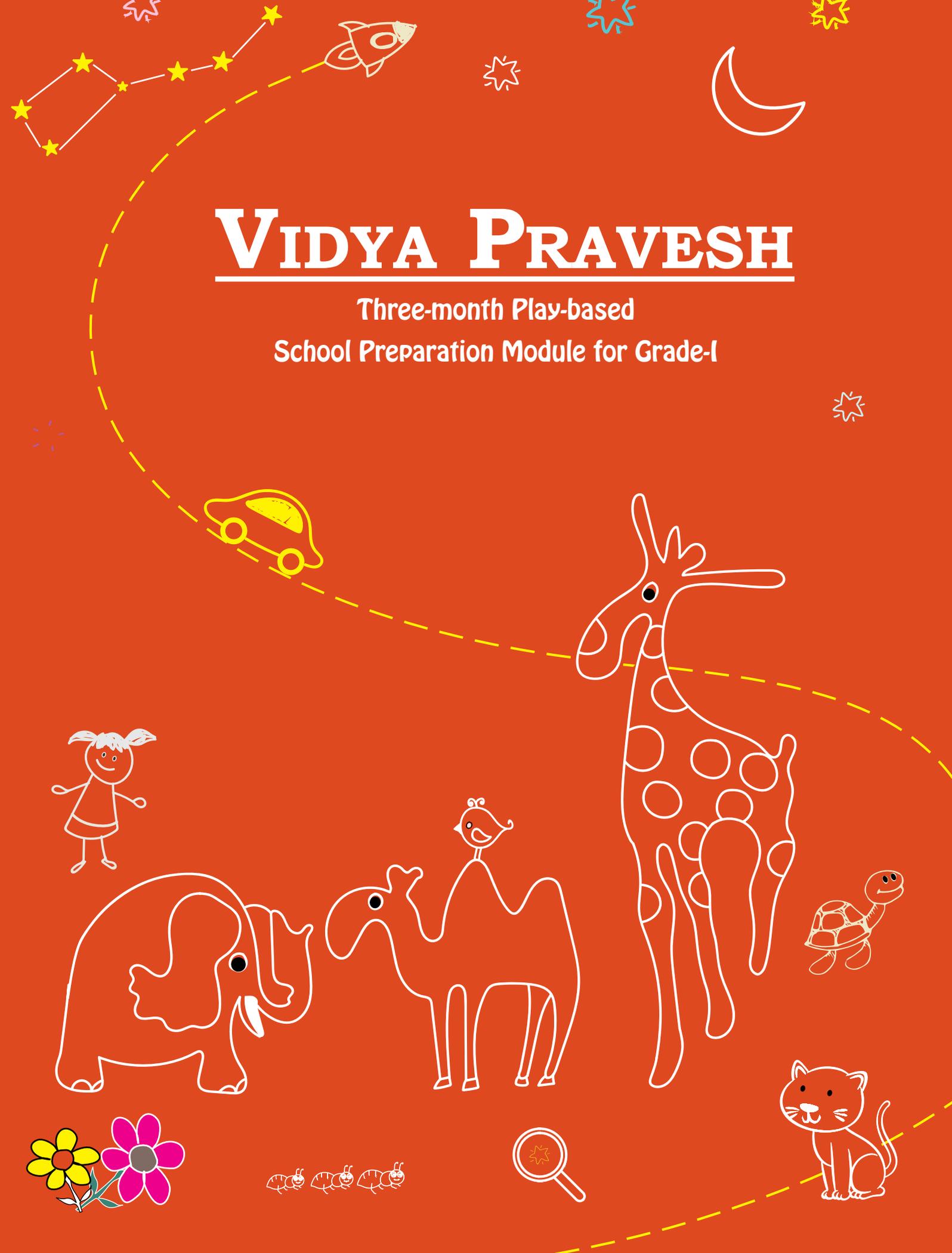


# VIDYA PRAVESH

Three-month Play-based  
School Preparation Module for Grade-I





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School Preparation Module for Grade-I

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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**13236 – VIDYA PRAVESH** — Three-month  
Play-based School Preparation Module for Grade-I

**First Edition**

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## FOREWORD

Through the *National Education Policy, 2020* (NEP) the Government of India has delineated the vision of India's new education system. This is a clear message of moving towards transforming the Indian education structure to ensure all children have access to quality care and education. The policy recommends first building a strong base for their learning and holistic development by providing opportunities to acquire requisite skills and learn basic concepts, particularly related to language literacy and numeracy. Nurturing children's abilities at this stage is vital as this is the period when the young brain develops faster than any other stage in life. Their ability to grasp the concepts and learn new skills is remarkable. Therefore, the learning experiences must start from the pre-school to the early grades of primary schools in a continuum, termed as the 'foundational stage' enveloping the age group of children from 3 to 9 years. These children have diverse backgrounds and varied learning experiences which generally leads to differences in their learning levels. This situation needs to be bridged by assimilating the diversity and providing a nurturing environment to the children. However, the difference widens, especially when children enter Grade-I, depending upon the accessibility and the inaccessibility to the pre-school education and home-based learning experiences.

To support the learning and adjustment of children entering Grade-I with the primary school curriculum at the beginning of the academic session, the NCERT has come out with *Vidya Pravesh*— a three-month play-based school preparation module. This module is an integral part of the *Nipun Bharat*— a National Mission on Foundational Literacy and Numeracy of the Government of India and may be seen as an interim measure until the universal provisioning of quality early childhood care and education is achieved with a target that all children entering Grade-I are school-ready at least by 2030. The module suggests play-based and developmentally appropriate learning experiences in the form of activities, illustrations, and worksheets designed in accordance with the skills and concepts given under three developmental goals directed towards 'maintaining good health and well-being of children', 'making them a good communicator', and 'ensuring that they become involved learners and can connect with their immediate environment'.

The module is the result of collective efforts of the NCERT faculty, along with subject matter experts, teachers and teacher-educators. This module is suggestive and can be adapted or adopted by the States/Union Territories and other stakeholders as per their requirements. The efforts of the Department of Elementary Education, NCERT, are well appreciated for the development of this module. The Council welcomes comments and suggestions from the users for further enhancing the quality and usability of this module.

I hope that all the States and Union Territories will use this module to make sure that children's learning is not hampered, even during the ongoing pandemic, whether at school or home. I am sure that this initiative will help all of us in shaping the lives of young children around us!

July 2021  
*New Delhi*

**SRIDHAR SRIVASTAVA**  
*Director (In charge)*  
National Council of Educational  
Research and Training

## PREFACE

*'Vidya Pravesh— Three-month Play-based School Preparation Module for Grade-I'*, has been developed as per the recommendations of the *National Education Policy, 2020 (NEP 2020)*. The context for this recommendation is that a large proportion of children currently in elementary schools are undergoing what is being termed as a 'learning crisis'. It is estimated that approximately over five crore children in the elementary school system have not been able to attain foundational literacy and numeracy, i.e. the ability to read and comprehend basic text and carry out basic addition and subtraction (NEP 2020). Children who enter Grade-I, come from diverse backgrounds: some of them have pre-school or *Anganwadi* experience, some have good home education experience, some others may come directly to Grade-I without any prior experience of pre-school education. Providing children with '*Vidya Pravesh — Three-month Play-based School Preparation Module for Grade-I*' is an attempt to promote their holistic development by providing age-appropriate experiences for developing requisite competencies necessary for Grade-I. The module is an integral part of *Nipun Bharat— a national mission on Foundational Literacy and Numeracy (FLN) of the Government of India*. It is a three months' (12 weeks) programme developed as an interim measure for all children who have entered Grade-I. The programme in the module is designed to be implemented at the beginning of Grade-I for three months and transacted for four hours per day. The module is well aligned to the learning outcomes of Pre-school 3 (*Balvatika*) in *Nipun Bharat— Guidelines for Implementation under FLN Mission*. Section 1.1 of NEP 2020 also mentions that 'over 85% of a child's cumulative brain development occurs before the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years to ensure healthy brain development and growth' (MHRD, 2020, p.6).

The module is developed to familiarise children with the school environment and provide experiences for maintaining well-being through the practice of health, yoga, nutrition, hygienic and safety protocols; socio-emotional development including learning of ethical values and cultural diversity; building the foundations of mathematics, language and literacy; as well as direct experience and interaction with the physical, social and natural environment. Through such experiences, efforts are made to address the crises in foundational literacy and numeracy, promote wellness and develop vigour in children to become involved learners and connect to their environment. Efforts are being made to ensure that learning is happening in an integrated, joyful manner and without any burden. They look forward to attending school, and becoming motivated and confident, which gives them a smooth and successful start in the primary grades.

This module is divided into three parts. Part I consists of a brief introduction to the module and a note for the teachers that includes guidelines for planning and transaction, tracking children's progress or assessment, involving parents and communities in the learning of children, and addressing the needs of children with disabilities (*Divyang*). Part II has a set of activities aligned with the three developmental goals with specific reference to the preparation for learning literacy and numeracy in the early primary grades. These goals are directed

towards maintaining good health and well-being of children, making them good communicators, ensuring that they become involved learners and can connect with their immediate environment. This shows the interlinkage and interdependency of each domain of development and also helps children develop holistically. It is a known fact that young children can acquire as many languages as they are exposed to. Parents and teachers using *Vidya Pravesh* are encouraged to organise the activities in the home language, Hindi and/or English.

Part III consists of developmental goal-wise supporting illustrations and worksheets which are to be given to the children after they have sufficient opportunities to play with concrete objects and toys and play-based activities.

The module is further supported with annexures viz. developmental goal-wise key competencies and learning outcomes (Annexure I), sample framework for day-wise weekly schedule (Annexure II), day-wise exemplar weekly schedule for twelve weeks (Annexure III), ways to implement daily or routine activities (Annexure IV), month-wise assessment framework (Annexure V), topics for guided conversations during circle time (Annexure VI), exemplar stories for children (Annexure VII), and a glossary of important terminologies used in the module (Annexure VIII).

The module is exemplar in nature. It focuses on the process of delivery of experiences to the children to make them develop necessary competencies joyfully and interactively. The module may also be treated as a handbook or guidelines to help teachers understand the process of providing learning experiences to all the children in a joyful way. Everyone, including the parents, would find the language and the content (pedagogy, activities and worksheets) easy to understand and transact even when the children are at home. The States and Union Territories are free to adapt or adopt it. Teachers may develop their own detailed set of contextualised activities, illustrations and worksheets based on the key competencies given in this module leading to the achievement of learning outcomes. They are expected to follow the pedagogy and the process of transaction given in this module till Grade-III to make sure that joy in learning continues.

The success of *Vidya Pravesh* is largely dependent on the parents and teachers who will use this module. We encourage them to modify and adapt the activities as per their immediate context and include knowledge in the local content.

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# PART I

## THE MODULE



# The Module

## 1.1 INTRODUCTION

*Vidya Pravesh*— Three-month Play-based School Preparation Module for Grade-I has been developed as per the recommendations of the National Education Policy (NEP 2020). The intent is to ensure that all children are exposed to a warm and welcoming environment when they enter Grade-I, especially during the COVID-19 pandemic, leading to their smooth transition to school. The module consists of exemplified activities and worksheets to be introduced in the initial three months or 12 weeks of Grade-I. The activities are designed to help children develop different competencies like helping, sharing, getting along with other children, following a school routine, learning to adjust to a new environment and concentrating on an activity for a period of time to increase their attention span. Through these activities, children will also learn foundational literacy and numeracy concepts and develop skills that have proven to be effective in building a sound foundation for learning in the early primary grades.

With an understanding that each child is unique, and carries infinite capacities, the module is designed to empower the teacher to create a stimulating learning environment for children that is joyful, full of opportunities, safe, ensures emotional security and provides support to all the children in school, and at home. The play-based pedagogy is a significant aspect of the module that plays a vital role in providing stimulating learning opportunities for the children, creating a joyful and stress-free environment, and addressing the learning needs of the children with special needs or disabilities. Swami Vivekanand said, “Education is the manifestation of perfection already existing in man”. The focus of this module is on the holistic development of the children, nurturing *Sanskar*, values, love, freedom of expression, spontaneity, and a feeling of togetherness amongst children. It also provides opportunities for experimentation, exploration, investigation, problem-solving, critical thinking, rational thought, imagination, enriching interaction with others, learning cultural diversity, and ethical values. Age and developmentally appropriate *Yoga (Yogasana)*, breathing exercises (*Pranayama*), music, dance, physical exercises, the celebration of festivals, art exposure, excursion tours, and play activities must be a regular feature



of the school preparation to be able to gain physical fitness, mental alertness, memory—enhancement and emotional balance. The confidence, motivation, and vigour to learn, developed during this process—prepares the children for a smooth and successful start at the foundational stage. It helps in reducing the number of dropouts in the preparatory classes in schools and helps children build a strong foundation for further learning and development. Understanding the importance of *Seva Bhav* and a sense of responsibility would help them become good citizens in the future. The pedagogical processes employed are not limited to the initial three months or 12 weeks only, but they are expected to be continued throughout the foundational stage of learning. Thus, the focus of this module is on building an interface between children, schools, and the family to work together to ensure a smooth transition of the children from home to school, or from pre-school to primary school.

According to Brahnavalli (*Taittreya Samhita*), the five-fold development of human beings is to attain all-round refinement of human personality, known as *Panchkosh*; namely *Annamay Kosh* (Physical Development); *Pranmay Kosh* (Vital Development); *Manomay Kosh* (Mental Development); *Vigyanmay Kosh* (Cognitive Development); and *Anandmay Kosh* (Spiritual Development), all of which have to start from the earliest stages of development and learning.

