy, pre-numeracy, cognitive and social skills with developmentally appropriate teaching learning strategies and activitiesat the beginning of Class I.

The objectives of the three-month preparation module are:

- To promote school preparedness in all children coming to Grade-I from diverse backgrounds.
- To ensure a smooth transition of children to Grade-I.
- To prepare children with the cognitive and linguistic competencies which are pre-requisite for learning to read, write and develop number sense through a play based approach.

School Preparedness Package- VIDYARAMBH includes:

- Book I- Handbook for teachers to give them conceptual understanding on school readiness
- Book II- Three Month Play Based Preparation Module with Week wise plan and activities to engage students
- Book III- Workbook for students for hands on practice during the three months of School Preparedness.

It's a 3 months curriculum with week wise plan, the first month has a detailed flow of daily routine activities that is to be conducted for four hours in a day, aligned with activities and worksheets. The second month's week-wise plan is semi-structured. We have given the themes and some activities and worksheets around those themes. Rest of the activities and worksheets of the daily routine are expected to be filled by the teachers either from the resource pool given in book-II or by developing them on their own. As the first and second month goes through scaffolding, now gradually proceeding towards teacher's autonomy and flexibility the third month weekly plan is left blank and it's expected that teachers have gathered enough understanding on planning various daily routine activities around the themes. So, a template of weekly planning is given expecting teachers to plan for the third month on their own.

As we know that a teacher is responsible for guiding the students and creating an enabling environment for learners for their smooth transition from home to school. The Book 2 & 3 are based on play-based pedagogy to create a joyful, prudent, warm, welcoming, accepting, happy and stress-free environment for all children to learn. VIDYARAMBH- stands inclusive in addressing the diversities

of the classrooms of Delhi w.r.t learning needs of children with different abilities, cultural and religious diversity, gender equity, etc. The activities and worksheets in Book 2 & 3 are based on the three broad learning goals defined by NIPUN Bharat document:

- 1) Goal 1: Children maintain good health and well being
- 2) Goal 2: Children are effective communicators
- 3) Goal 3: Children are involved learners and connect with their environment

The document is based on various interactive activities in which children are encouraged and efforts are made to learn language literacy, mathematical thinking, logical thinking, problem solving, and environmental awareness in an integrated manner. To ensure the holistic development of the child as suggested by NEP 2020, the Daily Routine Components comprise of:

- Greet & Meet/ Morning Circle Time
- Free Play
- Numeracy/Environment awareness and scientific thinking
- Outdoor Play/gross motor development
- Language and Literacy development activities
- Oral Language development

As we want to understand the development of the whole child, so we need various means to gather information such as observation, children's work product in portfolio, questioning, anecdotal records etc. These insights, along with samples of children's work, help us to gather information about children's growth in a much more individualized, accurate way and that gives the-minute picture of child's progress. So, keep observing the child's performance and noting down your observations throughout the three months. We can keep a record of a child's development over the three months by creating individual portfolios.

Conscious efforts have been made to make the package interesting and engaging for children of early stage. This package will also prove to be an effective resource support for our teachers to help them make school ready for the class-I children. As teachers, it's our responsibility to giveour children a conducive learning environment and strong foundational skills to help them embark on their learning journey.

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ACKNOWLEDGEMENTS

The State Council of Educational Research and Training is grateful to the Samagra Shiksha, Delhi for supporting and sharing the initiative in school education in making children school ready. The Council extends its heartfelt thanks to Prof. Usha Sharma, Professor, Department of Elementary Education., NCERT, Delhi and Ms. Sarla Kumari Verma, Assistant Professor, DEE NCERT Delhi and Ms. Anita Mishra, Retired Vice-Principal for their guidance and suggestions that have helped SCERT Delhi to bring out the workbook in its present shape. The Council is thankful to Ms. Shilpa Grewal, Consultant (LEP) and Ms. Neha Kumar, Resource Person, SCERT Delhi, who have extended their help in this endeavour to accomplish this task.

The Council is also thankful to Sh. Anil Pariganiha for the cover design. The Council is grateful to its Publication Department as the package would not have taken this shape without their contribution.

Dr. Nahar Singh Joint Director (Acad.), SCERT

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Sub-themes -

- Self-Introduction name and about self likes, dislikes and abilities
- Names of body parts
- Exploring senses

WEEK 1

Day	Suggested Time	Act No.	Activity Name	Worksheet
Monday	Greet & Meet and Language	1.1	Introduce Yourself	-
	Numeracy	1.2	Let's Pair	-
	Free Play and Environment	1.3	Draw and Colour	I am
	Outdoor play	1.4	Bang - Bang	-
	Goodbye	1.5	Goodbye to New Friends	-
Tuesday	Greet & Meet and Free play	2.1	Gappi Chacha	Colour your likes
	Language and Numeracy	2.2	Gappi Chacha's Stories	-
	Outdoor Play and Environment	2.3	Let's Play	-
	Goodbye	2.4	Goodbye to All	<u>-</u>
Wednesday	Greet & Meet and Language	3.1	गोल समंदर	-
	Environment and Outdoor	3.2	Simon Says	My Body
	Free Play and Numeracy	3.3	Let's Paint	4
	Goodbye	3.4	Goodbye	-
Thursday	Greet & Meet and Language	4.1	रंग	Bear with colours
	Numeracy and Free Play	4.2	Puzzled Body	2
	Environment and Outdoor Play	4.3	Nature Walk	I see + I hear



























	Goodbye	4.4	Use Eyes and Ears	2
	Greet & Meet and Language	5.1	All of Me	-
Friday	Free Play & Numeracy	5.2	Music all Around	-
	Environment	5.3	What's in the Box?	I smell + I feel + I taste
	Goodbye	5.4	Gratitude to Senses	-



Activity 1.1 - Introduce Yourself

Type of Activity - Greet & Meet and Language Time

Goals - G1, G2 and G3

Learning Outcomes - HW3.1, HW3.4, ECL1 3.1, ECL2 3.1, IL3.3(a)

Competencies - Awareness about self, Development of pro-social behaviour

Material Required - NA

- 1. Gather children in a big circle (inside or outside). (Be part of the circle)
- Ask children to keep hands on the shoulders of the person standing in front of them and walk slowly in the circle.
- 3. Ask them to stop when you clap.
- When you clap, go at the centre of the circle and say 'मेरा नाम (your name) _____ है और मैं गोले के बीच में!
- Ask children to go round in the circle again and pat on a child's shoulder as a hint for her/him to go at the centre.
- Ask child in the centre to introduce himself/herself saying, say 'मेरा नाम (your name) है और मैं गोले के बीच में!
- Give a chance to each child in the class to introduce himself/herself. There might be some children who would need 'wait time' or you might have to say their name first.
- After the game, prompt the children to greet each other by waving or saying hello.

















Extension/Variation — The same activity can happen for various aspects of self. For example, the likes and dislikes of the children, what they had in breakfast today, how they came to school, etc. according to the appropriate themes of the week.

Observation Parameters

- Children introduce themselves freely.
- They need support and prompts to introduce themselves.
- Participate actively in the classroom activity.
- Listen and follow simple instructions.

Activity 1.2 - Let's Pair

Type of Activity - Numeracy Time

Goals - G1, G2 and G3

Learning Outcomes - HW3.3, HW3.4, HW3.6, ECL1 3.1, IL 3.4

Competencies – conversation and talking skills, Problem solving and one-to-one correspondence

Material Required - workbooks, colours, pencils and erasers

- 1. Divide the children in random groups of 3/4.
- Call 1 child from each group and give them 3 workbooks.
- 3. Ask them to give 1 workbook to each member in their group.
- 4. Now, call another child from each group and give them some pencils.
- 5. Ask them to give 1 pencil to each member in their group.
- Call the third child from each group and give erasers to them.
- Ask them to give 1 eraser to each member in their group.
 Note: Alternatively, the teacher can keep the material in the groups and given
 - Note: Alternatively, the teacher can keep the material in the groups and give cues to children to distribute them turn-wise.
- Ask if everyone has 1 workbook, 1 pencil and 1 eraser (show 1 on your finger while speaking).
- 9. Prompt children to talk about the activity, their thoughts, and strategies they are using.
- Have an open discussion in the class at the end where each group gets to share their made sets and strategies and learnings.
- 11. Once this is done, give a box of colours to each group and move to Activity 1.3.

























Note

- Give children some time to get comfortable with the material and solve the situation using hit and trial.
- Keep guiding them by comments like "one child should have only 1 pencil" along with actions and voice modulation.
- For children with hearing impairment (CwHI) make use of actions while speaking and demonstrate the activity speaking clearly for them to lip-read and associate their understanding with your demonstration.
- For children with visual impairment (CwVI) allow them to touch, feel and guide them with surroundings asking if they need the same. Also, sensitise the rest of the children to caution these children if there is an obstacle in the path, call out his name so that he can hear and locate your position, etc.

Observation Parameters:

- Children use one-to-one correspondence to distribute objects.
- They participate actively in the classroom activity.
- They use mathematical vocabulary like numbers to count and distribute objects.

Activity 1.3 - Draw and Colour

Type of Activity - Free Play and Environment Time

Goals - G1, G2 and G3

Learning Outcomes – HW3.1, HW3.7, HW3.10, HW3.12, HW3.18 (a) & (c), ECL1 3.1, ECL2-3.1, ECL2 3.15, IL3.1, IL3.3 (a)

Competencies – awareness about self and their peers, development of positive self-concept, pro-social behaviour, fine motor skills, team work, creative self-expression, meaningful use of language.

Material Required - worksheet 1 (I am), colours

- Show them a hand drawn picture of yourself (like shown in the figure) and say a few sentences like - "Hello everyone! I am a This is me smiling. I like colouring/ coming to school".
- 2. Ask children to open worksheet 1.
- 3. Share with them "Today, we are going to draw faces in our workbook. I wonder how we can draw!"















- 4. Invite responses from children.
- 5. Ask them to make their faces.
- Give children time and liberty to draw themselves the way they like and colour themselves the way they like.
- W.
- Encourage them to share the given box of colours to groups of 3 according to Activity 1.2.
- 8. Once they are done, ask them to show the portrait to their group members.
- Encourage them to talk freely and discuss what they like/dislike with their partners in the language they are comfortable with. Demonstrate how to talk about the portrait and oneself.



- 10. Ensure the discussion happens in a sensitive manner.
- 11. Encourage children to share about themselves using sentences of their own.
- 12. Appreciate them for their efforts.
- 13. Also ask them to go home and paste their passport size photograph next to their portrait.

Extension/Variation – The same activity can happen for various topics where the sequence of the day, or any festival, the way it is celebrated, their food and way it is prepared, their favourite family member can be discussed suitably according to the theme of the week/day.



Assessment -

	Needs Help	Are able to do with little support	Can do independently
Talk about themselves and express their feelings, needs and interest			
Work in pairs/ groups			
Demonstrate fine motor skills while making their portrait.			



Activity 1.4 – Bang Bang

Type of Activity - Outdoor Play

Goals - G1 and G3

Learning Outcomes - HW3.3, HW3.4, HW3.6, HW3.16, IL3.1

Competencies – Awareness about self, Decision making, Development of gross motor skills

Material Required - NA









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Procedure -

- Take children out and gather them in a big circle. (Be part of the circle)
- Tell children that they will play a game called 'Bang Bang'.
- 3. Share the rule of the game with them.
- 4. Let the children play and enjoy this game. Be an active participant in the game.

How to play the game -

- 1. All children stand making a gun using their hands.
- One child speaks the name of any one in a circle, points towards the child and says bang bang.
- The child whose name is spoken should bend down before bang bang is spoken (imitating that s/he is saving herself/himself from the shots fired).
- If the child whose name is spoken bends at the correct time s/he is safe or else is out of the game.
 - Note: Help children in recalling the names of their classmates if required.
- If the child has fired at the wrong person (the spoken name is not of the child called), s/he is out of the game.
- Next turn will be of the child who saved herself/himself from the fired shots, or else of the child who fired the shot.

Watch the attached video for more details.

Note

Give liberty to the child with visual impairment (CwVI) – s/he does not need to point in the right direction. S/he just has to call a name and say bang bang. If s/he calls out the name of a child who is already out, this child will also be out.

Observation Parameters -

- Show enthusiasm and attentiveness.
- Follow simple rules.
- Demonstrate gross motor skills.

Activity 1.5 - Goodbye to New Friends

Type of Activity - Goodbye Time

Goals – G1, G2 and G3

Learning Outcomes - HW3.1, HW3.4, ECL1 3.1, ECL2 3.1, IL3.3 (a)















Competencies - Awareness about self, Development of pro-social behaviour

Material Required - NA

Procedure -

- 1. Gather children in a big circle. (Be part of the circle)
- Ask children to keep hands on the shoulders of the person standing in front of them and walk slowly in the circle.
- 3. Ask them to stop when you clap.
- When you clap, go at the centre of the circle and say 'मेरा नाम (your name) _____ है और मैं गोले के बीच में! और मेरे नए दोस्त का नाम है _____ (name of any new friend that they have made in the class)
- Ask children to go round in the circle again and pat on a child's shoulder as a hint for her/him to go at the centre.
- Ask child in centre to introduce themselves saying, say 'मेरा नाम (your name) _______ है और मैं गोले के बीच में! और मेरे नए दोस्त का नाम है _____ (name of any new friend that they have made in the class)
- Let each child wave a good bye to each of their new friends.

Extension/Variation — The same activity can happen for various aspects of self and their friends like — the likes and dislikes of the children, what they had in breakfast today, how they came to school, etc. according to the appropriate themes of the week.

Observation Parameters -

- Participate actively.
- Follow the rules of the activity.
- Express themselves freely.

Activity 2.1 – Gappi Chacha

Type of Activity - Greet & Meet and Free play time

Goals - G1, G2 and G3

Learning Outcomes – HW3.1, HW3.7, HW3.8, HW3.18(c), ECL1 3.1, ECL2 3.1, ECL2 3.9, IL3.7

Competencies—Self-awareness, Meaningfuluse of language, Listening with comprehension,
Development of pro-social behaviour and fine motor skills

Material Required - Puppet of Gappi Chacha, Worksheet 2 - Colour your likes





























Procedure -

- 1. Greet all the children and ask them to make a big circle and then sit down.
- Tell children that there is a new person in the class today and introduce the puppet as Gappi Chacha.
- Ask children if they would like to know more about Gappi Chacha. Invite responses on what they would like to know.
- Narrate the story of Gappi Chacha to children with voice modulation (pretending as if the puppet of Gappi Chacha is speaking).
- 5. Ask children about their likes and dislikes.
- 6. Let all children share things about themselves.
- Once all children are done, ask them to open worksheet 2 (Colour your likes) and fill in with colours.
- 8. Facilitate children wherever required.

Story of Gappi Chacha -

हैलो बच्चों। मेरा नाम है अमित। सब बच्चे मुझे प्यार से गप्पी चाचा बुलाते है। आपको लोग प्यार से क्या बुलाते है ?

क्या आपको पता है मुझे सब गप्पी चाचा क्यों बुलाते हैं? क्योंकि मुझे बहुत सारी कहानियां सुनाना पसंद है। आप लोगों को क्या-क्या करना पसंद है ?

Extension/Variation – The character of Gappi chacha can be used across activities in a similar manner.

Assessment -

	Needs Help	Are able to do with little support	Can do independently
Express themselves freely, their likes and dislikes and ask questions			
Listen to a story with attention			
Share what they like through the worksheet			
Use fine motor control for colouring in the worksheet			













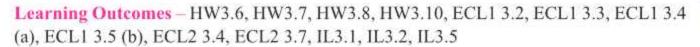




Activity 2.2 – Gappi Chacha's Stories

Type of Activity – Language and Numeracy Time

Goals – G1, G2 and G3



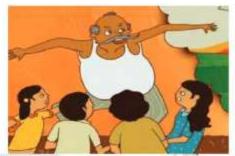
Competencies – Awareness about self and environment

Material Required – Picture cards of Gappi Chacha, Puppet of Gappi Chacha

Procedure -

- Use the puppet of Gappi Chacha and ask children what more they want to know about the stories he narrates.
- 2. Invite responses from the children.
- 3. Share - "We are going to look at a few pictures and talk about them".
- 4. Divide children in small groups of 4.
- 5. Give them one picture card each.
- 6. Ask children to talk amongst themselves about the picture.
- 7. Ask children to think and talk about the following questions:
 - What story would Gappi Chacha be telling?
 - b. What can you see in the picture?
 - What would be happening? etc.
- Go to each group and listen to their talk and prompt them to think about the questions asked.
- Encourage each member in the group to participate.
- Give children time to talk, ensure each child gets to talk and share her/his views.
- 11. After some time, ask each group to come and talk loudly to the whole class about the stories they had discussed.

Picture -

















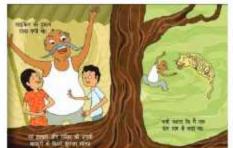
















- Perfect responses should not be expected, so accept all responses from children.
- Ask them different questions that might help them observe more details and sequences
 of the picture given.

Extension/Variation — The same activity can be implemented with various pictures as pictures help in the development of imagination in children.

	Needs Help	Are able to do with little support	Can do independently
Express themselves in group or pair activity			
Describe and talk about a picture			
Attempt to predict the story looking at the picture			

Activity 2.3 - Let's Play

Type of Activity - Outdoor play and Environment time

Goals - G1 and G2

Learning Outcomes – HW3.4, HW3.8, HW3.9, HW3.10, HW3.11, HW3.12, HW3.16, IL3.1, IL3.8 (a)

Competencies – Awareness about self and rules of the game, Develops spatial sense, Collaboration skills

Material Required - Setup of Hopscotch, Skipping Rope

Procedure -

Take children out.



















- Introduce three games and prompt children to pick one according to their liking
 - a. Bandi Chain
 - Rassa Kud
 - c. Hopscotch/ स्टाप्
- 3. Let children choose any one game and make groups accordingly.
- Share the rules of the game to each group.
- 5. Let children play the games and enjoy.
- Supervise and intervene wherever required ensuring equal participation of all the children.



Note

Allow children to switch between the two groups if they wish to.

Observation Parameters -

- Demonstrate body control and balance while playing.
- Follow rules of the game.
- Play collaboratively.





Activity 2.4 - A Goodbye to All

Type of Activity - Goodbye Time

Goals - G1 and G2

Learning Outcomes - HW3.1, HW3.4, HW3.7, HW3.8, HW3.12, ECL1 3.1, ECL1 3.4

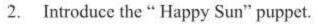
Competencies - Communication, Collaboration

Material Required - Stick puppet of happy sun

Procedure -

Gather the children in a circle. Be part of the circle.

Note: This activity can be done in the classroom while sitting on the benches too.



- Say "This is a happy sun. We will pass it and share one thing which made us happy or a thing that we enjoyed doing in the class".
- Hold the puppet in front of your face and tell children that "I am very happy. I liked playing with you today".
- 5. Pass the puppet to the next child "I share a happy thing with my friend."



















- Ask children to share what they liked at school today and then pass the puppet to the next person in the circle.
- Say a cheerful goodbye to the children. Prompt children to wave goodbye to one another.

Extension/Variation – The same activity can happen for various aspects of self and friends, like – their feelings, new learning, key learnings, etc. according to the appropriate themes of the week.

Observation Parameters -

- Participate in conversation.
- Listen carefully to others.
- Follow group norms.

Activity 3.1 – गोल समंदर

Type of Activity - Greet & Meet and Language Time

Goals - G1 and G2

Learning Outcomes – HW3.1, HW3.5, HW3.7, ECL1 3.4, ECL1 3.7, ECL1 3.8

Competencies – Awareness about self, Listening with comprehension, Gross motor skills development

Material Required - Puppet of Gappi Chacha, Poem Poster

- Greet children "Good Morning".
- Encourage children to greet one another, either by saying hello or waving at one another.
- Ask children "How are you feeling?"
- Invite responses from children who want to share.
- Ask them "Have you heard a poem before? Which one?" 5.
- Share with them that Gappi Chacha has brought a poem for all of us. 6.
- 7. Recite the poem with children along with actions and voice modulation.
- 8. Let children recite the poem with you.
- Now paste the poem poster on the wall of the class.
- 10. Point to each word while you speak and ask children to speak along with actions.



















POEM

गोल समंदर गोपीचंदर
बोल मेरी मछली कितना पानी
मछली बोली "घुटने—घुटने जितना पानी"
गोल समंदर गोपीचंदर
बोल मेरी मछली कितना पानी
मछली बोली "कंधे—कंधे जितना पानी"
गोल समंदर गोपीचंदर
बोल मेरी मछली कितना पानी"
गोल समंदर गोपीचंदर
बोल मेरी मछली कितना पानी
मछली बोली "माथे—माथे जितना पानी"
गोल समंदर गोपीचंदर
बोल मेरी मछली कितना पानी

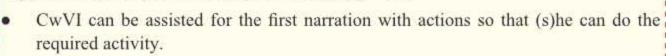


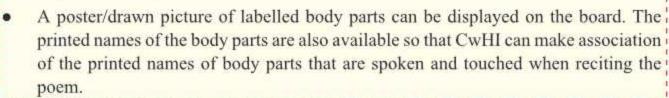


(Ask children what they think, where would be the level of water)

Note

Provide the required assistance to the child with visual impairment (CwVI) and hearing impairment (CwHI) to make sense of the activity – like





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	Needs Help	Are able to do with little support	Can do independently
Participate in reciting rhyme with actions and voice modulation			
Express themselves in classroom conversation			



















Activity 3.2 - I Say

Type of Activity - Environment and Outdoor Time

Goals - G1 and G3

Learning Outcomes - HW3.3, HW3.10, HW3.12, HW3.16, HW3.17, IL3.3(a), IL3.8(b)

Competencies – Awareness about self, Development of self-concept, Listening with comprehension, Vocabulary development, Observation and Identification

Materials Required - Worksheet 3 - My Body

Procedure -

- 1. Take children out on the ground and gather them in a circle.
- Touch different body parts and ask children what they are called. Facilitate them to name them correctly wherever required.
- 3. Ask children if they would like to play a game.
- 4. Play the game 'I (Simon) Says' with children.
- 5. Tell them the rules of the game.
- Call out different body parts in different languages and children will have to touch them.
- 7. The child who touches the wrong part will be out.
- As children get comfortable with the game, call different children one by one and ask them to take the lead (become Simon).
- Bring children back in class and ask them to open and work on worksheet 3 My Body.

Extension/Variation – The same activity can happen for various aspects of surroundings like colours, plants, trees etc. according to the appropriate themes of the week.

	Needs Help	Are able to do with little support	Can do independently
Identify and name a few body parts			
Follow the rules of the game			
Listen carefully			

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Activity 3.3 - Let's Paint

Type of Activity - Free play and Numeracy Time

Goals - G1 and G3







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Learning Outcomes - HW 3.1, HW 3.3, HW3.4, HW3.7, HW3.8, HW3.10, HW3.13, HW3.18(a & c), IL3.1, IL3.5, IL3.8(a & c), IL3.27

Competencies – Awareness about self, Development of healthy habits and hygiene. Development of gross and fine motor skills, Participation in team and sharing, Understanding of colours and body parts and their print



Materials Required – Paints, White chart papers, Worksheet 4

Procedure -

- 1. Divide children in groups of 3/4.
- 2. Distribute the chart paper and paint to each group. Each child should have ½ chart paper.
- Tell children that we will paint out body parts on the paper. 3.
- Ask them to apply paint on their body parts carefully and then print it on the sheet. 4.
- 5. You can ask children to print their foot, palm, elbow, thumb, finger, toes, nose.
- Let them enjoy themselves with paint. 6.
- 7. Once they are done, write their names on their papers and keep them aside to dry.
- Later the chart can be folded and with assistance children can paste their work in their 8. workbook under space provided for worksheet 4.
- 9. Talk to them about the different colours they can see on different body parts of their own and their friends.
- 10. Take children to ground and help them clean their body parts without wetting them too much – sharing that they should keep their body clean and dry (tell why along).

Note

- The activity can be messy so newspapers can be placed on the floor.
- Be careful that children do not dirty or wet themselves very much.
- It is advised to take up the activity at the end of the day.
- Encourage children to clean up the mess so that they can build a sense of responsibility in themselves.



Observation Parameters –

- Identify a few body parts.
- Identify a few colours.
- Display creativity while printing various body parts.
- Show enthusiasm to participate in the activity.











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Activity 3.4 - Goodbye

Type of Activity - Goodbye Time

Goals - G1

Learning Outcomes – HW 3.1, HW 3.13

Competencies – Awareness about self, Development of healthy habits

Materials Required - NA

Procedure -

- 1. Make children stand in a big circle. (Be part of the circle)
- 2. Ask children to share what they did in the previous colouring activity.
- Ask "How did you clean yourself after the activity?"
- Use questions like "Why do we need to wash our hands?", "How do we keep our body clean and dry?"
- Use the "happy sun" puppet and ask them to share how their day at school went and what they liked and learnt".
- 6. Say a cheerful Goodbye to children. Prompt children to wave goodbye to each other.

Extension/Variation – The same activity can happen for various aspects according to the appropriate themes of the week.

Assessment - Start taking note of hygiene and cleanliness habits children have brought in.

	Needs Help	Are able to do with little support	Can do independently
Express themselves freely			
Share ways of keeping ourselves clean.			
Follow group working norms like "turn taking and listening to each other"			



Activity 4.1 - रंग

Type of Activity - Greet & Meet and Language Time

Goals - G1, G2 & G3

Learning Outcomes – HW 3.1, HW 3.3, HW3.4, HW3.7, HW3.8, HW3.18, ECL1 3.2, ECL1 3.3, ECL1 3.4, ECL1 3.5(b), ECL1 3.6, ECL1 3.8(b), IL3.1, IL35, IL3.7

Competencies – Development of concept of body, colours, surroundings, observation, memory and creativity skills, vocabulary development, print awareness

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Materials Required – Big Book – Rang, Worksheet 5 – Bear with Colours (bear should be laminated), Markers/Sketch pens, Puppet of Gappi Chacha

Procedure -

- Greet all children and encourage children to greet each other either by saying hello or waving at each other.
- Ask them to share their feelings and something they want to tell everyone.
- Show children the puppet of Gappi Chacha again and tell that he has brought a story for us today.
- Tell children that the story is about a bear, a big white bear who used to live in Gappi Chacha's house.
- Read aloud the story from the big book. Ask them to touch their body parts according to the story.
- 6. In the end, ask children to share their thoughts about the story.
- 7. Divide children in groups of 4. Give each group 1 packet of crayons.
- 8. Ask them to open worksheet 5 and colour the bear using crayons.
- Encourage children to talk in groups, sharing from where their bear got the colour they
 have filled in the worksheet—like the bear got orange ears because he fell in a pool of
 orange juice.

Observation Parameters -

- Listen to the story and follow the sequence of events.
- Predict the story.
- Identify colours and parts of body.
- Express themselves.

Activity 4.2 - Puzzled Body

Type of Activity - Numeracy and Free Play time

Goals - G1 and G3

Learning Outcomes – HW 3.3, HW3.6, HW3.7, HW3.11, HW3.18(a), I3.1, IL3.2, IL3.3(b), IL3.8(a)

Competencies – Awareness about self and body, sensory, and motor development, observation, identification and matching skills

Materials Required - Puzzle of body parts



















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Procedure -

- Divide children in groups of 3/4.
- Give each group one puzzle of body parts.
- Encourage children to work in groups and complete the puzzle and name all the body parts they know.

Note

Sensitise the children towards the child with visual impairment (CwVI) and towards the requirement of verbal description they need while working on the printed puzzles and provide them with the same.

Observation Parameters :

- Identify and name different body parts.
- Work in collaboration.

Activity 4.3 - Nature Walk

Type of Activity - Environment and Outdoor time

Goals - G1 and G3

Learning Outcomes – HW 3.4, HW 3.7, HW3.8, IL3.1, IL3.2, IL3.8(a & b)

Competencies - Sensory development, observation and identification

Materials Required - Worksheet 6 - I see and 7 - I hear

Procedure -

- Put a hand on your ears and announce "let's use our listening ears and try to identify the sounds around us".
- 2. Ask children to close their eyes and listen to sounds around them carefully.
- Make some sounds using objects available like tapping on the door, by clapping, thumping, or by using any music instrument.
- Ask children to open their eyes and invite their responses on what sounds they heard.
- Talk about the source of sounds they heard.
- Ask children what all you can see around you. Prompt them to notice different objects and colours around.
- 7. Ask children to close their eyes again and share what all things they saw.
- 8. Summarise the things they saw and sounds they heard.
- 9. Ask children to sit in pairs and work on worksheet 6 and 7.

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Note

If there are children with hearing or visual impairment, sensitise children about them. Make sure they understand that not being able to see or hear is not a disease and is just one part of their body.



Observation Parameters -

- Can identify different sounds around.
- Share things they saw in the classroom.
- Observe colours of the objects around.
- Use fine motor skills to finish the worksheet.



Activity 4.4 – My Body

Type of Activity - Goodbye time

Goals - G1 and G3

Learning Outcomes – HW 3.13, HW 3.14, IL3.8(c)



Competencies – Sensory, Language and memory development, Development of good habits

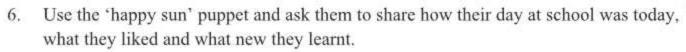
Materials Required - NA

Procedure -

- 1. Make children stand in a big circle. (Be part of the circle)
- 2. Use the rhyme "गोल समन्दर गोपी चंदर" to recall different body parts.



- 3. Add different body parts to the rhyme.
- 4. Ask children, "How can we take care of our hands, eyes and ears".
- Share ways of taking care of ourselves- how we take care of eyes and ears- watching screen for a limited time, watching TV from a distance, clean our ears.





Greet them goodbye.

Extension/Variation – Posters of care of eyes and ears can be made and displayed across the school.

Assessment – Take note of hygiene and cleanliness habits children have brought in, and development of awareness of surroundings











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Observation Parameters-

- Identify and name a few body parts.
- Share ways of taking care of ourselves.
- Express themselves freely.
- Demonstrate curiosity to talk and share.

Activity 5.1 – All of Me

Type of Activity – Greet and Meet Time

Goals - G1 and G2

Learning Outcomes – HW 3.7, ECL2 3.2, ECL2 3.4

Competencies - Development of self-concept, print awareness and vocabulary in second language

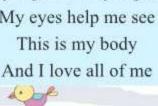
Materials Required - Puppet of Gappi Chacha

Procedure -

- Greet all children and ask them to share their feelings and something they want to tell everyone.
- Show children a puppet of Gappi Chacha again and tell them that he has brought a poem for us today.
- 3. Ask children, if they would like to listen to another poem today.
- 4. Recite the poem with children along with actions and voice modulation.
- 5. Let children recite after you after each line for the first time.
- For the second time ask them to recite with you. 6.
- 7. Write the poem on the board.
- 8. Point each word while you speak and ask children to speak along with actions.

POEM

My hands are for clapping My arms can hug tight My finger can snap Or can turn out the light My legs are for jumping My eyes help me see This is my body

















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Provide the required assistance to the child with visual impairment (CwVI) and hearing impairment (CwHI) to make sense of activity – like

- CwVI can be assisted for the first narration with actions so that (s)he can make the required assistance.
- A poster/drawn picture of labelled body parts can be displayed on the board and pointed on the written part so that CwHI can make association of print of name of body parts that are spoken and touched when reciting poem.

Observation Parameters-

- Express themselves.
- Recite poems with action and voice modulation.
- Name a few parts of the body in English.

Activity 5.2 - Music all Around

Type of Activity - Free Play and Numeracy

Goals - G1 and G3

Learning Outcomes – HW 3.3, HW 3.7, HW3.11, HW3.16, HW3.17, HW3.18(a), IL3.1, IL3.2, IL3.8

Competencies – Development of gross motor skills, Fine motor skills, Hand-eye coordination, Sensory development, Curiosity

Materials Required - Different music instruments, different objects that can be used to create sounds

- Prompt the children to recall different sounds around them.
- Announce, "We are going to make different sounds today".
- 3. Ask children to open one palm wide and hold it in the air.
- 4. On the other palm, bring out one finger and tap on the other palm creating sound.
- 5. Do it with a different number of fingers.
- 6. Stretch the other palm tight at times, and let it loose other times.
- Prompt children to think of different sounds they can make using parts of their body (by clapping hands, clicking fingers, tapping feet etc).
- Ask children to use their ears and listen to sounds they are creating carefully.



























9. Use a few musical instruments and give one to each group.

Note: Alternatively, you can use objects available in the classroom if musical instruments are not available.