### ● Rationale

The context for this module is that a large proportion of children currently in elementary schools are undergoing ‘learning crisis’ as they have not been able to attain foundational literacy and numeracy, i.e. the ability to read and comprehend basic text and carry out basic addition and subtraction (NEP 2020). A possible reason for this crisis, as indicated by research, is that a large number of children are admitted in the school at the age of 5 or 6 years with limited language and cognitive skills and conceptual foundation, which are needed as a prerequisite for them to be able to successfully acquire competencies related to the basic literacy and numeracy at the early primary stage in schools. As a result, children enter Grade-I with inadequate conceptual and linguistic preparedness for the primary school curriculum. Considering the existing context, the policy calls for immediate measures to be taken in ‘mission mode’ to ensure that the children have basic curricular preparedness in Grade-I. Accordingly, the NCERT has

developed *Vidya Pravesh* module, which is based on the *Vidya Pravesh* guidelines. *Vidya Pravesh* is an integral part of foundational stage thus *NIPUN Bharat*—A National Mission on Foundational Literacy and Numeracy (FLN Mission) of the Government of India and well-aligned to the key competencies and the learning outcomes (Annexure I) of Pre-school 3 (*Balvatika*).

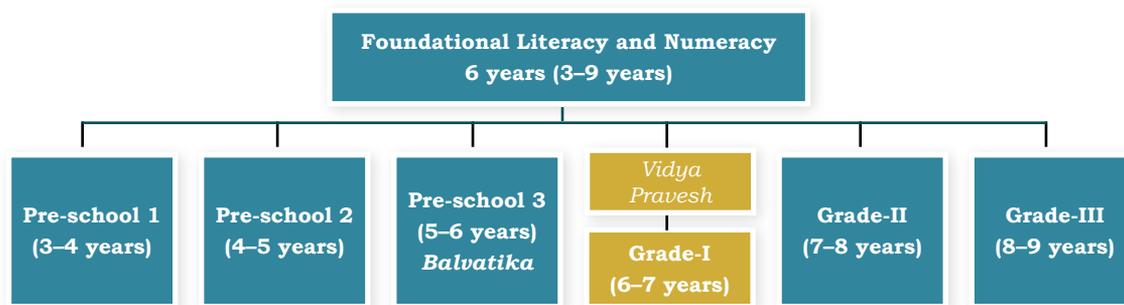


Fig. 1: Transaction Stage of *Vidya Pravesh*

The *Vidya Pravesh* module is developed to achieve the following objectives:

- 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 provide play-based, age and developmentally appropriate learning experiences in a joyful and stimulating environment leading to holistic development.

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.

The '*Vidya Pravesh Guidelines*' can be accessed using the following link: <https://ncert.nic.in/pdf/vidyapravesh.pdf>

## 1.2. NOTE FOR TEACHERS

Dear Teachers,

You are the teachers of Grade – I, and we understand that every child in your class matters to you. You are motivated and eagerly waiting to meet your children in the classroom. We are sure, that on the day when you meet your children, it is going to be a wonderful experience for all of you. During the initial few days, you will be busy understanding their diverse contexts and settling them in routine. You may come across children who do not understand the language being used in the school or the dressing styles of different children. You need to address this diversity with stories, experiences and make them feel safe and secure. Once the children

settle down, you would start implementing *Vidya Pravesh* module during the initial three months. Some activities and tips given in the module would also help you to ensure that the children are well-adjusted in the school. However, there are some specific activities and guidelines, which would help children develop competencies required for their holistic development and make them ready to learn further. Therefore, before planning and transaction of the module, we want you to begin by understanding some important aspects of the module:

- The module is designed in accordance with the three developmental goals of the foundational years, which are directed towards maintaining good health and well-being of children, making them good communicators, and ensuring that they become involved learners, and can connect with their immediate environment.
- Goal I—Children Maintain Good Health and well-being covers competencies related to physical and motor development, socio-emotional development, health, hygiene, nutrition, and development of healthy habits. Goal II—Children Become Effective Communicators covers competencies related to language and literacy. Goal III—Children Become Involved Learners and Connect with their Immediate Environment covers environmental awareness and scientific temper, mathematical thinking and problem solving.
- All the activities and worksheets given in the module are developed according to the key competencies given under each developmental goal, which leads to the achievement of the learning outcomes (Annexure I).
- The interlinkage and interdependency of goals, concepts and competencies are the prominent attributes of this module, which will help children develop holistically.
- The module is divided into three parts. Part I consists of a brief introduction to the module, and a note for the teachers that includes guidelines for planning and transaction, tracking children’s progress or assessment, involving parents and communities in the learning of children. Part II has a set of activities aligned with the three developmental goals with specific reference to the preparation for foundational literacy and numeracy, including the health and well-being of children in the early grades. Part III

It is expected that the pedagogy and the process adopted in the module for addressing learning needs of children at this stage are followed at least till Grade-III, to make sure that the children are learning in a joyful manner.

consists of developmental goal-wise worksheets to be given to the children after they have had sufficient opportunities to play with concrete objects or toys and participate in play-based activities.

Also, keep the following points in mind while implementing the module:

- Make sure that all the three components of pedagogy are used i.e. play, interaction, and the environment (please refer to the *Vidya Pravesh* guidelines for the details).
- Go through the activities and worksheets provided in the school preparation module.

You can also modify activities and worksheets, develop or prepare new ones as per the local context (local stories, games, songs, activities, art, etc.), need, interest and the level of the children's understanding. You can also repeat the activities to provide children enough time for engagement and reinforce the learning.

- All the three goals are interrelated but in order to pay attention to each goal, select/design activities addressing key competencies and skills in each goal. Also, address the issue of inclusion – particularly in terms of gender, and children with special needs or disabilities (*Divyang*).
- Make available the other teaching-learning materials like toys, manipulatives, locally available learning aids related to each development goal to support the development of different competencies. Ensure that the toys and books are inclusive.
- The activities in the module are meant to be transacted for five days a week, for four hours per day. However, the four hours per day transaction duration is flexible and you may reduce or increase this duration as per need. In schools where children come on Saturdays, you are expected to help them in recapitulating the activities completed in a week and prepare a plan for the next week.

### ● **Planning the Programme**

Planning and preparation of any programme is an important aspect of its transaction and implementation, and we know that you have experience and expertise in this area. Since you are going to deal with children who may be coming from

diverse backgrounds and may or may not have the pre-school experience due to the pandemic situation, we have added some tips to help you plan the learning opportunities for such children. The purpose of planning and preparation is to create age-appropriate and developmentally appropriate learning opportunities for children and improve the ways you work with these young children. It will also help you plan according to the set goals and provide quality programmes to help children learn required skills and concepts and build an understanding of the phenomena around them. We want you to consider the following important considerations while planning the learning experiences:

- Start with an analysis of the key points, such as purpose, target, format, duration, pedagogy, and the kind of learning opportunities to be provided to the children to achieve the learning outcomes.
- Go through the sample framework for the day-wise weekly schedule (Annexure II) for designing the activities, worksheets and plan a day's programme. Also, refer to the activities and worksheets provided in parts II and III of this module. This will help you in preparing the schedule for the rest of the weeks as per the developmental goal-wise weekly progression of competencies given in Annexure III entitled day-wise exemplar weekly schedule for twelve weeks.
- Map the activities accordingly for four hours per day, five days a week. Display the day-wise weekly schedule and try to list what materials are required, how to make the seating arrangements for each of the activities, and how to observe the children.
- Arrange the teaching material required, beforehand. You may develop the material using local resources, low-cost or no cost material. Some ready-made teaching-learning material can also be procured. Plan to include natural resources as learning aids such as leaves, twigs, pebbles, etc. Use eco-friendly toys or material and avoid plastic.
- Create activity or interest areas for free-play and equip these areas with a variety of play material that are easily accessible to the children. There are different types of activities or interest areas, which also help

Classroom displays (charts, posters, activity worksheets, models, etc.) may be used to convey a theme being covered in the classroom. This makes children interested in the theme or activity. The following points must be kept in mind while displaying children's works:

- Displays should be at the eye level of children so that they can see them easily.
- Displays should be changed regularly.
- Work of each child should be displayed.
- Displays should be purposeful.
- Too many displays should be avoided as it makes the classroom look cluttered or over-stimulating.

you in handling multiple age groups, such as Library and Literacy area, Dolls and Dramatics play area, Discovery or Science area, Block building area, Maths or Manipulatives area, Art area, and Music and Movement area (Refer to point 2 in Annexure IV for a list of the activity or interest area-wise material).

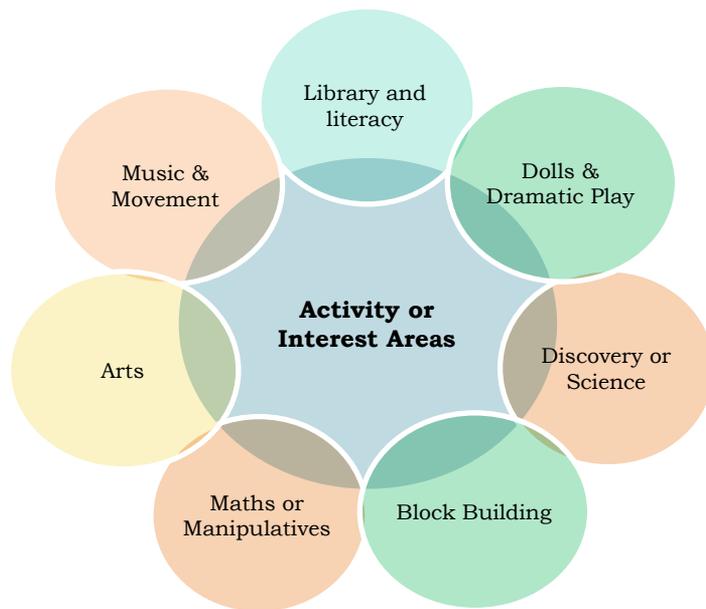


Fig. 2: Activity or Interest Areas

- Plan the seating arrangement for the selected activities keeping in view the children with disabilities (*Divyang*). The seating arrangement must be flexible and adaptable.
- Ensure adequate, accessible, safe, age-appropriate and clean indoor and outdoor space, equipment/material for the children to engage in free and guided play, like sand or pits, balls, ropes, bricks, beams, old tyres, musical instruments, etc.
- Plan to observe and assess children regularly. You should maintain a holistic and periodic progress report for each child and prepare a summary of achievements at the end of three months, and share it with the parents (Annexure V).

### Important considerations

- You should understand the background of each child, environment at their home and the previous education, such as pre-primary, *Anganwadi* or direct admission to Class I).
  - If possible, visit the home of each child.
  - Establish positive relationship with the family of the child.
- You must always remember that each child learns on their own. The role of the teacher is to motivate them, touch their heart and develop a loving bond with each child.
- Although planning is done beforehand, it should be flexible enough to accommodate any changes that might become necessary depending on the interest shown by the children at a particular moment.
- While developing and planning, there must be a balance between teacher-initiated and child-initiated activities, indoor and outdoor activities, and large and small group activities.
- Use indigenous toys and material. Make sure that the children can manipulate the material easily and all safety measures have been ensured.

### ● Transacting the Programme

As with the programme planning section, this section is also created to give you some guiding points for transacting the learning experiences in a joyful and interactive manner in a conducive learning environment for each developmental goal. Before transacting the activities, we would like you to go through the points given below:

- Start the day with a Prayer which must include gratitude, respect and appreciation towards nature and the motherland. You should also encourage children to share any interesting news.
- Free and guided conversation should be conducted every day. Refer to Annexure IV exemplar topics for guided conversation.
- Ensure that there is a balance in activities, for instance between teacher-initiated and child-initiated activities, indoor and outdoor activities, large and small group activities.
- Use mother tongue or the language familiar to most children in the class as a medium of instruction. In case there is more than one language as a mother tongue or home language, you may allow as many

languages as are in the classroom to be used for expression with gradually exposing the child to the school language.

- Involve children with special needs in all the activities. Provide opportunities of varying abilities to the children, so they can flourish and learn in the same classroom. Some ways to plan differentiated instruction are:
  - ▶ Make flexible and small learning groups as per the interests and needs of children.
  - ▶ Use different levels of the same activities (difficulty-wise) by modifying them.
  - ▶ Include a variety of languages and learning materials in your classroom.
  - ▶ Encourage children to help each other on activities and offer peer support.
  - ▶ Take inputs from parents of the children with special needs for making suitable modifications in the activities
- Use concrete objects that are familiar and are from the environment, which children can hold, observe, and manipulate to learn concepts and skills quickly instead of dealing with abstract numbers on the blackboard.
- Use transition activities, rhymes, songs, short stories, etc., to help children move from one activity to another, e.g., it could be from numeracy time to story time or clean up time to snack time.
- Follow the day-wise weekly schedule (Annexure II) but at the same time be flexible. Conduct the routine or daily activities for the holistic development of the children, such as greet meet or circle time, free play, numeracy, environment awareness and scientific thinking, art activities for creative and aesthetic development or fine motor development, language and literacy skills, outdoor play, and finally, goodbye time (Annexure VI). Saturday may be considered as the day for recapitulation of five days activities. The allotted time slots for daily or routine activities in the exemplar weekly schedule may be interchanged.
- Utilise play and meal opportunities to encourage good work habits in children like putting away material after playing, not dirtying the room, etc.

- As children manipulate and play with different material, you can provide them with the language to articulate and discuss their ideas, ask questions and stimulate their thinking. Encourage children to talk about and share with others how they have completed a task or solved a problem.
- Provide time for children to observe, think and try out different ways to solve a given problem. For example, how to build a house with these seven sticks or matchsticks, etc.
- Try to evoke the interest of early learners using any activity or task that is based on an interesting context such as stories, songs, rhymes, and games. Use the stories (Annexure VII) effectively to talk about the sequence, what happens before, after, at the end, and so on. Also, arrange organised indoor and outdoor games that are a great way to practice the skills and the concepts, e.g., counting, sequencing, etc.
- Be friendly and interactive with all children, ask questions regarding their play and activity individually to help them converse, extend their thinking, imagine, and gain confidence. You should facilitate children instead of being intrusive or directive in your approach. This process helps in encouraging children to take initiative.
- Organise circle-time discussions for problem-solving, conflict resolution, distinguishing between right and wrong, etc., at least once a week.
- Encourage and appreciate each child's efforts to give them a sense of confidence and self-esteem.
- Track the children's progress regularly. This would help to focus on children's strengths, on what the children can do, and what more is required. It would also help to adapt and modify teaching-learning strategies, play material, activity areas, etc. You should regularly interact with parents to share the progress of their children such as the learning level of their children, their achievements and the areas that need improvement, and also get their feedback.
- Reach out to the parents to ensure a continuity of learning experiences and for additional information, support, and communication about the things learnt in the classroom and how to reinforce them at home.

## ● Tracking Children's Progress

Observing and assessing the children regularly will help you focus on the children's strengths, what they can do, and what more is required. Continuous assessment and tracking of children's progress or learning help to adapt and modify teaching-learning strategies, play material, activity areas and so on and this review and reflection ensure that the learning is timely. To track the monthly progress of each child, a month-wise assessment framework for all three months is enclosed in Annexure V. A pre-module and a post-module assessment should be conducted to measure children's school readiness. For this, the first month of the assessment schedule given in Annexure can be used.

- The following process should be followed to assess the children's learning
    - ▶ Develop each child's portfolio. This would help teachers track and record each child's progress.
    - ▶ Observe children as they engage in different learning experiences.
    - ▶ Ensure clarity about the objectives while observing the children during the learning process.
  - Focus on observing small groups of children at a time.
  - Write anecdotes for what has been observed.
  - Remember to be objective in your observation. Ensure that your personal opinion and assumptions do not affect the observations and describe the behaviour rather than evaluate it.
  - Assess the progress of each child considering the previous level as a reference point. Do not compare an individual child with other children.
  - After the completion of the third assessment, keep the consolidated record of each child to help them further, to plan the learning experiences, share with the parents and modify the programme further.
- **Observations:** Observation of children's activities, their personality dimensions and learning process.
  - **Anecdotal records:** Brief written notes based on observations of children in terms of the language used, social relationships, modes of interaction, etc.
  - **Portfolios:** Collection of concrete work sample of each child such as painting, art, craft work, collage making, etc.
  - **Checklist:** List of learning outcomes, behaviours and traits of children in different developmental areas.
  - **Rating Scale:** Assessment of the performance of tasks and skill levels.
  - **Photographs and video clips:** Visual and audio recording of children's performance to help further understand about their personality dimensions and learning process.

## ● Involvement of Parents and Community in the Learning of Children

The help and support you get from the parents and the community will be of great importance to you and your children's education and learning. Therefore, you must make a conscious effort to chalk out the ways to build a strong case to involve the parents and the community and ensure their participation. You are expected to be the bridge between the home and the school for the child.

The given strategies can be followed in this regard:

- Use the community and the parents as a resource or as support to improve children's learning and development by creating an enriching learning environment at home.
- Be in constant touch with the community to discuss any support required, such as, drinking water, adequate space for the primary school and other resources.
- Some local people or leaders in various capacities may be appointed as School Management Committee (SMC) members.
- In order to create awareness about the importance of school preparedness of children among the parents and the community, various activities can be carried out, such as, involving parents in the routine activities, parent-teacher interaction through meetings and home visits, awareness programmes, and Readiness Mela, community, etc.

- Explain the purpose of *Vidya Pravesh* module to the parents and explain the three months schedule, that is, what will happen in the first month, the second month and the third month.
- Build confidence in the parents about the smooth transition of their ward to formal schooling.
- Encourage the parents to be in touch with the school and engage in effective conversation with you to support the learning of the children at home.
- Ensure that the parents from different socio-economic backgrounds are able to complete home activities as instructed in the school.
- You should select some activities for the parents to perform and experience what their child will learn through them.
- Guide the parents on what to ask when the child comes home after school:
  - ▶ What was the most joyful event in the school?
  - ▶ What work/task did the teacher ask to do at home?
  - ▶ What did their child ask at the school?

If the children are not able to answer, ask them to take help from their elder siblings or friends or the teacher for improvement.

- Ask the parents:
  - To observe and note the behaviour of the children at home, what they are interested in and how they perform the activities. These notes should be shared with the teachers during the planned school visits, such as PTMs.
  - To allow the child to do the activities. They should not interfere in their learning by doing the activities

themselves. If the child is finding it difficult to perform the activity, parents should have patience and encourage the child to complete the activity. Children enjoy and learn by doing the activities themselves.

- Not to compare their child's performance with other children, as every child is unique and special.
- To spend time with their children to build on their emotional strength and model positive behavior that they want the child to follow.
- To participate in their children's education and look for ways to make learning interesting for them.
- To focus on the children's physical development along with studies through play and engaging them in activities like swinging, hopping, running, etc.
- To narrate a story anytime during the day or at bedtime and engage with them in conversation related to the story such as, 'How many characters were there in the story?'; 'Who were the characters in the story?'; 'Who did what?'; and 'What would you have done, if you were there in their or its place?'
- To ask their children to tell a story and encourage them to create one, draw any picture based on the story and describe it. Appreciate the child after listening to the story.
- To conduct creative games, drawing and painting.
- To let their children watch videos of stories, poems or games under the teacher's or parent's supervision for a limited duration and discuss the same.
- To make sure the children are engaged in role play, dramatisation and puppetry.
- To encourage the children to do some clay moulding, sand and water play, and art and craftwork.
- To make the children aware about items available at home, mainly in the kitchen and plan activities around them, such as sorting pulses of different colours, naming vegetables, observing shapes (of tables, almirahs, glasses, bowls, and plates), observing colours of different objects, observing nature of different objects (heavy-light, hot-cold, etc.), tasting of different food items, recognising the sound of different objects, and counting of objects, etc.
- To check their children's notebooks, worksheets, or diaries every day. Appreciate them for their good work.

## ● Addressing the Needs of Children with Disabilities (*Divyang*)

The needs of CWD can be addressed in the following ways while planning, and transacting the learning experiences for the children:

- Counsel and guide the parents of such children for parenting and support at home. Ask them to appreciate their child's strengths, talk about how the entire family can support at home.
- Take help from a special needs educator to provide specific care to the autistic and hyperactive children. The teacher needs to be aware of them and follow the guidelines given by the special educator when these children behave differently.

- Involve them in all the activities at their level to make them feel worthy of themselves.
- Encourage them to solve their conflicts with other children.
- Simplify and repeat the instructions and the directions.
- Provide opportunities for practicing skills repeatedly.
- Provide immediate feedback in a positive and descriptive manner.
- Plan a schedule that is developmentally appropriate (duration and order of activities, time for transitions, etc.).
- Provide choices to the children so that they can follow their interests and strengths.
- Provide concrete examples and material, such as textured letters, numbers, etc.
- Allow extra time and provide time to process the experiences and the information.
- Arrange to seat the child near the teacher, away from doors or windows, or other children who would distract.
- Provide support for transitions (visual and verbal cues, songs, material, ringing bell).
- Discuss children's feelings and provide individual attention.
- Allow children to demonstrate/communicate their understanding in multiple ways, for example, in their own words, songs, pointing, using visuals, communication boards or other devices.
- Sensitise children to help them willingly, not out of a sense of pity or a feeling of a burden.

## ● Mental Health and Well-being

COVID-19 pandemic has impacted every individual including small children emotionally and mentally. Positive emotional and mental well-being affects the overall development of

children as it helps them build positive social, emotional, and behavioural, thinking and communication skills. This creates a foundation for better mental health and well-being later in life. Thus, taking care of emotional needs and mental well-being at this tender stage of life is crucial. In this context, the mental health of teachers and parents is also important. So, the efforts need to be multidirectional involving all caregivers.

### **Tips for Teachers**

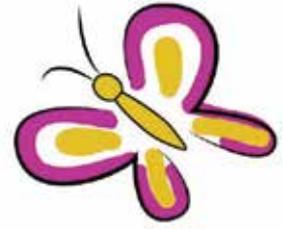
To be considered while dealing with children:

1. Ensure that the classroom environment is joyful, welcoming, safe and gives children a sense of warmth.
2. Encourage children to actively participate in activities.
3. Try giving children equal opportunities to play individually and in groups.
4. Use circle time as an activity to talk to the children, encourage them to share their feelings, daily routine, how they spend their time with family or anything they want to share.
5. Facilitate children's adjustment during the initial days, it is important to make them enjoy by spending time in free play or taking up activities, such as drawing/painting or storytelling. These activities would also help them express their feelings and share their likes, dislikes, fear, etc.
6. Guide children by reinforcing desired behaviours and by attending to their thoughts and feelings.
7. Make efforts to not label the child because of the action or behaviour they display. For example, you are lazy, you are a liar, you are a late comer, etc. It is important to know the reasons for the children's behaviour/action; why the child is behaving the way they are?
8. Practice being empathetic, patient, calm, accepting and non-judgemental.

### **Tips for Parents**

1. Actively listen to children their questions, difficulties, and clarify doubts, generate hope and provide emotional support in resolving issues. Create a happy, caring environment.

2. Learn to manage stress; talk to others, connect with people socially. Give time to yourself; proper nutrition and exercise help to calm the mind. Focus on kindness, gratitude, and exercise compassion.
3. Set time for sleep, waking up, eating, studying and play for yourself and children as a schedule helps to stay focused and motivated.
4. Engage in pleasant activities like indoor games, art, and music with family members.



# PART II

## **DEVELOPMENTAL GOAL-WISE ACTIVITIES**

**GOAL 1: CHILDREN MAINTAIN GOOD HEALTH AND WELL-BEING (HW)**

**GOAL 2: CHILDREN BECOME EFFECTIVE COMMUNICATORS (EC)**

**GOAL 3: CHILDREN BECOME INVOLVED LEARNERS AND CONNECT WITH THEIR IMMEDIATE ENVIRONMENT (IL)**

Part II suggests developmental goal-wise exemplar activities. These activities are competency based and are aligned to the learning outcomes given in Annexure I. All the developmental goals and the competencies are interdependent and inter-related. For example, under the Developmental Goal 1, while conducting activities related to health and well-being to develop the competency of self-awareness, children will also be developing their vocabulary which is addressed in Goal 2. Likewise due process of development of one competency, falling under one goal, may lead towards the development of other competencies, falling under other developmental goals, parallelly. The listed activities in this section reflect the above perspective. One activity can address different competencies and learning outcomes. As per the need and interest of children, teachers can modify, contextualise or add more activities.



## 2.1 GOAL 1: CHILDREN MAINTAIN GOOD HEALTH AND WELL-BEING (HW)

We all know that the foundational years are critical for the health and well-being of children. It includes the physical, social, mental, and emotional aspects of their personality. Their response to the environment, people and experiences is also determined and strengthened by their sound health and well-being. It also helps them cope with new, challenging, or stressful situations. Therefore, this developmental goal continues to provide experiences for physical and motor development; socio-emotional development including pro-social behaviours, such as caring, sharing, helping, etc.; nutrition; hygiene practices; sanitation and safety throughout the foundational years and later. The activities and experiences under this developmental goal are covered under broad key competencies like awareness of self and development of positive self-concept, self-regulation, decision-making and problem solving, development of pro-social behaviour, development of healthy habits, hygiene, sanitation, and awareness of self-protection, development of gross motor skills and participation in, individual and team, games and sports, and the development of fine motor skills and eye-hand coordination.

### (i) **Key Competencies: Awareness of Self, Development of Positive Self-concept, Decision-making and Problem Solving**

Activity 1	All About Me
<b>Competencies</b>	Self-awareness, development of positive self-concept, listening and speaking skills
<b>Material Required</b>	Pencils and crayons
<b>Procedure</b>	Ask each child to think and talk about 'What do they want to be?', 'What do they like?' or 'What is it that they do not like?' Provide opportunities and experiences for children to talk about themselves, describe self (in terms of physical characteristics, likes, dislikes, interests, gender), participate in the activities and take initiative. Ask them to write their name and draw their picture. Encourage them to draw any of their favourite book, food, toy, animal/bird, person, flower, etc., in the given space.
Activity 2	Rhyme with Actions/ Dramatisation
<b>Competencies</b>	Awareness of self and others, oral language development, vocabulary development

<b>Material Required</b>	None
<b>Procedure</b>	Provide opportunities and experiences for children to do rhythmic movements using rhymes, songs, props, or body parts. For example, to know about body parts teacher may sing a rhyme like head, shoulder, knees, and toes.
<b>Activity 3</b>	<b>My Family</b>
<b>Competencies</b>	Awareness of self and others, vocabulary development, oral language development
<b>Material Required</b>	Puppets of Father, Mother, Brother, Sister, Grandfather and Grandmother
<b>Procedure</b>  <p style="text-align: center;"><i>Fig. 3 Taking blessing (Aashirwad) from parents</i></p>	<p>Talk to children about family. Free or guided conversation helps children to listen to others and exchange ideas. Show pictures/puppets and engage in conversation with children to discuss the role of father, mother, grandfather, grandmother and siblings in the family. Sing song(s) related to the family with actions or puppets, for example—</p> <p style="text-align: center;"><i>In this house, In this house down the lane, Lived a very happy family, This is a Grandma This is a Father This is a Mother This is a Brother And who can this little one be? This little one is Me, Me and Me.</i></p> <p>Ask the children to repeat the song with tune, rhythm and action.</p>
<b>Variations Do It Yourself (DIY)</b>	Children may be asked to make puppets using old clothes, wool, fabrics, buttons, etc. Children may handle and manipulate the puppets as they sing the rhyme.
<b>Activity 4</b>	<b>Jigsaw Puzzles</b>
<b>Competencies</b>	Problem solving, Decision-making, Fine motor development
<b>Material Required</b>	Jigsaw puzzles
<b>Procedure</b>	Make the children sit in groups, give them jigsaw puzzles and encourage them to solve them. Start from two-piece puzzles and as the children start solving two-piece puzzles give them three, four- or five-piece puzzles as per their level.