- Ask children to get involved with other instruments kept in class and produce different sounds on them in small groups.
- Encourage children to produce different rhythms.
- 12. Ask them to play the instrument loud and soft and ask to feel the changes using their ears.

Note

- Do not expect the children to produce perfect rhythms.
- For CwVI assist them and let them touch and explore the instruments on which they are playing sounds.
- For CwHI be careful that there is not much noise in class as it will be harmful and painful for the child with hearing impairment wearing a hearing aid.

Observation Parameters:

- Participate in classroom activities.
- Work collaboratively in groups.
- Explore objects and attempt to create music and different rhythms.

Activity 5.3 – What's in the Box?

Type of Activity - Environment Time

Goals - G1, G2 & G3

Learning Outcomes – HW 3.3, HW3.4, HW3.6, HW3.7, HW3.9, HW3.12, HW3.13, ECL1 3.1, ECL2 3.12, ECL2 3.14, IL3.1, IL3.2, IL3.3(a), IL3.8(a, b & c), IL3.28

Competencies – Awareness about self

Materials Required - Worksheet 8 - I smell and Worksheet 9 - I feel

- Feely Box: Put different material like soft toys, cotton, clay, a few grains in a container, blocks, sand paper, etc. in box number -1
- Smelly Box: Make smelly bottles by putting things that have fragrance in small bottles.
 You can use objects like powder, coriander, leaves, soap, lemon, etc. Put these in box number 2.

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Procedure -

Divide children in groups of 3/4.

















- Give one box to one group.
- Ask two children in the group to close their eyes and the other two to take out one 3. thing at a time from the box and place it in the hand of the child with eyes closed.
- Let the children with closed eyes spend some time (a minute or two) with the material trying to guess what it is.
- Now ask them to open their eyes and talk about it in the group. Prompt them to 'smell' the object in the smelly box/bottles and talk about how the objects in the 'feely box' feel when touched.
- The other two children will now close their eyes and their group members will repeat the same with another object in the box.
- 7. Once all the objects are talked about, give the group the other box.
- 8. Repeat the same process in the other box as well.
- 9. Once both the boxes are complete, have a group discussion asking children about their thoughts and experiences.
- Ask children to work individually on worksheet 8 I smell and 9 I feel.

- Ask children to engage with their sense of taste with their family at home and work on worksheet 10 - I taste with them.
- Do not expect the children to identify all the things. Let them share their thoughts and feelings that come to them when they interact with the material.

Observation Parameters -

- Explore the objects- smell and feel of the objects.
- Demonstrate curiosity and participate in the classroom activity.
- Talk and describe objects.
- Work collaboratively in the groups.

Activity 5.4 – Gratitude

Type of Activity – Goodbye Time

Goals - G1 and G3

Learning Outcomes – HW3.1, IL3.1

Competencies - Awareness about self and environment

Materials Required - Stick puppet of the drawn sunshine























Procedure -

- 1. Gather the children in a circle. Be a part of the circle.
- Hold the 'happy sun' puppet in front of your face and tell children that "I am very thankful to you, you all participate in the activities and I like talking to you."
- Pass the puppet to the next child asking her/him to share what s/he is thankful for. You
 can add we can be thankful for our body.
- 4. Give a few examples if required.
 - Note: Please ensure to be sensitive towards children with special needs.
- Say a cheerful GoodBye to each other. Prompt children to wave goodbye to each other.

Extension/Variation – The same activity can happen for various aspects of self and their friends like – their feelings, new learning, key learnings, etc. according to the appropriate themes of the week.

Observation Parameters-

- Express themselves freely.
- Share a thing they are thankful for.
- Follow group norms like listening to each other and turn taking.

Theme - MYSELF and MY SURROUNDINGS

Sub-Themes -

- Daily hygiene and healthy habits
- Self-care
- Know classroom
- Identifying and naming different classroom material
- Setting classroom agreement for the class
- Classroom care
- My family
- · My family members and bonding with them
- Size of family
- Roles, respect and helping family members





















WEEK 2

Day	Suggested Time	Act No.	Activity Name	Worksheet
Monday	Greet & Meet and Language	6.1	गप्पी चाचा गिरे धड़ाम!	Habits – Good or Bad
	Environment and Free play	6.2	Handshake- Handwash	Things that clean me Washing my hands
	Numeracy	6.3	Shalu gets ready	I get ready
Tuesday	Greet & Meet and Language and Numeracy	7.1	Clean & Healthy	Personal Hygiene Keeping body clean
	Outdoor play	7.2	Exercise	NA
	Environment	7.3	Head-Shoulder- Knees-Toes	I do Exercise
Wednesday	Greet & Meet and Language	8.1	The classroom	NA
	Environment	8.2	My clean classroom	Spot the difference
	Numeracy and Language	8.3	My classroom	Things in my class
	Free play	8.4	Let's explore 1	My class
Thursday	Greet & Meet	9.1	Sharing sunshine	NA
	Language and Numeracy	9.2	Setting agreement	NA
	Language	9.3	Magic words	I say
	Free Play & Numeracy	9.4	Let's explore 2	I agree
	Environment & Goodbye	9.5	Clean up Time	NA
Friday	Greet & Meet	10.1	Is all clean?	We clean our home
	Environment & Free play	10.2	शालू का परिवार	My Family tree
	Language	10.3	कभी बड़ा कभी छोटा	NA
	Numeracy and Outdoor play	10.4	Which is my family?	Shapes family





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Activity 6.1 - गप्पी चाचा गिरे धड़ाम!

Type of activity - Greet & Meet and Language Time

Goals - G1, G2 and G3

Learning Outcomes – HW3.7, HW3.9, HW3.13, ECL1 3.2, ECL1 3.3, ECL1 3.6(b), IL3.5, IL3.7, IL3.8 (a & b)

Competencies – Listening with comprehension, meaningful use of language, awareness and development of self-hygiene and its importance

Material Required - Puppet of Gappi Chacha (dirty), Story/Picture cards of story, Worksheet 11 - Habits - Good or Bad

Procedure -

- Greet children and prompt them to greet each other or wave to each other.
- 2. Ask if they have anything to share from their weekend time.
- 3. Show them the puppet of Gappi Chacha and ask if they remember who he was.
- 4. Narrate the story using the picture, intonation and expression.
- Pause in between and ask related questions.

Note: Make sure the discussion on hygiene is taken up in a sensitive manner.

- 6. After narration ask questions like -
 - What should Gappi Chacha do now?
 - Do you bathe daily? Why?
 - What will happen if we do not clean ourselves?
 - How do we fall ill?
- Through discussion bring in the importance of cleanliness and hygiene amongst children.
- Ask children to open worksheet 11 and do as required in pairs. Children to sit in pairs and do worksheets independently.

STORY

बहुत गरमी थी उस दिन, जब मैं, (गप्पी चाचा) अपने घर जा रहा था। खाने का टाइम जो हो गया था। रास्ते में मुझे दिखा एक बहुत बड़ा पेड़। मैंने सोचा चलो उस पेड़ नीचे बैठ कर थोड़ा आराम कर लूँ। जब बैठा तो पता चला पेड़ के नीचे तो कीचड़ हो रहा था। मेरी पैन्ट गंदी हो गयी। फिर एक दम मेरे सिर के ऊपर कुछ गिरा। और वो था छोटा—सा पीला—सा आम। मैंने ऊपर देखा तो उस बड़े आम के पेड़ पर लगे थे छोटे—छोटे पीले—पीले रसीले आम। मेरे मुँह में तो पानी आ गया।

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मैंने आम तोड़ने की सोची और ढूँढने लगा पत्थर। एक छोटा पत्थर उठाया और दे मारा आम की तरफ़। अरे भाई, गप्पी चाचा का निशाना था, चुकेगा थोड़ी। वो पत्थर आम पर लगा तो पर आम टूटा ही नहीं। अब इस बार मैंने उठाया एक बड़ा पत्थर वो मारा तो वो आम को लगने की जगह दूसरी ओर बैठे कुत्ते को लग गया। बस फिर क्या था वो कुत्ता लगा भोंकने और मैं लगा भागने। अब मैं आगे—आगे और कुत्ता पीछे—पीछे। कुत्ते से तो बच गया पर मेरा पैर जो है, वो ऐसा फिसला कि मैं सीधा जा गिरा गोबर में। आम तो मिला नहीं। पर कपड़े और मैं ज़रूर गंदे हो गए। अब बताओ मैंने इसके बाद क्या किया होगा?

No.

Note

 For CwHI and CwVI teacher can do actions and point out pictures while doing the same for them.

Extension/Variation – This story can be used to teach pre-number concepts of big and small, up and down using picture observation and text used in the story.

Observation/ Assessment Parameters

	Needs Help	Are able to do with little support	Can do independently
Express themselves freely			
Listen to story with attention			
Predict story through pictures			
Exhibit understanding of hygiene and cleanliness habits for example - Wash hands regularly			



Activity 6.2: Handshake-Handwash

Type of Activity - Environment and Free play

Goals - G1, G2 and G3

Learning Outcomes: HW3.3, HW3.4, HW3.7, HW3.13, ECL2-3.2, IL 3.7

Competencies – Development of healthy hygiene habits, listening with comprehension, development of pro-social behaviour

Materials required: Glitter tube, Poem written on board, Worksheet 12 - Things that clean me













Book ≥ intd 23









Procedure:

- Gather children in a circle and put some glitter on the hands of a few children and ask them to rub their hands.
- 2. Ask children to move around and shake hands with their friends in class.
- 3. Bring everyone back to the circle and ask them to look at their hands.
- 4. Ask if they can notice some glitters on their hands.
- Tell children that this is how germs/ dirt move from one hand to another and everything we touch. Pause and prompt children to reflect.
- 6. Talk about germs with children. Like:
 - a. What do germs do?
 - b. Should we have germs or should we stay away from them?
 - c. How will we stay away from them?
 - d. What should we do?
- Now, talk about the ways our hands should be washed demonstrate steps of handwashing and invite children to join in.
- Accept all responses.
- 9. Recite the poem and act.
- 10. Take children out and let them wash hands singing the rhyme.
- After the activity, ask children to work on worksheet 12 individually. Facilitate children wherever required.

POEM

Wash, wash, wash your hands

Wash them nice and clean

Over, under and over, under

Even in between!



Note

Ask children to colour in worksheet 13 - Washing my hands and talk about ways of washing hands at home.

Extension and Variation – Poem on healthy habits and healthy actions can be taken up in later days under the same theme.









Observation / Assessment Parameters – The assessment of healthy habits has to be more through observation. The teacher can use the table given below.

Observation Points	Needs Help	Are able to do with little support	Can do independently
Participate in classroom activity			
Demonstrate the correct way of washing hands			
Wash hands before and after meals and after using the washroom			
Sequence the hand washing steps correctly			



Activity 6.3 - Shalu Gets Ready

Type of activity - Numeracy Time

Goals - G1, G2 and G3

Learning Outcomes - HW3.4, HW3.7, HW3.10, HW3.12, HW3.13, IL3.6, IL3.7

Competencies – Development of concept of self-hygiene in depth, Identification and sequential thinking development

Material required – Puppet of Gappi Chacha and Shalu (make Shalu look shabby – open her hair as she has just woken up), toothpaste and brush, soap, comb, Worksheet 14 – I get ready

- Introduce Shalu as the daughter of Gappi Chacha. Use Shalu's puppet. Please note that Shalu is the same age as the children. Invite children to greet Shalu.
- Tell them, "She just woke up from sleep and she needs to go to school just like you, can you help her get ready?"
 - Ask "What should Shalu do once she wakes up?" Wait for the children to respond.
 - Invite responses from the children, such as: "Let's get Shalu to brush her teeth."
 - Ask them to look into the set of materials and find out things that they use to brush their teeth.
 - Ask children to act and show how they brush their teeth.
 - · Ask "What should Shalu do after brushing?"
 - Wait for the children to respond and prompt whenever required.























- Continue the activity asking questions based on the sequence in which the daily routine is followed and the things we use to do them.
- 4. Summarise the activity by asking questions, such as, "What would have happened if Shalu went to school without brushing? Or if she did not take a bath?"
- 5. Reinforce the importance of personal hygiene.
- 6. Ask children to complete Worksheet 14 in the end.

- Provide the required assistance to the child with visual impairment (CwVI) and hearing impairment (CwHI) to make sense of activity – like CwVI can be facilitated in identifying the objects while touching and feeling them.
- Let children tell the sequence in any possible manner. They have to be facilitated to write the numbers according to the sequence told.

Observation / Assessment Parameters –

Observation Points	Needs Help	Are able to do with little support	Can do independently	
Are aware of hygiene habits				
Depict sequential thinking by sequencing actions in order				

Activity 7.1 – Clean and Healthy

Type of activity – Greet & Meet, Language and Numeracy

Goals - G1, G2 and G3

Learning Outcomes - HW1.13, HW3.17, ECLS 3.2, ECL2 3.4, ECL2 3.5, ECL2 3.8, ECL2 3.12, IL3.6, IL3.7

Competencies – Development of concept of self-hygiene in depth, Identification and sequential thinking development

Material required - Poem poster, Puppet of Shalu, Worksheet 16 - Keeping body clean

- Gather the children in a circle and prompt them to wave at each other. Ask children to recall the activities done the previous day.
- Ask children about the personal hygiene habits.
- Announce "Today, with Shalu, we will check our own nails, clothes and hair".

















- Use a mirror if possible.
- Prompt children to check their nails, clothes, shoes, etc. 5.

Note: Do not shame any child, rather motivate everyone to keep themselves clean.

- Prompt children to think of different objects we use to keep ourselves clean-soap, 6. shampoo, nail cutter, etc.
- Recite the poem with actions. 7.
- 8. Reinforce the importance of self-hygiene and proper way to do that.
- 9. Talk about the sequence in which the activities mentioned in the poem are done.
- 10. After recitation, ask children to do worksheet 16 in pairs. They can support each other if needed.



This is the way we brush our teeth Brush our teeth, brush our teeth This is the way we brush our teeth Early in the morning.

This is the way we take a bath Take a bath, take a bath This is the way we take a bath Early in the morning.

This is the way we comb our hair. Comb our hair comb our hair

This is the way we comb our hair.

Early in the morning.

This is the way we eat our food Eat our food eat our food This is the way we eat our food

Early in the morning.













Note

Provide the required assistance to the child with visual impairment (CwVI) and hearing impairment (CwHI) to make sense of activity – like



















- CwVI can be facilitated for the first narration with actions so that (s)he can make the required assistance.
- Point at words in the written poem accompanied by action so that CwHI can develop the required language base and make sense of the activity
- Ask children to complete worksheet 15 Personal hygiene at home.

Extension/Variation — Further this poem can be extended ahead to talk about hygiene activities done at different times of the day, like brushing teeth in the morning and at night, gargling after eating food, exercising in the evening, etc.

Observation / Assessment Parameters -

Observation Points	Needs Help	Are able to do with little support	Can do independently
Practice hygiene habits and take interests in cleaning themselves			
Depict awareness about proper actions and procedures involved in cleaning			
Depict sequential thinking by sequencing actions in order			

Activity 7.2 - Exercise

Types of activity - Outdoor play

Goals - G1

Learning Outcomes - HW3.3, HW3.7, HW3.8, HW3.13, HW3.16

Competencies – Development of fine and gross motor skills, participation in group sports, sensitivity towards peers

Material Required - Balls, Hula-hoops, Skipping ropes, Cones

- Ask children how many of them can catch the ball with two hands/ one hand/ do cartwheels/ hop on one leg, etc.
- Now take children outside and ask children to form two groups and ask them to hop on one leg/ both legs/ stretch with feet apart/ stretch sideways/ (you may do the exercises to show them how to do it).



















- You may refer to terms like touch the ground, stand up, sit down, turn right/ turn left/ close your eyes/ open your eyes, etc.
- Ask children to pair up and one child will follow the partner; whatever exercises the partner does, s/he will have to do the same.
- Let children do different exercises and flex their muscles.

Be alert if there are children with motor impairment, visual impairment. Do include them and do not segregate them. But do not push any child beyond their limits and motivate them to do their best.



Extension/Variation – The activity can be taken at different times doing different exercises and 'Yoga Asanas' to develop flexibility and muscular strength amongst children.

Observation / Assessment Parameters -

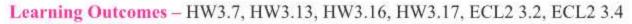
- Show curiosity to participate in motor activities.
- Maintain body balance and control.
- Play in pairs.

Note: Teacher may add her own parameters to the list.

Activity 7.3 – Head-Shoulder-Knees-Toes

Type of activity - Environment time

Goals - G1 and G2



Competencies – Gross motor skill development, Listening with comprehension

Material required – Worksheet 17 – I do exercise

- Gather the children in a circle. 1.
- Ensure there is sufficient space for children to move and do gross motor exercises. 2. Take them outside if needed.
- 3. Recite the poem and invite children to join in. Let children enjoy it.
- Do different actions with children as shown in the worksheet. 4.
- 5. Bring children back and facilitate them to complete Worksheet 17.



























POEM

Let's shake our body

Come on

Dance to the tune

Workout is a boon

We are healthy soon

Head, shoulders, knees and toes

Knees and toes

Head, shoulders, knees and toes

Knees and toes

And eyes, and ears, and mouth, and nose

Head, shoulders, knees and toes

Knees and toes

March, march, march

Let's all march

March, march, march

Get your body charged

Head, shoulders, knees and toes

Knees and toes

Head, shoulders, knees and toes

Knees and toes

And eyes, and ears, and mouth, and nose

Head, shoulders, knees and toes

Knees and toes

Jump, jump, jump

Let's all jump

Jump, jump, jump

Make your muscle pump

Punch, punch, punch

Let's all punch

Punch, punch, punch

Have a hearty munch

Head, shoulders, knees and toes

Knees and toes

Head, shoulders, knees and toes

Knees and toes

And eyes, and ears, and mouth, and nose

Head, shoulders, knees and toes

Knees and toes

Watch the video for details - https://youtu.

be/h4eueDYPTIg



















Provide the required assistance to the child with visual impairment (CwVI) and hearing impairment (CwHI) to make sense of activity - like

- CwVI can be facilitated for the first narration with actions so that (s)he can make the required assistance.
- Point at body parts standing in front of CwHI so that they can develop the required language base and make sense of the activity.

Observation/Assessment Parameters -

- Participate in singing poem with actions.
- Identify parts of body.
- Maintain body balance and control while doing different movements.

Activity 8.1 – The Classroom

Type of activity – Greet & Meet and Language

Goals - G1, G2 and G3

Learning Outcomes – HW1.13, ECL1 3.5(b), ECL2 3.4, ECL2 3.12, IL3.1, IL3.3, IL3.6, IL3.8 (b)

Competencies - Development of concept of self-hygiene in depth, Identification, Language and Creative thinking, Vocabulary development, Print awareness

Material required - Poster of the classroom

- 1. Gather the children in the circle and prompt them to greet each other.
- 2. Repeat the self-check exercise.
- 3. Continue this practice every day.
- After the check, show children the picture of the classroom. 4.
- 5. Give some time to children to observe the picture carefully.
- Talk to children around the following questions 6.
 - What is the picture about? What place does it show?
 - What all can you see in the picture?
 - What are children doing in this picture?
 - What would children be talking about?
 - What all can you see on the wall? What would be kept in the almirah?























- What all can you see in your class?
- How is the class in picture different from your class?

Picture -



Note

Make sure that discussion happens in such a way that it gives a visual description of the shown picture to the CwVI. And ask children to point out the things they are talking about in the picture and write key words on the board so that the CwHI can follow through lipreading, picture and written text on the board.

Extension/Variation – Chits labelling different things in the picture in their first and second language can be prepared and children through facilitation can label all the things appropriately.

Observation/Assessment - Note the participation of every child on the following parameters -

	Observation Points	Needs Help	Are able to do with little support	Can do independently
· E	Observe and describe the picture		_	
	Compare the picture with the actual classroom and share similarities and differences			
R	Use appropriate vocabulary related to the classroom			









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Activity 8.2 – My Clean Classroom

Type of activity - Environment time

Goals - G1 and G3

Learning Outcomes – HW3.13, HW3.15, IL3.1, IL3.2, IL3.5, IL3.8 (b & c)

Competencies – Development of understanding and responsibility towards classroom and cleanliness, sensory observation, critical thinking, classification and identification development

Material required – Worksheet 18 – Spot the difference

Procedure -

- Give children Worksheet -18. Prompt them to see the two pictures and share the difference.
- Now ask them to make a line and move around in the class and see if their classroom is a dirty classroom like that in the picture or a clean one.
- Ask them to pick up and throw any litter if its there in the classroom. Join children in cleaning the classroom.
- Through discussion bring in the importance of having a clean classroom and clean 4. surroundings.
- Also, through discussion bringr in a sense of responsibility amongst children. For example, it is their classroom and they are responsible for it. So, they should keep it clean and tidy.

Note

Give extra care to CwVI and use this activity as an opportunity for them to make sense! of spatial arrangement of their classroom. Let them be equal participants in the activity.

Extension/Variation - Similar activity can be developed around the cleanliness of school, ground, home and surroundings.

Observation/Assessment Parameters -

- Talk about the two classroom pictures.
- Depict differences between the two pictures.
- Take initiative in cleaning the classroom.

Activity – 8.3 – My classroom

Type of activity – Numeracy and Language time





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Goals - G1, G2 and G3

Learning Outcomes – HW3.1, HW3.3, HW3.4, HW3.6, HW3.7, HW3.12, HW3.15, HW3.18(a), ECL1 3.5(b), ECL1 3.6(a), ECL1 3.8(b), ECL1 3.9, ECL2 3.4, ECL2 3.5, ECL2 3.12, IL3.1, IL3.2, IL3.3, IL3.5, IL3.6, IL3.8

Competencies – Development of senses, identification, memory, vocabulary, classification, pre-number concepts, curiosity, print awareness, phonological use, meaningful use of language

Material required - Worksheet 19 - Things in class, Labels of things in class

Procedure -

- Divide children in groups. Ask each group to move in the class gently observing different things.
- Prompt them to notice different objects in the classroom; ask them to observe the colour, size, shape of different objects.
- 3. Ensure that the children move gently without bumping into each other.
- Give children some time to do this.
- Once the children are seated again, ask them to share their observations and note their responses on the board.
- Now prompt children to describe the things they observe in terms of their observable characteristics like colour, shape, size, etc. and their uses.
- Bring the labels and keep them in the centre. Ask children to come in pairs and pick up one label.
- Ask each pair to try and read the label chosen. Support the children here in reading the words.
- Now, ask them to identify the object for which the label (with name and picture of the object) is suitable and place them on that object with the help of the teacher.
- Once children are done, ask them to work on worksheet 19 individually.

Note

The labels should be in both languages. It is also advised to have them in braille so that CwVI are included and also other children start developing the awareness about a script. This is to create an awareness and curiosity about an existing script.

Extension/Variation — The activity can be extended to phonological sounds later, where children have to identify labels in the class that start or have particular given sounds.

















Observation / Assessment Parameters -

Observation Points	Needs Help	Are able to do with little support	Can do independently
Observe and describe different objects in the classroom			
Use some mathematical vocabulary related to size, appearance and colours of different objects in the classroom			
Identify the print			



Activity 8.4 - Let's Explore 1

Type of activity - Free play time

Goals - G1 and G3

Learning Outcomes - HW3.1, HW3.3, HW3.4, HW3.6, HW3.7, HW3.12, HW3.15, HW3.18(a), IL3.1, IL3.2, IL3.3, IL3.5, IL3.6, IL3.8

Competencies – Development of senses, identification, memory, vocabulary, classification, pre-number concepts, curiosity, print awareness, phonological use, meaningful use of language, fine and gross motor skills

Material required – Worksheet 20 – My class, Play corners (refer to the concept note)

Procedure -

- Divide children in small groups of 3.
- Let each group play together.
- Ask the children "how should we play together and what all should we keep in mind while using different materials?"
- 4. Prompt children to share.
- 5. Ask them to engage and explore the different corners developed in the class.
- Pay attention that no corner is too crowded.
- Allow children enough time to engage and develop an attitude of sharing and constructive learning.
- Talk to children turn by turn about the engagement they are involved in.

Note

The corners in the classroom should be a colouring corner, clay corner, puzzle corner story corner, music corner, etc.



























Extension/Variation – The activity can be used to develop an attitude of sharing, engaging and exploring all the material according to the theme of the day.

Observation Parameters -

- Express one's choice while selecting play material.
- Share material and follow group norms like turn taking.
- Explore different material.

Activity 9.1 - Sharing sunshine

Type of Activity - Greet & Meet

Goals - G1 and G2

Learning Outcomes - HW3.1, HW3.4, HW3.7, HW3.8, HW3.12, ECL1 3.1, ECL1 3.4

Competencies - Awareness about self and environment

Material Required - Stick puppet of the drawn sunshine

Procedure -

- 1. Gather the children in a circle. Be part of the circle.
- Run a cleanliness check like the previous days.
- Hold the puppet in front of your face and tell the children that "I played with clay yesterday. But I had no time to play with puzzles because it was too crowded".
- Pass the puppet to the next child saying that "I ask my friend what did (s)he played with and how (s)he felt".
- 5. Ask children to share what they were engaged in and explored in the previous day activity 8.4, how they felt, what they wanted to play more with, etc. and then pass the puppet to the next person in the circle.
- 6. Bring children to think about the way to resolve the things that they did not like yesterday and ask if there should be any classroom agreements that everyone should follow?

Extension/Variation — The conflicts that arise at different stages in the class can be resolved using this.

Observation Parameters/Assessment -

- Participate in classroom conversation.
- Attempt to form some classroom agreements together.

Activity 9.2 - Setting Agreement

Type of activity – Language and Numeracy

























Goals - G1, G2 and G3

Learning Outcomes – HW3.4, HW3.7, HW3.8, HW3.12, ECL2 3.15, IL3.8(a)

Competencies – Meaningful use of language, vocabulary development, listening with comprehension, development of skills of problem solving, critical thinking



Material required – Posters of class rules

Procedure -

- Through discussion initiated in activity 9.1 bring children to an agreement for making 1. classroom rules.
- Ask children to think and tell what should be the norms that we (including you) should follow and why.
- Allow children time, give hints, facilitate them, prompt questions in order to enable children to think and give a voice to their thoughts.
- 4. Through discussion bring out the following agreements (more can be added according to your will) -
 - We will listen to each other carefully.
 - We will play safely and not hit and harm ourselves or others.
 - We will keep our class clean.
 - We will be nice to others and help each other.
 - We will share everything in the classroom with one another.
- Show the posters of the classroom agreements and let the children share what they can see in the poster.
- 6. Divide the children in groups and give each group a poster to colour.
- Once children have coloured the poster, put these posters on display in the classroom.

Note

The classroom norms should be brought up in mutual agreement and should not be forced on children. Also, you become the part of the norm, so that children get to model you and respect the rules like you do.



Extension/Variation - Agreements around various conflict situations can be built using talk.

Observation/Assessment Parameters -

Participate in classroom conversation.











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- Form some classroom agreements together.
- Appreciate the need to have collective agreements.
- Colour posters together.



Activity 9.3 – Magic Words

Type of activity - Language time

Goals - G1, G2 and G3

Learning Outcomes – HW3.9, ECL1 3.3, ELC1 3.6(a), ECL2 3.2, ECL2 3.4, ECL2 3.6, ECL2 3.15, IL3.8

Competencies - Communication, Collaboration

Material required – Poem poster, Word cards of magic words, Puppet of Shalu, Worksheet 21 – I say ____

Procedure -

- Show children the puppet of Shalu. Ask them if they remember her.
- Tell children that you heard Shalu humming a poem sometime back. Ask if they would also like to hear it.
- Recite the poem and act with children once or twice.

Good Manners are like flowers

They have some magic powers

Please, Sorry, Thanks

Are like money in the bank

Use them and see

How good you can be

- 4. Ask the children what they have understood from the poem.
- Talk about the experiences children have around words Sorry, Thank you, Please, and Hello. Prompt children to give examples.
- Show children word cards with the words 'Sorry', 'Thank you', 'Please' and 'Hello' written on it.
- Let them share their memories and experiences when they heard, or used these words.
 Note these words should be spoken both in English and Hindi for children to associate with the activity.
- Through the experiences shared, bring out the importance of these words and situations when these words are used.

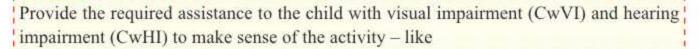








- Ask children to open worksheet 21 and solve it in pairs.
- 10. Encourage children to role play such situations where they can use these words.



- CwVI can be facilitated during the first narration with actions so that (s)he can be given the required assistance.
- Standing in front of CwHI, point at body parts so that they can develop the required language base and make sense of the activity.



- · Recite the poem with actions
- Use the magic words
- Recognise the magic words in print through cards and worksheets

Activity 9.4 – Let's Explore 2

Type of activity - Free play and numeracy time

Goals - G1 and G3

Learning Outcomes - HW3.1, HW3.3, HW3.4, HW3.6, HW3.7, HW3.12, HW3.15, HW3.18(a), IL3.1, IL3.2, IL3.3, IL3.5, IL3.6, IL3.8

Competencies – Development of senses, identification, memory, vocabulary, classification, pre-number concepts, curiosity, print awareness, phonological use, meaningful use of language, fine and gross motor skills

Material required - Worksheet 22 - I agree, Play corners

- 1. Ask children they would like to engage with play corners again.
- Emphasise that they should follow the classroom agreements they have made and the magic words they have discussed.
- Divide children in small groups of 3.
- 4. Ask them to engage and explore the different corners developed in class.
- Pay attention that no corner is too crowded.
- Allow children enough time to engage in and develop an attitude of sharing and constructive learning.

























- 7. Talk to children turn by turn about the engagement they are involved in.
- Bring the class back after some time and ask them if their experience was different after having the classroom agreement in practice.
- 9. Bring the importance of following the rules through discussion.
- 10. Ask children to open worksheet 22.
- Read the text along with the children (children speaking along with you) and ask if they agree or not with the text.
- 12. Ask them to put a tick if they agree and cross if they disagree.
- 13. Also ask children to paste suitable pictures in front of every sentence.

The corners in the classroom should be a colouring corner, clay corner, puzzle corner, story corner, music corner, etc.

Extension/Variation – The activity can be used to develop an attitude of sharing, engaging and exploring all the material according to the theme of the day.

Observation / Assessment Parameters -

- Express one's choice while selecting play material.
- Share material and follow collective agreements like turn taking, sharing, etc.
- Explore different material.

Activity 9.5 - Clean up Time

Type of activity - Goodbye time

Goals - G1

Learning Outcomes - HW3.8, HW3.11, HW3.12, HW3.13

Competencies – Development of hygiene habits, responsibility towards the surroundings and belongings, development of pro-social behaviour.

Material required - NA

- 1. After the children are done playing at play corners.
- 2. Summon them and ask to look around and tell if the classroom is tidy.
- 3. Ask them what should we do to make the classroom tidy and neat.











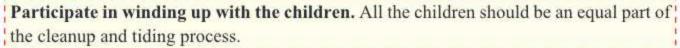








- 4. Encourage children to wind up and clean up the stations they were working at.
- 5. Bring this activity into the habit of children through practice.



Observation/Assessment Parameters -

- Participate in classroom conversation.
- Help in tidying up the class by keeping the used material back in its place.

Activity 10.1 - Is all Clean?

Type of activity - Greet and Meet time

Goals - G1 and G2

Learning outcomes – HW3.13, ECL2 3.2, ECL2 3.3

Competencies − Listening with comprehension, meaningful use of language and development of vocabulary

Material required - Puppet of Shalu

- 1. Gather the children in a circle. Be part of the circle.
- Run a cleanliness check like the previous days.
- Ask the children "Just as we keep our classroom clean, what should we do to keep our home clean?"
- Prompt children to talk about the roles family members play in keeping the home clean.
- 5. Talk about the roles they can play in keeping their home clean.
- Emphasise the importance of cleanliness of the home and how every family member should play an equal role in it.
- Show Shalu's puppet and tell the children that even she helps everyone at home to keep their home clean.
- Tell them that she has got a poem for us explaining how she helps her family keep the house clean.
- Recite and act the poem with children.



























POEM

I am Mummy's little helper and this is what I do,

I sweep the floor and hang the clothes

just as she tells me to.

I am daddy's little angel and this is what I do.

I water the plants and feed my pet as he tells me to.

Being my parent's little helper makes me happy too.

I am my Dadi's little helper and this is what I do.

I clean her room, take her for a walk and help her read too.

I am Dada's little angel and this is what I do.

I give him a head massage and help him find his things too.



Note

- No stereotypes related to gender should be promoted in class and every possible attempt should be made to break them in a hidden manner.
- Ask children to engage with their family members and work on Worksheet 23 We clean our home. Children to do the worksheet at home with support.

Extension/Variation - Children can be encouraged to make a poem of the roles their family members play.

Observation/Assessment Parameters -

- Participate in conversation by sharing freely.
- Share ways of keeping their house clean.
- Describe their and other people's role in keeping the house clean.

Activity 10.2 - शालू का परिवार

Type of activity - Environment and Free play time

Goals - G1 and G2

Learning outcomes - HW3.2, ECL1 3.3, ECL1 3.4

Competencies - Listening with comprehension, meaningful use of language and development of vocabulary

Material required - Puppet of Shalu, Worksheet 24 - My Family



















Procedure -

- Ask children who all are there in Shalu's family, can they guess using the poem she told us above.
- 2. Let the children guess, re-recite the poem.
- 3. All the responses should be written on the board.
- Tell the children let us ask Shalu and find out who all are there in her family.
- 5. Recite the poem given below-

POEM

मेरा परिवार
माँ मेरी है कितनी प्यारी,
मेरे लिए है दुनियाँ सारी।
मै पापा की बेटी न्यारी,
कहते मुझे घर की फुलवारी।
दादी मेरी बड़ी सयानी,
रोज़ सुनाती नई कहानी।
दादाजी पार्क की सैर कराते,
चकरी—झूला मुझे झुलाते।
छोटा भैया बड़ा सलोना,
घर में जैसे एक खिलौना।
छोटा सा मेरा संसार
हम जिसे कहते परिवार।
(सुमन स्वर्णकार)







- 6. Talk about the members mentioned in the poem.
- Encourage children to talk about their families, family members and stories related to them.
 - í...
- Give children space and time to share their stories and encourage all to listen.
- Then, ask them to open worksheet 24 and draw their family members individually.

Note

 All the types of families should be cherished and every child should be provided space and should be heard.



















Ask children to complete worksheet 25 – My family tree at home, pasting pictures
of their family members or writing their names with the help of an adult.

Extension/Variation – Children can be encouraged to make poems of the roles their family members play.

Observation / Assessment Parameters -

- Recite the poems with actions.
- Share about their families and family members.
- Draw their family.

Activity 10.3 - कभी बड़ा कभी छोटा

Type of activity - Language time

Goals - G1 and G2

Learning outcomes – HW3.2, HW3.7, ECL1 3.2, ECL1 3.3, ECL1 3.5, ECL1 3.6, ECL1 3.7, ECL1 3.8

Competencies - Listening with comprehension, meaningful use of language and development of vocabulary, development of pro-social behaviour

Material required - Story - बड़ा या छोटा, Puppet of Shalu

Procedure -

- Tell children Shalu has a question to ask for us all.
- Act like Shalu while asking, "Are you all big or small?"
- Let the children respond and enjoy their responses saying that "अब तो मैं बड़ा हो गया हूँ, मुझे मम्मी कहती है कि मैं अभी भी छोटी हूँ।"
- 4. Read aloud the story 'बड़ा या छोटा' acting like Shalu while narrating the story.
- 5. Ask children if the same happens to them.
- Ask questions like
 - a. What should Shalu do?
 - b. What do you do when it happens to you?, etc.
- 7. Let the children enjoy the story and their changing status from बड़ा या छोटा.

Note

Invite and prompt children to share responses, but abstain from giving out morals. Let them figure out the work for which they are old and for the work they are still young.



















Observation / Assessment Parameters -

- Participate in the conversation and share about their family.
- Listen to the story with attention and recall.
- Summarise the story in their own words.
- Relate story to their own experiences.

Activity 10.4 – Which is My Family?

Type of activity - Numeracy and Outdoor play

Goals - G1 and G3

Learning outcomes - HW3.4, HW3.6, HW3.12, IL3.1, IL3.2, IL3.5, IL3.6, IL3.25

Competencies – Development of pro-social behaviour, understanding of shapes, their properties through visual sense and sense of touch

Material required - Aakar Parivar, Worksheet 26 - Shapes family

Procedure -

- 1. Ask children to sit in a circle and close their eyes.
- Randomly give one piece of aakar parivar to each child. (Choose all the shapes given in aakar parivar)
- 3. Now ask the children to close their eyes and feel the given material.
- 4. Allow some time for each child to touch and feel and express what they feel.
- Now ask them to open their eyes and move around in the class looking for friends who have the same piece.
- Give children some time to do the same and prompt them timely by saying that the children having the same shape should make one group.
- 7. Draw the shapes on the floor or on the board/walls.
- Ask each shape group to identify and find where their shape is drawn on the floor and go and stand there.
- Tell the students, "You all belong to the same shape, can you give a name to your family?"
- 10. Let the children name their families after their shapes.
- 11. Ask children to engage with worksheet 26 in pairs.

Note

If the space in class does not allow, the activity can be done in the playground.





























Extension and variation – This activity can be extended further in identifying the shapes around them and naming them.

Observation/Assessment Parameters - Children can be assessed on the following parameters -

- Feel the texture and try to identify the shape.
- Talk about the aakar pieces given to them.
- · Find out peers with similar shape pieces.
- Match the object with the correct shape.

Theme - MYSELF

Sub-Themes -

- My family
- My family members and bonding with them
- Size of family
- · Roles, respect and helping family members
- Friend
- · Helping and Sharing with friends
- · Things we do with friends
- Sharing feelings and emotions
- Express emotions and respect others' emotions
- Express feelings, emotions and ideas through drawing and dramatisation
- Good Touch and Bad Touch

WEEK 3

Day	Suggested Time	Act No.	Activity Name	Worksheet
Monday	Greet & Meet and Numeracy	11.1	The Grandparents	बाबा– अम्मा की चीज़े
	Environment	11.2	Families	Role and my family
	Free play	11.3	Greetings and Gratitude	NA
	Language	11.4	दादाजी का छात्ता	NA



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Tuesday	Greet & Meet and Language	12.1	My Family	NA
	Numeracy	12.2	सरला का घर	My home Shapes in home Any difference?
	Environment	12.3	लडू	NA
Wednesday	Greet & Meet and Language	13.1	दोस्ती	Your friends
	Environment	13.2	Ditto	NA
	Numeracy, Language and outdoor play time	13.3	बीच में	कौन है बीच में ? बनाओ बीच में।
Thursday	Greet & Meet and Language	14.1	Friends and Feelings	What I feel?
	Numeracy and Outdoor play	14.2	Race	NA
	Numeracy and Language	14.3	आगे पीछे	कौन है आगे, कौन पीछे?
Friday	Greet & Meet and Language	15.1	Touch – yes or no	NA
	Mixed	Ass 1	Assessment Activity	NA



Type of activity - Greet & Meet and Numeracy time

Goals – G1, G2 and G3

Learning Outcomes - HW3.1, HW3.2, HW3.7, ECL1 3.3, IL3.1, IL3.2

Competencies - Meaningful use of language, listening with comprehension

Material required - Worksheet 27 - बाबा- अम्मा की चीजे

Procedure -

- Greet children and encourage them to greet one another. Follow the practice of selfcleanliness check. Invite the children to recall the group agreements.
- Prompt children to see whether the classroom is clean or not. Children can together keep the classroom material back at its place, if required.
- Ask children about their weekend.
- Use this opportunity to introduce the names of the days that are Saturday and Sunday to children.







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- Ask them about their grandparents, where they live, how they spend time with them. Encourage children to share what they call their grandparents.
- Provide children time to think and share stories about the time they spent with their grandparents.
- 7. Talk around things that their grandparents do for them and they do for their grandparents.
- 8. Through discussion, bring children's focus on things that grandparents use.
- Ask children to complete worksheet 27 sitting in pairs.

For children with hearing impairment (CwHI) and even others allow them to draw and share their stories if they are not comfortable expressing them.

Extension/variation - Role play of different family members can be conducted in later classes.

Observation / Assessment Parameters -

- Use varied vocabulary to express themselves.
- Take initiative in sharing personal experiences/ instances and stories with teacher and peers.
- Listen and respond to their peers respectively.

Activity 11.2 - Families

Type of activity - Environment time

Goals - G1, G2 and G3

Learning Outcomes - HW3.1, HW3.2, HW3.7, ECL1 3.3, IL3.1, IL3.2

Competencies – Listening with comprehension, meaningful use of language, vocabulary development

Material required – Worksheet 28 – Role and my family

- Divide children in pairs.
- 2. Ask children to open Worksheet 24 and see the picture of their families drawn.
- Ask children to share about their families and pictures drawn with their partners taking turns. Ensure that each pair has equal participation in discussion.
- 4. Children can be asked to enact and mimic like their family members.











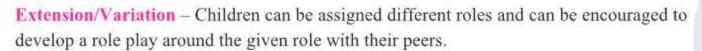






- Allow children with time and liberty to share their stories, enact and have role play around family and their family members. Bring all children together.
- Ask children how different family members help each other. Give examples of different tasks like washing utensils, making bed, etc. and ask them who does that task in their homes.
- Accept all responses. Ask children to open Worksheet 28 and work on it individually.

The opportunity can be used to break gender stereotypes unconsciously and politely in class by highlighting the diversity in every family of every child.



Observation / Assessment Parameters -

- Use varied vocabulary to express themselves.
- Take initiative in sharing personal experiences/ instances and stories with teacher and peers.
- Listen and respond to their peers respectively.

Activity 11.3 – Greetings and Gratitude

Type of activity - Free play time

Goals - G1 and G2

Learning outcomes – HW3.2, HW3.3, HW3.7, HW3.18, ECL1 3.3, ECL1 3.9, ECL2 3.15

Competencies – Fine and gross motor skill development, creative thinking, expression of thoughts through art and craft

Material required – White paper (A4 size), colours

- Talk about the fun and happy time we spend with our family. 1.
- Through discussion let children develop gratitude towards their family members. 2. Share how everyone helps each other in a family.
- Ask children if they would like to develop some greeting cards, drawings, etc. for their family members. Give them time to think what they can make/draw.





















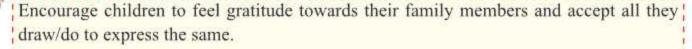








- 4. Provide them some time to draw whatever they want to for their family members.
- 5. Accept all the things they draw for their family member(s) and appreciate them.



Extension/Variation – Similar activity can be done for friends, helpers, etc. according to the theme of the day.

Observation/Assessment Parameters -

- Participate actively in the discussion and the activity.
- Exhibit creativity.
- Demonstrate fine motor control like pincer grasp, precision and control, coordination of index finger and thumb.

Activity 11.4 - दादाजी का छाता

Type of activity - Language time

Goals - G1 and G2

Learning Outcomes - HW3.2, HW3.7, ECL1 3.3, ECL1 3.5(b), ECL1 3.8, ECL2 3.10, ECL2 3.11

Competencies – Listening Comprehension, Language and Creative thinking, Vocabulary development, Print awareness

Material required - Story - दादाजी का छात्ता

- 1. Ask children to observe the picture and discuss around the following questions -
 - Who all can you see in the story?
 - What is Dadaji carrying along with him?
 - What is Dadaji doing with his umbrella?
- 2. Narrate the story to children with intonation and voice modulation.
- Point out the words you are speaking while reading aloud so that children can develop awareness about the print and their sound.
- Invite children to share about the oldest member of their family and what all they use commonly in their daily lives.









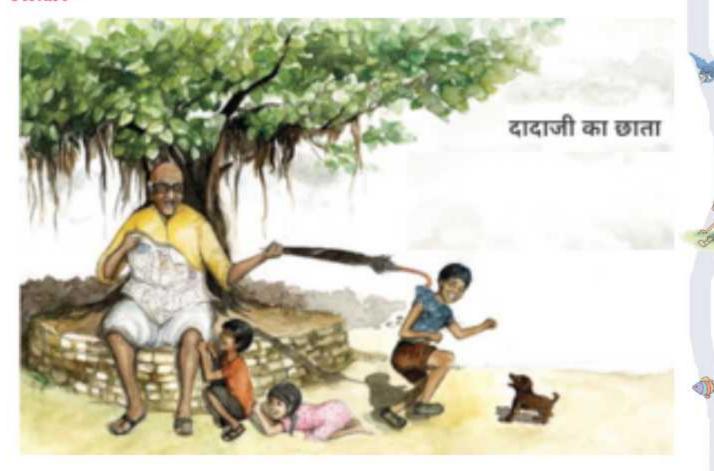








Picture -



Note

Proper intonation and actions should be accompanied along with story narration for better comprehension and inclusion of children with hearing impairment (CwHI) in the classroom.



Extension/Variation - Children can be facilitated to develop small, short stories around their family members and things they use.

Observation/Assessment Parameters -

- 1. Take an interest in listening to stories.
- Use previous experiences in discussion.
- Predict events through pictures.

Activity 12.1 – My Family

Type of activity – Greet & Meet, Language and Free play time Goals – G1, G2 and G3











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Learning Outcomes – HW3.7, ECL1 3.1, ECL1 3.2, ECL1 3.8(b), ECL1 3.7, ECL2 3.1, ECL2 3.4, ECL2 3.15, IL3.7

Competencies -

Material required - Story - सिम्मी का पड़ोस, puppets of Sarla and Simmi

Procedure -

- Ask children to sit in a circle.
- 2. Invite them to share who drops them and picks them up from school.
- Once children have shared, ask them who all stay close to each other in the same neighbourhood.
- 4. Now introduce 'सिम्मी का पड़ोस' through the short story.
- 5. Ask children: What do you think Simmi is thinking? Who lives in your neighbourhood?
- 6. Now read aloud the story to the children.
- Children can open Worksheet 24 and talk about their families with their partner.
 Prompt children to talk about their neighbourhood too.
- Ask them to introduce their family members to friends and see how same and different their families are.

Note

All types of families should be accepted and respected equally.

Observation / Assessment Parameters -

- Listen to the story, recall and sequence the events of the story.
- Pay attention to the print in the story.
- Share feelings and experiences related to neighbourhood and family.

Activity 12.2 - सरला का घर

Type of activity - Numeracy and Free play

Goals – G1, G2 and G3

Learning Outcomes - HW3.7, ECL1 3.2, ECL1 3.3, IL 3.1, IL3.3

Competencies – Listening with comprehension, Language and Creative thinking, Vocabulary development, Bonding with text, Print awareness, Phonological awareness, Spatial Understanding

Material required – Story card - सरला का घर, Puppet of Sarla, Worksheet 29 – My home,

Worksheet 30 - Shapes in home















Procedure -

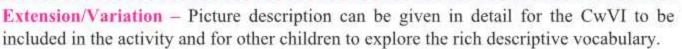
- Tell the children that Sarla has got some pictures and things about her home.
- 2. Show children the picture card and encourage them to talk around the following questions What is the girl doing in different pictures?



- Write the story developed by children on the blackboard.
- 4. Now, read aloud the story on the card to the children.
- 5. Talk to children about their home and things they can see in their home.
- Ask children to open Worksheet 29 and draw their home and talk about it.
- 7. Prompt the children to mention shapes they observe in their homes.
- 8. Further, ask children to work in pairs and solve Worksheet 30.
- Talk around the solutions and strategy children have used while solving Worksheet 30.



Children can be asked to work on Worksheet 31.





- 1. Talk about the picture.
- 2. Share the prior experiences.
- 3. Observe and estimate well looking at the picture.
- 4. Identify different pictures at home.

Activity 12.3 - लड्डू

Type of activity - Environment time

Goals - G2

Learning outcomes - ECL1 3.8 (a), ECL2 3.11

Competencies – Listening with comprehension, Language and Creative thinking, Vocabulary development, Bonding with text, Print awareness

Material required – Story – লঙ্ডু

Procedure -

- Ask children to see the picture and try to guess
 - a. Who all they can see in the story?
 - b. Who is the guest in the story? Why are people happy?



























- 2. Narrate the story with expressions and voice modulation.
- Talk about the assumptions children shared before the narration of the story.
- 4. Talk about other relatives family has, as discussed in the story. For example
 - a. Who is the younger brother of father called?
 - b. What is father's mother called?
 - c. How is your mausi related to your mother?
- 5. Write responses of the children on the blackboard.

Picture -





Note

Proper intonation and actions should be accompanied along with story narration for better comprehension and inclusion of children with hearing impairment (CwHI) in the classroom.

Extension/Variation - Children can develop similar stories about their families.

Observation / Assessment Parameters -

Participate in the activity.









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- Talk about the pictures.
- Talk about their family members and extended family members.

Activity 13.1 – दोस्ती

Type of activity - Greet & Meet and Language time

Goals - G1, G2 and G3

Learning Outcomes – HW3.7, ECL1 3.1, ECL1 3.8(b), ECL2 3.1, ECL2 3.4, ECL2 3.15, IL3.7, IL3.3(a)

Competencies – Listening with comprehension, meaningful use of language, development of pro-social behaviour, vocabulary development and print awareness

Material required - Story - दोस्ती, Puppets of Sarla and Mahi, Worksheet 32 - My friends

Procedure -

- Greet children and prompt them to greet each other. Gather the children in a big circle and sit down. Invite the children to recall the group agreements.
- 2. Show children the puppet of Sarla, ask them if they remember her.
- 3. Introduce the puppet of Mahi, as if Sarla is introducing her friend Mahi.
- 4. Act like Sarla and talk more about her friend Mahi.
- 5. Invite children to share with Sarla who their friends are (who they are and why they like them).
- Once each child has had a chance to share, ask them if they would also like to know about Mahi's friiends.
- Read aloud the story 'दोस्ती' emphasising on the pictures and the repeated text, 'मेरा / मेरी दोस्त'.
- Keeping in mind the pandemic situation, you can sensitively put forth how they missed being with their friends.
- 9. Since the text has a repeated pattern, children should continue the story in their own words, by completing the line, '_____ के साथ मैं खाना खाती / खाता, _____ मेरा / मेरी दोस्त)
- Once every child has had a chance to add a line to the story, ask them to open Worksheet
 and draw pictures of their friends.

Note

- Point to the text and speak clearly standing in front of CwHI for their better inclusion.
- Elements of picture description can be added in the narration for inclusion of CwVI.



























Observation / Assessment Parameters -

- Recall and follow group agreements like turn taking and listening to one another.
- Express feelings and experiences related to the theme.
- Follow short instructions and play the game.
- Listen to a story and pay attention to the text of the story.

Activity 13.2 – Ditto

Type of activity - Environment and outdoor time

Goals - G1, G2 and G3

Learning outcomes – HW3.4, HW3.7, HW3.16, HW3.17, ECL1 3.2, ECL1 3.3, ECL1 3.5, ECL2 3.4, IL3.1

Competencies - Development of fine and gross motor skills, development of sense and pro-social behaviour

Material required - Story card - नटखट आईना

Procedure -

- Bring a mirror to the class.
- 2. Create curiosity by asking "what will we see, if we look in the mirror".
- 3. Give children a mirror to look at, if needed.
- 4. Invite children's responses.
- Call out a child to be your partner and announce, "we are going to play a mirror game".
- Demonstrate the mirror game: One child will do some action and the other children will copy their partner acting like a mirror.
- Allow children time and space to do different activities and actions and enjoy copying each other.
- 8. After some time, switch the role between the two children.
- 9. After the activity, read aloud the story card and show children the illustration.
- Talk about children's observations around each illustration and let them enjoy talking about their observations and maybe also enact the story card.

Note

The CwVI can be excluded in such an activity. Add an element of verbal description of actions for their inclusion, and improving subsequently the language expression of all the children.









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Extension/Variation – The similar activity can be used for the assessment of certain tasks like hygiene actions, actions of animals, etc. like dumb charades.

Observation / Assessment Parameters -

- Balance their body while doing different actions.
- Play collaboratively.
- Demonstrate flexibility and creativity in movements.

Activity 13.3 - बीच में

Type of activity - Numeracy, Language and outdoor play time

Goals - G1, G2 and G3

Learning Outcomes – HW3.7, ECL1 3.2, ECL1 3.8(b), ECL2 3.4, ECL2 3.15, IL3.7, IL3.1, IL3.3, IL3.5

Competencies – Development of pro-social behaviour, gross and fine motor skills, sensory development, use of appropriate language, positional vocabulary, problem solving

Material required – Story - बीच में, Worksheet 33 - कौन है बीच में?, Worksheet 34 - बनाओ बीच में।, ब्री puppet of Mahi

Procedure -

- 1. Bring children together in a circle.
- Show them a puppet of Mahi.
- Using the puppet, read aloud the story to children using voice modulation, intonation and expression.
- Show children illustrations in the story and prompt them to share their observations.
- Now take the children out and ask them to run in a circle.
- Tell them to stop when you clap and make groups of 3 and then ask who is in the middle.
- 7. Play this game with children and then bring them back to the class.
- 8. Now ask children to open Worksheet 33 and 34 and complete it.
- 9. Provide assistance in reading and understanding the worksheet wherever required.

Note

Provide the required verbal description to the CwVI. Also, do not rush the activity and allow children enough time to engage and understand the concept.



























Observation/Assessment Parameters -

- Demonstrate spatial understanding of the concept of 'middle' through the outdoor game.
- Use of vocabulary 'बीच में'/ 'middle' appropriately in context.
- Play collaboratively, following the instructions of the game.

Activity 14.1 - Friends and Feelings

Type of activity - Greet & Meet and Language time

Goals - G1 and G2

Learning Outcomes – HW3.7, HW3.8, HW3.9, HW3.10, HW3.12, ECL1 3.1, ECL1 3.3, ECL2 3.1

Competencies – Development of vocabulary, emotional understanding, social behaviour, meaningful use of language and listening with comprehension.

Material required - Worksheet 35 - What I feel?, puppet of Mahi

Procedure -

- 1. Greet children and bring them in a circle.
- Show them the puppet of Mahi.
- Ask (talk as if Mahi is asking) children to talk about their friends
 - a. Who are your friends?
 - b. What do you do with your friends?
 - c. What do you like doing with your friends?
 - d. What do you don't like doing with your friends?
- Allow children time, space and encouragement to talk about their friends and their feelings.
- Ask children to open Worksheet 35 and work on it individually.

Note

Encourage CwHI to share their feelings and thoughts using drawings and actions.

Extension/Variation - Feeling around different things, situations, food, etc. can be discussed in a similar manner.

Observation / Assessment Parameters -

Share feelings and experiences related to the theme.









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- Express their likes and dislikes.
- Follow group agreements like turn taking, listening to each other.

Activity 14.2 - Race

Type of activity – Numeracy and Outdoor play time

Goals - G1, G2 and G3

Learning Outcomes – HW3.4, HW3.7, HW3.11, HW3.12, HW3.15, HW3.16, HW3.17, HW3.18, ECL1 3.1, ECL1 3.2, ECL 1 3.7, ECL1 3.8(b), ECL1 3.9, ECL2 3.6, ECL2 3.8, IL3.1, IL3.7, IL3.3(b), IL3.5, IL3.8(a)

Competencies - Development of sense, observation, problem solving, positional vocabulary, fine and gross motor skills

Material required -

Procedure -

- Announce "Today, we are going to play a game".
- 2. Help children to form a straight line and ask them to walk in the given path.
- 3. When you say start, children have to start walking and when you say stop, children will have to stop walking and stay in their position.
- Now take the name of a child and ask her/him, तुम्हारे आगे कौन है? तुम्हारे पीछे कौन है? 4.
- 5. You can do it with 2-3 children with each stoppage.
- After the children have responded, continue the walk. 6.
- Ensure all the children get one chance to respond to your question: तुम्हारे आगे कौन 7. है? तुम्हारे पीछे कौन है?

Note

For CwVI in front of them can call out their name and raise their hand and the child behind can bend down so that the CwVI can touch them and identify who is ahead and behind them.

Observation/Assessment Parameters -

- Use vocabulary front- behind /'आगे-पीछे' in an appropriate context.
- Maintain body balance and control.
- Follow the rules of the game.























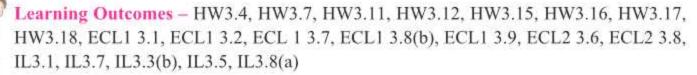




Activity 14.3 – आगे-पीछे

Type of activity - Numeracy and Language time

Goals - G1, G2 and G3



Competencies – Development of sense, observation, problem solving, positional vocabulary, fine and gross motor skills

Material required - Story - आगे-पीछे, Worksheet 36 - कौन है आगे, कौन पीछे?

Procedure -

- 1. Bring children back in the class.
- 2. Show the cover page of the story and ask children what they think the story is about.
- After they have responded, involve children to predict the text and do shared reading with you.
- 4. When you reach the last page, ask each child 'गईया के आगे कौन है? गईया के पीछे कौन है? शेर के आगे कौन है? शेर के पीछे कौन है?, etc. Children can look at the pictures and answer in their first language.
- 5. Read aloud the story: आगे-पीछे to them once again.
- 6. Ask children to open Worksheet 36 and work on it in pairs.
- Show children the last few pages of the story book while they are working on the worksheet.

Note

Provide verbal description and concrete positioning of objects for the CwVI to touch, feel and understand the concept and work on a worksheet.

Observation/Assessment Parameters -

- Use vocabulary front behind /'आगे—पीछे' in an appropriate context.
- Recognise the words from the story in the print.

Activity 15.1 - Touch - yes or no

Type of activity - Greet & meet and Language time

Goal - G1 and G2





















Learning Outcomes - HW 3.1, HW3.2, HW1.14, HW2.14, HW3.14, HW3.15, ECL2 3.2, ECL2 3.8, ECL2

Competencies -

Material required – Poem poster – Good touch and Bad touch, Colouring posters

Procedure -

- Ask children to stand in a circle. 1.
- 2. Recite the poem with actions and voice modulation.
- 3. Ask children to repeat after you.
- 4. Once, the recitation is done, talk about the topic with children, like:
 - What is a hug?
 - How do you greet any person? b.
 - Who is a stranger? C.
 - Whom should we trust? d.
- 5. Recite the poem again with children.
- Encourage them to share everything with their parents and teachers.

POEM

You can hug Mom-Dad - tight, tight, tight

You can hug brother-sisters even more tight.

You can hug Uncle-Aunt - Light, light, light.

(A light hug is No squeeze, No Please,

a pat or a gentle touch on the shoulders)

But!!! If you meet a stranger, do not fright.

No hug tight & No hug light.

Just greet them with a smile so bright. 3

If ever you feel any strange fear (S)

Tell your Mom & Dad, Then and There.

Talk to them till your doubt is clear,

Morning, evening, noon or night.

Till you feel, everything is right.

Do not take, anything light.





























Things should be clear in Black and White.

A good touch and bad touch, you must know.

Because you are children and still to grow.

Extension/variation – Posters can be developed around the topic and displayed to develop a deeper understanding amongst children.

Assessment – Note the understanding of children towards the topic of touch, stranger and safety.

Assessment activity

The assessment of the covered tasks, learning objectives and concepts can be done on this day. The following activities and rubrics can be followed.

Please note that completing all the task is not necessary, choose and pick can be done according to the pace of children and class.

All the observations and the responses children have made in their worksheets should be brought together – summed up highlighting the major observations for each child, adding that in their portfolios and sharing it with their parents as well.

Assessment Task:1 (Circle-Group Activity):

- Make a round circle and share a recap of the last 3 weeks, such as, we have learned so
 many things related to myself and my surroundings, daily hygiene and healthy habits,
 self-care, my classroom and objects, family members and bonding with them, etc.
- After the recap, teacher will give some instructions to the children and they will respond one by one in circle time:
 - Round 1: Share your name when you are asked to jump and share the name of your family members when you are asked to clap.
 - Round 2: Tell me one healthy habit which you like and one bad habit which you dislike and why?
 - Round 3: Share who is in front of you, who is behind you and who is sitting in between and ____ (two names of children present in the class).

Checklist: Social Development and Oracy in first/second language

	g/ Needs (C)	Progressing/ D support	and the second second		oped / Does it dently (A)
Name of	Understs	ands and follows	Save any on	e rule of the	Listens to



the child

A (

instructions (A/B/C)



classroom* (A/B/C)



friends (A/B/C)

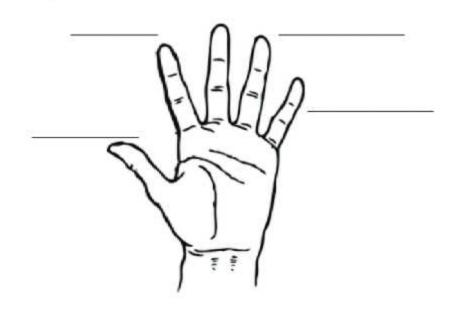
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1.	
2.	_ Y
3.	7

Children can be encouraged to speak in their first language.

Assessment Task 2: Group Activity

Trace the outline of your palm (as shown in the figure below) and write the names of 5 friends you made in school. Encourage children to talk to their friends if they are struggling to write their friend's name.



Checklist: Socio- Emotional Development, One-to-One Correspondence

Emerging/ Needs help (C)	Progressing/ Does it with support (B)	Well-developed / Does it independently (A)
Name of the child	Is socially active (A/B/C)	Needs more time to mingle with peers (A/B/C)
1.		
2.		
3.		

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For children who need time to mingle up, spend more time interacting with them, talking to them and involving them in more free play activities.

Assessment Task 3: Individual Activity

Hold the puppet in your hand and narrate a story with a 'beginning- body- end' from one of the story cards.

Resources: Story cards, of stories they have already done, puppet of Gappi Chacha

Checklist: Oracy in first/second language

Emerging/ Needs	Progressing/ Does it with	Well-developed / Does it
help (C)	support (B)	independently (A)

Name of the child	Understands short instructions (A/B/C)	Speaks confidently* beginning- body- end of the story (A/B/C)	Listens to friends (A/B/C)
1.			
2.			
3.			

Note

Children can be encouraged to speak in their first language.

Assessment Task 4: Individual Activity

Pick any one thing from the box and show it to the teacher and say 2-3 lines about it, highlighting one usage of the object. Pick its pairing object. Name the pair of the things picked up like 1 duster and 1 chalk, 1 shoe and 1 sock, etc.

Resources: A shoe box or a cloth bag, duster, bottle cap, new pencil taped with an old pencil, etc.

Note: Keep adding more of such stuff from the classroom, to bring in variety.

Checklist: Oracy in first/second language

Emerging/ Needs	Progressing/ Does it with	Well-developed / Does it
help (C)	support (B)	independently (A)











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Name of the child	Understands and follows instructions (A/B/C)	Uses new vocabulary* (A/B/C)	Identify and tell the pair with correct quantity	Listens to friends (A/B/C)
1.				
2.				
3.				



Children can be encouraged to speak in their first language.



Choose any one rule of the classroom from the poster and share the name of your friend who has followed the rule throughout the last two weeks.

- a. We will listen to each other carefully.
- b. We will play safely and not hit and harm ourselves or others.
- c. We will keep our class clean.
- d. We will be nice to others and help each other.
- e. We will share everything in the classroom with one another.

Resources: Poster of Classroom Rules

Checklist: Social Development and Oracy in first/second language

Emerging/ Needs	Progressing/ Does it with	Well-developed / does it
help (C)	support (B)	independently (A)

Name of the child	Understands and follows instructions (A/B/C)	Says any one rule of the classroom* (A/B/C)	Listens to friends (A/B/C)
1.			
2.			
3.			



Note

Children can be encouraged to speak in their first language.











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Theme - SEASONS & ANIMALS

Sub-Themes -

- Summer season
- Animals and birds around us
- Sounds, walks and basic characteristic of animals and birds
- Homes of animals

WEEK 4

Day	Suggested Time	Act No.	Activity Name	Worksheet
Monday	Greet & Meet and Environment	16.1	What's the Season?	NA
	Language	16.2	गर्मियाँ	गर्मियाँ
	Numeracy	16.3	Ice-cream Making	Ice-cream
	Numeracy	16.4	Let's Get Dressed	Dressing up
Tuesday	Greet & Meet	17.1	हाथी भाई	NA
	Language and Environment	17.2	पहचानों में कौन ?	Make me right
	Numeracy and Free play	17.3	Animals all-Around 1	Big or Small
Wednesday	Numeracy and Free play	18.1	Animals all-Around 2	Long or Short
•	Language and Environment	18.2	Rhyming Animals 1	Match my name
Thursday	Language	19.1	किसने सुना ?	NA
	Environment, Numeracy and Outdoor play	19.2	Find Your Group	Count loud
Friday	Language and Environment	20.1	घर	घर
	Numeracy	20.2	We Live Together	Count and tell
	Language and Free play	20.3	Rhyming Animals 2	Rhyming we



Type of activity - Greet & Meet and Environment time

Goals - G1, G2 and G3



















Learning Outcomes – HW3.4, HW3.6, HW3.7, HW3.10, HW3.11, ECL1 3.1, ECL1 3.5(b), ECL2 3.7, ECL2 3.12, ECL2 3.15, IL3.1, IL3.2, IL3.3, IL3.5, IL3.6, IL3.7, IL3.8

Competencies—Development of senses, observation, critical thinking, memory, vocabulary, exploration, classification.