<b>Variations</b> <b>Do It Yourself (DIY)</b>	Teachers can make picture puzzles of greater complexity by increasing the number of pieces. Make mazes for children to solve.
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**(ii) Key Competency: Self-regulation**

<b>Activity 5</b>	<b>My Responsibilities</b>
<b>Competencies</b>	Self-regulation, pro-social behaviour
<b>Material Required</b>	A chart to list out the tasks/responsibilities, list of children's names, sketch pens
<b>Procedure</b>	Make a list of simple tasks and responsibilities with children that need to be done daily in which children can lead or take charge, e.g., material in-charge, mealtime in-charge, clean-up in-charge, outdoor in-charge, washroom in-charge and discipline in-charge. Now, make a chart with the help of children indicating their names along with the assigned task. Make picture badges and inform children who are responsible for the day to wear them. Ensure everyone completes the assigned classroom tasks as per their turn. Observe if children are doing the task or responsibility assigned to them independently. Encourage them to do as many classroom tasks and personal tasks as they can.
<b>Activity 6</b>	<b>Gardening and taking care of plants or Nature walk</b>
<b>Competencies</b>	Self-regulation, development of positive self-concept and respect for others' feelings and rights
<b>Material Required</b>	Packed lunch with water bottle and napkin.
<b>Procedure</b>	Take all the children to the garden and explain how important each part of the tree is for us and for the tree to survive. Let children develop an attitude of care and nurturance towards plants, animals, and other forms of life. Let children have lunch under the tree with friends or family. It is good practice to feed animals or birds also. Nature walk is also a useful activity in this respect.
 	



Fig. 4: Gardening and taking care of plants and animals

#### Variations

**Activity 6 A: Environment**— Class activities like picking up trash from the ground or the classroom and putting it in the dustbin helps in developing an understanding of the importance of a clean environment.

**Activity 6 B:** Let children bring seeds like Kidney Beans (*rajma*), Gram (*chana*) and sow them in waste containers or garden and water them till they grow. Let children also count the seeds.

**Activity 6 C: Draw a garden**— Let the children draw a picture of a garden and share their experience about a visit to any garden or park.

**Activity 6 D: Join the dots**— Provide a dotted picture of a flower and let the children join the dots and complete the picture

**Activity 6 E: Arrange the leaves**— Let the children arrange the leaves from the biggest to the smallest.

**(iii) Key Competencies: Development of pro-social behaviour, respect for others' feelings and rights**

Activity 7	My Community Helpers
Competencies	Development of pro-social behaviour, respect for others' feelings and rights

<b>Material Required</b>	Flash cards of community helpers
<b>Procedure</b>	<p>Make the children familiar with the role of common community helpers that the child encounters, for example doctor, police, nurse, teacher, etc., through structured conversation, with the help of pictures, etc. Show flash cards and discuss about the community helpers or workers that they see, such as police officer, shopkeeper, postman, milkman, vegetable vendor, driver, farmer, doctor, nurses, etc. Encourage children to discuss how these community helpers or workers make our life easy and what equipment they use. Ask them to complete the worksheet by matching the community helpers or workers with the things they use.</p> <p>Invite parents who are police officers, doctors, defence personnel, musicians, local craftsmen, farmers, etc., and ask them to speak to the children regarding their work. Include caretakers, school bus drivers, security personnel and felicitate them. Narrate stories involving community helpers. Arrange outings to the workplace of different community helpers to give the children concrete experiences.</p>
<b>Variations</b>	<p><b>Activity 7 A: Let us Enact... ‘Our Community Helper’ (Dumb Charades)</b>— A child can enact the role of any community helper and other children can guess which role the child is playing.</p>
	<p><b>Activity 7 B: Solve Puzzles</b> related to our Community Helper Make cut-outs of community helpers. Let children fix the pieces and solve the puzzles.</p>
	<p><b>Activity 7 C: Talk about community helpers</b>— Let a child pick up a picture card and talk about the community helper in that card. You may encourage the child to say the initial sound of the helper like ‘P’ for police ‘T’ for teacher ‘D’ for doctor and so on.</p>
<b>Activity 8</b>	<b>Safety Inside and Outside</b>
<b>Competencies</b>	Development of pro-social behaviour, awareness of self-protection, listening and speaking
<b>Material Required</b>	Red and green flash cards
<b>Procedure</b>	<p>Ask the children what it means to keep our bodies and environment safe. Explain to them how our body, our friends and teachers, and our environment are important for our well-being. Ask them about some examples of how we can keep ourselves and our friends safe. Ask the children to speak and write the points on the chart in front of them.</p> <p>Expected responses could be “we should not physically push/pull or hit anyone” or “we must take precautions while walking in a line outside and inside the washroom”.</p>

	Draw out all the instances of safety precautions required inside the classroom and in the school premises, e.g., not throwing material here and there, keeping material and belongings in the right place. In case they find any sharp pointed objects on the way, they must inform the teacher or parents and so on.
<b>Variations</b>	<b>Activity 8 A: Safety Cards</b> — Make safety cards and let each child talk about them.
<b>Activity 9</b>	<b>National Symbols</b>
<b>Competencies</b>	Development of pro-social behaviour, awareness of self and others, awareness of national symbols, Respect for others
<b>Material Required</b>	Outline pictures of national symbols, crayons
<b>Procedure</b>	Discuss about our country. Familiarise them with our national symbols like the national flower, animal, bird, fruit, etc. This will help children to get connected to the nation and our national symbols. Let children identify the pictures and talk about them.
<b>Activity 10</b>	<b>Festival Celebration</b>
<b>Competencies</b>	Development of pro-social behaviour, respect for others, feelings and rights, creative and aesthetic development, observation, development of imagination, vocabulary.
<b>Material Required</b>	Pictures or flash cards of festivals
<b>Procedure</b>	Familiarise children with major festivals (cultural and national Festivals) and their modes of celebration. Help them understand that we celebrate various festivals such as Independence Day, Republic Day, Makar Sankranti/Pongal/Bihu, Lohri, Deepawali, Holi, Eid, Christmas, Gurupurab, etc. The teacher should also explain to them that appropriate safety measures should be taken during the celebration of various festivals. Explain how festivals are celebrated in India as and when they come.
<b>Variations</b>	<p><b>Activity 10 A: Talk about your favourite festival</b>— Encourage children to talk about their favourite festival and why they like it.</p> <p><b>Activity 10 B: Singing songs on festival</b>— Let children participate in art, music, dance, and creative movements regarding a particular festival.</p> <p><b>Activity 10 C: Decorating the class</b>— Involve children in decorating the class according to the upcoming festival.</p> <p><b>Activity 10 D: ‘Initial sound of sweet’</b>— Let children say the initial and end sound of their favourite sweet, especially mentioning the sweets prepared on specific festivals.</p>

	<b>Activity 10 E: Picture reading of festivals—</b> Let children see some pictures related to the festivals in the newspaper or magazine and speak about it in their own words and own language (Mother Tongue or school language).
<b>Activity 11</b>	<b>Know the Great Personalities</b>
<b>Competencies</b>	Development of pro-social behaviour, like caring, sharing, collaboration, compassion, respect for others
<b>Material Required</b>	Picture or reading book or posters
<b>Procedure</b>	Narrate short stories related to some great personalities of our country and also talk about their contribution to society and the country. Show pictures of some great personalities, such as Swami Vivekananda, Dr. B. R. Ambedkar, Mahatma Gandhi, Rani Lakshmi Bai, Shivaji, Sardar Patel, Shaheed Bhagat Singh, Bhagini Nivedita, etc., and familiarise children with their life and contributions to the society.
<b>Variations</b>	<b>Activity 11 A: Look and speak—</b> Let children look at posters or cards related to some great personalities of the country in small groups, and then talk about them.

**(iv) Key Competencies: Development of Healthy Habits, Hygiene, Sanitation and Awareness for Self-protection**

<b>Activity 12</b>	<b>Health, Hygiene and Sanitation</b>
<b>Competencies</b>	Development of healthy habits, hygiene and sanitation, and awareness of self-protection, development of pro-social behaviour like caring, sharing, collaboration, compassion, etc.
<b>Material Required</b>	Soap, buckets with water, empty bucket or big vessel, <i>lota</i> or mug (to pour water) and hand towel
<b>Procedure</b>	Let children sit in a circle. Begin the activity by having a discussion on common illnesses and how children get infected, especially with reference to the COVID-19 and other pandemic situations. Discuss with them the safety protocol to be followed by them wherever they go, such as washing hands, hand sanitisation, wearing mask and social distancing. Show them where the toilets are in the school and tell them how to use them to keep them clean after use. Also, show each of the steps of hand washing. Exemplar Song: <i>Wash Your Hands!</i> <i>Wash, wash, wash your hands</i> <i>Get them nice and clean</i> <i>Scrub the finger tops</i> <i>And scrub the finger bottoms</i> <i>And don't forget in between</i>

<b>Variations</b>	<b>Activity 12 A: Sequence cards for washing hands—</b> Make sequence cards for washing hands and let children arrange in order and talk about importance of washing hands.
<b>Activity 13</b>	<b>My Growth — Height and Weight</b>
<b>Competencies</b>	Development of healthy habits, hygiene and sanitation and awareness of self-protection
<b>Material Required</b>	Weighing scale, height chart
<b>Procedure</b>	Let the children cut and paste long paper strips, measure each other's height and mark it on the paper strip and write each child's name. Then, the children should paste the marked strips on the wall. Ask the children to compare and find out who is the tallest/shortest. <b>Note for the Teachers:</b> Gain in height and weight indicates normal health in a child. Therefore, at least a quarterly record of the height and weight of every child must be maintained. The basic purpose of this exercise is to prevent malnutrition and promote growth in children. Maintain a growth chart of the height and weight gain of each child and display it in the class. This helps children, and the parents see that children should eat nutritious food and avoid junk food each day. Following a healthy diet will ensure that the children grow well and can work and play actively.
<b>Variations</b>	<b>Activity 13 A: Body outline—</b> Spread a newspaper or chart paper on the floor. Let one child lay down on the paper. Ask another child to trace the body outline. Later let all the children do paper tearing-pasting activity on it or let children fill in details of the body parts and the teacher can help in the development of body-related vocabulary. <b>Activity 13 B: Lets weigh each other—</b> Let one child stand on the weighing scale and the other child look at the weight and read it out (teacher may record it)
<b>Activity 14</b>	<b>Self-Grooming and Maintaining Personal Hygiene</b>
<b>Competencies</b>	Development of healthy habits, hygiene and sanitation, and awareness of self-protection
<b>Material Required</b>	Items related to self-care like a comb, nail cutter, soap, towel, toothbrush and toothpaste
<b>Procedure</b>	Introduce each of the self-care items to the children asking them how they are used and the importance of each of them. Also, ask what happens when we do not care for ourselves on a regular basis. Going through each of the self-care items, do a quick check if everyone had a bath in the morning, combed their hair, cut their nails, and so on. As a follow-up activity, the teachers can demonstrate, e.g., how to brush the teeth appropriately,

etc., role of personal hygiene and following safety protocol in the prevention of COVID-19, other pandemic situations and illnesses should be reinforced by the teachers.