Material required - Flashcards related to seasons

Procedure -

- 1. Gather the children in a circle.
- Prompt them to look outside and see whether it is cloudy/rainy/sunny/windy. Introduce the vocabulary of cloudy/sunny/rainy/windy. Invite children's responses.
- Give children flashcards with pictures of different food/ clothing associated with different seasons.
- Ask them to choose the one that matches their surroundings in the current situation/ season. Like -
 - The clothes they wear
 - The trees they see around
- Let the children work with the peers sitting next to them and ask them to choose appropriate cards.
 - Ask children to describe what cards they have chosen and why.
 - Ask children if they can tell which season it is.
- 6. Through discussion, introduce 'summer season' to children.

Note

Verbal description of the pictures should be a part of discussion for the inclusion of CwVI and language development of all children.

Extension/Variation - Similar activity can be done for other seasons too.

Observation / Assessment Parameters -

- Identify and name different objects in pictures.
- Relate different food/clothes/things with different seasons.
- Talk about cards they have chosen and express themselves clearly and confidently.

Activity 16.2 – गर्मियाँ

Type of activity - Language time

Goals - G1, G2 and G3



























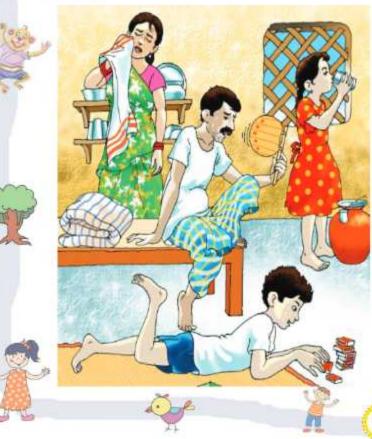
Learning Outcomes – HW3.4, HW3.7, ECL1 3.1, ECL1 3.2, ECL1 3.5(b), ECL1 3.7, ECL2 3.12, ECL2 3.15, IL3.1, IL3.2, IL3.3, IL3.5, IL3.6, IL3.7, IL3.8

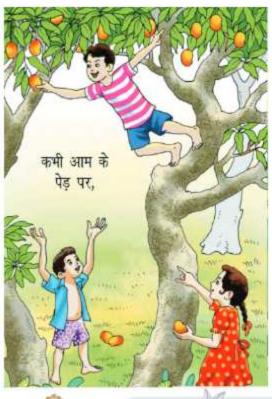
Competencies – Development of senses, observation, critical thinking, memory, vocabulary development, exploration, classification, print awareness, pretend reading, sound symbol association

Material required – Worksheet 37 – गर्मियाँ, Story card – गर्मियाँ इतनी बुरी नहीं Procedure –

- 1. Show children the picture and invite children to respond to the following questions-
 - · What is happening in the picture?
 - What season would it be in picture 1?
 - What do you do, feel and eat in summers?
- Record all the responses on the blackboard for children to develop relationship between spoken and written language.
- 3. Read the story card, allowing time in between for picture reading of the shown card.
- Talk to the children about different seasons.
- 5. Show the Worksheet 37 to the children. Encourage discussion on 'odd one out'.
- 6. Share an example, let children do the worksheet independently.

Picture -

















Picture description and talking through drawing pictures should be a part of the activity for inclusion of CwVI and CwHI.



Extension/Variation - Similar activities can be done for other seasons too.

Observation/Assessment Parameters -

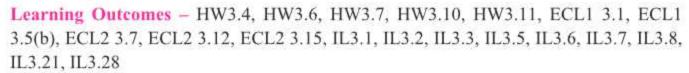
Parameters	Needs help	Can do with little support	Can do independently
Read and describe pictures			
Demonstrate curiosity verbally by asking questions/responding or non-verbally			
Express themselves and listen to others			

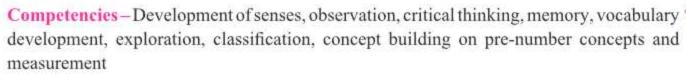


Activity 16.3 - Ice-cream Making

Type of activity - Numeracy time

Goals - G1, G2 and G3







Material required – Worksheet 38 - Ice-cream, Puppet of Sarla and Mitto Chachi, Picture card of ice-cream

Procedure -

 Show children the puppet of Sarla and through it introduce Mitto Chachi, who likes eating ice-cream in summer season.



- 2. Ask them to share what they like to eat in summer.
- Show them the picture of ice-cream that Mitto Chachi ate yesterday at night.
- Talk about
 - The different flavours it has in different colours.
 - The size of the scoops and how it varies.











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- Cut the picture in front of the children according to scoop. Ask them to carefully observe the size of each scoop and talk about which scoop is big and which is small.
- Bring in different objects of different sizes and ask children to sort it into big and small.
- Now ask children to open Worksheet 38, cut and make ice-creams for them and their friends in pairs. Note –children will work together but will complete their own respective worksheets.
- 8. While working on worksheets ask questions around -
 - Way of making ice-cream Which scoop will come above which and why?
 - What will happen if they place the bigger scoop below the smaller scoop?

Picture -



Note

Picture description along with touch and feel and talking through drawing pictures should be a part of the activity for the inclusion of CwVI and CwHI.

Extension/Variation – Similar activity can be done with counting, where children arrange the scoops according to the written number and respective instructions.

Observation/ Assessment Parameters

Parameter	Needs help	Can do with little support	Can do independently
Is child able to observe the size and do the required comparison?			
Is child able to understand the meaning of big and small?			
Is child able to apply the understanding of big and small appropriately?			
Is child able to use vocabulary of big and small in correct context?			Aut

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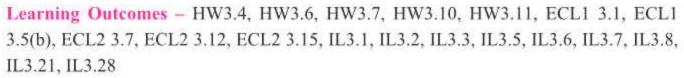




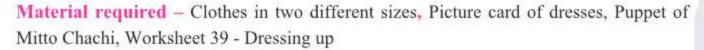
Activity 16.4 - Let's Get Dressed

Type of activity - Numeracy time

Goals - G1, G2 and G3



Competencies – Development of senses, observation, critical thinking, memory, vocabulary development, exploration, classification, concept building on pre-number concepts and measurement



Procedure -

- Gather the children in the circle.
- Ask them to name different clothes they wear in the summer season.
- Ask them where they get their clothes from. Use the discussion to introduce the term 'tailor'.
- Through discussion tell children that Mitto Chachi is a tailor and she stitches beautiful clothes. Bring two shirts of different sizes. Show them to the children and say "Mitto Chachi has stitched clothes for a father and a son".
- 5. Invite children to guess which shirt is for the father and which one is for the son.
- Bring two shirts- one of the size of an infant and the other according to the size of a child. Prompt them to think which shirt would fit them. Use different concrete examples.
- Ask the following questions-
 - Are these clothes for summer?
 - Which t-shirt is for the son and which one is for the father? And why?
 - Which pants are for the father and which one is for the son? And why?
- Now ask them to open Worksheet 39 and work on it in pairs. While working on
 worksheets ask questions around the way they are solving the worksheet and what is
 big and what is small according to them.

























Picture -









Picture description along with touch and feel and talking through drawing pictures should be a part of the activity for the inclusion of CwVI and CwHI.

Observation/Assessment Parameters - Observe and note -

	Parameter	Needs help	Can do with little support	Can do independently
	Compare sizes of two objects/pictures			
	Match objects/pictures on the basis of size			
30	Begin to use mathematical vocabulary like big/small			

Activity 17.1 - हाथी भाई

Type of activity - Greet & Meet time

Goals - G1 and G2

Learning Outcomes – HW3.5, HW3.7, ECL1 3.4, ECL1 3.7, ECL1 3.8, ECL2 3.2, ECL2 3.4

Competencies - Language and creative thinking, listening with comprehension, phonological awareness

Material required - Poem

Procedure -

 Act like an elephant making its trunk. Greet children acting like an elephant (moving the trunk or any action).

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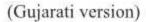


- Invite children to guess which animal you are.
- 3. Invite children to share if they have ever seen an elephant; where and when.
- Let children share their observations, stories related to elephants.
- Announce "I wonder how elephants say hello to each other". Let children think and prompt them to greet their classmates similarly.
- 6. Act and recite the poem after the discussion with children.
- 7. Followed by Hindi recitation Gujarati recitation can also be done for the same poem for fun.

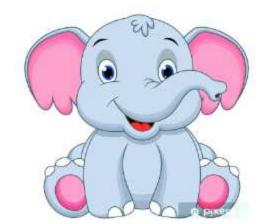
POEM

(Hindi version)

हाथी भाई गोल मटोल कान हिलाए जैसे कुछ बोल आगे लटके लम्बी सूंड पीछे आये नन्ही पूछ



हाथी भाई तो जाड़ा (Hathi bhai is very big) लागे मोटा पाड़ा (Appears to be round and nice) आगे झूले लांबी सूंड (In front swings the long tail) पाछे लटके नन्ही पूछ (At back hangs a little tail)







Note

Draw an elephant. A clay elephant can be made for CwVI so that they can touch, feel and understand.

Extension/Variation – Similar poems around animals in different languages (keeping it very simple) can be brought up in class.



Observation / Assessment Parameters -

- Take interest in reciting poems in different languages.
- Display creativity and imagination.
- Make comparison and meaning in between a familiar and unfamiliar language.
- Understand the poem and invent actions.



















Activity 17.2 - पहचानों में कौन ?

Type of activity - Numeracy, Language and Environment time

Goals -

Learning Outcomes - HW3.17, ECL2 3.14, IL3.1, IL3.2, IL3.3, IL3.8, IL3.9, IL3.13, IL3.14, IL3.28

Competencies - Development of awareness about animals, number sense - counting and telling how many, comparing and drawing inferences, memory and identification, curiosity

Material required - Worksheet 40 - Make Me Right

Procedure -

- 1. Divide children into 3 big groups.
- Make a score board on the blackboard.
- Tell children that they will play a game of charades.
 - Each group is one team.
 - Act like different animals and children have to identify the names of animals.

 - In the end the team with maximum will win.
- 4. Act/walk or produce sounds of different animals.
- Give children time to guess. Whichever team guesses right and first, give them a smiley on the board.
- In the end, count the smileys for each team along with the children. Let children count along with you and know the sequence of counting.
- 7. Provide children with a worksheet and let them work on it individually.

Note

- 1. More than one team can get the smiley.
- 2. Keep repeating the action/sound for children to understand.
- There should be a balance between action and sounds so that CwHI and CwVI are also included.

Assessment - Observe and note -

- Identify the animals from their sounds or movement.
- Recall and share about the animals observed in their surroundings.









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- Count the scores in correct sequence and quantity.
- Join two parts of a picture correctly.
- Draw inferences from comparison.

Activity 17.3 – Animals All-Around 1

Type of activity – Numeracy, Environment and Free play time

Goals - G1, G2 and G3

Learning Outcomes - HW3.4, HW3.6, HW3.7, HW3.8, HW3.10, ECL1 3.5(b), ECL1 3.6(a), ECL2 3.4, ECL2 3.7, ECL2 3.14, IL3.1, IL3.2, IL3.3, IL3.5, IL3.7, IL3.8, IL3.21, IL3.28



Competencies – Drawing inferences on the basis of observation, memory, development of vocabulary, phonological awareness, meaningful use of language, listening with comprehension, concept of measurement by comparison of length and size

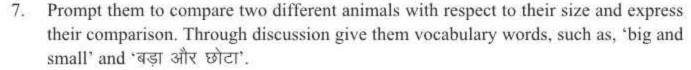
Material required – Worksheet 41 - Big or Small, Flashcards and puppets of animals

Procedure -

- Take children outside where there is some place to move. Divide children in groups of 3/4.
- 2. Say the name of any two animals, for example: a lion and a mouse. Tell 2 members of each group to be lion and the other two members to be mice.
- 3. Prompt children to think about the size of a lion and a mouse and act like them.
- Take different examples. Bring children back into the class and provide each group with flashcards and puppets of some animals.



- 5. Ask each group to talk amongst themselves about the animals they have got.
- Prompt children to talk about
 - The identification of animals
 - Their names in Hindi and English
 - The appearance of animals like tall, colour, legs, etc.



- Provide children with time and situations to use this vocabulary.
- Now ask them to open Worksheet 41 and work on it in pairs.













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Invite talk through verbal, non-verbal and written (words and drawing) communication for the inclusion of all children in the class.

Extension/Variation – Similar activity can be done under theme food, transport, neighbourhood places, etc.

Observation/Assessment Parameters - Observe and note -

- Use mathematical vocabulary to compare sizes
- Use the skill of comparison and observation
- Express their thoughts/observations in groups
- Demonstrate understanding of big and small through the worksheet

Activity 18.1 - Animals all-Around 2

Type of activity - Numeracy and Free play time

Goals - G1, G2 and G3

Learning Outcomes – HW3.4, HW3.6, HW3.7, HW3.8, HW3.10, ECL1 3.5(b), ECL1 3.6(a), ECL2 3.4, ECL2 3.7, ECL2 3.14, IL3.1, IL3.2, IL3.3, IL3.5, IL3.7, IL3.8, IL3.21, IL3.28

Competencies – Drawing inferences on the basis of observation, memory, development of vocabulary, phonological awareness, meaningful use of language, listening with comprehension, concept of measurement by comparison of length and size

Material required - Worksheet 42 - Long or Short, Flashcards and puppets of animals

- 1. Divide children in groups of 3/4.
- 2. Provide each group with flashcards and puppets of some animals.
- 3. Ask each group to talk amongst one another about the animals they have got.
- Prompt children to talk about
 - The identification of animals.
 - Their names in Hindi and English.
 - The appearance of animals such as their colour, their legs, etc.
 - Observe the tails and compare their lengths telling which animal has a long tail and which one has a short tail.

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5. Provide children time to share and talk.













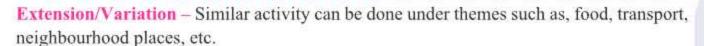






- Prompt them to compare two different animals with respect to their length of tails and express their comparison.
- 7. Through discussion give them the words for 'long and short' and 'लंबा और छोटा'.
- 8. Provide children with time and situations to use this vocabulary.
- Now ask them to open Worksheet 42 and work on it in pairs.

- The provided set of animals should be different from the one provided yesterday.
- Invite talk through verbal, non-verbal and written (words and drawing) communication for the inclusion of all children in the class.



Assessment - Observe and note -

- Is the child able to observe the length and do the required comparison?
- Is he/she able to understand the meaning of long and short?
- Is the child able to apply the understanding of long and short appropriately?
- Is he/she able to use vocabulary of long and short in the correct context?

Activity 18.2 - Rhyming Animals 1

Type of activity - Language and Environment time

Goals - G1 and G2

Learning Outcomes – HW3.4, HW3.5, HW3.6, HW3.7, ECL1 3.7, ECL1 3.8, ECL1 3.9, ECL2 3.4, ECL2 3.5, ECL2 3.11, ECL2 3.12, ECL2 3.14, ECL2 3.15

Competencies – Vocabulary development, phonological awareness, language development, writing of rhyming words

Material required – Worksheet 43 - Match my name, Poem – शोर मचा भाई शोर, हाथी का बच्चा

Procedure -

- Gather the children in a circle.
- 2. Ask children to identify some rhyming sounds like:



























- Encourage the children to make words to rhyme with your word. Accept nonsense words too.
- Make groups of four and ask a child to start with any word and the friends to say the word that rhymes with it.
- Show the poem poster (हाथी का बच्चा and शोर मचा भाई शोर) and ask the children to briefly share what they think about the illustrations.
- 6. After the children have shared, ask them to listen to you reading aloud the poem
- 7. Encourage them to sing after you.
- 8. Ask them to identify the rhyming words in the poem.
- 8. Ask the children to fill in the rhyming word for each of the following:
 - а. मामा _____
 - b. अंडा _____
 - c. हाथी
 - d. बच्चा
 - e. चापा
- 9. Record all responses on the blackboard and click a picture and save it for later use.
- 10. Now ask the children to open Worksheet 43 and work on it in pairs.

Do not expect children to answer all the rhyming words. Facilitation and guidance would be very necessary.

Extension/Variation - Similar activity can be done across different themes.

Assessment - Observe and note -

- Give rhyming words for the given words.
- Listen to the poems, identify and enjoy the rhythm and the rhyming.

Activity 19.1 - किसने सुना?

Type of activity - Language time

Goals - G2 and G3

Learning Outcomes – ECL1 3.2, ECL1 3.8(b), ECL1 3.7, ECL2 3.1, ECL2 3.4, ECL2 3.15, IL3.7, IL3.8, IL3.2, IL3.3, IL3.4, IL3.5

Competencies – Print awareness, picture reading, vocabulary development, observation, awareness about surroundings, curiosity about surroundings

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Material required - Story book - किसने सुना?

Procedure -

- Greet the children. Prompt them to greet one another.
- 2. Announce "Let's all pretend to be animals and make animal sounds".
- Say aloud the names of different animals.
- After a while, prompt children to sit and close their eyes and listen to the sounds around them.
- 5. Ask them to guess and tell what sounds they can hear.
- With children's eyes closed, make sounds of different animals and ask the children to guess the animals.
- 7. Now show them the story book.
- While showing the illustration and discussing the observations of children, read the story along with the children.
- 9. Let children take out sounds and enjoy.

Extension/Variation – Similar activity can be done around transport, focusing on sounds of vehicles.

Observation / Assessment Parameters -

- · Recognise the sounds of animals around them.
- Demonstrate print awareness while listening to a story through a book.
- Take an interest in listening to the stories.

Activity 19.2 - Find Your Group

Type of activity - Environment, Numeracy and Outdoor play time

Goals - G1 and G3

Learning Outcomes – HW3.7, HW3.16, HW3.17, IL3.1, IL3.2, IL3.3, IL3.7, IL3.5, IL3.8, IL3.9, IL3.10, IL3.12, IL3.13, IL3.28

Competencies – Recognition of number and quantity, problem solving, curiosity, critical and sequential thinking, development of number sense, counting and comparison

Material required - Worksheet 44 - Count Loud

Procedure -

- 1. Take children out in the playground.
- 2. Distribute chits to all children with the name of an animal written to them.





























- Give different animals to different children, ensuring that 1 animal is assigned to at least 5 children.
- 4. Ask them to try and read the name of the animal with facilitation.
- Ask them to recall the sound of the assigned animal and move around producing the sound.
- Ask all the children to identify the peers who make the same sound and tell them the animal they are assigned. Make groups around animal sounds.
- Once all the children have identified animal sounds and formed their groups, ask them
 the animals they are. Prompt the children to count the number of children in one
 group.
- 8. Ask one child from each group to make the sound of the animal assigned to them.
- 9. Now ask the rest of the groups to call out the sound of the animal together.
- Ask the others if the sound was loud or soft.
- 11. Repeat the same with each group and with different count of students.
- 12. Bring children back into the class and ask them to work on worksheet 44 in pairs.

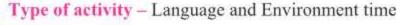


Facilitate children wherever required. Actions can be added too, for more enjoyment.

Observation / Assessment Parameters -

- Read names of animals.
- Recall sounds of animals.
- Demonstrate understanding of loud and soft.
- Count and recognise the corresponding numeral.

Activity 20.1 - घर



Goals - G2 and G3

Learning Outcomes – ECL1 3.2, ECL1 3.8(b), ECL1 3.7, ECL2 3.1, ECL2 3.4, ECL2 3.15, IL3.7, IL3.8, IL3.2, IL3.3, IL3.4, IL3.5

Competencies – Print awareness, picture reading, vocabulary development, observation, awareness about surroundings, curiosity about surroundings

Material required – Worksheet 45 – ਬਾਰ, story - ਬਾਰ

















Procedure -

- Ask children to sit in a circle and invite children to come and make sound of any animal of their choice or enact like the animal.
- As each child enacts the animal, the rest of the children can be encouraged to guess the name of the animal.
- You can write the name of the animals on the blackboard in the first language of the learner.
- 4. Once every child gets an opportunity to act and represent an animal, introduce them to a porcupine (খারী चুৱা) through a picture.
- 5. Ask the children, where they think it is found and what it eats and where it lives.
- 6. After a brief discussion, read aloud the story 'ঘ্ৰ' to them.
- 7. After reading aloud the story, ask children which animals were mentioned in the story.
- 8. Write their responses on the blackboard.
- 9. Ask children to form smaller groups of 7 and enact the story that they heard.
- You can help them modify dialogues in their first language.

TO STORY

Note

Provide children the required facilitation and space to talk and make sense of the enactment and the story.

Extension/Variation – Environment conservation can be an extension to talk further about the homes of animals that are destroyed so that children develop sensitivity towards them.



Assessment - Observe and note

- Listen to the story and recall the sequence of event in the story.
- Enact the story in small groups.
- Participate in group activities.
- · Finish the worksheet independently.



Activity 20.2 – We Live Together

Type of activity - Numeracy time

Goals - G1. G2 and G3

Learning Outcomes - HW3.7, ECL1 3.5, ECL2 3.7, ECL2 3.14, IL3.1, IL3.2, IL3.5, IL3.8, IL3.9, IL3.13, IL3.28











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Competencies – Use and development of picture reading, observation, inferential thinking, classification, counting and number sense – number comparison

Material required – Worksheet 46 - Count and tell, picture cards of animals in houses, dominoes of animals and their houses

Procedure -

- 1. Divide children in groups of 3/4.
- 2. Give each group dominoes of animals and their houses.
- 3. Ask children to match the animal with their house.
- 4. Now, ask each group to come one by one and share the matching that they have done.
- 5. While they do that, ask them to also count the number of animals.
- Facilitate them to count.
- 7. Encourage all children in the class to count along with their peers.
- 8. Now ask them to open Worksheet 46 and work on it in pairs.



Provide verbal description or 3D texture to pictures to enhance learning of all and inclusion of all the children along with CwVI.

Extension/Variation – Dominoes around vehicles and the number of tyres they have can be developed or dominoes of comparison of big/small, short/long/tall, heavy/light, etc. can be developed around the theme of the week.

Assessment - Observe and note -

- Able to count in sequence.
- Able to make sense of the quantity of a number.
- Able to associate numeral with the quantity they represent.
- Match animals with their houses.

Activity 20.3 – Rhyming Animals 2

Type of activity - Language and Free play time

Goals - G1 and G2

Learning Outcomes – HW3.4, HW3.5, HW3.6, HW3.7, ECL1 3.7, ECL1 3.8, ECL1 3.9, ECL2 3.4, ECL2 3.5, ECL2 3.11, ECL2 3.12, ECL2 3.14, ECL2 3.15









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Competencies - Vocabulary development, phonological awareness, language development, writing of rhyming words

Material required – Worksheet 47 - Rhyming words

Procedure -

- Sit in a circle with the children.
- 2. Read and recite different folk poems on animals.
- 3. Divide children in groups of 3/4.
- 4. Divide the poems amongst each group.
- Ask children to try and read the poems and enjoy the rhythm. 5.
- 6. Provide each group with facilitation.
- 7. Ask children to identify the rhyming words in the poem.
- 8. Encourage children to make nonsensical sounds to rhyme around these words.
- 9. Ask every group to share their rhymes.
- 10. Ask children to write their words and rhymes in Worksheet 47.

Note

Facilitate children wherever required. Encourage them and do not expect perfection.

Extension/Variation - Similar activity can be done across different themes.

Assessment – Observe and note

- Understanding of the given instructions for making rhyming words.
- Comfort and play with language to make rhyming words.
- Print awareness reflected while working on the worksheet.

Theme – Animals

Sub-theme -

- Babies of animals
- Favourite animals
- Pet animals and animals in jungle
- Taking care of birds and animals































WEEK 5

Day	Suggested Time	Act No.	Activity Name	Worksheet
Monday				
Гuesday				
Wednesday				
Γhursday				
Friday				

Activity - The three bears- Sequencing

Type of activity – Numeracy and environment time
Goals – G1, G2 and G3

Learning outcomes - HW3.4, HW3.6, HW3.7, ECL2 3.4, IL3.1, IL3.3, IL3.5, IL3.6, IL3.21

Competencies – Listening with comprehension, Development of cognitive skills – observation, identification, classification

Material required – Objects like bowls, sheets, glasses, bags in three different sizes, three different sized chairs, props like puppet of a bear for storytelling

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Procedure -

- Narrate the story (in short) of Goldilocks and Three Bears written by Robert Southey. Note: Change the story a little- Make the mother bear the biggest.
- 2. Narrate story using voice modulation and props.
- 3. After the story narration, make four corners in the classroom.
- Keep utensils in three different sizes in the first corner, three bedsheets/ towels (to be treated as beds) in the second corner, three chairs in different sizes in the third corner and three boxes/bags (store) in the fourth corner.
- 5. Divide children into four groups.
- Talk about how we are recreating the house of the three bears. . Each group would go 6. to one corner and identify objects- which one would baby bear use, which one mother bear would use and which one papa bear would use. Give them 5-10 min for each corner.
- Prompt children so that they arrange the different objects in order (big to small/ small to big).
- Move to different groups and give them cues, if required. 8.
- 9. End the class by asking each group to share which objects they have arranged in a series.

Note

Bring into the class proper pictures and display the pictures along with the narration for

the inclusion of CwHI.

Assessment -

- Actively engage with the material provided.
- Listen to the story with attention.
- Engage with other children in the class.
- Put three objects in a sequence from small to big or big to small.

Activity - Shadow Animals

Type of activity - Outdoor play time

Goals - G1 and G3

Learning outcomes - HW3.7, HW3.9, HW3.17, HW3.18, IL3.1, IL3.2, IL3.8





























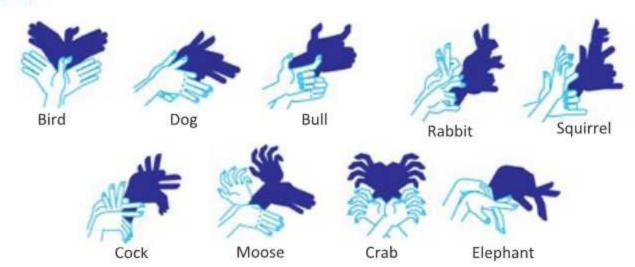
Competencies – Experimentation, exploration, hand-eye coordination, problem solving, curiosity building and development

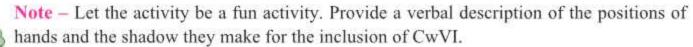
Material required - NA

Procedure -

- Take children to a place where shadows can be seen clearly or set up a dark room and ask children to stand/sit in a circle.
- 2. Ask children to name different animals they know.
- 3. Ask if they would like to play a game.
- 4. Bring a torch to the class and make shadows of different animals.
- 5. Provide children with some time to guess and identify the animals.
- 6. You can make sounds of animals in order to help the children guess.
- 7. In the end children can make shadows of animals like you did.
- 8. Provide children time and space to experiment and have fun.

Picture -





Extension/variation – The activity can also be done as dumbcharade where children can make shadows and their team members can identify them to earn points.

Observation/Assessment Parameters - Observe and note -

- Participate in the activity.
- Take initiative.
- Use imagination to make different animals using shadows.









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Activity - जानवरों की कहानी

Type of activity - Language time

Goals - G2 and G3

Learning outcomes - ECL1 3.2, ECL1 3.6, ECL2 3.7, ECL2 3.14, IL3.1, IL3.2

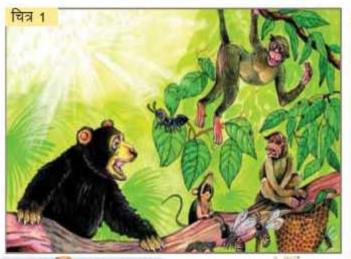
Competencies – Listening with comprehension, Language and Creative thinking, Vocabulary development, Bonding with text, Print awareness, Phonological awareness

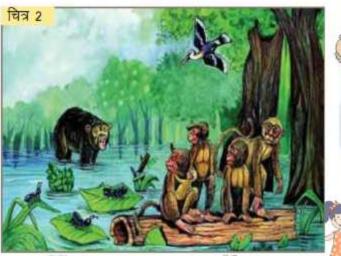
Material required - चित्र

Procedure -

- Bring the children inside a circle and tell them that today all of you will together make a story.
- Show the picture to the children.
- 3. Talk around the questions given below and write the responses on the board
 - a. What can you see in the picture? Which place is it?
 - b. Why is the monkey looking so worried in the picture?
 - c. What are the monkey and the bear talking about in the second picture?
 - d. In the third picture, what are the giraffe and the bear talking about?
 - e. In the fourth picture, which animals are sitting on the back of the elephant and where are they going?
 - f. What is the bear thinking about?
- Write the responses of the children on the board or on a chart and read them aloud at the end of the activity.

Picture -

















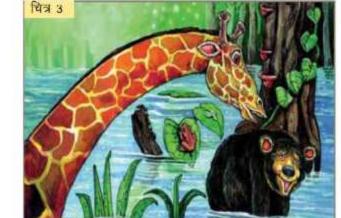
















Do not expect a big or a perfect story from the children. Motivate and facilitate them wherever required.

Extension/variation – Similar pictures can be given to the children so that with the help of the pictures, they can develop stories in groups.



- Ensure participation of all children and the reasoning they give.
- Use of prior experiences while sharing thoughts during the discussion.
- Talking about animals.
- Following the given instructions.

Activity - जंगल के नौ जानवर

Type of activity – Numeracy and Language time

Goals - G2 and G3

Learning outcomes – ECL1 3.2, ECL1 3.3, ECL1 3.4, ECL1 3.7, ECL1 3.8, ECL1 3.9, IL3.1, IL3.2, IL3.3, IL3.5, IL3.6, IL3.7, IL3.8, IL3.9, IL3.11, IL3.13

Competencies – Concept development of numbers, counting, their quantity, and order – developing number sense, listening with comprehension, sequential thinking, print and phonological awareness

Material required - Poem poster, pictures of a few animals

Procedure -

1. Show pictures of a few wild animals.

Prompt children to name these animals and ask, "I wonder where these animals live, do you know?"











- 3. Invite responses from the children.
- 4. Ask children which animals live in the forest?
- Now, tell the students that you saw a jungle movie a few days back and if they would want to know about it.
- 6. Recite the poem with actions along with the children.
- 7. Divide children into groups of 4/5.
- 8. Provide them with flashcards of animals.
- Now ask them to try and read the poem. Arrange the cards in the order in which animals occur in the poem.

POEM

जंगल में कौन रहता है? खुश होंगे तुम ये जानकर, जंगल में है नौ जानवर। कभी न लडते, न है झगडते. आपस में मिलजुल कर रहते। पहला, शेर जंगल का राजा, रोज सुनाता सबको बाजा। दूसरी, एक गिलहरी थी, दिन भर वो फुदकती थी। तीसरा हाथी. विशाल आकार. खाकर लेता खुब डकार। चौथी थी खरगोश की बारी. दौड मैं जिसने बाजी मारी। पाँचवी लोमडी, थी चालाक, जो उडाती सबका मजाक। छठा था, मोटा आलसी भाल, सोता रहता खाकर आल्। सातवाँ, एक चीता था नदी का पानी पीता था आँठवा, छोटा बन्दर था, दिखने में वो सुन्दर था। नौवाँ था हरियल तोता, मीडी-मीडी बोली बोलता।



















Note

Use of the fingers should be made to meaningfully represent the numbers while speaking the number.



- Recite the poem.
- Predict counting while reciting the poem.
- Use fingers to denote the numbers.
- Sequence the pictures of the animals according to the poem.