**(v) Key Competencies: Development of Gross Motor Skills and Participation in Individual and Team Games and Sports**

Activity 15	Free Play
<b>Competencies</b>	Development of gross motor and fine motor skills, self-regulation, decision making,
<b>Material Required</b>	Activity areas/interest areas are set up in advance with the required material.
<b>Procedure</b>	<p>Take the children to the activity/interest areas and introduce them to the activity/interest areas, their material and labels. Also, show how each material is to be used and kept back after the play. After the initial introduction is done, children can go to a different activity or interest areas as per their choice where they can explore each material themselves and play with it during free play time.</p> <p><b>Let Us Explore:</b> Children can actively explore the material in each activity or interest area and think of ideas as to how to play them during free play time.</p>
Activity 16	Knowing Outdoor Play Space and Material
<b>Competencies</b>	Gross motor development, decision making
<b>Material Required</b>	Outdoor space set up with material, like skipping ropes, bats, balls, a slide, a swing, tyres, etc.
<p><b>Procedure</b></p>  <p style="text-align: center;">Fig. 5: Hopscotch</p>	<p>Introduce the outdoor play space and related material to the children. Once children are familiar with the material, they may be given time for free play where they can play with any equipment of their choice. Also, encourage them to play traditional games such as ‘Tippy Tippy Tap’, ‘Hopscotch’, etc., or any other similar local games/activity of their choice. Play with children.</p> <p><b>Hopscotch:</b> In Hopscotch, ‘hop’ means jumping and ‘scotch’ means ‘incised line’. The game involves hopping over lines or in shapes. Player/s toss a small object (typically a small stone, coin, bean bag, or small chain with a charm) into numbered triangles or a pattern of rectangles outlined on the ground and then hop or jump through the spaces and get back the object. It can be played with many players or alone. India is known by many names, such as <i>Kith-Kith</i>, <i>Stapu</i>, <i>Ekka Dukka</i>, and <i>Langdi</i>.</p> <p><b>Tippy tippy tap- What colour do you want?:</b> The game is played to figure out one’s luck. This game is not about winning or losing, rather it is more about having joy.</p>

Activity 17	Walking in Different Ways
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	None
<p data-bbox="177 422 320 449"><b>Procedure</b></p>  <p data-bbox="248 831 580 858"><i>Fig. 6: Walking with balance</i></p>   <p data-bbox="256 1442 568 1499"><i>Fig. 7: Walking on straight and curved lines</i></p>	<p data-bbox="684 422 1425 642">Draw different lines on the floor, e.g., straight, curved, zigzag, etc. Let the children walk along the lines. Instruct them to walk slowly or fast, forward, or backward. Let children walk in a circle and try to maintain the circle, sing songs and do actions. While going out to the toilet or to drink water, etc., ask the children to walk in a straight line.</p>
Activity 18	Walking in Different Ways
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	Objects children can jump or hop over comfortably
<b>Procedure</b>	<p data-bbox="684 1673 1425 1862">Mark two ends on the ground: one where children start and the other where they will end. In between the two points, put some obstacles mentioned in the material. Encourage them to jump or hop with full strength and maintain their coordination and balance at the same time.</p>

	<p>Another activity could be where the teacher hangs some objects, such as cutouts of letters or numerals on a cloth line at a height and ask the children to jump and get them.</p> <p><b>Let us Jump/Hop:</b> Children can jump/hop while maintaining balance and rhythm. They can also jump/hop in different ways.</p>
<b>Variations</b>	Sack Race can also be used as an activity to enhance skills of balancing and coordination
<b>Activity 19</b>	<b>Balancing and Crawling</b>
<b>Competencies</b>	Objects children can jump or hop over comfortably
<b>Material Required</b>	Book, Glass of water, rope
<b>Procedure</b>	Organise a race for the children in which they must walk while carrying some objects on their head or in their hands, for example, a book on the head or a glass of water in their hands (without spilling the water). Let two children hold a rope at an appropriate low height and get the other children to crawl under it one by one and run back.
<b>Activity 20</b>	<b>Throwing and Catching a Ball</b>
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	Ball
<b>Procedure</b>	<p>Throwing the ball into a box/basket: Draw a line and ask the children to stand behind the line. Place a basket or box in front of the children at a distance. Ask the children to throw the ball into the box/basket. Gradually the distance of the box/basket may be increased as the game progresses.</p> <p><b>Throwing ball over and under:</b> Ask the children to stand in a circle and throw the ball to one another in different ways i.e., over the head or under the legs. Children will throw the catch and vice-versa.</p>
	
	<i>Fig. 8: Throwing and catching the ball</i>
<b>Activity 21</b>	<b>Dance, Yoga (Yogasana) and Exercise (Gross Motor)</b>
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	Scarf or dupatta, musical instrument
<b>Procedure</b>	Play any appropriate popular or traditional music and encourage children to move rhythmically on it. Children can also move with a prop like a scarf or a dupatta. Alternatively, Ask the children to move in different yoga poses (as shown in the figure) that they can learn.



Fig. 9: Yoga (Yogasana) poses

The activities like Yoga (Yogasana), dance, exercise, and play activities contribute to the holistic health and wellness of children by keeping them physically fit, mentally alert and emotionally balanced. Therefore, the teachers should make these activities a regular feature of the daily or routine activities.

Activity 22	Sand and or Water Play
<b>Competencies</b>	Development of gross and fine motor skills, development of mathematical/science concepts, creative development
<b>Material Required</b>	Sand, water, toys, moulds
<p data-bbox="172 1423 320 1453"><b>Procedure</b></p>  <p data-bbox="209 1680 639 1709">Fig. 10: Children playing in the sand</p>	<p data-bbox="683 1423 1422 1680">Take the children to the sand pit; encourage them to play in the sand. Sand and water play must be planned by the teachers at least once in two weeks. Keep toys and moulds that children can use during play. Sand play and water play can also help in the development of the concepts of more vs. less, full vs. empty, etc. as children fill different containers with water/sand and empty them.</p>
<b>Variations</b>	<p data-bbox="683 1726 1422 1885"><b>Activity 22 A: Water Play</b>— Similarly, water play can be arranged where children can be asked to wash hanky/ small cloth, etc., water play, particularly the experiment of objects floating/sinking, also helps children develop the concepts of 'heavy' and 'light'.</p>

Activity 23	Aiming or Kicking
<b>Competencies</b>	Development of gross and fine motor skills
<b>Material Required</b>	Balls
<p data-bbox="172 422 320 449"><b>Procedure</b></p>  <p data-bbox="277 1041 549 1068">Fig. 11: Aiming the ball</p>	<p data-bbox="683 422 1422 579">Plan aiming games in different ways. Allow children to aim at bottles, nets or buckets kept at a distance using a ball. Depending on children's range of aim, adjust the target for each child. Let children experience success at some point in the activity.</p>
Activity 24	Bouncing and Catching the Ball
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	Ball
<b>Procedure</b>	Ask two children to stand in front of each other where one child throws the ball, and the other child catches it and bounces it back.
Activity 25	To Walk in/perform Kadamtal (march-past) while telling 'Ek-do, Ek-do'
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	Drum /Tambourine
<b>Procedure</b>	Ask the children to walk in a circle or in a straight line and do <i>kadamtal</i> (march-past). The teacher may say 'ek-do, ek-do' along with the sound of Drum / Tambourine to make it interesting. Ensure that the knees of the children bend rightly, and their feet touch the ground properly.
Activity 26	Rabbit Jumping Race
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	Objects to be used as obstacles

<b>Procedure</b>	Arrange a race for children that have a start and an end point like a pathway. Let children jump like a rabbit on the pathway and reach the end point.
<b>Activity 27</b>	<b>Climbing</b>
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	Rope ladder or stairs
<b>Procedure</b>	Use any space with steps and get children to climb up and down. Any climbing frame, like a rope-ladder using a sturdy rope and wooden or bamboo strips for steps can give the children practice in this skill.
  <p><i>Fig. 12: Pushing Tyres</i></p>	
<b>Activity 28</b>	<b>Push small Tyres/Barrels</b>
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	Tyres/Barrels
<b>Procedure</b>	The teacher will ask each child to push a small car tyre or a small barrel. Ask the child to push or pull.
<b>Activity 29</b>	<b>Rolling</b>
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	Ball
<b>Procedure</b>	Roll the ball. Draw a straight line or curved line on the floor. Ask the children to come in a row and roll the ball along the line drawn.
<b>Activity 30</b>	<b>Spinning the Hoop (A ring of wood or metal)</b>
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	Hoops

<b>Procedure</b>	Ask the children to balance and spin the hoop around their waist 5 to 10 times and gradually increase the number of times as long as they can. Encourage them to try spinning hoops on other body parts (arm or leg).
<b>Activity 31</b>	<b>Dancing</b>
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	Drum and music
<b>Procedure</b>	Arrange a <i>dhapli</i> or a dholak. Sing while playing the musical instruments and ask the children to dance to the tunes.
<b>Activity 32</b>	<b>Musical Chair</b>
<b>Competencies</b>	Development of gross motor skills
<b>Material Required</b>	Chairs and drum/music
<b>Procedure</b>	Place 5–6 chairs in a large circle. In case there are no chairs available, you can replace chairs by placing papers, cloths, old tyres, and mats. Keep one chair less than the number of children taking part in the game. Ask the children to run around the chairs and you being the Organiser beat a <i>dhapli</i> / play some music. Tell every child to find and occupy a chair as soon as you stop playing the <i>dhapli</i> /music. The child who does not get his chair at this point will be out of the game. Now remove one of the chairs and continue the game until only one child is left. He will be the winner.
<b>Variations</b>	<p><b>Activity 32 A: Musical Colours</b> — Keep colours on the chair and similarly, play musical colours.</p> <p><b>Activity 32 B: Musical Numbers</b> — Keep numbers on the chair play musical number.</p> <p><b>Activity 32 C: Musical Letters</b> — Keep letters on the chair and play musical letters.</p>

**(vi) Key Competencies: Development of Fine Motor Skills and Eye-hand Coordination**

<b>Activity 33</b>	<b>Tracing (sand)</b>
<b>Competencies</b>	Development of fine motor skills and creative expression, eye-hand coordination, the concept of shapes
<b>Material Required</b>	None
<b>Procedure</b>	Provide children with some sand in the deep tray and give them a short stick. They can scribble on the sand. Ask the children to make different curves, lines on the sand.

<p><b>Variations</b></p>  <p><i>Fig. 13: Tracing on the outline of letters</i></p>	<p><b>Activity 33 A: Tracing on the outline of letters</b>— Next day you can ask the children to draw pictures related to that letter and corresponding objects to the numerals.</p> <p><b>Activity 33 B: Colouring within the letter shapes</b>— Provide letter shapes to children with outline and ask the children to colour within the letter shape.</p>
<b>Activity 34</b>	<b>Pasting different Shapes</b>
<b>Competencies</b>	Development of fine motor skills, creative expression, eye-hand coordination, the concept of shape
<b>Material Required</b>	Coloured paper, scissors, glue stick
<b>Procedure</b>	Draw various shapes (circles, squares or rectangles) on the paper. Ask the children to cut the shapes and paste them on the paper.
<b>Activity 35</b>	<b>Clay or Dough Moulding</b>
<b>Competencies</b>	Development of fine motor skills, creative expression, eye-hand coordination
<b>Material Required</b>	Clay or dough
<p><b>Procedure</b></p>  <p><i>Fig. 14: Clay Moulding</i></p>	Provide the children some clay or dough and tell them to make objects of their choice with it. Give some ideas to make products related to festivals like <i>diyas</i> , which can also be coloured later. Observe children when they are working with clay. Once the activity is over, ask them to describe it. Along with clay, teachers can also provide a small blunt plastic knife, moulds, and rolling pins or other accessories like twigs, flowers, colour, etc. for children to make different objects. Provide seeds, straws, stones, shells, etc., to add variety to their clay models. Children must wash their hands after working with clay.
<b>Activity 36</b>	<b>Stringing Beads</b>
<b>Competencies</b>	Development of fine motor skills, creative expression, eye-hand coordination, pattern making
<b>Material Required</b>	Beads, strings/laces (ideally of different shapes, sizes and colours)
<b>Procedure</b>	Give the children some large beads in a bowl or basket. These beads should preferably be of different colours and have large holes in them. Let children string the beads in the way they wish with a stiff thread or wire.



Fig. 15: Threading the beads

To make it a little challenging, string beads with a specific sequence of colours and ask the children to complete the string in the same sequence, for example, red, blue, yellow repeated in the same order.

### Variations

**Activity 36 A: Lacing**— Make a ‘threading frame’ with a piece of cardboard (old copy cover). Draw an outline of any simple object, for example, tree or fish and punch it with holes all along the outline. Let the children lace these outlines with a stiff thread, wire or even an old shoelace.

**Activity 36 B: Shoe lacing**— Let children lace their shoes.

**Activity 36 C:** Stringing leaves and flowers in a pattern  
Let children string the leaves and flowers in a pattern.

### Activity 37

### Printing Using Fingertip or making Thumb Impression

### Competencies

Fine motor and creative expression, sharing

### Material Required

Paint in a bowl and paper

### Procedure

Pour paint into small bowls or plates such that there is one bowl for two children. Each child can be asked to draw a picture of their choice on paper. They then must colour the picture by dipping their forefinger tip or thumb in the paint and pressing it on the paper to get the impression on the paper. The same can be done for letters and numerals too.

### Variations

Let the children dip leaves into the colour and print them on paper. Foot-and-hand printing can also be done by the children.

### Activity 38

### Building with bowls and paper cups

### Competencies

Development of fine motor skills, eye-hand coordination, problem solving, creativity

### Material Required

Bowls/paper cups or building blocks.