Activity - गिनकर बताओ

Type of activity - Numeracy time

Goals - G3

Learning outcomes – IL3.1, IL3.2, IL3.5, ILIL3.8, IL3.9, IL3.10, IL3.11, IL3.13, IL3.28

Competencies – Listening with comprehension, developing number sense – counting quantity and associating it with proper quantity and numeral, observation, matching and identification

Material required – Pictures of lion, squirrel, elephant with 3 sugarcanes, rabbit running towards 4 carrots, fox with 5 young ones, bear with 6 fishes, 7 cheetahs near pond, monkey with 8 bananas, and parrot on branch with 9 mangoes around, Worksheet - गिन कर बताओ

Procedure -

- Divide the children into groups of 2/3.
- 2. Show them pictures one by one and speak aloud the lines mentioned below -

Riddles -

जंगल के राजा शेर की, कितनी लटकती पूँछ है? (Pause for children to respond) कूदती फुदकती गिलहरी ने, कितने लगाए कान है? (Pause for children to respond) हाथी जिसका बड़ा आकार, पकड़ के खड़ा कितने गन्ने यार? (Pause for children to respond) फुर्तीला खरगोश है जो वो, भागे कितनी गाजर की ओर? (Pause for children to respond) लोमड़ी जिसकी लम्बी नाक, बच्चे कितने है उसके आस—पास? (Pause for children to respond)

चालू भालू खड़ा जो वहाँ, कितनी मछली लटके गिन्नो तो जरा ?(Pause for children to respond)

चीता पीता पानी जो, कितने साथी खड़े है वो ? (Pause for children to respond) सुन्दर बंदर जो है वो, केले कितने पकड़े बोलो तो ? (Pause for children to respond)

















- हरा भरा जो तोता वो, खा सकता है कितने लटके आम वो ?Prompt each group to count when shown the picture.
- Facilitate children wherever required.
- Provide them loose stones/beads/marbles to correspond one-to-one.
- 6. Recite the poem again and children have to pick the number of pebbles according to the numbers coming in the poem and in the pictures. For instance, when you say "लोमड़ी जिसकी लम्बी नाक, बच्चे कितने है उसके आस पास?", children have to see the corresponding picture, count and pick an equal number of pebbles.
- 7. Ask them to now open worksheet गिन कर बताओ and work on it individually.

Extension/variation - Similar activity can be done with number names and single addition.

Observation/Assessment Parameters - Observe and note -

- Demonstrate listening comprehension.
- Display one to one correspondence by picking up pebbles according to the picture and the poem.
- · Work in groups collaboratively.
- Count and recognise the corresponding numeral.

Activity - बनाए कहानी

Type of activity - Language time

Goals - G1 and G2

Learning outcomes - HW3.7, ECL1 3.3, ECL1 3.5, ECL1 3.6, ECL2 3.4, ECL2 3.7

Competencies – Creative self-expression and conversation, Language and creative thinking, Vocabulary development, Conversation and talking skills, Meaningful use of language

Material required - Picture cards

Procedure -

 बच्चों से नीचे दिए गए चित्रों पर चर्चा करें और चित्रों के मदद से एक कहानी बनाने का प्रयास करें।

नोट —बच्चों द्वारा कहानी बनाते समय उन्हें सहायता के रूप में कुछ वाक्य भी दें सकते हैं। जैसे —एक बुढ़िया गांव के किनारे एक झोपड़ी में रहती थी।... वो रोज़ाना पक्षियों के लिए मटके में पानी भरकर रखती थी।एक दिन एक कौवे ने मटके के पास एक सोने का हार रख दिया। आदि।

 बच्चे अपनी कहानी में इन शब्दों / चित्रों के साथ-साथ अन्य / अपनी भाषा के शब्दों का भी प्रयोग कर सकते हैं।



























- 3. आपके घर के आस-पास कौन-कौन से पक्षी या जानवर देखने को मिलते हैं?
- क्या आप उनके नाम बता सकते हैं?
- बच्चों की सुविधा के लिए कुछ शिक्षक कहानी के पात्रो, घटना क्रम और समस्या समाधान पर अनुमान लगाकर समूह में कहानी बनाने को प्रोत्साहित करे
- 6. शिक्षक नई कहानी को चरण दर चरण चार्ट पर लिखकर या चित्रों द्वारा भी प्रस्तुत कर सकते हैं। और इससे जुड़े हुए प्रश्नों पर चर्चा करें (बच्चों को अपनी मातृभाषा / घर की भाषा के शब्दों का उपयोग करने की पूर्णतः स्वतंत्रता दी जाए)



Extension/variation – Similar activity can be done with other picture cards too according to the theme.

Observation / Assessment Parameters -

	Needs help	Can do with a little support	Can do independently
Use imagination for linking different pictures			
Form a story having beginning-body-end			
Demonstrate creativity in adding or animating the characters			

Activity - मेरी अम्मा कौन है?

Type of activity - Language and environment time

Goals - G2

Learning outcomes - ECL1 3.1, ECL1 3.2, ECL1 3.3, ECL1 3.4, ECL1 3.5, ECL1 3.6

Competencies – Meaningful use of language, listening with comprehension, creative thinking and expressing, voice modulation and enactment

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Material required - Story - Where is my mother?, puppets of birds in story

- Show children a picture of a small baby bird.
- Talk around the picture asking questions like –

















- Have you ever seen this bird?
- Where have you seen it? b.
- What is it doing? C.
- Show children the baby bird. 3.
- Use the puppets and do the storytelling with actions and modulation.
- Talk about the animals and their babies that children have seen around them. 5.
- Divide them into groups and encourage them to role play the story.

Note

Facilitate children to work in groups and guide them to develop dialogues around the story. Do not expect perfection.

Extension/variation - Similar activities can be done with stories where role play is possible. This can be prepared and performed on the stage during the morning assembly.

Observation / Assessment Parameters -

- Listen to the story with attention and recall.
- Use flexibility and innovation in using the language.
- Exhibit initiative and confidence while participating in the role play.

Activity - Animals and Babies

Type of activity – Environment time

Goals - G2 and G3

Learning outcomes - HW3.7, HW3.18, ECL1 3.3, ECL2 3.12, ECL2 3.4, ECL2 3.14, IL3.1, IL3.2, IL3.3, IL3.4, IL3.8

Competencies – Observation, curiosity, concept development around animals and their young ones

Material required - Dominoes of animals and birds and their babies

- Divide children into groups of 3/4. 1.
- 2. Provide them the dominoes of animals and birds and their young ones.
- 3. Ask each group to make correct pairs by observing them carefully.
- Ask children to give a reason for their pairing. 4.
- 5. Give children time to engage in meaningful conversation.































- 6. Bring them together and show the paired dominoes to the whole class.
- Through discussion facilitate the correct pairing of animals/birds and their young ones.
- 8. Ask children to open worksheet Animals and Babies and work on it individually.

Extension/variation – Similar pairing can be done around various objects according to the theme of the week/day.

Observation / Assessment Parameters - Observe and note -

- Match the animal with their babies.
- Use one to one correspondence while matching cards.

Activity - जंगल में शादी

Type of activity - Greet & Meet and Language time

Goals - G2

Learning outcomes – EC1 3.3, ECL1 3.4, ECL1 3.5, ECL1 3.6, ECL1 3.7, ECL1 3.8

Competencies – Listening with comprehension, meaningful use of language, sound-letter awareness, intonation and actions appropriate to speech, print awareness

Material required - Poem poster - जंगल में शादी

Procedure -

- Bring children in a circle.
- 2. Recite the poem with actions along with the children.
- 3. Ask them if they can role play the poem.
- Divide children into groups according to the poem and ask them to enact the things happening in the poem.
- 5. Facilitate children wherever required.





शेर की शादी शेर राजा ने रचाई शादी, सारे जानवर बने बाराती। बंदर आया, भालू आया, मोरनी ने फिर नाच दिखाया। जिराफ मियाँ लड्डू लाए,



















सबने दबा—दबा कर खाए। शेरनी, लोमड़ी के संग आई, हिरण ने भी दी बहुत बधाई। साँप ने झुन—झुना बजाया, बंदर ने जादू दिखलाया। खरगोश ने कलाबाज़ी दिखाई, सबने मिलकर ताली बजाई। गिलहरियों ने फिर गीत सुनाए, हाथी भैया वर—माला लाए। राजा रानी की हो गई शादी, झुम के नाचे सारे बाराती।



Observation / Assessment Parameters - Observe and note -

- Recognise a few words while reading the poem.
- Use names of animals while enacting the poem.
- Express thoughts and feeling while listening to the poem.

Activity - Animals I like

ASSESSMENT ACTIVITY

Material required - Flashcards of animals

Procedure -

- Gather children in a circle.
- Provide them with various flashcards of animals and birds discussed till now.
- 3. Ask each child to choose any one of their favourite animals/birds.
- 4. Ask them to talk about the chosen flashcards.
- Give them some time to think.
- Facilitate them wherever required- prompt them (if needed) by asking why they like the animal they choose, where it lives, how it looks and what it eats.

Assessment - Checklist to observe-

- Identify different animals and recall the features and characteristics of animals.
- Share observations, feelings and expressions in an appropriate language.



























- Express themselves with confidence.
- Arrangement of thoughts in a sequential manner.

Emerging/ Needs	Progressing/ Does it with	Well developed / does it
help (C)	support (B)	independently (A)



Activity - कविता पट्टी

ASSESSMENT ACTIVITY

Material required - Stories, Poems and poem pattis used till date

Procedure -

- 1. Bring children in a circle.
- 2. Keep the poem and stories used previously on various themes inside the circle.
- Ask children to pick up a poem or a story that they liked the most.
- 4. Give them time to read the same.
- 5. Allow children to engage with the text.
- Call children (or group of children if they have chosen one poem/story) and ask them to talk about the story/poem they have chosen.
- Encourage them to share and sequence the minor details of the story or even recite it to the class.

Assessment - Checklist to observe

- Awareness of print.
- Sharing memories related to the recited/read poems/stories.
- Creativity in building poems and stories innovating the text.

Emerging/ Needs	Progressing/ Does it with	Well-developed / does it
help (C)	support (B)	independently (A)



Activity - Colour Animals

ASSESSMENT ACTIVITY

Material required – Worksheet – colour animals

Procedure -

- Bring children in a circle.
- 2. Ask them to open worksheet Colour animals.
- 3. Ask the children to listen to your instructions carefully and work on the worksheet.







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- 4. Give them the following instructions
 - a. Colour 1 elephant
 - b. Colour 2 tigers
 - c. Colour 3 crows
 - d. Colour 4 squirrels
 - e. Colours 5 dogs
 - f. Colour 6 monkeys
 - g. Colour 7 cats
 - h. Colour 8 rats
 - Colour 9 ants

Assessment - Checklist to assess -

- 1. Listening with comprehension.
- 2. Sense of number its quantity and name.

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Emerging/ Needs	Progressing/ Does it with	Well-developed / does it
help (C)	support (B)	independently (A)

Activity - Quiz time

ASSESSMENT ACTIVITY

Material required - Animal cards

Procedure -

- 1. Divide children into groups of 3/4.
- 2. Ask children if they would like to play a quiz.
- 3. Tell them that for each answer they will get an animal card.
- 4. At the end, the group with the maximum number of cards will win.
- 5. Ask questions around various pre-number concepts like
 - a. Show an ant and elephant and ask who is bigger.
 - b. Show a monkey and a crow and ask who has a longer tail.

Note

More than one group can get the animal card. The focus is to elicit answers from all the children and not just get the quickest or the correct answer.



























Assessment - Checklist to observe -

- Vocabulary and use of pre-number concepts.
- Recognition of animals recalling their minute details.
- Compare pictures.

Emerging/ Needs	Progressing/ Does it with	Well-developed / does it
help (C)	support (B)	independently (A)

Theme - Seasons and Surroundings

Sub-theme -

- Rainy season
- My neighbours and neighbourhood
- Exploring places around us like school, playground, hospital, park, police station, etc.

Week 6

Day	Suggested Time	Act No.	Activity Name	Worksheet
Monday				
Гuesday				
Wednesday				

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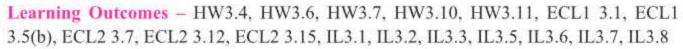


	2 -4	
Thursday		
Friday		
		*

Activity - What's the Season?

Type of activity - Greet & Meet and Environment time

Goals - G1, G2 and G3



Competencies – Development of senses, observation, critical thinking, memory, vocabulary development, exploration, classification

Material required – Flashcards of different clothes we wear, food we eat, state of trees (how the tree looks like), sky and objects used according to seasons

- Gather the children in a circle.
- Prompt them to look outside and see whether it is cloudy/rainy/sunny/windy. Introduce the vocabulary of cloudy/sunny/rainy/windy.
- Invite children's responses.
- Give children flashcards with pictures of different food/ clothing associated with different seasons.
- Ask them to choose the one that matches their surroundings in the current situation/ season. Like –
 - The clothes they are wearing.
 - 2. The equipment they are using these days.





















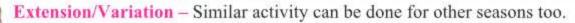




- 3. The trees they can see around themselves.
- 4. The sky and the these days.
- Let the children work with the peers sitting around them and choose appropriate cards.
- Encourage children to describe the cards they have chosen and why.
- 3. Prompt children to tell the current season.
- 4. Through discussion, introduce 'rainy season' to the children.
- Ask children to open the worksheet Rainy season and tell them to work individually post the activity.
- Encourage children to talk about different pictures given in the worksheet and associate those with different seasons.
- Prompt children to identify and name different seasons.

Note

Verbal description of the pictures should be a part of discussion for the inclusion of CwVI and language development of all children.



Observation / Assessment Parameters -

- Identify and name different objects in pictures.
- Relate different food/clothes/things with different seasons.
- Talk about the cards they chose and ask them to express themselves clearly and confidently.

Activity - बरसात

Type of activity - Language time

Goals – G1, G2 and G3

Learning outcomes – HW3.7, ECL1 3.1, IL3.2, ECL2 3.4, ECL2 3.9, IL3.8

Competencies - Picture reading, observation, curiosity and exploration development

Material required - Picture cards, Worksheet - बरसात

- 1. बच्चों से मैखिक चर्चा करें।
- 2. दिया गया चित्र कौन से मौसम का हो सकता है और क्यों?
- 3. चित्रों में कौन क्या कर रहा है, लड़की इतनी खुश क्यों नज़र आ रही है?











- दुकानदार ऐसे क्यों देख रहा है?
- 5. आपको बारिश मौसम कैसा लगता है और क्यों?
- 6. ज्यादा बारिश आने से क्या-क्या परेशानियाँ हो सकती है?
- 7. हम बारिश से बचने के लिए कौन-कौन सी वस्तुएँ इस्तेमाल करते हैं ?
- 8. शिक्षक, बच्चों द्वारा बताई गयी जानकारियों को ब्लैकबोर्ड / चार्ट पर लिखें और अंत में पढ़कर सुनाए।
- 9. बच्चों को कहें की वह वर्कशीट-बरसात के बारे में जैसे आप कह रहे है वैसे चित्र बनाए।
- 10. बच्चों नीचे दिए गयी निर्देशों से मिलते जुलते निर्देश दे
- 11. असमान में 4 बादल बनाए
- 12. हर बादल से 6 बूंदे गिरते हुए बनाए
- 13. नीचे 2 छोटे-छोटे तालाब बनाए
- 14. एक लड़की एक छाते के साथ बनाए
- 15. एक तालाब के अन्दर 3 कागज़ की नाव बनाये
- 16. बने हुए चित्र में अपने मनपसंद रंग भरे।

Picture -





Verbal description of the picture should be enclosed in the activity for the inclusion of CwVI.



























- Observe and describe picture using rich vocabulary.
- Share their own experiences related to the rainy season.
- Talk about different objects used in the rainy season.
- Demonstrate listening comprehension by drawing according to the given instructions.

Activity - Boats and Size

Type of activity - Free play and Numeracy time

Goals - G1 and G3

Learning outcomes – HW3.7, HW3.17, HW3.18, IL3.2, IL3.6, IL3.8, IL3.9, IL3.13, IL3.21

Competencies – Understanding development of size, number and quantity, fine and gross motor skill development

Material required - Origami sheet of different sizes and colours, Worksheet - Boats and size

Procedure -

- Divide children into groups of 3/4.
- 2. Given children papers of different colours and different sizes.
- 3. Ask them this question "Have you tried making paper boats?"
- 4. Invite responses from children.
- 5. Demonstrate them to make boats using the papers.
- 6. If a child already knows how to make a paper boat, take her/his help in the demonstration.
- 7. Facilitate them wherever required.
- 8. Ask them to see the sizes of the boats made.
- Take a few boats made by children and invite some of them to arrange the boats in the increasing order.
- 10. Ask children to open worksheet Boats and size.
- 11. Announce to the class "Today, we will colour different boats, let's see the worksheet".
 Give them the following instructions -

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- a. Count the number of boats inside the pond.
- b. Count the number of boats outside the pond.
- c. Colour the biggest boat red.

















- Colour the smallest boat blue.
- e. Are there more boats inside the pond or outside the pond?

Note

CwVI should be provided necessary assistance during the activity.

Extension/Variation – Different origami vehicles can be made under travel and transport theme.

Assessment/Observation Parameters -

	Needs Help	Can do with a little support	Can do independently
Demonstrate understanding of seriation, inside outside and numbers			
Seriate objects from big to small			
Follow simple instructions and colour accordingly			



Activity - बाजार की सैर

Type of activity - Language time

Goals - G2

Learning outcomes - ECL1 3.1, ECL1 3.3, ECL1 3.4, ECL1 3.5, ECL1 3.6

Competencies - Creative self-expression and conversation, Language and creative thinking, Vocabulary development, Picture observation, Meaningful useful of language

Material required - Picture card, Worksheet - बाज़ार की सैर

Procedure -

- 1. दिए गए चित्र पर बच्चों से बातचीत करें, जैसे-
- 2. यह कहाँ का चित्र होगा?
- 3. इस चित्र में आपको क्या-क्या दिख रहा है और वे क्या कर रहे हैं?
- इस बाज़ार में कौन-कौन सी चीज़ों की दुकाने है?
- यहाँ कौन–कौन से जानवर दिखाई दे रहे है?
- इस बाज़ार में ऐसी कौन
 कौन सी चीज़े हैं, जिसे आप आसानी से अपने थैले में भर कर ला सकते हैं?
- लोग बाजार क्यों जाते हैं?



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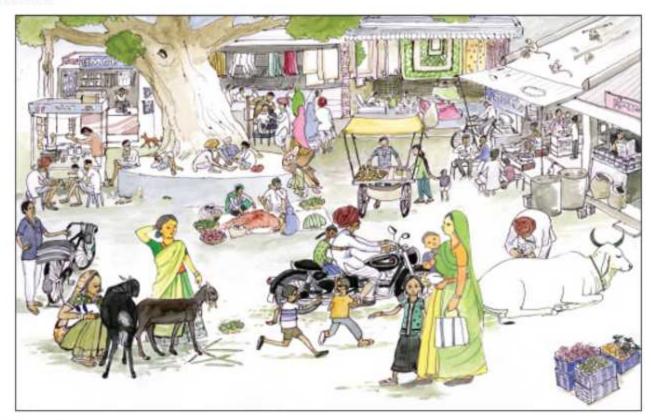






- क्या आप कभी बाजार गए हैं? यदि हाँ तो आपने वहाँ क्या—क्या देखा था?
- शिक्षक, बच्चों द्वारा बताई गयी जानकारियों को ब्लैकबोर्ड/चार्ट पर लिखें और अंत में पढ़कर सुनाए।
- 10. बच्चों को वर्कशीट-बाजार की सैर पर काम करने को दे।

Picture -



Note

Verbal description of picture should be enclosed in the activity for the inclusion of CwVI

Extension/Variation – Similar activity should be done with other neighbourhood places like park, hospital, vegetable shops, post office, etc.

Observation /Assessment Parameters -

- गतिविधि में सभी बच्चों ने सक्रिय भागीदारी को सुनिश्चित किया।
- बच्चों ने चर्चा के दौरान अपने तर्क एक साथ पूर्व अनुभव का प्रयोग किया।
- बच्चों ने एक दुसरे की बात को रुचि से सुना।

Activity - किताब घर

Type of activity - Language time

Goals - G2

















Learning outcomes - ECL1 3.1, ECL1 3.3, ECL1 3.4, ECL1 3.5, ECL1 3.6

Competencies – Creative self-expression and conversation, Language and creative thinking, Vocabulary development, Picture observation, Meaningful use of language

Material required - Picture card

Procedure -

- 1. बच्चों से दिए गए चित्रों के बारे में अनुमान लगवाते हुए पठन से पूर्व निम्लिखित प्रश्न करें:
- 2. पहले चित्र स्कूल में किस स्थान का हो सकता है? ये दोनों कहाँ जाने की बात कर रहे होंगे?
- 3. चित्र 2 में अलमारी में क्या दिख रहा है और दोनों क्या बातें कर रहे होंगे?
- 4. चित्र 3 में दोनों बच्चे किताब ले कर कहाँ जा रहे होंगे?
- 5. चित्र 4 कहाँ का हो सकता है? बच्चे किताब में क्या देख रहे होंगे?
- चर्चा के बाद इस कहानी पर मुखर वाचन करें। (शिक्षक चित्रों के नीचे लिखी हुई पंक्तियों के माध्यम से मुखर वाचन करें और अंत में इन निम्नलिखित प्रश्नों को पूछें।)
- 7. स्कूल में किसका पहला दिन था?
- 8. बच्चे पढ़ने के लिए किताब को लेकर कहाँ गए थे?
- 9. टीनू किताबों को देखकर क्यों खुश हो रही थी?
- 10. टीनू ने क्यों पूछा होगा कि क्या हम किताबें बाहर ले जा सकते हैं? बच्चों से बात करे की उनके स्कूल में कौन कौन सी जगह है और वहाँ क्या—क्या है ?

Picture -



टीनू आज पली बार मीनू के साथ स्कूल गई। मीनू ने उसे बताया कि यहाँ कहानियों की कई रंग—बिरंगी किताबें हैं।



उन्होंने किताबों को उलट पुलट कर देखा। टीनू ने पूछा– क्या हम इन किताबों को बाहर ले जा सकते हैं?





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मीनू ने टीनू से बोला- हाँ, बिल्कुल, हम किताबें कहीं भी, कैसे भी पढ़ सकते है। दोनों किताब लेकर बाहर आ गईं।







टीन् रंग बिरंगे चित्र देखकर बहुत खुश थी। उन्होंने खुब बातें भी कीं। अब टीन भी रोज कहानियाँ पढती है।



Note

The verbal description of the pictures should be included in the activity for the inclusion of CwVI.

Observation / Assessment Parameters –

- गतिविधि में सभी बच्चों ने सक्रिय भागीदारी को सुनिश्चित किया।
- बच्चों ने चर्चा के दौरान अपने तर्क और पूर्व अनुमान एक साथ जवाब दिए।

Activity - School ride

Type of activity - Environment time

Goals - G1, G2 and G3

Learning outcomes – ECL1 3.1, IL3.2, ECL2 3.4, HW3.4, HW3.16, HW3.17

Competencies – Awareness about surroundings

Material required - A green flag/ a green sheet, signboards of different places in the school

Procedure -

Make a signboard like that of toilets, dustbin, drinking water, library, playground and paste it at different places in the school. These places would be called stations.

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Tell the children - "Today, we are going to different places in the school"







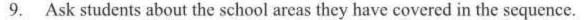








- Ask students to make a train and create the sound of Cooooo Chhukk..chhukk.. chhukk.
- 4. Start the journey by showing them a green flag.
- 5. Stop at the stations (signboard) and ask about the place.
- Prompt children to think about things that we should keep in mind while using these places. Wait for the children to respond.
- 7. Weave in children's responses to discuss
 - a. Toilets- Flush toilet after every use, wash hands after using washroom.
 - b. Dustbin-Throw garbage into the dustbin.
 - c. Drinking water- Always turn the tap off after using.
 - d. Library- It is a place where people read silently.
 - e. Playground—It is a place where we have a lot of fun, but we need to be careful about not hurting ourselves or others. Always wait for your turn.
- Return to the classroom and show a red flag/ red sheet which will put an end to the ride.



- 10. Students can share other things that they observed during this journey.
- 11. Ask them to open the worksheet, School ride and work on it in pairs.

Assessment - Observe and note -

- Participate in discussion about different places in school.
- Share things one has to be careful of while using these places.

Activity - My Neighbourhood

Type of activity - Greet and meet time and Language time

Goals - G1 and G2

Learning outcomes – HW3.1, HW3.2, ECL1 3.1, ECL1 3.3, ECL1 3.4, ECL1 3.5, ECL1 3.6

Competencies – Creative self-expression and conversation, Language and creative thinking, Vocabulary development, Picture observation, Meaningful use of language

Material required - Story - My street, Worksheet - My neighbourhood

Procedure -

Gather children in a circle.











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- 2. Ask them "Who are your neighbours today?"
- 3. Prompt children to share who is sitting on the right and left of them.
- 4. Gently tell them to shake hands and say "Hello" to their neighbours.
- 5. Announce "We are going to look at a very beautiful picture today".
- Show children the pictures of the story- My Street by author, Sadaf Siddiqu and Illustrator, Habib Ali, in tablet or other pictures based on neighbours and neighbourhood.
- 7. Encourage children to talk about what they see in the pictures.
- 8. Use a talking object to ensure that each child gets a turn.
- After showing all the pictures, initiate a conversation about what they think about the places and the pictures shown in the pictures.
- Provide children some prompts to focus their attention about the neighbourhood. For example
 - a. Who are the people in the pictures?
 - b. What places can be seen in the pictures?
- 11. Appreciate children for their responses.
- 12. Now, motivate children to think of the people and places close around their house.
- Pass a talking object to the children and invite them to share about their neighbourhood, what they like about their neighbours, etc.
- Make sure that every child gets an opportunity to share.
- 15. Link- https://storyweaver.org.in/stories/204325-my-street
- 16. Ask children to open their worksheet My Neighbourhood and work on it individually.

Assessment -

	Needs help	Can do with little support	Can do Independently
Talk about their neighbours and neighbourhood			
Explore social relationship with others			
Participate actively in his/her group			
Take initiatives during activities			









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Activity - My Surroundings

Type of activity - Language and Greet & Meet time

Goals - G2

Learning outcomes – ECL2 3.2, ECL2 3.4, ECL2 3.5, ECL2 3.6, ECL2 3.7, ECL2 3.12

Competencies - Creative self-expression and conversation, Language and creative thinking, Vocabulary development, Picture observation, Meaningful use of language

Material required – Picture cards of people in the neighbourhood and places in the neighbourhood.

Procedure -

- Show them different jumbled cards one by one. Some cards should be of places in the neighbourhood and of some people in the neighbourhood.
- 2. Prompt children to talk about these pictures...
- 3. Provide opportunity for each child to speak.
- Through discussions make them aware about the responsibilities they have towards 4. their neighbourhood.
- Make children realise that it is their responsibility to keep their neighbourhood clean. 5.
- Recite the poem with actions.

Poem - My Neighbourhood

In my neighbourhood, lives my friends.

Greeting everyone here is a nice trend.

A milkman, a cobbler and a salon for boys.

A library, a laundry and a shop of toys.

A metro station and a play -ground.

A beautiful park with a merry-go-round.

It is my duty to keep it clean.

Let us all work as a great team.

Let us all be nice and good,

To maintain peace in our Neighbourhood.

Observation / Assessment Parameters -































Activity - I have seen .

Type of activity – Language time and Free play time

Goals - G2 and G3

Learning outcomes – ECL2 3.14, ECL2 3.15, IL3.1, IL3.2, IL3.8

Competencies - Picture observation, listening with comprehension, development of creativity, imagination and curiosity

Material required – Story card - लाल या हरा सेब?, Worksheet – I have seen

Procedure -

- 1. Bring different objects or pictures like that of a tomato, a guava, etc.
- 2 Show these to the children.
- Ask them "Have you seen these objects around you ?" 3.
- Ask them if they look exactly the same or are they different. 4.
- 5. Talk about the difference in the objects they have seen.
- 6. Read the card along with the children.
- Talk around the illustrations. 7.
- 8. Now ask them to open the worksheet – I have seen
- 9. Ask them to draw and colour the things they have seen.
- Ask children to draw
 - a doll a.
 - b. a stone
 - C. a tree
 - d. a car, etc.

Note

Let children express their observations and accept all responses.

Extension/Variation – Perspectives of view can be taken up in a similar way in further classes.

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Assessment - Observe and note -

- Expression of creativity and imagination.
- Awareness towards the print while reading the story.
- Awareness about colours.







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Theme - Our Surroundings

We are now moving from a closer to the farther environment of the child. After talking about self, family, and classroom, we discussed about the neighbourhood of the children. This week, we will talk about directions to reach different places, the helpers around us, colours and objects and the uses about the same. In the upcoming weeks, we can take children to deeper concepts of water, plants, transport and festivals.

Some activities and assessment plans have been developed here to give a glimpse of and an understanding about the same. Space has been provided across themes encouraging the teachers to develop and conduct their own activities in the classrooms around the structure of theme and sub-theme provided here.



Sub-theme -

- Identify and name the common helpers.
- Talk about the helpers around us.
- Assessment of concepts discussed to date.

Week 7

Day	Suggested Time	Act No.	Activity Name	Worksheet	
Monday					4
Tuesday					
Wednesday					
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Thursday		
Friday		

Activity - घोबी आया

Type of activity - Greet and Meet time

Goals - G1, G2 & G3

Learning outcomes – HW3.7, ECL13.3, ECL1 3.4, IL3.8, IL3.9

Competencies – Listening with comprehension, use of language meaningfully in conversation, reciting poems with associated actions, exhibiting number understanding in terms of name and quantity

Material required - Puppet of धोबी

Procedure -

- Gather children in a circle.
- Ask them to talk about the various people who help them.
- 3. Ask them- How do they wash their clothes?
 - Is there anyone who washes their clothes for them?
- Invite responses.
- 5. Through discussion, tell them about the washerman (use the puppet) धोबी who wash clothes for people.
- 6. Some pictures of धोबी घाट can be shown to children.
- 7. Let children discuss their thoughts and imagination.
- 8. Ask them to recite the poem with actions along with you.
- 9. After the poem, ask the children to show on their fingers, the number of clothes धोबी has brought.









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POEM

धोबी आया, धोबी आया कपडे गिन, कपडे गिन कितने कपडे लाया, कितने कपडे लाया एक, दो, तीन, चार, पांच, छह, सात, आठ, नौ पुरे दस



Assessment -

- Discuss about different helpers around us.
- Discuss about धोबी
- Count till 10.

Activity - Helping others

Type of activity – Environment time

Goals - G1 and G3

Learning outcomes – IL3.1, IL 3.2, HW3.10

Competencies - Meaningful use of language, development of pro-social behaviour, development of useful vocabulary and their appropriate use

Material required - Some pictures with children where they can see people helping one another in day-to-day activities

- Take children outside to the playground.
- 2. Make two waves on the ground representing a river.
- Share "Stand in the river and say I can only come out of this river, if any one of you 3. gives me a hand to gently pull me out of the river".
- 4. Offer other children to go in the river while the rest of the children gently help them come out.
- Take the children back to the classroom. 5.
- Share some pictures with the children where they can see people helping one another 6. in day-to-day activities, like- helping an elderly cross a road, helping people get up when they are hurt, etc.

























- 7. Ask the children to share an instance when they helped others.
- 8. Divide children into small groups and let them share-

Have you ever helped people? When?

How do you feel when you help someone?

How can we help one another in the class?

Note

Please ensure that the children follow collaborative norms and everyone in the group gets to share.

Assessment -

- Engage with the material provided.
- · Listen to story/instances with attention.
- Engage with other children of the class.
- Identify and name common helpers around them and how they help us.

Activity - Our Helpers

Type of activity - Environment time

Goals - G3

Learning outcomes – IL3.1, IL3.2

Competencies – Meaningful use of language, development of pro-social behaviour, development of useful vocabulary and their appropriate use

Material required - Flashcards of helpers around us, Worksheet - Our helpers

- Gather children in a circle.
- 2. Discuss about the people who help them on a daily basis.
- 3. Give some time to the children to think and name the people.
- 4. If children are not able to tell the names of the helpers, then start giving hints such as
 - a. Name the people who help us in the school?
 - b. Who keeps our classrooms/ washrooms clean?
 - c. How many helpers are there in the school?
- Now, let children think about the other people who help us.





















- 6. Derive the names and show the pictures of the helpers.
- Now, focus on the common helpers like guard, washerman/woman, carpenter, barber and vegetable seller and ask them to identify their names by looking at the pictures.
- Encourage them to describe the pictures by talking about what people are doing in the
 picture and how they can help us.
- 9. Let children frame their own sentences and encourage them to express their thoughts.
- 10. Now, ask them to work individually on the worksheet 'our helpers'.