<p><b>Procedure</b></p>  <p><i>Fig. 16: Constructing using blocks</i></p>	<p>Using bowls/paper cups or wooden blocks, encourage children to build something like a bridge, a building or anything else as per their choice. These types of activities are part of activity areas and help in problem solving and collaboration too.</p>
<p><b>Variations (DIY Activity)</b></p>	<p><b>Pyramid making</b>— Using paper cups encourage the children to collectively construct a big pyramid.</p>
<p><b>Activity 39</b></p>	<p><b>Sorting in two categories</b></p>
<p><b>Competencies</b></p>	<p>Development of fine motor skills, eye-hand coordination, concept of colour, size and texture</p>
<p><b>Material Required</b></p>	<p>Shapes, colors, beans, seeds, paper clips and rubber bands</p>
<p><b>Procedure</b></p>  <p><i>Fig. 17: Sorting beads</i></p>	<p>Ask the children to sort objects of different shapes, colours, sizes, material, etc., based on only one dimension. Later, the children can be asked to sort objects based on 2 or 3 dimensions together; for instance, colour and shape, size and shape.</p>
<p><b>Activity 40</b></p>	<p><b>Clipping</b></p>
<p><b>Competencies</b></p>	<p>Development of fine motor skills, completion of the task, self-regulation</p>
<p><b>Material Required</b></p>	<p>Cloth pins and paper plates; old child-sized clothes</p>
<p><b>Procedure</b></p>  <p><i>Fig. 18: Clipping Activity</i></p>	<p>Let children attach the cloth pins to the sides of the paper plate or old clothes (you may collect them and keep them in the dramatics area). Ask all the children to keep the material ready, set a time limit and start the activity. Motivate them to complete the activity in the given time. This activity can be conducted at different levels (by increasing the number of clips and decreasing the time limit).</p>

Activity 41	Rangoli /Patterns Making
<b>Competencies</b>	Development of fine motor skills, eye-hand coordination, creative expression.
<b>Material Required</b>	Rangoli powder, glue.
<b>Procedure</b>	bowl of white glue, a small bowl of colored rangoli powder/sand, and a “glue brush”. Children paint the glue on their paper with the brush, pinch some rangoli powder/sand with their fingers, and sprinkle it over the glue. Place a pan, tray or paper plate on the table for children to shake off the excess sand. They can also draw a flower, hut with glue and pour/paste sand on it. When they shake off the excess sand they feel happy to see the image appearing on the paper. Try giving familiar themes to the children and ask them to draw/ paint them.
Activity 42	Pouring Water into Bottle using Funnel
<b>Competencies</b>	Eye-hand coordination, fine motor skills
<b>Material Required</b>	Water bottle, funnel and mug with water
<b>Procedure</b>	Show the children how to hold a mug and transfer the water into a bottle through a funnel without spilling. Activities involving manipulation of objects or those involving the skill of pouring water are very useful for the development of eye-hand coordination.
Activity 43	To Make a Knot and to Open it
<b>Competencies</b>	Development of fine motor skills, eye-hand coordination, creativity
<b>Material Required</b>	Thick thread
<b>Procedure</b>	Give children thick twine/wool/thread and ask them to put three knots and open the knots in the given time.
Activity 44	Thread Painting
<b>Competencies</b>	Make thread painting without difficulty
<b>Material Required</b>	Paint, thread and paper/book
<b>Procedure</b>	Take a long piece of thread; dip the first part of the thread in red colour, the second part in blue colour, and the end part in yellow colour. Fold a paper into two halves and place the threads in different patterns under the fold. Pull out the thread with the other hand, take the thread fully from the paper, now open the paper and see the design. Use different colours to make more designs.
Activity 45	Tracing Objects
<b>Competencies</b>	Development of fine motor skills, creative expression
<b>Material Required</b>	Objects in the classroom which can be traced, paper, pencil

<p><b>Procedure</b></p>  <p><i>Fig. 19: Paper Folding</i></p>	<p>Provide opportunities to the children to develop the skills of making controlled visual-motor movements by tracing the given shapes. Give children an object, paper, and a pencil. Ask them to keep the object on a paper and trace it along its boundaries. They can take other shaped objects and trace one over the other to see the effect, e.g., they trace out a circle, then a square and then trace a rectangle on it. Give children crayons or paint to colour the traced parts.</p>
<b>Activity 46</b>	<b>Paper/Cloth Folding</b>
<b>Competencies</b>	Development of fine motor skills
<b>Material Required</b>	Paper/cloth
<b>Procedure</b>	Give each child a sheet of paper and demonstrate basic folds that they can do with it. Ask them to explore different ways of folding a paper and see what they can make out of it. The teacher can also show two to three samples of objects prepared by folding papers, e.g., a boat, a fan, a fish, etc. Instead of paper, cloth may also be used to fold and create the objects.
<b>Activity 47</b>	<b>Painting With Brush (flat and thick)</b>
<b>Competencies</b>	Development of fine motor skills and creative expression
<b>Material Required</b>	Brush, paint, easel boards (if available)
<b>Procedure</b>	Painting is a wonderful way for children to express their creativity. Show children how to use a paintbrush with paint on paper. Let children choose different colours and paint figures of their choice. They can also describe at the end what they have painted.
<b>Activity 48</b>	<b>Collage Making</b>
<b>Competencies</b>	Development of fine motor skills and creative expression
<b>Material Required</b>	Coloured papers, glue.
<b>Procedure</b>	Ask the children to tear the paper into small pieces. Thereafter ask them to paste the torn paper pieces within a given outline. The outline could be that of a tree, a hut, an animal, or any other object. Let them make their own



Fig. 20: Child making Collage

collage by pasting the pieces in any design created by them. They could be given old cloth pieces also or other waste material or leaves or petals, etc. which they may use for pasting in the collage work.

Activity 49	Cutting
<b>Competencies</b>	Development of fine motor skills and creative expression
<b>Material Required</b>	Scissors (preferably plastic ones), coloured papers, glue.
<b>Procedure</b>	<p>Show the children the correct finger grip to hold the scissors with one hand and the paper with the other. Give each child a pair of scissors and a piece of paper. Show them the different ways of cutting the paper, e.g., in a straight line, in a zig-zag way or cutout shapes, etc. The cutouts can then be pasted on a chart paper or on a plain sheet to make a collage.</p> <p><b>*Note:</b> Use child-friendly scissors. Children should be continuously supervised while handling the scissors. Children should be given safety instructions for the safe use of the scissors.</p>
<b>Variation</b>	<p><b>Activity 49 A: Cutting big letters and numbers—</b> Let children cut big numbers from the number calendar. Let children cut big letters from old books and magazines. Use these to prepare a Do it yourself (DIY) activity during literacy and numeracy activity time.</p>
Activity 50	Printing with Different kinds of Stamps
<b>Competencies</b>	Development of fine motor skills and creative expression
<b>Material Required</b>	Paper/newspaper, different objects that can be used for printing, rough cloth
<b>Procedure</b>	<p>Collect a variety of material that can be used to dip in paint and stamp on a paper to create its imprint, e.g., objects like a used comb, blocks wrapped with twine or rubber bands, old non-plastic toys and so on. Give used papers or newspaper to each child and they can then dip these objects in paint and stamp them on the paper to make imprints to enhance eye-hand coordination.</p>

<b>Variations</b>	<b>Activity 50 A: Letter stamps</b> — Prepare letter stamps and let the children dip the letters in colour and create their imprint on paper.
<b>Activity 51</b>	<b>Joining the Dots and Colouring the Picture</b>
<b>Competencies</b>	Development of fine motor skills and creative expression
<b>Material Required</b>	Crayons, colour pencils, chalk
<b>Procedure</b>	Make dots on paper or a slate in different shapes or designs, and ask the children to join the dots with a crayon or chalk, and ask them to colour it.
<b>Activity 52</b>	<b>Drawing Pictures on a Slate/ Board</b>
<b>Competencies</b>	Development of fine motor skills, eye-hand coordination
<b>Material Required</b>	Board and chalk.
<b>Procedure</b>	Provide opportunities to children to draw different figures and shapes. Provide the children with a board and a piece of chalk/coloured chalk and ask them to draw a picture of their choice and imagination. To encourage creativity, do not impose your ideas on the children. Let them draw and paint what they like and the way they like.
<b>Activity 53</b>	<b>Spray- Painting</b>
<b>Competencies</b>	Development of fine motor skills, eye-hand coordination, creativity and aesthetic development
<b>Material Required</b>	Colours, stencil and brush/toothbrush.
<b>Procedure</b>	Provide the children with a stencil of an animal, a bird, a flower, etc. and a blank piece of paper; as well as all the material needed for spray painting. Demonstrate the activity once. Let the children play with colours, and express and develop their creativity.
	
<p><i>Fig. 21: A child doing spray painting</i></p>	

## 2.2 GOAL 2: CHILDREN BECOME EFFECTIVE COMMUNICATORS (EC)

The ability to effectively communicate helps children to express themselves, understand others, think critically, solve problems, and maintain relationships. Learning to understand, use and enjoy speaking in any language is a critical first step in literacy and the basis for learning to read and write. As young children begin to talk to others, spend time with books and experiment with different writing tools for drawing and scribbling, they are learning to become effective communicators. When adults provide children with opportunities to talk and participate in meaningful reading and writing activities, they support the acquisition of language and literacy. To engage and interact meaningfully with children, teachers need to have a basic understanding of early language learning and recognise the learning potential of the children in their classrooms. The programmes for foundational years should provide opportunities to develop emergent and foundational literacy skills, which enable children to successfully learn to talk and listen, read with comprehension and write with purpose. Key competencies such as engaging in conversation with others, expressing interest in stories and poems/rhymes, reciting poems with proper intonations, modulations, and actions, narrating stories, reading with an understanding of print awareness, taking an interest in writing, using language(s), attempting scribbling, drawing, and writing with increased precision are expected to be achieved by the children.

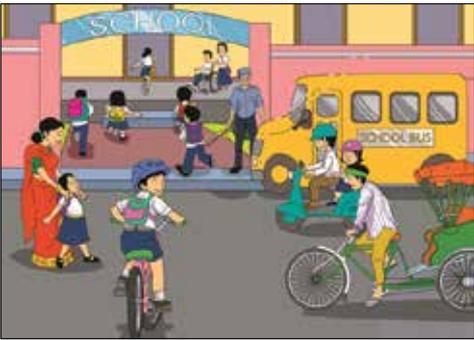
### Notes on Child's Language Use

Language is closely linked to children's identity and emotional security and helps them to freely express their thoughts and feelings. However, the language of instruction is a complex issue in a multilingual country like India, where children may come to school with a mother tongue or home language which may be different from the school or regional language. Since there is more than one language as a mother tongue or home language, teachers may allow as many languages as children bring to the classroom to be used for expression while gradually exposing them to the school language. According to the NEP 2020, teachers must use bilingual approach, including bilingual teaching-learning material with those children whose mother tongue or home language may be different from the medium of instruction. It is also



recommended in the policy that “all languages need to be taught in an enjoyable and interactive style, with plenty of interactive conversation, and with early reading and subsequently writing in the mother tongue or home language in the early years” (p. 13). There is also a need to provide exposure to sign language to all children. It helps in laying down the foundations of inclusion.

**(i) Key Competencies: Talking and Listening (Listening Comprehension, Conversational Skills, Creative Self-expression, Vocabulary Development and Meaningful use of Language)**

Activity 1	Picture Reading
<b>Competencies</b>	Vocabulary development, self-expression, prediction, reading
<b>Material Required</b>	Pictures of different events or places, such as a fair ( <i>Mela</i> ), playing in the park, a market, a school, a zoo, a festival, etc.
<p><b>Procedure</b></p>  <p style="text-align: center;">Fig. 22</p>	<p>Carry out this activity with all the children in one big group as well as in small groups. Ask them to observe and talk about what they see in the illustrations. The teacher is free to use any illustration of their choice from various sources such as newspapers, books, magazines, etc. While selecting the illustrations, age, developmental needs, and the surroundings of the children must be considered. Prompt them by asking questions to initiate and make the conversation engaging. Help children observe details in the illustration and try to connect them to their own experience of the world. The teachers may prompt them with the following questions:</p> <ul style="list-style-type: none"> <li>• Have you ever been to such a place?</li> <li>• How does this illustration make you feel?</li> <li>• What does this illustration remind you of?</li> <li>• What are the people doing in the picture?</li> <li>• Who do you think are the people in the picture?</li> </ul>
<b>Variations</b>	<p><b>Activity 1 A: Pretend Reading</b>— Let the children look at the books and read them on their own.</p> <p><b>Activity 1 B: Reading the wrappers</b>— Create a box filled with a collection of waste food wrappers and let the children identify and read the wrappers (pretend reading).</p>
	<p><b>Activity 1 C: Talking Board</b>— The Talking board may have something related to a visit like plants, animals, a trip to a zoo, celebrating a festival. Each picture needs to be labeled and should be changed every week. The children should be encouraged to look at it and talk about it.</p>

Activity 2	Free Hand Drawing
<b>Competencies</b>	Eye-hand coordination, writing skills, creative expression
<b>Material Required</b>	Pencils, crayons, markers, slates, white sheets of paper
<b>Procedure</b>	Set up an accessible and comfortable writing area for the children. Allow them to freely scribble and draw as per their choice. Ask them to describe their drawings and pose follow-up questions based on the children's responses.
Activity 3	Songs, Rhymes, Poems and Drama
<b>Competencies</b>	Creative self-expression, phonological awareness-rhyming environmental concepts, vocabulary development
<b>Material Required</b>	None
<b>Procedure</b>	<p>Stand in a circle with the children for a new action song, rhyme or poem (refer to the exemplar song, rhyme or poem given). Children must be asked to follow and repeat after the teacher and also extend the song or rhyme or poem. Remember the following:</p> <ul style="list-style-type: none"> <li>• Sing the songs and rhymes with expressions and enthusiasm for children to enjoy them.</li> <li>• Display posters of the song, rhyme or poem that children know.</li> <li>• Encourage children to give the new rhyming words in the poem.</li> <li>• Discuss the characters, objects and events, if any, in the song, rhyme or poem.</li> </ul> <p><b>Let Us Sing Together</b> Once the children are familiar with a rhyme or song, they can be asked to sing or recite the song, rhyme or poem.</p> <p><b>Exemplar Song:</b> हमने तीन चीजें देखीं, बाबा तीन चीजें देखीं -3 जंगल में देखा शेर, शेर खा रहा था बेर, वो तो खाकर हो गया ढेर, शेर.... बेर .... ढेर..... हमने तीन चीजें देखीं, बाबा तीन चीजें देखीं-3 पेड़ पर देखा बंदर, उसका नाम था मस्त कलंदर, वो तो घुस गया घर के अंदर, बंदर... कलंदर.... अंदर ... हमने तीन चीजें देखीं, बाबा तीन चीजें देखीं-3 हमने देखी सारी दिल्ली, खंबा नोच रही थी बिल्ली, चूहे उड़ा रहे थे खिल्ली, दिल्ली... बिल्ली... खिल्ली, हमने तीन चीजें देखीं, बाबा तीन चीजें देखीं-3</p>
<b>Variations</b>	<b>Activity 3 A:</b> Sing a song with rhyming words: Sing with the children and let them identify the rhyming words in the song.