Assessment -

- Engage with the material provided.
- Listen to story/instances with attention.
- Engage with other children in the class.
- Identify and name common helpers around them.
- Talk about the ways in which children help us.

Activity - Let's talk and know

Type of activity - Language time

Goals - G3

Learning outcomes – IL3.1, IL3.2

Competencies – Meaningful use of language, development of pro-social behaviour, development of useful vocabulary and their appropriate use

Material required - NA

- Encourage the children to recall the conversation about our helpers.
- 2. Show pictures of helpers to the children.
- Announce "Today a helper of ours (Guard/ Cleaner) is coming to meet us. Let us think of questions we would like to ask him/her".
- Prompt children to think of some questions.
- Invite the class assistant/ guard/ cleaner of the school to talk to the children about her/ his work. (Note: Please feel free to call any helper)
- When s/he comes, tell children to ask those questions.
- Encourage everyone to ask questions.



























- Prompt the children to say, "Thank you" to the helper to express appreciation of their work.
- After the interview, end the discussion by asking children to share the role of different helpers.

Extension/Variation – Similar talks around various helpers can be introduced. Further the helpers invited can also become a source for introducing currency to the children, like vegetable seller talking about the cost of each vegetable.

Assessment -

- Engage with the material provided.
- Frame appropriate questions with the help of the teacher. Ask questions from the helper invited in the class.
- Identify and name common helpers around them and how they help us.

Activity - हाथी की कुर्सी

Type of activity - Language and Greet & Meet time



Learning outcomes - ECL1 3.2 ECL1 3.3, ECL1 3.4, ECL1 3.5, ECL1 3.6

Competencies - Speaking and reciting poems in intonation

Material required - NA

Procedure -

- Ask the children to stand in a circle.
- Recite the poem with actions and voice modulation.
- 3. Ask children to repeat after you.
- 4. Once the recitation is over, talk about the topic with the children. For example
 - a. What is a chair made of?
 - b. Who repairs the chair?
 - c. Who painted the chair?
 - d. Why can't a doctor repair a chair?

POEM

हाथी की कुर्सी एक हाथी की कुर्सी टूटी,





















देख जिसे हथिनी रूठी। कुर्सी ले पहुंचा हाथी मोची के पास, मैं तो बनाता जूते भाई, लेके जाओ इसे बढई के पास। ले कर कुर्सी निकला हाथी, रास्ते में मिला डॉक्टर साथी। बांधो कुर्सी पर तुम वो पट्टी, हो जाये फिर यह हट्टी कट्टी। डॉक्टर बोला मैंने ये काम न जाना बढ़ई के पास तुम इसे ले जाना अब कुर्सी बढ़ई तक पहुंची, ठोक पीट कर उसने पोंछी। फिर कुर्सी पेंटर तक पहुँची, जिससे उसकी करी रंगाई। रंग गई कुर्सी नीली- पीली, देख जिसे हथनी खुशी से फूली।







Note

Show different pictures for comprehension of CwHI

Assessment -

- Depict print awareness.
- Imitate intonation and actions along with poem recitation.

Activity - Neighbourhood Places

Type of activity - Language and Greet & Meet time

Goals - G2

Learning outcomes – ECL1 3.3, ECL1 3.4, ECL1 3.7

Competencies - Listening with comprehension

Material required - Picture cards

Procedure -

1. Bring children to circle.

















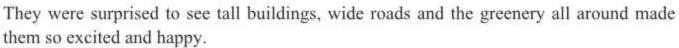




- 2. Narrate the story to them using puppets and voice modulation.
- 3. Discuss the story.
- 4. Divide children in groups and ask them to enact the story.
- Let the children spend some time to enact the story.
- 6. Encourage them to modify it according to them.
- 7. Facilitate children wherever required.
- 8. Bring this in practice for 2-3 days.
- 9. Assess the development of understanding of children.
- 10. In the end, each group role play in front of the class.
- 11. Appreciate all the groups.

Story - Neighbourhood Places

Rinku and Pinky were brother and sister. Their Father was transferred to Delhi office so they moved to Delhi from Jabalpur. They were excited to come to Delhi as they had heard many things about Delhi from their grandmother.



They moved into a new house in Dwarka. Their house was on the 12th Floor. They took a lift to reach their floor. They saw a beautiful park just in front of their building. Rinku asked Pinky, "Didi, can we go down and play? We will make some friends too".

Pinky agreed. They both went down to the park where a group of children were playing. A boy from the group shouted, "Hey everybody, come, we have our new friends. They are my neighbours. I saw them yesterday in the apartment opposite mine. My mother came to your house yesterday with tea". "I am Ravi," one of the boys introduced himself.

Rinku and Pinky were surprised and happy to be a part of such welcoming neighbours.

They greeted one another and became friends. Ravi, their neighbour along with his friends, promised Rinku and Pinky to make them familiar with their neighbourhood. They planned to meet next morning at 9.

Rinku and Pinky were ready before 9 in the morning. They were supposed to meet their new friends in the park.

Ravi greeted them and they all moved towards the gate of the society. Just outside, towards the right, there was a white building with a capital H written on it. Rinku said, "This is a hospital. We come here when we are sick. Doctors examine us and treat us. The nurse helps the doctor and gives us injections and bandages our wounds when we get hurt".









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Then they moved further and saw a market area with a few shops. Ravi said, "We get all the things we need here".

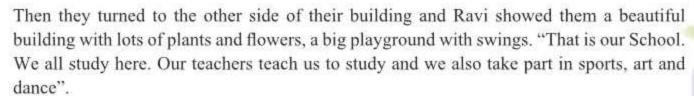
"There is a green grocer shop in the corner. Uncle Gaffur sells fresh, clean fruits and vegetables. Next to his shop is Uncle Guru's shop. He is a barber. He cuts and styles our hair".



Rinku and Pinky looked at each other with a smile.

Ravi pointed to the next shop, "That is a departmental store. You can get chips, biscuits, bread, eggs, and daily things from here".

Rinku showed a tailor shop, where they get their clothes stitched.



Rinku and Pinky were happy to see such a big school.

While coming back they showed them a police Station too. Ravi told them that Delhi Police works day and night for their safety and security. "We all feel safe because of them". Rinku and Pinky got familiar with all the neighbourhood places. They were very happy to be in their new neighbourhood. They thanked Ravi for being such a helpful neighbour.



Note

Use proper actions and speak clearly for the inclusion of CwHI.

Assessment -

- Comprehend while listening a story.
- Show sequential thinking and follow the activities.

Activity - Role play

ASSESSMENT ACTIVITY

Material required - NA

- Divide children in groups of 3/4.
- 2. Ask children to choose any one shop they have seen in their neighbourhood.
- 3. Ask children to enact according to the shop chosen.
- Other children will guess the enacted shop. 4.
- Allow children time to enjoy role playing about things in their neighbourhood.



























Assessment -

- Depict awareness towards their neighbourhood.
- Use language during role play.



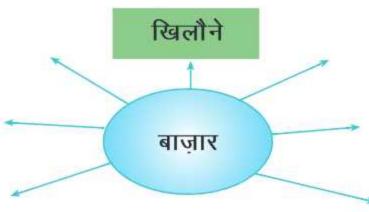
Activity – बाज़ार

ASSESSMENT ACTIVITY

Material required - NA

Procedure -

- इस गतिविधि में बच्चों को अर्ध वृत्त या U—आकृति में बैठा कर एक Sponge ball (गेंद) दें जिसे उन्हें एक दूसरे को पास करने के लिए कहें।
- जिस बच्चे के पास यह गेंद दी जायेगी उस बच्चे को बाज़ार में मिलने वाली कोई एक वस्तु, का नाम बताना होगा।
- फिर इस गेंद को किसी दूसरे बच्चे के पास देना होगा और जिसके पास यह Sponge ball (गेंद) आएगी उसे भी एक नया शब्द कहना होगा।
- याद रहे एक शब्द एक ही बार बोला जाए यदि बच्चे अपनी घर की भाषा में शब्दों को बताते है तो उन्हें प्रोत्साहित करें।
- बच्चों द्वारा बताए गए शब्दों को शिक्षक चार्ट पेपर / ब्लैकबोर्ड पर इस प्रकार की आकृति बनाकर लिखे या चित्र बनायें।





Assessment -

- Use appropriate vocabulary related to market.
- Use new vocabulary they have developed or they are developing.
- Carefully listen to words used in the story.

Extension/Variation - Similar activities should be done as assessment.





















Activity - Helpers

ASSESSMENT ACTIVITY

Material required - Flashcards of helpers

Procedure -

- Ask children to choose any one helper from the given flashcards.
- 2. Ask them to talk about the helper they have chosen.
- 3. Encourage them to speak a few lines about the helpers chosen.

Assessment -

Show oracy and awareness about helpers and surroundings.

Can you develop 2-3 activities here that introduces children with currency through their surroundings? Also, develop one assessment activity for the same.

Hint – Children go to shopping where they ask price, and purchase a few things from their surroundings. Use of fake currency can be done.

The following template can be used.

Activity -

Type of activity -

Goals -

Learning outcomes -

Competencies -

Material required -

Procedure -

Note -

Extension/Variation -

Assessment -

THEME – Plants and Trees

Plants and trees are all around us. Generally, children observe them but very few of them get the opportunity to be sensitised towards plants and trees at their age. It is necessary to create an early space for children where they can construct a healthy space of empathy and emotional attachment with plants and the environment around them. This makes this theme a very essential one to be taken up in the early grades. It is not necessary to visit the depths of the theme at this level. Here, under this theme a lot of activities can be taken up around



























observing, exploring and interacting with plants and trees around us. Below are mentioned some activities along with suggestive assessment activities around plants. These activities are logical, hands-on and inferential. Teachers are advised to add more activities especially around poems and stories to make the activities holistic for children.

We believe that teachers already create a lot of activities around this theme in their classrooms. We invite those activities and insist that the factor of classroom talk should be added to those activities so that language development can take place. Also, the below mentioned activities hint towards integration of mathematical concepts and mathematical talk around the activity which can facilitate teachers to make their practices integrated and holistic.

Sub-theme - (Describe the sub-themes)

WEEK 8

Day	Suggested time	Act. no.	Activity	Worksheet
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Activity - Plants Around Us

Type of activity - Outdoor, environment and numeracy time

Goals - G1, G2, & G3











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Learning outcomes – HW3.4, HW3.6, HW3.7, HW3.17, ECL1 3.1, ECL2 3.12, ECL2 3.14, IL3.1, IL3.2, IL3.3A, IL3.5, IL3.8B, IL3.8C, IL3.28

Competencies – Decision making and problem solving, meaningful use of language, conversation and talking skills, development of curiosity, identification and observations



Material required - NA

Procedure -

- 1. Announce "Let's go outside, we will see different plants and trees today".
- 2. Have children observe the plants and trees around them in groups of 4/5.
- Encourage children to share the thoughts and observations they have regarding the plants and trees that they see.
- Further, let children observe and talk about the visual characteristics of plants and trees they observe. For example, their leaves, height, flowers, etc.
- 5. Bring children back to the classroom and motivate them to share their observations.
- 6. Give them the opportunity to draw their observations on their slates.



Note

Sensitize the children that they should not harm plants.

Observation / Assessment Parameters –

- Make detailed observations.
- Use vocabulary to express their observation.
- Use pre-number vocabulary to express their observation.

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Activity - Print leaves

Type of activity - Environment and free play time

Goals - G1, G2 and G3

Learning outcomes – HW3.4, HW3.7, HW3.18A, HW3.18C, ECL2 3.12, ECL2 3.14, ECL2 3.15, IL3.1, IL3.2, IL3.8B, IL3.8C, IL3.25, IL3.27

Competencies – Development of curiosity, creativity and fine motor skills

Material required - Leaves from the ground, Worksheet - Print leaves

Procedure -

- Let children move out and collect the fallen leaves from the ground.
- 2. Divide children into groups of 3/4.











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- 3. Have children open the worksheet Print leaves.
- 4. Give each group some poster colours.
- Let children print different leaves with different colours on the space provided.
- Let children take some time and make their own innovative impressions and discuss the same in groups.



Sensitize the children that they should not pluck leaves when they go out.

Extension/Variation - Certain patterns or names or numbers of the leaves can be asked to be printed.

Observation / Assessment Parameters -

- Use fine motor skills for printing.
- Use creativity to create different impressions using leaf print.
- · Identify different colours.

Activity - Leaves

Type of activity - Numeracy and free play time

Goals - G1, G2 and G3

Learning outcomes – HW3.4, HW3.6, HW3.7, HW3.8, HW3.16, HW3.18A, HW3.18C, ECL2 3.12, ECL2 3.15, IL3.1, IL3.2, IL3.5, IL3.6, IL3.8B, IL3.8C, IL3.9, IL3.15, IL3.21, IL3.27, IL3.28

Material required - Leaves from the ground, Worksheet - Leaves

Competencies – Development of observation, sensory awareness, sequential thinking, problem solving and decision making

Procedure -

- 1. Take children out and collect leaves fallen on the ground.
- 2. Divide children in pairs.
- Distribute the collected leaves randomly to each pair so that they can freely explore the leaves.
- 4. Let each pair seriate the leaves from the biggest to the smallest.
- 5. Encourage them to count the leaves and share the total number of leaves they have.
- 6. Now, motivate them to divide the leaves equally amongst themselves.









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- Let children open the Worksheet 'leaves' and create anything using the leaves they have.
- Prompt children with ideas like creating/drawing a man, animal, tree, etc. using the leaves.



Note

Facilitation is necessary throughout the activity.

Extension/Variation – Similar seriation can be done with increasing or decreasing number of petals of flowers.

Assessment -

- Seriate the leaves in the required order.
- Create various things using leaves.
- Demonstrate one to one correspondence.

Activity - Nature's Walk

Type of activity - Outdoor and Language time

Goals - G1, G2 and G3

Learning outcomes – HW3.3, HW3.4, HW3.7, HW3.12, HW3.18, ECL1 3.1, ECL1 3.9, ECL2 3.12, ECL2 3.14, ECL2 3.15, IL3.1, IL3.2, IL3.8(b), IL3.8C, IL3.27

Competencies – Development of awareness about their surroundings, print awareness, phonological awareness, sound letter association

Material required – White paper strips and markers

Procedure -

- 1. Get children excited about going to the playground.
- 2. Motivate them to look around and explore the plants and trees they see.
- Invite children to name the same.
- 4. Accept and appreciate even if children share their local names.
- Distribute white strips and paper and encourage children to try writing these names by collaborating with their partners.

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6. Use these strips as labels that can be placed next to the plants.

Assessment -

- Recognise the plants and trees around them.
- Label the trees and plants using invented spellings.



























Activity - Smelly Leaves

Type of activity - Outdoor and language time

Goals - G1, G2 and G3

Learning outcomes - HW3.3, HW3.4, HW3.8, ECL1 3.1, ECL2 3.12, IL3.1, IL3.2, IL3.8B, IL3.28

Competencies – Development of awareness about surroundings, curiosity and exploration

Material required – Worksheet - Smelly leaves

Procedure -

- Invite children to go out and collect leaves fallen on the ground.
- Divide children in pairs.
- Distribute the collected leaves randomly amongst pairs.
- 4. Demonstrate and encourage children to wash these leaves carefully.
- 5. Motivate them to smell all the leaves and identify the leaf with the strongest smell.
- 6. Encourage them to try naming the plants to which these leaves belong.
- 7. Let children paste the smelly leaves in their worksheet.
- 8. Encourage them to talk to their family and name the leaf with their help.
- 9. Also, ask them to talk to their family and get to know about any one leaf that is edible.
- 10. Discuss their findings the next day.

Note

Be careful – children might have dust allergy or might try to eat the leaves. Some leaves that have smell can be brought to the class, if no such leaf is available in the school ground.

Assessment –

• Use their senses to smell and identify the strongest smell and arrange accordingly

Activity - Pattern leaves

Type of activity - Environment and Numeracy time

Goals - G1, G2 and G3

Learning outcomes – HW3.4, HW3.6, HW3.10, HW3.16, HW3.18C, ECL2 3.12, ECL2 3.15, IL3.1, IL3.27









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Competencies - Development of curiosity, creativity and fine motor skills

Material required - Leaves collected from the ground, Worksheet - Pattern leaves

Procedure -

- 1. Let children go out and collect leaves and flowers fallen on the ground.
- Divide children in pairs.
- 3. Distribute the collected flowers and leaves randomly amongst pairs.
- 4. Demonstrate making patterns if required. Make a pattern and children can copy it.
- Encourage them to work in pairs and make a pattern.
- 6. Have a discussion around each pattern made.
- Motivate children to try and extend the pattern.
- 8. Spend enough time around pattern creation and extension.
- Now, have children open Worksheet 'pattern leaves' and work on it in pairs and draw a pattern their friend made on their sheet.
- After the worksheet, invite children to observe the different patterns around them.(if any)



Note

Ensure that children do not pluck leaves.

Extension/Variation - Children can be asked to develop patterns based on basic rules like abab..., abbabb....abcabc..., abaabbaaabbb.....

Assessment -

- Depicts understanding of 'patterns'.
- Extend the pattern forward.

Activity - कौन सा फूल?

Type of activity - Environment time

Goals – G1, G2 and G3

Learning outcomes – HW3.4, HW3.5, HW3.6, ECL1 3.1, ECL1 3.2, ECL1 3.3, ECL1 3.5B, ECL1 3.8B, ECL2 3.7, ECL2 3.14, IL3.2

Competencies – Development of awareness about print, awareness of surroundings, growing plant, gross and fine motor skills, curiosity and exploration

Material required – Story card – কীন স্বা দুল?, seeds of various plants/vegetables and fruits, Worksheet – My plant

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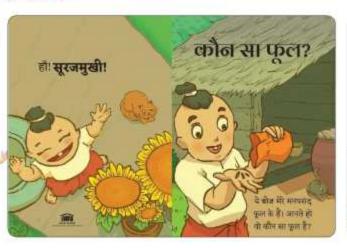


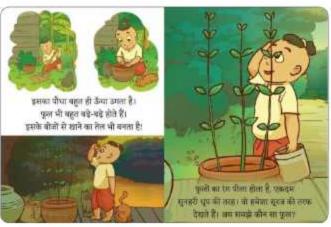


Procedure -

- Show children the given picture.
- 2. Encourage them to share what they can see in the picture.
- Let the children share their experiences and observations.
- 4. Read aloud the story card to them.
- 5. Share their thoughts around the card, around planting and growing plants.
- 6. Bring different seeds to the class.
- 7. Have a discussion about the seeds – like the seeds of tomato, lemon, chillies, etc.
- 8. Have them share their thoughts about growing small plants from them.
- 9. Take the children out and help them plant their seeds.
- 10. Develop a routine for taking care of the plants in their school by watering them and looking after them.
- 11. Ask them to record the developments in their plants in the worksheet 'My plant'.

Picture -





Note

Facilitate children in recording the progress of their plants.

Assessment -

- Develop an understanding about plants.
- Observe the growth of plants.
- Record the observation.
- Demonstrate print awareness.









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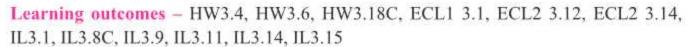




Activity - Petals of flowers

Type of activity - Outdoor and numeracy time

Goals - G1, G2 and G3



Competencies – Development of number sense, understanding and representing the quantity right, recounting by combining the two sets together

Material required - Collected flowers from the ground, Worksheet - Petals of flowers

Procedure -

- Ask children to go out and collect flowers fallen on the ground.
- Divide children in pairs.
- 3. Distribute the collected flowers randomly amongst pairs.
- 4. Encourage them to work in pairs and count the number of petals of each flower.
- 5. Let them try to record the number on a sheet for them to remember.
- Have a discussion around their observation.
- 7. Ask other children in pairs to check if their count is right.
- 8. Spend enough time around counting.
- 9. Now, ask them to bring similar flowers together.
- 10. Motivate them to count and tell the total number of petals the similar flowers have.
- 11. Ask children to record their observations in a worksheet 'Petals of flowers'.
- 12. Facilitate them to record the same.

Note

Ensure that children do not pluck any leaves or flowers.

Extension/Variation - Similar activity can be done for fruits and leaves.

Assessment -

- Count appropriately.
- Apply their pre-counting skills appropriately.
- Understand the possible change when they combine the two sets.
- Explain their thinking/process they used.





























Activity - Trace leaves

Type of activity - Environment and Numeracy time

Goals - G1, G2 and G3

Learning outcomes – HW3.3, HW3.4, HW3.6, HW3.10, HW3.18C, ECL1 3.1, ECL2 3.14, ECL2 3.15, IL3.1, IL3.2, IL3.6, IL3.21

Competencies - Development of observation, identification and matching the right pair

Material required - Trace of leaves, collected leaves from ground, worksheet - Trace leaves

Competencies – Concept development of plants and trees, numbers and their quantity and numeral, inferential and logical thinking

Procedure -

- 1. Ask children to go out and collect some leaves fallen on the ground.
- 2. Divide children in groups of 3-4 and provide them with 10-15 leaves.
- 3. Now, also give each group a leaf separately.
- Ask each group to observe the given leaves and identify and match the leaves that are similar to the given leaf.
- 5. Give children some time to do the activity.
- Now ask each group to share about the strategy they used to identify the leaves that are similar to the trace given and classify accordingly.
- Ask children to open worksheet 'Trace leaves' and work on it individually.

Note

Ensure that children do not pluck any leaves.

Extension/Variation – For children to get awareness, trace of various things from different sides of same object.

Assessment -

- Explain their classification clearly.
- Use pre-number concept vocabulary.
- Observe and make an attempt to match with the given leaf.

Activity - Trees, leaves and flowers

Type of activity - Numeracy, Environment time







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Goals - G2 and G3

Learning outcomes – ECL1 3.1, ECL1 3.3, ECL2 3.12, ECL2 3.14, IL3.1, IL3.2, IL3.3, IL3.8, IL3.19, IL3.11

Competencies – Concept development of plants and trees, numbers and their quantity and numeral, inferential and logical thinking

Material required – Pictures of commonly found trees, their leaves and flowers, Worksheet – Trees, leaves and flowers

Procedure -

- Take children to the ground.
- Ask them to observe different trees and their respective leaves and flowers.
- Pictures of commonly found trees, their leaves and flowers can be shown to the children.
- 4. Now, divide children in groups of 3-4.
- 5. Keep all the cards upside down.
- Ask them to flip the cards one by one and if they flip two cards of the same tree consecutively, they win.
- 7. Ask them to open the worksheet Trees, leaves and flowers and work individually.

Note

Ensure that the children do not pluck any leaves or flowers.

Extension/Variation – Similar activity can be done where the leaves and flowers can be drawn and pasted according to the given number.

Assessment -

- Recall their observations made.
- Follow the instructions.
- Make the desired set and provide explanation about the same.
- Match the correct set in the worksheet.

Activity - Trees and Fruits

Type of activity - Numeracy and Greet & meet time

Goals - G2 and G3

Learning outcomes – ECL1 3.1, ECL1 3.3, ECL2 3.12, ECL2 3.14, IL3.1, IL3.2, IL3.3 IL3.8, IL3.19, IL3.11



















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Competencies – Concept development of plants and trees, numbers and their quantity and numeral, inferential and logical thinking

Material required – Pictures of commonly found trees and their fruits in Delhi, Worksheet – Trees and fruits

Procedure -

- 1. Show children pictures of different trees with their fruits in them.
- 2. Prompt children with questions such as
 - a. Have they seen this tree around themselves?
 - b. What do they know about this tree and its fruit?
 - c. Have they ever eaten the fruits of the tree, etc.
- 3. Ask children to open their worksheet 'Trees and Fruits' and work on it in pairs.

Note

Take children out on observation if the trees have fruits on them.



Extension/Variation – This activity can be taken up for addition where two similar trees are there and children are asked to add the fruits on the two trees and tell their quantity.

Assessment -

- Identify the plants and fruits they see around them.
- Talk about the plants and stories they have around them.
- Identify and understand the quantity of number and work on worksheet.

Activity - Plants I saw

ASSESSMENT ACTIVITY

Material required - NA



- 1. Ask children to open their worksheet 'My plant'.
- Encourage them to talk about the work done on that worksheet.
- Motivate them to speak a few lines about the plant they grew, on the care they took, the progress that they observed.
- Encourage children to recall about the observation and actions and speak about the same.



















This activity should be conducted when the plants have grown and children have something concrete to share.



Assessment checklist –

- Talk about the activity confidently.
- Converse around his/her actions in taking care of the plant independently.
- Share observations around the growth of the plant comfortably and confidently.



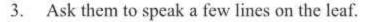
Activity - Leaves

ASSESSMENT ACTIVITY

Material required - NA

Procedure -

- Ask children to open their worksheet 'Smelly leaves'.
- Let them talk about the work done on that worksheet.



- that has smell
- that can be eaten
- Encourage children to recall about the conversation they had at home and speak about them.

Assessment checklist -

- Talk about the leaves confidently.
- Converse around the leaves independently.
- Share their experiences of eating different kinds of Fruits.



ASSESSMENT ACTIVITY

Material required - Worksheet - Leaves and patterns

- Provide children with worksheet 'Leaves and patterns'.
- 2. Ask them to work on it individually.
- Once they are done, ask them to explain and justify their responses to each pattern to you.



























Assessment checklist -

- Understand and extend the pattern.
- Communicate the observation clearly.
- Communicate and justify their responses to each pattern clearly and confidently.

Activity - Trees - big and small

ASSESSMENT ACTIVITY

Material required - Worksheet - Trees - big and small

Procedure -

- Ask children to open worksheet 'Trees big and small'.
- Ask each child to work on the given worksheet individually.
- 3. Assess children on the basis of their responses made in the worksheet.

Assessment checklist -

- Read the instructions or even understand and recognise the big and small prints.
- Work on worksheet confidently or seek assistance.
- Show an understanding of pre-number concept big and small.

THEME - Seasons - Winter Season

Delhi has a wonderful spectrum of seasons. We experience summer, rainy and winter seasons very evidently. Children collect a lot of related observations and giving them a shape under the concept of seasons is very helpful and constructive for children in giving meaning to their observations. Therefore, under the theme seasons, we focus only on summer, rainy and winter seasons. Here, we talk briefly about the clothes we wear, the food we eat, equipment we use, things we do, etc.

Seasons can be taught in a brief manner through stories and activities mentioned here. It is also necessary to assess their understanding through a pen-and-paper test as an integrated assessment at the end of three months.

Many more activities, poems and stories that are used by teachers in the class are welcome with a hope that teachers will pen them down and add them to the existing resources.

Activity - What's the Season?

Type of activity - Greet & Meet and Environment time

Goals – G1, G2 and G3

Learning Outcomes – HW3.4, HW3.6, HW3.7, HW3.10, HW3.11, ECL1 3.1, ECL1 3.5(b), ECL2 3.7, ECL2 3.12, ECL2 3.15, IL3.1, IL3.2, IL3.3, IL3.5, IL3.6, IL3.7, IL3.8

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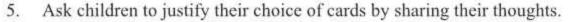
Competencies - Development of senses, observation, critical thinking, memory, vocabulary development, exploration, classification

Material required - Flashcards of different clothes we wear, food we eat, situations of trees, sky and equipment used according to seasons



Procedure -

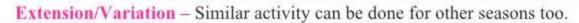
- Bring children into a circle.
- Give them different season related flashcards. 2.
- 3. Ask them to choose the one that matches their surroundings in the current situation/ season. Like -
 - The clothes they are wearing.
 - b. The equipment they are using.
 - The trees they can see around themselves. C.
 - d. The sky and the sun on these days.
- Let the children choose appropriate cards and work with their peers sitting around them.



- 6. Ask children if they can tell which season it is.
- Through discussion, introduce 'winter season' to the children.

Note

Verbal description of the pictures should be a part of discussion for the inclusion of CwVI and the language development of all children.



Observation / Assessment Parameters -

- Identify and talk about the given pictures.
- Follow instructions and choose pictures accordingly.

Activity – सर्दी

Type of activity - Language time

Goals - G1, G2 and G3

Learning Outcomes - HW3.4, HW3.7, ECL1 3.1, ECL1 3.2, ECL1 3.5(b), ECL1 3.7 ECL2 3.12, ECL2 3.15, IL3.1, IL3.2, IL3.3, IL3.5, IL3.6, IL3.7, IL3.8

















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Competencies – Development of senses, observation, critical thinking, memory, vocabulary development, exploration, classification, print awareness, pretend reading, sound symbol association

Material required - Worksheet - सर्दी, Poem - सर्दी ही सर्दी

Procedure -

- Gather the children in a circle.
- 2. Invite children's responses on things they see while coming to school.
- After each child has responded, ask the children, what will happen if it gets too cold and foggy.
- Ask children what they do to keep themselves warm and how animals keep themselves warm.
- 5. Read aloud the poem, 'सर्वी ही सर्वी' with actions.
- 6. Encourage the children to repeat the poem after you.
- 7. Ask children why they think that the character in the poem is feeling cold.
- 8. Now ask the children to open worksheet सर्दी and work on it individually.

Poem -



















Picture description and talking through drawing pictures should be part of the activity for the inclusion of CwVI and CwHI.



Extension/Variation - Similar activity can be done for other seasons too.

Observation / Assessment Parameters -

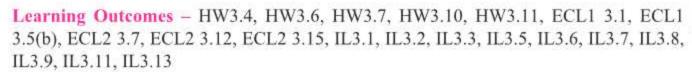
- Express themselves with clarity and confidence.
- Talk about different ways in which we protect ourselves from cold.
- Recite the poem.
- Notice the print/text of the poem.



Activity - Count the Clothes

Type of activity - Numeracy time

Goals - G1, G2 and G3





Competencies – Development of senses, observation, critical thinking, memory, vocabulary development, exploration, classification, concept building on counting and comparison

Material required - Worksheet - Count the Clothes

Procedure -

- Bring children into a circle. 1.
- 2. Talk to them about the winter and the summer seasons.
- 3. Bring the discussion to the clothes they wear.
- Invite children to share what kind of clothes we wear in summers and winters and 4. when we wear more clothes.
- 5. Prompt them to think of reasons for the same.
- 6. Ask them to name a few clothes.
- Ask them to open the worksheet Count the Clothes. 7.
- 8. Ask them to observe the clothes carefully and identify them.
- Now ask them which clothes they wear in winters and ones which they wear in summer. 9.
- 10. Ask children to count the winter and the summer clothes and write them in the appropriate boxes.

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Facilitate the children wherever required.

















Note

Picture description along with touch and feel and talking through drawing pictures should be a part of the activity for the inclusion of CwVI and CwHI.

Extension/Variation - Similar activity can be done for the assessment of children as well.

Assessment – Observe and note –

- Identify and name the clothes correctly.
- Talk about how clothes vary with season and give reasons for the same.
- Compare the two pictures given in the worksheet.

Assessment worksheets and task - need a rubric of assessment

Name the season

Guess the seasons and write their names.

All about season

Talk about your favourite season and what you do in it.

Seasons

Draw and name the food you eat and the clothes you wear in summer, in winter and in the rainy season.

Checklist: Oracy in first/second language

Emerging/ Needs	Progressing/ Does it with	Well-developed / Does it
help (C)	support (B)	independently (A)

Name of the child	Understands and follows instructions (A/B/C)	Uses appropriate vocabulary* (A/B/C)	Listens to friends (A/B/C)
1.			
2.			
3.			

Seasons counting game

- a. ice cream with 3 scoops for Priya
- b. watermelon with 5 seeds near Raju









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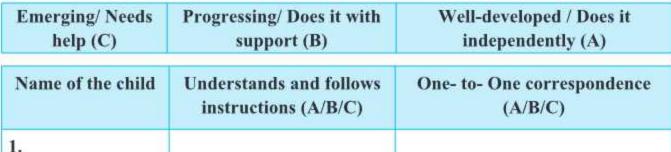


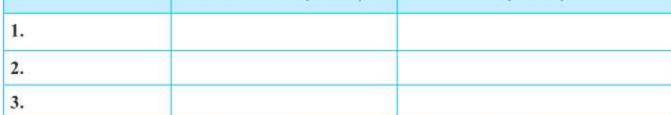
- 2 cups of hot milk on the table for Karam and Karan
- 4 corns on the mat of corn seller d.
- 1 umbrella in the hands of Mahi

Odd one out

- Tina is wearing 6 clothes. Who is Tina? a.
- Ali has bought 7 ice creams. Who is Ali? b.
- Gopal's uncle is selling 9 umbrellas. Who is Gopal's uncle? C.
- Timi has washed 8 socks. Which are Timi's socks? d.

Checklist: Counting skills





Checklist: Oracy in first/second language

Emerging/ Needs	Progressing/ Does it with	Well-developed / Does it
help (C)	support (B)	independently (A)

Name of the child	Understands and follows instructions (A/B/C)	Uses appropriate vocabulary* (A/B/C)	Listens to friends (A/B/C)
1.			
2.			
3.			

THEME - Food

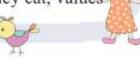
Food has enormous diversity and is closely related to self. Children enjoy talking about food, knowing about it, sharing their taste and experiences. At the same time this opportunity car be used to make children aware about the names of the food, healthy food they eat, values











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revolving around it, etc. Below are some suggested activities that are spread across various sub-themes that can be talked about under this theme. Also, we have mentioned a few sub-themes and objectives around which you can develop your own activities and conduct the same in class.



Activity – रसोईघर

Type of activity - Language time

Goals - G2 and G3

Learning outcomes - IL3.3(a), ECL1 3.1, ECL1 3.3, ECL1 3.5(b), ECL1 3.6(a), IL3.8 (c)

Competencies - Oral Discussion, Meaning making, Creative self-expression and conversation, Language and creative thinking, Vocabulary development,

Material required - Picture card

Procedure -

- दिए गए चित्र के बारें में बात करते हुए निम्लिखित प्रश्न पृछें:
 - a. ये चित्र कहाँ का हो सकता है?
 - b. दोनों बच्चे कहा पर खडे हैं?
 - c. रसोईघर से किस चीज़ की खुशबू आ रही होगी?
 - d. रसोई में, पतीले में क्या रखा होगा?
 - e. आपको खाने में क्या पसंद है और उसका स्वाद कैसा है?
 - f. खीर का स्वाद कैसा होता है? नमकीन, मीठा या खट्टा?
 - g. क्या अपने कभी पकौड़े खाए हैं और कब? इसका स्वाद कैसा था?
- 2. शिक्षक, बच्चों द्वारा बताई गयी जानकारियों को ब्लैकबोर्ड / चार्ट पर लिखें और अंत में पढ़कर सुनाए।

Picture -













Note

This activity can be done near mid-day meal time when children can be asked to smell and guess the food by their smell

Extension/Variation — बच्चों के आँखों में एक साफ़ पट्टी लगाकर डिस्पोजल पेपर कप में कुछ चीज़े रखे जैसे (हल्दी, काली मिर्च, गुड़, लहसुन, संतरा, नारियल का तेल आदि)। फोइल पेपर से उसे ढक कर उसमें पिन से छेद कर दें। अब बारी—बारी से अलग—अलग तरह की चीज़ें डालकर खुशबू सूंघने के लिए दें। आँखे खोलने के बाद उन्हें बताएं कि कितनी चीज़ों की खुशबू उन्होंने सही पहचानी है।

नोटः इस गतिविधि को बड़े समूह या छोटे समूह में करवाने से पूर्व इसकी योजना तैयार कर ले। Assessment – बच्चों से कहानी के आधार पर प्रश्न पूछें–

- बच्चों से 1-1 खाने की चीज़ों के नाम पूछे जो खाने में खट्टी, कड़वी, मीठी या नमकीन हो?
- गतिविधि में सभी बच्चों ने सक्रिय भागीदारी को सुनिश्चित किया।
- बच्चों ने चर्चा के दौरान अपने तर्क एक साथ जवाब दिए।
- बच्चों ने स्वाद और सूंघने के पदार्थों की जानकारी प्राप्त की।

Activity - Healthy food

Type of activity - Environment time

Goals -

Learning outcomes - HW3.3, HW3.4, HW3.7, HW3.8, HW3.10, HW3.13, ECL1 3.1, ECL2 3.8, IL3.7

Competencies - Sequential thinking, awareness about food and classification under category

Material required - Story - Monster Marley and Healthy Henry, Worksheet - Healthy food

Procedure -

- Gather children in a circle.
- Narrate the story-"Monster Marley and Healthy Henry" written by Mrunal Kotecha to the children. Link to the story is given below
 - https://storyweaver.org.in/stories/141201-monster-marley-and-healthy-henry
- Take pauses and invite children to share their responses to what they think will happen after Nancy ate too many chips and loved her sweets and candy and how will Henry Healthy return.

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- Initiate a conversation about how we can stay away from Monster Marley and befriend Healthy Henry.
- Now invite children to think about what kind of healthy food items they would like to include in their plates.
- 6. Divide them in a group of 4-5.
- Provide food toys or cutouts of food items and a plate in groups.
- 8. Let children create their own healthy food plates.
- Once done, each group presents their food plates and talks about why they chose those items.
- In the end, once again prompt children to summarize the importance of healthy eating habits and encourage children to eat/include healthy food in their diet.
- 11. Ask children to open the worksheet healthy food and work on it individually.

Assessment – The assessment of healthy habits has to be more through observation. The teacher can also use break time to observe and encourage children to bring healthy food.

The teacher can use the checklist given below-

Observation Points	Needs Help	Can do with little support	Can do independently
Participate in classroom conversation			
Demonstrate healthy eating habits and choose healthy food			
Express themselves clearly with confidence			
Work in pairs/small groups collaboratively			



Activity - My Favourite Fruit

Type of activity - Free play and Language time

Goals -

Learning outcomes – HW3.3, HW3.4, HW3.7, HW3.8, HW3.13, HW3.18C, ECL1 3.1, ECL2 3.15

Competencies - Development of fine and gross motor skills, imagination and creativity









Material required - Paints, worksheet - My favourite fruit

Procedure -

- Divide children in groups of 3/4.
- Distribute the colours amongst each group.
- 3. Ask children to open the worksheet My Favourite Fruit.
- 4. Ask children to draw their favourite fruit and fill in colour using their thumbs.
- 5. Allow sufficient time to do so.
- 6. Ask them to talk about their favourite fruit in groups.

Note

Clear bifurcation between fruits and vegetables is not necessary.

Extension/Variation - Similar activity can be done around favourite healthy dish.

Observation / Assessment Parameters -

- Demonstrate fine motors while doing thumb printing.
- Talk about their favourite fruit in groups.

Activity - The Vegetable Market

Type of activity - Language time

Goals - G2 and G3

Learning outcomes - ECL1 3.5(b), ECL2 3.7, ECL2 3.12, IL3.1, IL3.3, IL3.5 IL3.8

Competencies – Listening with comprehension, Language and Creative thinking, Vocabulary development, Print awareness, Phonological awareness

Material required - Picture card

Procedure -

 शिक्षक बच्चों से इन दो चित्रों का तुलनात्मक अवलोकन करवाते हुए निम्न प्रश्नों के साथ चर्चा शुरू कर सकते है जैसेः

- a. दिए गए चित्रों में क्या हो रहा है?
- b. पहला चित्र कहाँ का हो सकता है? ये लोग कौन हैं और क्या कर रहे हैं?
- c. खेत में ठेला क्यों लाए हैं?
- d. चित्र 2 में कौन-कौन सी सब्जियाँ नज़र आ रही हैं?





























- e. दूसरे चित्र में, क्या हो रहा है? यहाँ कौन क्या-क्या कर रहा है?
- f. क्या पहला चित्र और दूसरे चित्र में कोई सम्बन्ध हो सकता है?
- आपके घर में बनने वाली किन्हीं 2 सिब्जियों के नाम बताएँ और ये भी कि वह आपको पसंद है या नहीं और क्यों?
- शिक्षक, बच्चों द्वारा बताई गयी जानकारियों को ब्लैकबोर्ड/चार्ट पर लिखें और अंत में उन्हें पढ़कर साझा करें।

Picture -





Note

Verbal description of the pictures should be included in discussion for the inclusion of CwVI.

















Assessment/ Observation Parameters:

- गतिविधि में सभी बच्चों की भागीदारी को सुनिश्चित किया गया।
- चित्र में दी गई वस्तुओं का बेहतर अनुमान लगाया गया।
- बच्चों द्वारा तर्क के साथ तुलनात्मक अवलोकन किया गया।



Activity - How Many Coins?

Type of activity - Numeracy time

Goals - G1, G2 & G3

Learning outcomes - HW3.4, HW3.6, HW3.16, ECL1 3.1, IL3.20

Competencies – Development of understanding about currency, cost and basic introduction to addition

Material required - Fake currency, cards of vegetables and fruits

Procedure -

- 1. Divide children in groups of 3/4.
- 2. Give children some fake currency of Re 1 coins.
- 3. Give 1 vegetable or 1 fruit to each group.
- 4. Tell and write the cost of vegetable and fruit on the board like
 - a. 1 mango is of Rs. 2
 - b. 1 tomato is of Rs.1
 - c. 1 onion is of Rs. 5, etc.
- Ask them to sell and purchase these fruits and vegetables amongst different groups using the currency they have.
- Through activity build understanding on
 - a. Awareness about Re. 1coin
 - b. Amount/cost of vegetables and fruits
 - c. Exchange during purchase and selling



Note

Facilitate children to understand that 1 coin = Re. 1, so Rs. 5 = 5 coins

Extension/Variation - Recognition around various currency denominations can be built



















Assessment - Observe and note -

- Understand the problem and engage in an exchange of money using the understanding.
- Strategy employed in solving the problem.



Activity - कुल्फी के पैसे

Type of activity - Language time

Goals - G2 and G3

Learning outcomes – IL3.20, IL3.13, IL3.14, IL3.15, IL3.3(a), ECL1 3.6(a), IL3.3(a), IL3.5, IL3.9, IL3.13

Competencies – Oral Discussion, Understanding of Currency 1-10, Creative self-expression and conversation, Language and creative thinking, Vocabulary development

Material required - Story

Procedure -

- दिए गए चित्र को दिखाते हुए बच्चों के साथ चर्चा करें कि ये दोनों चित्र कुल्फी के पैसे नामक कहानी से ली गई है और उनसे निम्नलिखित प्रश्न पूछें —
 - चित्र एक में दोनों बच्चों ने कौन—सी चीज तोडी होगी? और क्यों?
 - दूसरे चित्र में बच्चे कहाँ पर खड़े है और वो क्या कर रहे है?
 - कुल्फ़ी खरीदने के लिए बच्चों ने कुल्फ़ी वाले को क्या दिया होगा?
 - आपके यहाँ गुल्लक को और किस नाम से पुकारते हैं?
 - क्या आपने कभी किसी गुल्लक में पैसा जमा किए है?
 - पैसे कितने तरह के होते हैं ?
 - जो कागज के बने होते हैं उसे क्या कहते हैं ?
 - दूसरे चित्र में बच्चे क्या खरीद रहे हैं ?
 - कुल्फी कौन से मौसम में मिलती है ?
 - आपके यहाँ कुल्फी कितने की मिलती है ?
 - सिक्के हल्के होते हैं या नोट ?
- 2. इसके बाद बच्चों के साथ कहानी कुल्फी के पैसे पढ़े।
- 3. बच्चों से कहानी पर बातचीत कीजिये।

Assessment -

मौखिक गतिविधि में सभी बच्चों की भागीदारी को सुनिश्चित किया गया।



















- बच्चों ने वस्तु लेनदेन में पैसे / रुपयों की ज़रूरत को समझा।
- बच्चे भारतीय मुद्रा की समझ बनाने में सफल रहे।

Can you develop some activities using the given material focusing on the following objectives?

Material - Velcro fruits and vegetables





- HW3.3, HW3.4, HW3.8, HW3.18
- ECL1 3.1, ECL2 3.2, ECL2 3.5, ECL2 3.6, ECL2 3.7, ECL2 3.12
- IL3.1, IL3.2, IL3.5, IL3.6, IL3.8, IL3.9, IL3.13, IL3.14, IL3.15, IL3.21, IL3.22, IL3.26, IL3.28

Hints around the activities that can be developed -

- Identify the fruits and vegetables.
- Cutting the fruits and vegetables, exploring and sharing what they see inside.
- 3. Classifying them under
 - a. Fruits or vegetables
 - b. Those eaten with peel and those without peel
 - c. Those eaten raw and those eaten cooked

























- 4. Developing the practice of cleaning fruits and vegetables before use.
- Counting seeds inside the fruits and vegetables.

Note

Below mentioned worksheets can be put into use during or post the activities -

- 1. Fruits and Vegetables
- 2. Odd one out and why 1
- 3. Odd one out and why 2
- 4. Let's count
- 5. Circle all the vegetables
- 6. More or less
- 7. Count the total
- 8. Match right

Assessment

Develop at least 3 assessment rubrics around the activities mentioned here.

Hint -

- 1. Talking about a fruit or vegetable.
- Classification based on the given parameter.
- Counting the total right.

THEME - Festivals

Festivals are an integral part of human life. We share a lot with our family, relatives and neighbourhood during the celebration of the festivals. Not only are human emotions attached to them but also human relations get developed through festivals. At the same time, festivals are related to religion that defines an element of identity of human beings. India being a diverse country and religion being a very sensitive topic, it is essential to handle this topic with care. It must be ensured that no religion is favoured while working on this theme and all the festivals should be celebrated and welcomed with equal joy and love. This is essential to respect and maintain the nature of secularism that the country follows.

We have enlisted a few activities around festivals below. We have built some general activities. Teachers can develop many more similar to the theme. Also, if teachers are interested in discussing a particular festival in detail, it must be ensured that all the festivals that children celebrate in the classroom are discussed with equal detail.









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Activity - Calendar

Type of activity - Numeracy and Environment time

Goals - G1, G2

Learning outcomes - HW3.3, HW3.4, HW3.7, HW3.12, ECL1 3.1, IL3.11

Competencies - Understanding about calendar, names of months, exploration and curiosity

Material required - Calendar, Worksheet - Calendar, Flashcards on festivals

- Divide children in 12 equal groups.
- Prompt children to share about different festivals they celebrate. Share an example first, if required.
- Through the discussion, bring into recognition the fact that we all celebrate festivals that are same or different from one another.
- 4. Show them a calendar.
- Ask children if they have ever seen it before. Invite their responses on what they think, a calendar is.
- Through the discussion, share how the calendar has days and dates.
- Tell children that we have a total of 12 months in a year. Tell them the names of these
 months. Point out and read the names of months written on the calendar.
- 8. Assign one month to each group.
- Ask each group to talk to various people around them and make a list of festivals they celebrate in the month assigned to their group.
 - Note: Specify to children where they should go in school to gather this information. They can go to the staffroom or visit a senior class. Please inform the other teachers of the school about this activity, so that they can guide the children when they go to them.
- 10. Ask the children to move around the school and seek adult guidance to know which out of the enlisted festivals are celebrated in the month they are assigned.
- Ask each group to share their findings with the whole class.
- Give children a sheet of white paper and ask them to draw the festival they gathered information about or their favourite festival.
- 13. Talk about the months these festivals fall in.





























14. Ask each group to open the worksheet - Calendar - and work in groups taking the help of the calendar they have.

Extension/variation - Similar activity can be done to know the birthdays of the children in the class.

Observation/Assessment Parameters –

- Talk about their experiences of festivals.
- Share ideas in groups and work collaboratively.
- Use questions to know about the festivals.
- Sequence the names of months correctly.

Activity – Greeting Cards

Type of activity – Free play and environment time

Goals - G1, G2

Learning outcomes - HW3.3, HW3.4, HW3.7, HW3.8, HW3.12, HW3.18C, ECL1 3.1, ECL2 3.15

Competencies – Development of fine motor skills, creativity and imagination

Material required – A4 size papers, colours, markers, etc.

Procedure -

- Divide children in groups of 3/4.
- Distribute materials equally amongst all the groups.
- Ask children to make greeting cards on festivals for people they are close to.
- 4. Allow children time to make these greeting cards.
- Once they have made the cards, ask them to give these cards to whoever they would like to.

Note

Allow children the liberty to make cards for anyone and for any festival they like. Also, allow them to present the festivals the way they like.

Extension/variation – Similar card making activity can be done in the class to wish birthdays to one another.

Observation/Assessment Parameters -

- Use of fine motor skills while making cards.
- Creativity in making cards.







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Activity - Rangoli

Type of activity - Free play and Numeracy time

Goals -

Learning outcomes - HW3.3, HW3.4, HW3.7, HW3.8, HW3.12, HW3.16, HW3.18C, ECL1 3.1, ECL2 3.15

Competencies - Development of creativity, understanding about shapes

Material required - Rangometry kit, Worksheet - Rangoli

Procedure -

- Divide children in groups of 4/5.
- Discuss about the ways children decorate their houses on festivals.
- Through discussion tell children that one of the most common activities done by people to decorate their houses on various festivals is to make rangolis.
- 4. Show children some pictures of rangolis.
- 5. Distribute Rangometry kits (or pieces) to each group.
- 6. Assign a corner in the classroom to each group.
- 7. Ask the groups to make a rangoli using the pieces given to them.
- 8. Allow children some time to do the same.
- Once they have made their rangolis, ask everyone to take a round and look and appreciate the rangolis made by their friends.
- 10. Let the rangolis remain in different corners of the classroom for the whole day.
- 11. Ask children to open the worksheet Rangoli and work on it in pairs.

Extension/variation - Shapes can be talked about as an extension to this activity.

Observation/ Assessment Parameters -

- Follow instructions and colour the worksheet accordingly.
- Demonstrate imagination and creativity while making rangoli using rangometry pieces.
- Show awareness about colours, shapes and designs depicted.

Activity - The Sweets

Type of activity - Numeracy time

Goals - G1, G2 & G3





























Learning outcomes – HW3.3, HW3.4, HW3.6, HW3.7, HW3.12, HW3.16, HW3.18A, ECL1 3.1, IL3.9, IL3.10, IL3.12, IL3.15

Competencies – Development of pro-social behaviour, recording appropriate information, number sense about quantity, taking away and reduction in quantity

Material required – Boxes and ice cream sticks/other readily available material, worksheet – The Sweets, Counting sweets

Procedure -

- Tell the children that it is festival time.
- 2. Ask them what they eat during different festivals.
- Ask if they also give sweets to everyone around them. Talk about the sweets they give
 and to whom they give the sweets.
- 4. Show them a puppet of Shalu. Ask them if they remember her.
- 5. Tell children that Shalu and her family are packing sweet boxes for everyone.
- Bring some old boxes and ice-cream sticks/ cotton balls/ beads and give these to each group.
- Prompt them to imagine the beads/ cotton balls/ ice cream sticks to be the sweets that need to be packed. Give two-three boxes to each group.
- Invite the children to think how they should pack the sweets.
- Give them time to think and discuss in the group. Gently prompt them to put an equal number of sweets in each box.
- 10. Once children have done so, ask them to pack 10 sweets in each box.
- 11. Now ask them to exchange their boxes, enacting as if they are exchanging sweets.
- 12. Let children enjoy the exchange.
- 13. Show worksheet 'Count sweets' and let the children complete it independently.
- 14. After the worksheet, take out an item from one of the boxes and ask the children, "How many things are left in the box now?"
- Now invite a child to take out one more item from the box.
- Repeat this till there is no sweet left in the box.
- 17. Introduce the concept of zero.

Note

The careful introduction to 0 has to be done along with a lot of required facilitation in backward counting. Subtraction is a concept that needs no highlighting here.

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Extension/variation - Similar activities can be done under various themes giving the activities a suitable context.

Observation/Assessment Parameters -

- Children are able to make groups of items and count correctly.
- Demonstrate understanding of zero.
- Write the correct numeral for the quantity.
- Work collaboratively in groups.

Activity - My Kite

Type of activity - Environment time and Free play time

Goals -

Learning outcomes - HW3.3, HW3.4, HW3.8, ECL1 3.1, IL3.5, IL3.27

Competencies – Development of gross and fine motor skills, creativity

Material required - Crape paper, scissors, thread, ice cream sticks

- Gather the children in a circle.
- 2. Invite their responses on whether they have seen people flying kites; when and how.
- 3. Ask them if they have ever flown kites.
- Through discussion, talk about how some people fly kites on Independence Day and Makar Sankranti.
- 5. Ask the children to go home and find out why we fly kites on these days.
- 6. Ask them to tell the shape of the kite (they can draw and tell the shape).
- Ask if they would like to make kites.
- Divide them in small groups and distribute the material to children.
- Let children make their kites independently choosing size, colour and style on their own.
- 10. Once they are done, they can show their kite and talk about it.
- 11. They can also come in pairs and explain how their kites are different from one another.
- Ask the children to take the kites home and with the help of an adult try and see if their kites fly or not.



























Note

It is not necessary that their kites look the same or should fly. Let children enjoy the craft and develop skills. Do take care that they do not harm themselves or their fellows during the activity.



- Use of fine motor skills.
- Demonstrate eye- hand coordination.

Activity - Independence Day

Type of activity - Language and Greet and Meet time

Goals - G1, G2

Learning outcomes – HW3.4, HW3.6, HW3.7, ECL1 3.1, ECL1 3.7, ECL1 3.8A, ECL2 3.2

Competencies – Understanding about festivals, celebrations and calendar marking when they come



Procedure -

- 1. Bring children into the circle and talk about the various festivals children know.
- Ask them to think and tell if they know any festival on which they have a holiday, they
 watch a parade on television and there is a celebration in their school and across the
 country.
- Give children more hints till they identify the festivals Republic Day and Independence Day.
- Briefly tell children that we got independence on 15th August.
- Ask children to open their calendar and mark 15th August as Independence Day.
- Ask children what all they have seen people doing on this day.
- Through discussion briefly tell them about the parade, national anthem and flag hoisting.
- 8. Recite the poem given below with children.
- Take them out and recite the national anthem along with the class with due respect.









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POEM

स्वतंत्रता दिवस

15 अगस्त का दिन है आया,
लाल किले पर झंडा लहराया।
बोले सब जय हिन्द का नारा,
प्यारा प्यारा देश हमारा!
जय हिन्द!





Note

Video of the national anthem in sign language can also be shown to the children.

Extension/variation – Flag hoisting can be done as an activity telling children to respect their flag and to sing the national song.

Observation/Assessment Parameters -

- Express themselves and listen to others.
- Recite poem with clarity and confidence.



Hint – Some activities can be around role play, sharing stories, packing sweets, celebrating festivals in the school

Develop a rubric of assessment highlighting the point to be assessed and a format to record the same and a procedure of activities. You can take hints from other assessment activities shared across.



THEME - Water

Water is an essential part of our daily life. Talking around it is necessary as it exists in the close environment of the children. But at the same time, one has to be cautious that the depths of concepts are not too deep for children to drown. Stories and poem are the best medium through which water can be dealt. Below are some activities along with suggestive assessment activity around water. These activities are rich, hands-on and inferential, logical thinking activities. It is advised to add more activities specially poems and stories into the bank to make it holistic for children.



We believe that teachers are the authors of many stories and poems that they use in the class and therefore have developed them into a documented bank of activities under the theme water. Further, we encourage teachers to add more activities that they do around water in this bank.











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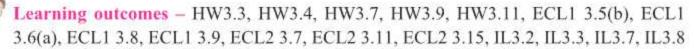




Activity - We Use Water

Type of activity – Numeracy, Environment and language time

Goals - G1, G2 and G3



Competencies - Decision making and problem solving, creative self-expression and conversation, vocabulary development, meaningful use of language, phonological awareness, sound symbol association, make use of their sound letter knowledge and invent spellings, development of classification, logical thinking, reasoning skills

Material required – Flashcards of different actions that need water and those that do not need water such as, cycling, bathing, brushing, washing clothes, reading book, dancing, drinking water, etc., Worksheet - We Use Water

Procedure -

- 1. Divide children in groups of 3/4.
- Provide them different action flashcards. 2.
- 3. Ask children in each group to identify and talk about activities shown in the flashcards.
- 4. Now ask each group to relook at the activities and classify the activities.
- Give children time and invite them to share their action flashcards with the other groups.
- Prompt children to identify the activities that require water. (if they haven't already) 6.
- Help children if needed. 7.
- Prompt them to talk around -8.
 - their experiences of doing these activities.
 - the amount of water used for these activities. (appropriate questions can be prompted for the students to think and respond)
- Ask children to do the worksheet 'We Use Water'
- 10. Facilitate the children to write 'invented' spellings while working on the worksheet.

Note

Provide/or encourage children to give a verbal description of the pictures shown for inclusion of all. Also, do not expect children to write the correct spellings of activities let them invent spellings and provide facilitation wherever required.









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Extension/Variation – Similar cards can be used as sequencing cards where activities shown can be divided as who does that at their home and then can be sequenced telling the person's daily routine.

Observation / Assessment Parameters -

- Classify the activity pictures using a parameter.
- Compare and talk about different pictures.
- Talk about the uses of water.

Activity - More or Less Water

Type of activity - Numeracy time

Goals - G1, G2 and G3

Learning outcomes - HW3.4, HW3.7, HW3.9, HW3.18, ECL1 3.9, ECL2 3.5, ECL2 3.15, IL3.1, IL3.5, IL3.13, IL3.22, IL3.23, IL3.28

Competencies – Concept formation of measurement and comparison on basis of observation, inferential thinking, reasoning based actions, logical thinking and meaningful use of language and conversation

Material required – Different vessels like glass, bowl, bottle, beaker, spoon, etc. Worksheet – More or Less Water

- 1. Divide children in groups of 3/4.
- 2. Provide vessels of different sizes to each group.
- Pour some water in one of the vessels.
- 4. Ask children to take turns and transfer the water into another given vessel.
- Each time they transfer the water, ask them to do it carefully so that very little water is spilled out.
- 6. Prompt children to think and talk around the following questions
 - a. Is the quantity of water changed from vessel 1 to vessel 2? Why?
 - b. Was it easy to transfer water without spilling or was it difficult?
- 7. Through discussion bring focus on the following points
 - a. The quantity of water would remain the same in each vessel until it is spilled.
 - b. The mouth of the vessel will determine the ease and difficulty with which water is transferred from one vessel to another.





























- Show vessels of different kinds to the children such as, a bottle and a bucket and
 ask them which one would contain more water. Show a picture of a water tank and a
 bucket and ask the children which would contain more water.
- Ask the children to engage with the worksheet More or Less water. This is a post activity and children are supposed to work in pairs.

Note

Do not expect or force children to arrive at the given conclusion. But discussion around it is necessary to build the idea of conservation amongst them.

Assessment - Observe and note -

- Development of fine motor skills while transferring water from one vessel to another.
- 2. Understand and use words in different contexts.
- Draw reason-based inferences.
- 4. With how much clarity is the reasoning behind classification communicated.

Activity - Float or Sink

Type of activity - Outdoor, Environment and numeracy time

Goals - G1, G2, and G3

Learning outcomes – HW3.4, HW3.7, HW3.9, HW3.10, HW3.15, HW3.11, ECL1 3.5(b), ECL2 3.15, IL3.1, IL3.2, IL3.8, IL3.5, IL3.22, IL3.23, IL3.26, IL3.28

Competencies – Inferential thinking, reasoning and logical thinking, observation, curiosity and experimentation, vocabulary development and meaningful use of language

Material required – Big beakers, scale, ball, leaf, feather, twig, stones, cotton, etc., Worksheet – Float and Sink 1 and 2

- Divide children in groups of 3/4.
- 2. Provide a vessel with water to each group.
- Provide them with a few objects like a scale, a ball, a leaf, a twig, cotton, etc.
- Prompt children to predict which object will float/ sink in water.
- Invite each group to put these things one by one in the water and see what happens.
- 6. Ask children to draw their observations in the worksheet Float or Sink 1.
- Prompt children to share their observations. Encourage children to give their own reasons why a few objects float while others sink.









- 8. Let children think and use the words they have from their vocabulary.
- 9. Through discussion, give them the words, 'float' and 'sink'.
- Ask them to write the words explaining the drawing they have made let them write sentences or single words like 'float' and 'sink'.



- 11. Facilitate them wherever required.
- 12. Now ask them to work in pairs and complete the worksheet Float or Sink 2.
- Ask the children to go home and see what happens to different fruits and vegetables they have at their home.



Note

For the inclusion of all children including CwVI, encourage the children to give verbal descriptions of actions and reactions happening while doing the activity.

Extension/Variation – The concept can be further extended to develop the understanding of things that are heavy and things that are light.

Assessment - Observe and note -

- Take an interest in the activity.
- Make predictions; which object would float and which would sink and give reasons for the same.
- Depict the activity through drawing in the worksheet.



Activity - Sources of Water

Type of activity - Greet and Meet time

Goals - G1, G2 and G3

Learning outcomes – HW3.6, HW3.7, HW3.17, ECL1 3.5, ECL1 3.8, ECL1 3.9, ECL2 3.15, ECL2 3.11, IL3.1, IL3.7, IL3.8

Competencies – Sensory development, sound letter recognition, phonological awareness, curiosity and observation enhancement



Material required – Picture cards showing different sources of water (tap, river, rain, well), sounds of the sources, worksheet – Sources of Water

- 1. Bring children into a circle.
- Ask them to close their eyes and maintain silence.
- 3. Ask them to listen to the sound you are playing carefully.



















- 4. Ask them to guess the sound.
- 5. Let the children guess.
- Note their guesses on the blackboard.
- 7. Tell the students "Do you want to know what the source of sound was?"
- 8. Tell them that water loves to dance.
- 9. Show them a puppet of a water drop animated into a living being.
- Narrate the story of the water drop showing places water comes from and sounds it makes.
- 11. Ask children to work in pairs and do the worksheet Sources of Water.
- 12. Facilitate them in writing invented spellings.

Note

Show actions of water flowing from the source of the sound produced to the CwHI.

Extension/Variation - The cards can further be sequenced explaining the water cycle along with the poem खारा समंदर गोपी चन्दर बोल मेरी मछली कितना पानी

Observation/ Assessment Parameters -

- Listen to sounds and identify them.
- Listen to story with attention and be able to recall the same.
- Talk about and identify the different sources of water.

Activity - Save Water

Type of activity - Language and environment time

Goals - G1, G2 and G3

Learning outcomes – HW3.7, ECL1 3.1, ECL1 3.5, ECL1 3.6, ECL2 3.11, IL3.1, IL3.7, IL3.8

Competencies – Reflective and curiosity development, thinking and reasoning skills, vocabulary development, meaningful use of language and engaging in conversation

Material required – Flashcards on water usage and wastage like washing vegetables under running water and washing vegetables in a bowl of water, poster on save water, worksheet – Save Water

Procedure -

1. Divide children in groups of 3/4.









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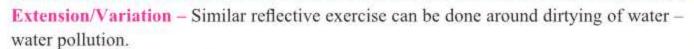




- Give different cards of the same activities to each group one where water is used wisely and the other where wastage of water takes place.
- Invite each group to match and pair the cards where the same activity is done. 3.
- 4. Allow some time for the children to pair the activities.
- Now, talk around the following -5.
 - What is happening in the picture?
 - Do you also do these actions? b.
 - What is the difference between the two pictures?
- Through discussion, prompt children to notice and discuss how the water is being wasted.
- Prompt children to think if it is okay to waste water and how we should preserve water.
- Let children think and discuss these questions.
- Facilitate questions such as, have they ever faced water shortage, what have they done then, how important is water for them in their daily lives.
- Show the poster to the children and ask them what they can see in it.
- Now ask children to open the worksheet Save Water and work on it individually.

Note

Children are very young but the importance of water should be thought of from the early grades. Do not make the activity concept heavy, rather let it be reflective for children to watch their actions while using water.



Observation/Assessment Parameters-

- Express themselves clearly while describing pictures.
- Share different ideas to save water.

Activity - Close the Taps

Type of activity – Outdoor and Free play time

Goals - G1 and G3

Learning outcomes – HW3.3, HW3.4, HW3.7, HW3.9, IL3.1, IL3.2, IL3.8































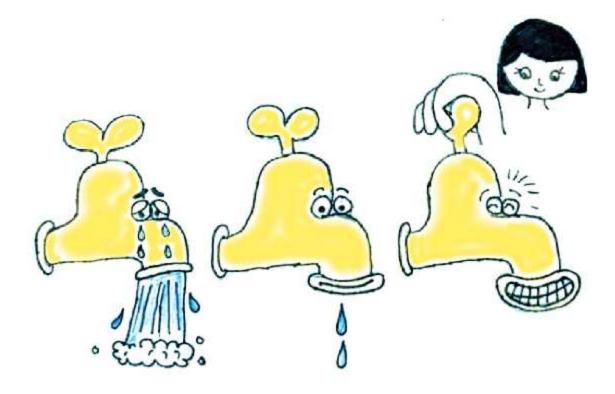
Competencies - Observation and exploration

Material required - Poster, Worksheet - Close the Taps

Procedure -

- 1. Show children the poster and invite their responses to what is happening in it.
- Prompt children to notice the emotions of tap shown in the poster and think of reasons behind it.
- Tell them to think of actions where people waste water or where they save water.
- Take children around the school and ask them to check if the taps in their schools are happy, sad or crying.
- 5. Encourage them to check the taps and close them when not in use.
- 6. Encourage them to bring this habit in their practice, at home and at school.
- 7. Ask them to open the worksheet Close the Taps and work on it individually.