Activity 4	Change Places
<b>Competencies</b>	Attention and listening, vocabulary development
<b>Material Required</b>	None
<b>Procedure</b>	<p>Make the children stand in a circle with one child in the middle and give instructions such as:</p> <ul style="list-style-type: none"> <li>• Change places if you have come to the school walking.</li> <li>• Change places if you are wearing ribbons.</li> <li>• Change places if you have a bottle.</li> </ul> <p>After each instruction, the children who fit the description of the instruction change place. While some children are changing places, the child in the middle has to run and try to take the place of another child. The child, who is left without a place, replaces the child in the middle of the circle.</p>
Activity 5	Guess the Word
<b>Competencies</b>	Attention and listening, creative thinking, reasoning, environmental awareness
<b>Material Required</b>	None
<b>Procedure</b>	<p>Let children sit in a circle and demonstrate how to ask the questions which could be answered in 'Yes/No'. Show the children how to guess any word by 'asking questions, e.g., if the word to be guessed is 'Mango', the children could be encouraged to ask questions such as:</p> <ul style="list-style-type: none"> <li>• Is it a thing that is a fruit, a vegetable, an animal or a person?</li> <li>• Is it a thing that moves?</li> <li>• Is it something that is inside our classroom?</li> <li>• Is it something we find in the garden?</li> </ul> <p>For each question, the response will be only 'Yes/No'. After children get familiar with the activity, prompt only when needed and encourage them to come up with questions on their own until they guess correctly.</p>
Activity 6	Guess the Mystery Object, letter or number
<b>Competencies</b>	Vocabulary development, prediction, working cooperatively with teammates, following instructions
<b>Material Required</b>	Bag and object(s)
<b>Procedure</b>	<p>Use real objects available in the classroom like chalk, eraser, etc. Invite children one by one to come to the front of the class and let them put a hand in the bag and feel the object inside. By feeling the object, they should try to guess what the object is inside the bag. Prompt the children by asking questions such as:</p> <ul style="list-style-type: none"> <li>• Is it big or small?</li> <li>• What is the shape of the object?</li> </ul>

	<ul style="list-style-type: none"> <li>• Is it cold or warm to touch?</li> <li>• What do you think is it made up of?</li> <li>• Is it smooth, hard, soft or rough?</li> <li>• What do you think the object is?</li> </ul>
<b>Variations</b>	<p><b>Activity 6 A: Find me</b>— Put at least 6 to 10 textured letters in an old purse or a bag. Let the child take out any one letter at a time and say its name, sound and any one word that begins with that letter.</p> <p><b>Activity 6 B: Guess the mystery number</b>— Put the textured number in a bag and let the child take out one number and give you the relevant object (two seeds, three leaves and so on).</p>
<b>Activity 7</b>	<b>Story Card Activity</b>
<b>Competencies</b>	Attention, vocabulary development, creative thinking and self-expression
<b>Material Required</b>	Story cards
<b>Procedure</b>	Let children arrange the story cards and build the story. Let them move their index finger beneath the print from left to right.
<b>Activity 8</b>	<b>Pick and Speak</b>
<b>Competencies</b>	Listening skills, creative self-expression, conventions of speech, colour concept
<b>Material Required</b>	Picture cards of animals, birds, transport, etc.
<b>Procedure</b>	Keep the picture cards in a basket. Ask the children to pick up any picture card and talk about the characteristics of the animals, birds, transport, etc., in that picture card.
<b>Variations</b>	<b>Activity 8A: Show and Tell</b> — The teacher can keep some objects in a bag and can call the children one by one and ask them to pick an object from the bag and speak about it. For example, a pan— ‘mother cooks food in the pan’.

**(ii) Key Competencies: Reading with Comprehension (Phonological Awareness, Print Awareness, Word Recognition, Sound Symbol Association, Meaning Making and Bonding with Books)**

<b>Activity 9</b>	<b>Word Claps</b>
<b>Competencies</b>	Phonological awareness— identifying words in a sentence
<b>Material Required</b>	None

<b>Procedure</b>	Ask the children to sit in a circle. Say a simple sentence such as “यह कमल है” and clap for every word while saying the same. Explain that clapping is done for each word. If necessary, repeat once more. Let children repeat the same. As the children get used to clapping for each word, use longer, more interesting sentences, or sentences that have the children’s names, e.g., ‘Meera has a lovely smile’. To make this activity more joyful, use sentences that have words with similar sounds (refer to the exemplar sounds given).
<b>Activity 10</b>	<b>Word Blend</b>
<b>Competencies</b>	Blending
<b>Material Required</b>	None
<b>Procedure</b>	Make the children sit in a circle and ask them to guess the word they hear by joining them together, e.g., say aloud ‘बा’(pause) and ‘जा’ and let the children blend it and say aloud ‘बाजा’. The teacher can use words with two syllables, such as: ‘चाबी’, ‘ताला’ and extend it to words with three-four syllables, such as ‘अंग्रेजी’, ‘विद्यालय’.
<b>Activity 11</b>	<b>World of Labels</b>
<b>Competencies</b>	Word recognition, print awareness and meaning-making, vocabulary development
<b>Material Required</b>	Notebook or chart paper, pencils and crayons
<p><b>Procedure</b></p> <p style="text-align: center;"><b>LABELS</b> AROUND THE CLASSROOM</p>	<p>With the help of the children, identify and name common items in the classroom. Create labels for these objects in the room, such as ‘tables’, ‘chairs’, ‘doors’, ‘windows’, ‘books’, ‘toys’, etc. Clearly write the word on the card and affix it to the object. Create another set of index cards with the same words on them. Show the index card to the children and say the word aloud. Ask them to run towards the object that the teacher is showing. Practice with four to five objects on a given day.</p> <ul style="list-style-type: none"> <li>Let the children read sight words along with the teacher; let them match the word in the story book.</li> </ul> <p>Create labels with pictures for the activity areas. Let the children read the pictures and identify and name the area.</p>
<i>Fig. 18: Labels Around the Classroom</i>	

<b>Variations</b>	<b>Activity 11 A: Name Cards</b> — Create name cards by pasting a picture of some object or animal beside the child’s name so that if the child fails to identify their name, they may use the picture clue.
	<b>Activity 11 B: Organisation of Book Fair</b> — Organise a small book fair on the school premises and let the children have exposure to a variety of books. Encourage the parents to become a part of the book fair.
	<b>Activity 11 C: My First Word Box</b> — Take an old shoebox and let the children cut and collect three to four-letter words from old magazines/story books, etc. and then paste them on a paper and draw pictures for each word.
<b>Activity 12</b>	<b>I Spy</b>
<b>Competencies</b>	Vocabulary development, meaningful use of language, attention and listening, environmental awareness
<b>Material Required</b>	None
<b>Procedure</b>	<p>Let the children sit in a circle and ask them to listen properly and guess the name of the object as the teacher says:</p> <ul style="list-style-type: none"> <li>• I spy with my eyes, something brown that has four legs.</li> <li>• I spy with my eyes, something white used for writing.</li> <li>• I spy with my eyes, something green, we don’t dare to eat.</li> </ul> <p>When children are more familiar, let each child take turns to give the prompt for other children to guess. It should be an object in the surroundings that children can see.</p>
<b>Activity 13</b>	<b>Add a Word</b>
<b>Competencies</b>	Phonological awareness-identifying words in a sentence, vocabulary development, creative thinking, environmental awareness, sequential thinking, attention and listening, vocabulary development, creative thinking
<b>Material Required</b>	Objects of daily use (toys, pencils, colours, books, bag, brush, spoon, etc.) and objects present in the environment (flowers, leaves, stones, etc.)
<b>Procedure</b>	Start saying a sentence (I keep...), pick-up any one object like a book and make a sentence, ‘I keep books’. Then, pick up another object like a bag and add it to the sentence ‘I keep books in my bag’. Ask the children to think of more places where they can keep their books. Then, ask them to say it in a sentence, e.g., ‘I keep books on the table’. Help the children with other

	<p>such examples to which they could add words to make a complete sentence, like:</p> <ul style="list-style-type: none"> <li>• I am going to the.....</li> <li>• I am taking.....</li> </ul> <p>Ask each child to say a word, and the next child adds one more word, and so on until a complete sentence is formed.</p> <ul style="list-style-type: none"> <li>• I am going to the...market... to...buy...oranges.</li> <li>• I am...going...to...the...shop...to...buy a...book.</li> </ul> <p>Help children add more words to their sentences by prompting with questions like:</p> <ul style="list-style-type: none"> <li>• What else can we buy from the market?</li> <li>• What do we do when we go to the market?</li> <li>• Where else do we go?</li> <li>• What do we do when we go to school?</li> </ul>
<b>Activity 14</b>	<b>Sharing Experiences</b>
<b>Competencies</b>	Memory, sequential thinking, vocabulary development, experience sharing
<b>Material Required</b>	None
<b>Procedure</b>	<p>Ask the children to sit in a circle and close their eyes and think about how they spent their previous day or weekend. Allow them to think for a few minutes. Prompt with simple questions like:</p> <ul style="list-style-type: none"> <li>• When did you wake up?</li> <li>• What did you have before coming to the school?</li> <li>• What did you see on your way?</li> <li>• How were you feeling yesterday?</li> <li>• Would you like to share any special moment from your yesterday's routine?</li> <li>• Which game did you play with your friends?</li> </ul>
<b>Activity 15</b>	<b>Listen to rhyming word</b>
<b>Competencies</b>	Phonological awareness, vocabulary development, gross motor development
<b>Material Required</b>	None
<b>Procedure</b>	<p>Choose a rhyme that the children are familiar with, e.g., 'मछली जल की रानी है', or 'Twinkle Twinkle Little Star'. Tell them that they have to find rhyming words from the poem. Before singing a rhyme, call out a rhyming word like 'नानी' which rhymes with a word from the poem 'मछली जल की रानी है'. Ask the children to jump, touch their feet, or clap their hands when they hear a word in a poem that rhymes with 'नानी' (रानी, पानी, etc.).</p>

Activity 16	What Happened After That
<b>Competencies</b>	Attention and listening, vocabulary development, sequential thinking, memory
<b>Material Required</b>	None
<b>Procedure</b>	<p>Read aloud a story that the children know. Before reading, teach them some words in their mother tongue like 'first', 'then', 'after that', and 'before that'. Show children how these words are used in sentences. Then, read out the story and retell the first event in the story. Then ask the following questions to the children: 'What happened first?'; 'Then what happened?'; 'After that what happened?'; and 'Before this what has happened?', etc. Similarly, give a prompt (word or sentence) to the children.</p> <p><b>Exemplar Story:</b> बिल्ली और गिल्ली  एक दिन एक बिल्ली जंगल में घूमने गई (टीचर ने कहा)। उसने देखा जंगल में एक नदी बह रही है (पहला बच्चा)। बिल्ली ने सोचा क्यों न मैं यहाँ से पानी पी लूँ (दूसरा बच्चा)। जब बिल्ली पानी पी रही थी, अचानक उसको रोने की आवाज़ आई (तीसरा बच्चा)। जब बिल्ली पीछे मुड़ी तो देखा गिलहरी का छोटा-सा बच्चा रो रहा है (चौथा बच्चा)। गिलहरी का बच्चा "हेल्प मी - हेल्प मी/ बचाओ-बचाओ" चिल्ला रहा था (पांचवा बच्चा)। बिल्ली ने सोचा, "अकेले तो मैं उसको नहीं बचा सकती" (छठा बच्चा)। उसने "म्याऊं- म्याऊं" बोल कर अपने सारे दोस्तों को बुला लिया (सातवां बच्चा)। उन बच्चों में एक बड़ा बिलौटा भी था (आठवां बच्चा)। बिलौटे ने कहा, "इसको बचाने के लिए तो हमें एक डंडी का सहारा लेना पड़ेगा" (नौवां बच्चा)। बिलौटे ने पास पड़ी मोटी सी डंडी को उठाया (दसवां बच्चा)। उसने डंडी को बच्चे की तरफ बढ़ाया (ग्यारवां बच्चा)। और कहा, "तुम इस लकड़ी पर बैठ जाओ" (बारहवां बच्चा)। सभी बिल्लियों ने मिलकर डंडी को खींचा (तेरहवां बच्चा)। और बोले "जोर लगा के हईशा" (तेरहवां बच्चा)। इस तरह गिलहरी का बच्चा बाहर आ गया (चौदहवां बच्चा)। तब तक बच्चे के मम्मी-पापा भी बच्चे को खोजते हुए आ गए (पन्द्रहवां बच्चा)। उन्होंने सभी बिल्लियों और बिलौटे को धन्यवाद कहा (सोलहवां बच्चा)। फिर बिलौटे ने बच्चे का नाम पूछा (सत्रहवां बच्चा)। बच्चा बोला "गिल्ली" (अठारहवां बच्चा)।</p>
<b>Variation</b>	The teacher begins the story with a few sentences and asks each child to add one sentence and finally bring it to a logical end e.g., deep in the jungle there were three friends: a mouse, a deer and a crow. The mouse lived in a hole in an old tree, the crow lived in the nest and the deer lived under the tree. The three friends played together and had a lot of fun. One day a hunter came.....
Activity 17	What Does This Face Say?
<b>Competencies</b>	Picture reading
<b>Material Required</b>	Picture book