Poster -



Note

Let children take the initiative of closing and saving water rather than you guiding and instructing them. Use the activity to build a habit of water conservation.

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Extension/Variation - Similar activity can be done around the cleanliness of surroundings.

Assessment / Observation -

- Take initiative to save water.
- Observe and offer solutions to problems.

Activity - What a Match!

ASSESSMENT ACTIVITY

Material required - Flashcards with pictures related to water (discussed in the above activities), Worksheet - Odd one out

Procedure -

- 1. Distribute flashcards amongst children. Ensure there are two copies of each flashcard.
- 2. Announce "Let's find our matching partner (person who has the identical flash card)"
- 3. When they find their partner, they need to raise their hands together.
- 4. Give turns to the pairs so that they can show their matched pair to the whole class.
- Ask children to explain the activities happening in the cards and how they are related to water. For example, we should wash vegetables in water before using them.
- Ask children to work individually on the worksheet Odd one out. The responses here can be used for the assessment of children's understanding.

Note

This can be a potential assessment activity where description of each matched card given by children can be marked.

Observation/Assessment Parameters –

- Match the cards correctly.
- Identify the odd one out.
- Describe the pictures.

Checklist:

- Oracy in first/second language
- 2. Understanding towards the concepts around water
- Expression of understanding using appropriate vocabulary 3.































Emerging/	Needs
help (C	C)

Progressing/ Does it with support (B)

Well-developed / Does it independently (A)



Name of the child	Understands short instructions (A/B/C)	Speaks confidently* explaining the reasoning (A/B/C)	Listens to friends (A/B/C)
1.			
2.			
3.			



Below are some mentioned activities around various topics and concepts. You can use them directly, improvise and adapt them according to your use and requirement.

Further, some resources of poems and stories are also enclosed which can be used in the classroom developing suitable activities around them.



Activity – वाहन

Type of activity - Language time

Goals - G2 and G3

Learning outcomes – ECL1 3.5(b), ECL2 3.7, ECL2 3.12, IL3.1, IL3.3, IL3.5, IL3.8

Competencies – Listening with comprehension, Language and Creative thinking, Vocabulary development, Print awareness, Phonological awareness

Material required - Picture card

Procedure -

- बच्चों से मौखिक चर्चा करें:-
 - a. यह कहाँ का चित्र हो सकता है ?
 - b. चित्र में कौन -कौन है और वे क्या कर रहे हैं?
 - c. यहाँ कौन कौन से वाहन दिखाई दे रहे है ? क्या आप बता सकते है कि इन वाहनों का इस्तेमाल कहाँ कहाँ होता है ?
 - d. आप अपने गाँव या दूसरे शहर कैसे जाते है ?
- शिक्षक, बच्चों द्वारा बताई गयी जानकारियों को ब्लैकबोर्ड/चार्ट पर लिखें और अंत में पढ़कर सुनाए













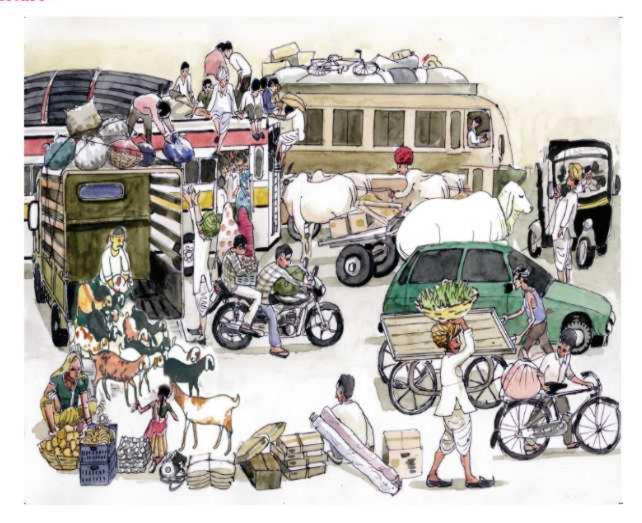


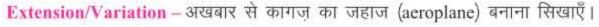






Picture -





Assessment -

- गतिविधि में सभी बच्चों की भागीदारी को सुनिश्चित किया गया।
- बच्चों ने चर्चा के दौरान अपने पूर्व अनुभव का प्रयोग कर बेहतर अनुमान लगाया गया।
- बच्चों द्वारा तर्क के साथ चित्र में दिख रहे वाहनों पर तुलनात्मक चर्चा की गई।

Activity - Vehicle Around Us

Type of activity - Environment time

Goals - G3

Learning outcomes – IL3.1, IL3.2

Competencies -

Material required - Picture cards of different vehicles, audio of sounds of different

vehicles





















Procedure -

- 1. Share a small story with the children.
- Pause and ask questions
 - a. Do you also like any vehicle like that of Shivani?
 - b. How does it look like? What sounds does it make?
 - c. What vehicles do you see on the road or while coming to the school?
 - d. How do you come to school?
- 3. Show picture cards of different vehicles as children name them.
- 4. Say "Let's use our listening ears and try to identify the vehicle".
- 5. Play an audio and encourage the children to identify the sound and the vehicle.

Story -

Shivani lives in a house near a big road. From the window of her house, she can see many vehicles- a blue scooter, a yellow and green auto rickshaw, buses of different sizes and colours but her favourite vehicle is her sister, Radha's red bicycle. Oh! Such a beautiful cycle with a basket in the front. It has a bell too. It goes, "trin, trin, trin". When Radha rings the bell, everyone makes way for her. (Have you also heard a bicycle bell?) Shivani wants to ride the bicycle. She wonders "What fun it would be to ring the bell of the cycle!", but her sister always says, "You are too small to ride a bicycle, wait till you are big enough". But Shivani wants to ride it now! One day, when Radha was sleeping, Shivani quietly tip toes to Radha's cycle. She is very happy, today she will get to ride on the red bicycle and she will prove to Radha that she is a big girl now.

As soon as she reaches the bicycle, she tries to climb it, to sit on its seat but (Pause and ask, what do you think happens). She cannot reach the seat of the bicycle; she tries hard but could not. With tears in her eyes, she turns back and sees Radha standing just behind her. She is scared. Will Radha tell mummy and papa? To her surprise, Radha starts laughing. Radha says "Come on, now, I will take you on a ride. I will ride and you sit behind, but we won't go out on the big road". Shivani is very happy. Finally, she will ride on her red bicycle. She will also ring the bell of the bicycle, "trin, trin, trin".

Note

For the first day, only use 5-6 sounds. (https://www.youtube.com/watch?v=0-wM311Z0rc)









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Assessment -

Observation Points	Needs help	Can do with a little support	Can do Independently
Listens to a short story and participates in related conversation			
Names a few vehicles			
Identifies sounds of a few vehicles			
Expresses her/himself clearly with confidence			



Activity - My Favourite Vehicle

Type of activity - Environment time

Goals - G1 and G3

Learning outcomes - IL3.1, IL3.2, HW3.3, HW3.18b, HW3.10

Competencies -

Material required – Audio, Old boxes, empty tissue rolls, buttons, bottle caps, small cardboard pieces, glue stick, ice-cream sticks, circular cut-outs, straws, etc.

Procedure -

- Announce to the children, "Let's use our listening ears to listen to the sounds of these vehicles".
- Play the audio and encourage the children to identify and name different vehicles. https://www.youtube.com/watch?v=0-wM311Z0rc
- 3. Encourage children to share the name of their favourite vehicles and its sound.
- Let them talk about the number of wheels those vehicles have.
- Divide the children in pairs on the basis of their favourite vehicle. For example, the two children who like bus, can be paired together.
- Show different material like old boxes, empty tissue rolls, buttons, bottle caps, small cardboard pieces, glue stick, ice-cream sticks, circular cutouts, straws, etc.
- Prompt children to think of their favourite vehicle and choose from the given material to create it.
- 8. Move around in the class and give cues to the children, if needed.
- 9. End the class by asking each pair to come forward and show what they have made.





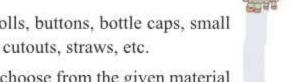




















Note

There is no right or wrong or any one way, children should be encouraged to create these vehicles on their own.



Assessment –

Observation Points	Needs help	Can do with a little support	Can do Independently
Use creativity and imagination to create her/his favourite vehicle			
Names a few vehicles			
Identifies sounds of a few vehicles			
Expresses her/himself clearly with confidence			
Works in pairs/small groups collaboratively			



Activity - Wheels

Type of activity - Greet and Meet time

Goals - G1 & G3

Learning outcomes - IL3.1, IL3.2, HW3.3, HW3.10, HW3.18b, HW3.16

Competencies -

Material required – Picture cards of different vehicles

Procedure -

- 1. Gather the children in a circle.
- 2. Start the class with a few lines from the rhyme 'Wheels on the bus'.



- Let the children make the movement of the wheel using their hands while they sing the rhyme.
- The wheels of the bus go round and round, round and round and round
 The wheels of the bus go round and round,

All day long

. Initiate a discussion on wheels.











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- 6. Use questions like
 - a. "Have you seen wheels? How do they look like?"
 - b. "If you could be a wheel, how would you move and where would you like to go"?
- Encourage and accept all responses.
- 8. Invite four children in the middle of the circle.
- Announce, "These four children will make a scooter together, but they can't use anything". Help and support them. Two children can be the wheels, one can be the handle and the other can be the seat.
- 10. Children can look at the picture cards if they want.
- 11. Call another six children and announce, "These six would make a car together, but they can't use anything, how many wheels does a car have?"
- Let these six children make a car using their bodies. Invite cues from other children. Support and prompt them, if needed.
- 13. Call eight children next, and announce, "These eight would make a bus together, but they can't use anything, how many wheels does a bus have?"
- End the class by asking children about different vehicles and the number of their wheels.
- 15. End the class with the rhyme "Wheels on the bus..."

Assessment -

Observation Points	Needs help	Can do with a little support	Can do Independently
Uses creativity and imagination to create a vehicle			
Participates in classroom conversation			
Names a few vehicles			
Expresses her/himself clearly with confidence			
Shares number of wheels a vehicle has			

Activity - Comparing and Classifying vehicles

Type of activity - Environment and Numeracy time

Goals - G1 and G3

Learning outcomes - IL3.1, IL3.2, IL3.8b, HW3.3, HW3.10









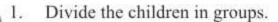






Material required – Picture cards of different vehicles like aeroplane, rickshaw, auto rickshaw, train, boat, ship, scooter, truck, bus, tractor, motorcycle, cycle, helicopter, etc.

Procedure -



- 2. Give each group pictures of four to five vehicles.
- Ask the children to divide the vehicles in two-three categories.
- 4. You can give prompts like, "Put similar vehicles together. Can you find anything similar between any two vehicles?"
- Encourage children to make their own categories. (it can be number of wheels, or mode or any other category children think appropriate)
- 6. Move around the class to ensure participation of all children.
- Give support, if required. For example, you can draw children's attention towards the number of wheels or the size of the vehicle or ask them where does it run.
- 8. After each group has done, ask them to share what they have done.



Assessment -

Observation Points	Needs help	Can do with a little support	Can do Independently
Finds similarities and differences in different means of transport and categories them			
Finds similar vehicles in the worksheet and colours them accordingly			
Participates in classroom conversation			
Names a few vehicles			
Expresses her/himself clearly with confidence			
Incorporates other people's ideas during play and interaction			



Activity - Musical Transportation Theme Chairs

Type of activity - Outdoor play time

Goals - G1

Learning outcomes - HW3.4, HW3.3, HW3.16, HW3.17

Material required – Pictures of different transports like cars, trucks, buses, horses, people walking, etc. (2 of each)











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Procedure -

- Place same number of chairs as there are children in your group. The chairs should be back to back.
- 2. Place one card on each chair. Give a matching card to each of the children.
- Explain that when the music is on, they should all walk around the chairs and look for their matching card, but they should not touch it. They should keep walking.
- 4. The teacher tells them that when the music stops, she will yell, "Time to Park!" and the students should find the matching card on the chair and sit on that chair.
- 5. Start the music and play. Make sure every student gets a chance.

Extension/Variation – Instead of using chairs and music, try no music; just blow a train whistle and the children are to find their chairs. Instead of moving chairs outside, draw circles with a chalk for the children to sit on!

Assessment – Observe students to understand their personality dimensions and learning process.

Activity - Spotlight dance

Type of activity - Outdoor activity

Goals - G1

Learning outcomes - HW3.17, HW3.16, HW3.3, HW3.4

Competencies - Observation, Identification, Memory, Curiosity

Material required - Construction Paper (Red, yellow and green), scissors and Popsicle sticks, music

Procedure -

- Create "stoplight" paddles using Popsicle sticks and red, yellow and green construction paper (as shown in the picture).
- 2. Play music and have your students dance based on the paddle you are holding up.
- Dance freely when green is showing, dance in slow motion when yellow is up and stop in your position when red appears.

Assessment – Observe students to understand their personality dimensions and learning process.

Activity - Make My Set

Type of Activity - Numeracy Time

Goals - G1, G2 & G3





























Learning Outcomes - HW3.4, HW3.7, HW3.12, ELC1 3.1, IL3.4

Competencies – Decision making and Problem solving, Development of fine motor skills and eye-hand coordination, Creative self-expression and conversation, Cognitive Skills – Observation, Identification and Matching, Concept formation – One-to-one correspondence

Material Required - Tea Sets (cup-plate), Pencil and Erasers, Bottles and Caps (they should be same), Shoes Set

Procedure -

- 1. Divide the children in groups of 2 keeping the mixed competency students together.
- Give each pair one set of material. For example, carry some pencils in one hand and some erasers and keep them mixed in front of the pair.
- Set a context for the activity like we need to place our class in an order so let us put things properly. Let us make sets of 1 pencil with 1 eraser so that it is ready to use and distribute.
- Allow children some time to get comfortable with the material and solve the situation using hit and trial.
- Keep guiding them with comments like, "we need set of 1 and 1", "no pencil should have 2 erasers" along with actions and voice modulation.
- 6. Talk to children about the activity, their thoughts, and the strategies they are using.
- Have an open discussion in the class at the end where groups get to share their sets, strategies and learnings.

Note

- Use guiding questions to scaffold the children.
- Encourage the pairs to talk and work in groups.
- For a child with hearing impairment (CwHI) make use of actions while speaking and demonstrate the activity speaking clearly for them so that they can lip-read and associate their understanding with your demonstration.
- For a child with visual impairment (CwVI), sensitise their pair to allow them touch and feel the work they are doing and talk extensively explaining their actions.

Extension/Variation – The activity and material chosen can be used in class distribution, like giving away worksheets/workbook – expecting 3 to 4 children to distribute the workbook, corresponding one workbook with one child, etc.

Assessment - Assess children on the following parameters -









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- Are they able to correspond objects one-to-one? Have they mastered it?
- How are they expressing their thoughts of actions?
- How big groups (sets) they are comfortable working with, eg. 3 objects, 5 objects or more?
- Are children using any mathematical vocabulary, like numbers, counting, etc. while solving the problem?

Activity - Number Puzzle

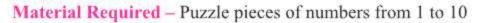
Type of Activity - Numeracy Time

Goals - G3

Learning Outcomes - IL3.4, IL3.9, IL3.11

Competencies -

- Cognitive skills observation, identification, memory, matching, classification, critical thinking, problem solving, reasoning.
- Concept formation Number sense Count, Tell how many, Numeral recognition



Procedure -

- 1. Divide children into groups of 4. The criteria of grouping must be mixed competencies.
- 2. Provide each group with mixed puzzle pieces of 2 or 3 numbers.
- 3. Ask them to join the puzzles together.
- 4. Let each group present the puzzle they have made and talk about what all they can see.
- 5. Facilitate classroom talk and children's thinking by asking questions like What number is it? How many balloons (or any other objects in the puzzle) do you see? Why did you put this balloon in this puzzle?

191			_	
1.	क	Ч	ज	ग
2.	₹	ब	घ	म
3.	ख	च	स	ट
4.	त	न	ल	द
5.	फ	भ	घ	ह
6.	চ্চ	झ	थ	ਰ
7.	ड	व	ढ़	श
8.	य	1772	-	





























Note

- Texture the pictures in the puzzle to enhance the feeling of touch. This will lead to sensory strengthening of children and inclusion of children with visual impairment (CwVI).
- 2. Do not give too many number puzzles to the children or it will confuse them.
- 3. Discuss each piece of the puzzle and connect it with a number of the puzzle.
- 4. Provide concrete material to facilitate the children, if required.

Assessment - Children can be assessed on -

- Ways they employ to join the puzzle is it hit and trial? Or are they using any logical inference?
- Do they have memories in relation to the numerals? Are they able to recall and talk about them?
- Are they able to make relation between the pieces of the puzzle with the number it is for?
- Are they able to count the number of objects drawn properly or are they guessing more or doing one to one correspondence?

Learning to Read

Proposed Sequence of Hindi Letters

Proposed Sequence of English letters

1	S	a	t	i	p	n
2	c,k	h	r	m	d	u
3	g	1	e	f	b	j
4	z	w	v	0	q	v
5	x					

Approach to teach letter- sound

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Goal II- Children become effective communicators

Learning Outcomes:

ECL2-3.5: Recognizes letters and corresponding sounds.

HW 3.18 a: Exhibits fine motor skills with precision and control.









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HW 3.4: Follows instructions and simple rules in the classroom.

Type of Activity: Language and Literacy Skills

Name of the Activity: Let's learn to read

Material Required: Flashcards of letter /m/related vocabulary, slates, chalk, etc.

Letter Sound Introduction Steps for Language

Teacher narrates the story using flashcards and actions. Story has a lot of words with the target letter sound.

Introduction of letter/ sound 'm' through a story

Story - Mala's Mango Mania

This is Mala. In Mala's house there is a big mango tree. When it is summer it is time for Mango Mania!

Mala loves to eat Mangoes. So when it is Mango season, Mala's mother makes mango pickle, mango chutney, mango ice cream, mango lassi and many more mango dishes. Mala eats every mango dish. And then she wants more mango food. One day after lunch Mala and her mother were sleeping. Mala's mother had left mango pieces on a mat to dry on the terrace. She was going to make mango pickle.

Suddenly they heard strange sounds from their terrace. Mala and her mother woke up. They went to the terrace and saw a bunch of monkeys on the mango tree. The monkeys were plucking the mangoes and throwing them on the ground. Some monkeys were sitting on the mat licking the mango pickle!

"Maa!! Monkeys are eating my mangoes," screamed Mala. Mala's mother picked up a stick and moved closer to the monkeys, "Shoo-shoo-move away!" The monkeys got scared and ran away!

Do you think monkeys like mangoes too? What mango dishes does your mother make at home?

2. Ask questions to derive the target words from the story.

- What was the name of girl in the story?
- Which fruit tree was in her house?
- Where had her mother left the mango pieces to dry?
- Who were sitting on the tree?



Children watching flashcards on the board.





























3. Bring focus on initial sound of the words.

Emphasize on the first sound to make children focus on it. Derive the initial sound.

4. Encourage children to come out with more words with the target sound.

Be prepared with hints and flashcards.

Use prompts to make them think of other words. "What do we make by adding mango to milk?"-Milkshake

Introduce the sound with alphabet name and formation. Introduce both the upper and lowercases of the letters.

Tell them that the sound is coming from a letter.

The letter is M/m and the sound is /m/ as in mango, milk, etc. Take a few examples where the target sound comes at the end. For e.g., jam, arm, drum, etc.

Label the flashcards pasted on the board with colourful chalk on the target sound.

Speak aloud while labelling and let children repeat the sound.



Teacher labelling the flashcards on the board.

7. Encourage children to trace the target alphabet on sand, air, table.





Children tracing alphabets on the table.













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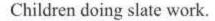






8. Encourage children to write alphabets on a slate and draw pictures having initial target sound.









Observation Parameters -

Child-

- identifies the sound in the target vocabulary.
- gives examples of the sounds on their own.
- identifies the letter.
- forms the letter correctly and draws letter related pictures.

Goal II- Children become effective communicators

Learning Outcomes:

ECL2-3.5: Recognizes letters and corresponding sounds.

HW 3.18 a: Exhibits fine motor skills with precision and control.

HW 3.4: Follows instructions and simple rules in the classroom.

Type of Activity: Language and Literacy Skills

Name of the Activity: Let's Learn to Read

Material required: Flashcards of letter related vocabulary, slates, chalk, etc.

Procedure:

Narrate this story to children using flashcards.

क

कमला और कब्रुतर

कमला अपनी माँ के साथ छत पर थी। उसकी माँ छत पर कपड़े सूखा रही थी और कमला कागज पर एक काले कबूतर का चित्र बना रही थी। तभी कमला ने देखा एक कबूतर उसकी छत पर बैठा हूँ























कमला ने कहा," माँ, यह कबूतर भूखा होगा। मैं अभी इसके लिए कुछ लेकर आती हूँ।" वह नीचे गई और कटोरियों में चावल और बाजरा ले आई। दोनों कटोरियों को उसने कबूतर के लिए रख दिया। पहले तो वह डर रहा था, फिर वह इधर उधर देखते हुए आगे बढ़ा। फिर धीरे—धीरे कटोरियों में रखा चावल और बाजरा अपनी चोंच से खाने लगा। कमला बोली, "माँ देखो! यह कबूतर खा रहा है। इसे भूख लगी थी।"

कमला खुशी के मारे कूदने लगी। तभी कबूतर पंख फड़फड़ा कर उड़ गया। वह उसे गीत गाकर बुलाने लगी

कबूतर कबूतर जल्दी आ ——— दाने पडे हैं. आकर खा ——

पर वह कबूतर नहीं आया। कमला कबूतर का इंतज़ार करती रही।

कमला के मन में कई बातें आने लगीं.... क्या यह कबूतर वापिस आएगा? क्या उसके पास भी पंख होंगे? क्या वह भी कभी हवा में ऐसे उड़ पाएगी?

Use questions to bring their attention to /Φ/ words.

Sample Questions-

कमला कागज़ पर क्या बना रही थी ? कमला नीचे से चावल किसमें लेकर आई ?

- Draw the pictures of the target vocabulary.
- Bring their attention to the first sound in these words. Prompt them to identify the sound.
- Encourage children to give more examples.
- Draw the new vocabulary on the board too.
- Introduce the corresponding letter with its correct formation.
- Add a few examples where the target sound comes at the end.
- Label all the pictures.
- Encourage children to trace the target alphabet on sand, air, table.
- Encourage children to write the alphabet on a slate and draw pictures having initial target sound.

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Observation Parameters -

Child-

- identifies the sound in the target vocabulary.
- gives examples of the sounds on their own.



















- identifies the letter.
- forms the letter correctly and draws letter related pictures.

Sample Stories:

ट

टमाटर का सफर

लाल— लाल टमाटरों से लदा एक ट्रक जा रहा था। उसमें से एक टमाटर लुढ़क कर सड़क पर गिर गया। अकेला टमाटर रास्ते पर लुढ़कते हुए चल पड़ा। रास्ते में टीपू ने उसे देखा और उसे उठा लिया। वह उसे बॉल की तरह उछालने लगा। टमाटर को उस बच्चे के ऊपर गुस्सा आ रहा था। कहीं वह नीचे गिर गया तो पिचक जाएगा। तभी टीपू का पैर एक पत्थर से टकरा गया। गोल टमाटर उसके हाथ से उछल गया पास ही दूसरा बच्चा टिंकू साइकिल चला रहा था। टमाटर अब टिंकू की साइकिल की टोकरी पर उछल कर बैठ गया। टमाटर अब साइकिल की सवारी कर रहा था। टमाटर ने टिंकू को कहा, "जरा जल्दी चलो। सामने जो ट्रक जा रहा है, उसमें मेरे और साथी हैं। मैं उनसे अलग हो गया हूँ। मुझे जरा उन तक पहुँचा दो।"

वह जल्दी —जल्दी साइकिल चलाने लगा और ट्रक के पास पहुँचकर उसने ट्रक पर उस टमाटर को उछाल दिया। टमाटर उछल कर अपने दोस्तों से मिल गया। उसने टिंकू को धन्यवाद दिया। बच्चा भी मुस्कुराकर आगे निकल गया।



गिरा सडक पर

देखों कैसे

भागा सड़क पर

टिंकू आया

उसे उठाया

उसे उछाला

ट्रक में उसने

फिर पहुँचाया

उसके साथियों

से मिलवाया।

S/s/

In a thick dark forest lived Serpy the snake and Spokey the Spider. Serpy and Spokey were best friends. They played under the sun, they played under the stars. They sat under



















the open **sky**, they **slept** under the leafy plants. Whenever there was a race between them, Serpy felt he was *slower* than Spokey. A snake does not have legs. A snake cannot walk. It cannot run. A snake cannot *swim* in a straight line. Serpy looked at Spokey, the spider. He counted his legs. 1-2-3-4-5-6-7-8! 8 legs for a spider and no legs for a snake? That is not fair! Serpy the Snake was *sad*. "Where did you get your legs from," asked Serpy. "I was born with these legs, Serpy," said Spokey. "Oh, why don't I have legs?" Said Serpy. "If I had legs I could walk straight, I could run straight, I could swim straight. I could even sleep straight!" And Serpy began to cry! "You have 8 legs and I have no legs! I want legs! I look so *silly*!" Cried Serpy. "Oh ho! Look around you Serpy. Fishes have no legs and they swim around in circles. Birds have legs but they don't fly in straight lines. Crabs have so many legs, but do they walk in straight lines? God made each one of us *special*. With no legs at all, you are as special as I am with 8 legs." Serpy **stopped** crying. "Am I special?" Asked Serpy. "Yesss...the most special snake in the forest!" Hissed the spider.

Letter- Sound Activities

1. Rapid Fire using Letter/ Picture Cards:

- Make the class sit in a 'U' shape.
- Use the letter cards or the letter-related picture cards.
- Show the cards in a fast-paced mode and encourage the children to identify the letter or the picture.
- Give opportunities to all the children
- Invite one of the children to show the cards while other children identify the letters.

Checklist

The child-

- identifies the sound of the letters.
- identifies the letter/ picture and names it.
- identifies the picture card and the initial sound in its name.

2. Blending using Picture Cards (Hindi)

- Sit in a circle, say some sounds like ন-ল, फ-ল, ह-ল, ज-ग and encourage the children to blend these sounds to tell you the word.
- Keep a picture of some of these words ready.



















- Tell the children that you will say two/ three sounds and they have to blend the sounds and say the word and pick up the right picture card.
- Invite two-three children to pick the correct card.
- Divide the children in groups and give each group these cards.
- Say the sounds and encourage children to blend the sounds and pick up the correct picture in groups.

Checklist

The child-

- is able to combine the sounds orally with help and hints.
- is able to pick up the correct picture with help and hints.



- Make grids on the floor.
- Draw some of the sound related vocabulary covered so far.
- For instance: draw sun, star, snake in one grid and tank, tap, etc. in the other.
- Let children jump on the grid, identify the picture and the initial sound.
- If your children are ready, prompt them to identify the end sounds too.

Checklist

The child-

- identifies the picture.
- tells the sounds when prompted.

4. Oral Blending with Picture cues (English)

- Sit in a circle, say some sounds like t-o-p, t-e -n. Wait for the children to blend the sounds and then show them the corresponding picture.
- Encourage the children to blend the sounds and tell you the word.
- Tell the children that you will say two/ three sounds and they have to blend the sounds and say the word and pick up the right picture card.
- Divide the children in groups and give each group these cards.

Checklist

The child -

blends the sounds and picks up the correct picture.



























Drawing the sound-related vocabulary

- Give children a drawing file.
- Say any sound covered so far.
- Encourage the children to draw the sound related vocabulary.

Checklist

The child-

- listens to the sound and gives a few examples of words with that sound
- draws and names a few pictures related to the sound.

Below are mentioned some resource poems developed. Can you build activities around them for an appropriate use in your classroom?

Some story cards -

- मिमी की खीर
- होली 2.
- खरगोश की चाहत 3.
- भागम-भाग
- बिंदी 5.
- कितने पैर











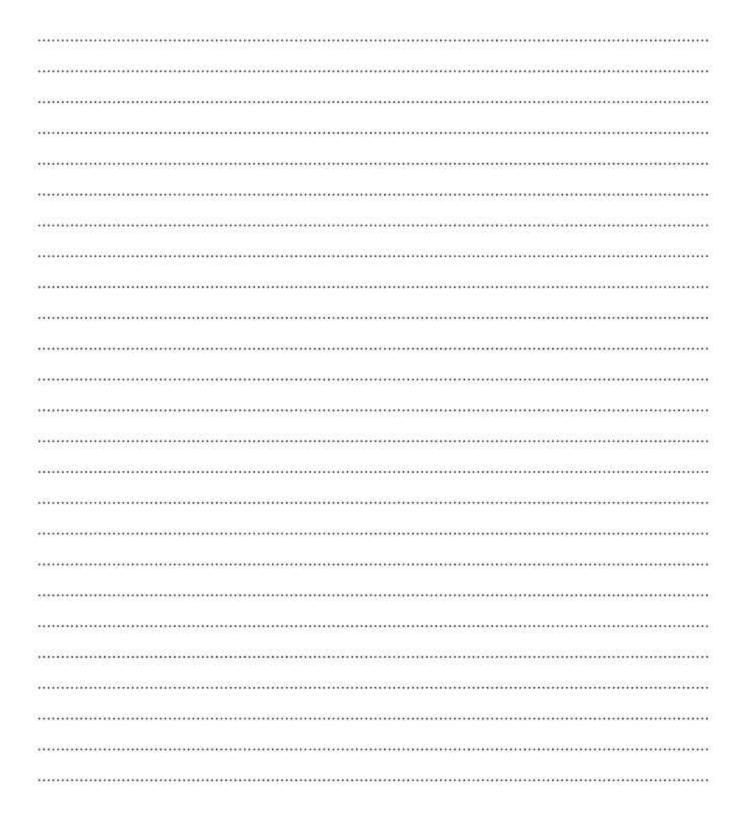




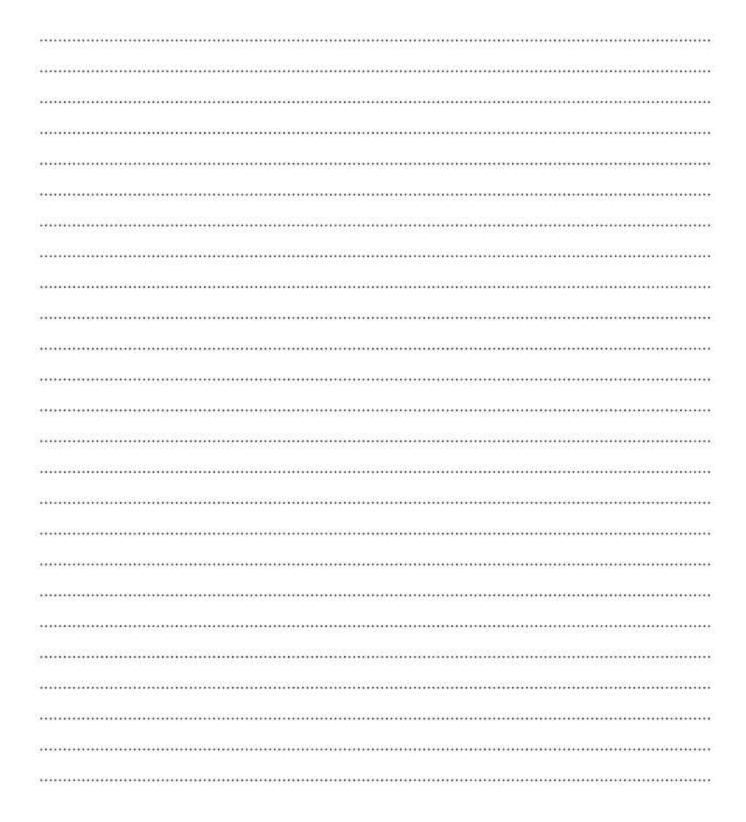




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ISBN: 978-93-93667-60-1







State Council of Educational Research and Training Varun Marg, Defence Colony, Delhi-110024