<b>Procedure</b>	<p>Choose a picture book that has various faces with different emotions and feelings. Start by showing the children pictures with different facial expressions and gestures like,          ‘This child is sad’; ‘That child looks happy’; ‘This child looks sleepy’; ‘Why do they look sad?’ and ‘Who is crying?’ Ask them to draw these facial expressions and gestures too.</p> <p>Practice until most children in the class can act out the correct expression when the word is called out. Read the story, and ask the children to pay attention to the ‘feeling’ words in the story. At the end of the story, ask some questions as follows:</p> <ul style="list-style-type: none"> <li>• How was.....feeling when..... happened?</li> <li>• How did.....make them feel?</li> </ul> <p>Ask the children to close their eyes and enact the correct expression for each question.</p> <p>Make a ‘Feelings Chart’, write names of different emotions for print awareness.</p> <p>Let children draw faces of different emotions on paper.</p>
<b>Activity 18</b>	<b>Picture Dictionaries</b>
<b>Competencies</b>	Word recognition, print awareness, and meaning-making, vocabulary development, environmental awareness
<b>Material Required</b>	Paper, Crayons
<b>Procedure</b>	<p>Create pictorial references to songs and rhymes that the children are familiar with. Draw the keywords present in a poem or song and label them. Draw the main characters in a poem or rhyme and write a couple of lines or phrases that are repeated in it. Picture dictionaries can be implemented in multiple ways:</p> <ol style="list-style-type: none"> <li><b>1. Individual picture dictionaries:</b> Objects or keywords from the stories and poems can be drawn by the children individually. Pictures of individual objects like a tree, a bus, an animal, and a house can be drawn by each child. Label the words for the child as they explain which object they have drawn.</li> <li><b>2. Group:</b> Conduct a whole group discussion on topics such as ‘Things you can see in the garden’, ‘Things you can see only at night’, ‘Things you can see underwater’ or ‘Things you can find underground’. Divide the children into groups of four and provide them with a chart paper. Ask them to draw all that they can think of depending on the topic given. Label the things children have tried to depict under the given theme. Display it in the class.</li> </ol>
<b>Variations (DIY)</b>	Let the children use child-friendly scissors, cut familiar pictures and create their small picture dictionary

Activity 19	Auditory Discrimination
<b>Competencies</b>	Attention and listening, sequential thinking, gross motor development
<b>Material Required</b>	Chalk, a chart with numbered columns, markers and crayons
<b>Procedure</b>	Say aloud four words such that three of them begin with the same initial sound and one begins with a different sound. E.g., ‘papaya’, ‘pen’, ‘parrot’, and ‘bottle’. Ask which one is different.
Activity 20	Identifying Objects with the Beginning Sound
<b>Competencies</b>	Phonological awareness, letter-sound association
<b>Material Required</b>	None
<b>Procedure</b>	Play Sound games like – “I’m thinking of something that starts with the same sound as Raja, it is in the corner of the room.”
<b>Variations</b>	<p><b>Activity 20 A: Play a game of How many words?—</b> For example, How many words can you think which begin with sounds ‘m’, ‘s’, etc. (for example, mama, moon, monkey)</p> <p><b>Activity 20 B: Antakshari—</b> Children can be asked to play the game Antakshari. Ask one child to start the game by saying a word, for example, Bat. Then the next child has to make a word with the sound of the last letter i.e. T—Tub and so on.</p>
Activity 21	Word Hunt
<b>Competencies</b>	Phonological awareness—blending, attention and listening, vocabulary development
<b>Material Required</b>	None
<b>Procedure</b>	Let children search the word that they come across in a familiar story. The teacher may write the words on the word wall. The words can be displayed for a week. Whenever the teacher and the child come across the word again she can highlight it on the word wall.
Activity 22	Listen and Draw
<b>Competencies</b>	Visualisation, creative thinking, concepts of colour, size and shape
<b>Material Required</b>	Blank sheet
<b>Procedure</b>	<p>Read a book that uses a lot of describing words for the characters like:</p> <ul style="list-style-type: none"> <li>• Satya had big eyes and curly hair.</li> </ul>

	<ul style="list-style-type: none"> <li>• Mini's school had lots of trees. After reading aloud the story, give each child a thick crayon and a sheet of paper. Read specific sentences from the book again and ask questions about 'shapes', 'sizes', and 'colours' related to the characters:</li> <li>• Can you draw a picture of Satya's face?</li> <li>• Can you draw a picture of Mini's school?</li> </ul> <p>After each question, give the children two to three minutes to scribble or draw their answers.</p>
<b>Activity 23</b>	<b>Chunking Words</b>
<b>Competencies</b>	Phonological awareness—segmenting, attention and listening, gross motor development
<b>Material Required</b>	None
<b>Procedure</b>	<p>Let the children line up and face the teacher. Instruct them to count the number of syllables in a word such as, jump the number of times as there are syllables in the word 'Sunny'. The children say 'Sun—ny' and each child jumps forward twice. Change the number of syllables in the words provided, e.g., start with one syllable as in 'bat' and move to four—or more—syllables as in 'helicopter'. The teacher can change the kind of movements, e.g., take small steps, take giant steps or skip.</p> <p>Similarly, in Hindi, in the word रुचिका, there are three syllables रू - चि - का. So, the child jumps forwards three times</p>
<b>Activity 24</b>	<b>Count the Events</b>
<b>Competencies</b>	Sequential thinking, attention and listening
<b>Material Required</b>	None
<b>Procedure</b>	Conduct this activity when the children have learnt to count till 5. Read aloud a book that has pictures of all the important events. Then, read the events again after jumbling them up. Ask the children to hold out one finger for the first event, two fingers for the second one, three fingers for the third one and so on.
<b>Variation</b>	Divide the children into groups of five and give each group a chart paper with four to five columns on it. Number the columns. Read aloud a story and ask the groups to draw the events in the correct boxes, e.g., the event that happens first in column one and so on.
<b>Activity 25</b>	<b>'Yes' or 'No'</b>
<b>Competencies</b>	Prediction, attention and listening
<b>Material Required</b>	None

<b>Procedure</b>	<p>Inform the children that making predictions means ‘guessing what will happen’. Read aloud a new story, and pause at places where children can guess what will happen.</p> <p>Ask them questions that elicit only ‘Yes’ or ‘No’ as an answer, such as Will.....happen? Will..... do? Will.....say? As the teacher pauses and asks, they can tell the children to hold their thumb up if their answer is ‘Yes’ and thumb down if their answer is ‘No’.</p>
<b>Variation</b>	<p>Stick a big chart on one of the walls, with the phrase ‘What will happen?’ written on it in big letters. Give each child some chits of paper. Read a new story to the children and pause at the point where you have planned to. Ask the children to guess what will happen in the end, and to scribble or draw this on their chits. Once done, help them stick their chits on the chart. Let them take a look at the chart and see what others have drawn, and check if their prediction was correct. Before reading, plan where to pause and encourage the children to guess what will happen next. Only after this, tell the children what happens in the story.</p> <p>Revise the activity of making guesses based on pictures with the children. Repeat the questions ‘what did you see?’, ‘what did you guess?’ or ‘how did you guess?’ etc. Now, tell them that they are going to guess more things today, but by listening instead of looking at a picture. Read out the short sentences from a story that the children know. At the end of each sentence, ask the children different questions for guessing.</p> <p>Divide the children into pairs and choose a new story that has at least two to three different events which the children can guess. First, read the story, pause when the children can predict, and ask them questions such as:</p> <ul style="list-style-type: none"> <li>• What did you hear in the story? What will happen next?</li> <li>• Why do you think this will happen?</li> </ul> <p>Then, read the story again.</p> <p>This time, as the teacher pauses, Ask the children to draw their predictions on the blank sheet.</p>
<b>Activity 26</b>	<b>Matching and Identifying End Sounds</b>
<b>Competencies</b>	Sound symbol association, vocabulary development, alphabet recognition
<b>Material Required</b>	None

<b>Procedure</b>	Ask the children to sit in a circle and once they are familiar with a few letter sounds, ask them to find words that end with the same sound. Discuss words that end with the letter sound like 'pan', 'man', 'sun', 'tin'. Give a few more examples by calling out a word and asking the children to share other words that end with the same sound.
<b>Variation</b>	Make the children sit in a circle. Recapitulate sounds they are familiar with like 'n' or 'फ' and write down the letter symbol of the sounds on the board. Share a few words which end with the sounds discussed. Let them share a few words where they hear these sounds in the end of the word.
<b>Activity 27</b>	<b>Associating Akshar and Letters to Sounds</b>
<b>Competencies</b>	Sound symbol association, alphabet recognition, fine motor development
<b>Material Required</b>	Beads, buttons, clay, sand, sticks, letter shapes, etc.
<b>Procedure</b>	<p>Let the children explore some <i>akshar</i> or letters that occur in commonly used words like children's names or common classroom objects. While children explore making letter symbols, emphasise the letter sounds and associate them with the words in which they appear. Use different kinds of media to practice forming <i>akshar</i> or letters, like:</p> <ul style="list-style-type: none"> <li>• Using beads, buttons or clay to form the letter shapes.</li> <li>• Making the letter shapes in the sandpit using fingers or sticks. Creating the letter shapes with water on the floor.</li> <li>• Drawing the <i>akshar</i>/letters on white page in bold and let children color inside the letter shapes.</li> <li>• Remember the following:</li> <li>• This provides an opportunity for children to explore forming letters using media other than paper and pencil.</li> <li>• Do not introduce <i>akshar</i> or letters in any particular sequence.</li> <li>• Emphasise the letter sounds and connect them to the words in which they appear like familiar words.</li> </ul>
<b>Activity 28</b>	<b>Chunking Sentences</b>
<b>Competencies</b>	Word recognition, print awareness and meaning-making
<b>Material Required</b>	Rhyme, song, or favorite class book, chart paper, blank cards
<b>Procedure</b>	Choose a few lines from a familiar rhyme, song or story. Write down the words of a sentence one on each of the blank cards. Prepare and display the chart on the board.

	Read the sentence several times until all children can repeat it correctly. As the teacher says the sentence, point to each card individually. Then, read aloud any word in the sentence and invite a child to come up to the board and touch the card that represents that word. Then, say the sentence one more time, but change one of the words in the sentence, e.g. 'Mary had a little Lamb' becomes 'Mary had a little Cat'. Pick one child to show which word the teacher has changed by touching that card on the board.
<b>Activity 29</b>	<b>What is in the Middle?</b>
<b>Competencies</b>	Sound symbol association, attention and listening
<b>Material Required</b>	None
<b>Procedure</b>	Let the children sit in a circle and introduce a vowel sound for the activity, e.g., 'a' or 'o'. Introduce the letter symbol to the children by writing it on the board. Share a few words where the vowel is in the middle, like 'bat' or 'top'. Let the children share a few words where they hear the vowel sound in the middle of the word. Ask them to identify the sound they hear in the middle of the word and mark the letter associated with the sound.
<b>Activity 30</b>	<b>Jumble it Up</b>
<b>Competencies</b>	Sound symbol association and word recognition, vocabulary development, alphabet recognition
<b>Material Required</b>	Individual letter cut-outs of each child's name
<b>Procedure</b>	Let the children work in pairs for this activity. Distribute the letter cutouts of one's name to each child (separate each letter from the name). Ask them to rearrange the letters to create their names. Over a period of time, one could carry out the same activity with words that appear in stories and rhymes they are familiar with.

***(iii) Key Competencies: Writing with a Purpose (Early Literacy Skills; Writing for Self Expression; Making use of Knowledge of Letter and Sounds; Invent Spellings to Write; Making efforts to Write in Conventional Ways; Response to Reading with Drawings, Words and Meaningful Sentences; Writing of Rhyming Words; Write Meaningful Sentences using Naming Words and Action Words; Write Messages to Express Themselves, Using Mixed Language Codes; Write for Different Purposes in Classroom Activities and at Home such as Making a List, Writing Greetings to Grandparents, Messages or Invitation to Friends, etc.)***

Activity 31	Modelled Writing— Writing for Children
<b>Competencies</b>	Writing with a purpose, creative thinking, fine motor development
<b>Material Required</b>	Pencils, blank sheets of paper
<b>Procedure</b>	<p>Let children scribble, draw and talk about their work. Listen and write down what they talk about their writing on sheets of paper or in their notebooks. Conduct this activity individually. Let them scribble or draw a picture. Encourage them to draw an activity done in the class or a story they have read in the class. Once the children are finished with the writing, ask questions like, 'What have you written today?', 'Can you tell me this story?'; 'This looks interesting', 'Please read what you have written.'</p> <p>Remember the following:</p> <ul style="list-style-type: none"> <li>• Demonstrate the use of various writing tools and writing strategies such as writing from left to right, using and spacing out words, talking about the writing, etc.</li> <li>• Allow children to talk in the language that they are comfortable in.</li> <li>• Display what children have created in the classroom. This helps them understand that their writing is valued and that what they write can be read by others.</li> </ul> <p><b>Tell Me About Your Writing</b></p> <p>Once children have completed their writing, they can share what they have written and this should be written next to their writing, and these modelled writings should be displayed with their drawings in the class.</p>
Activity 32	Shared Writing
<b>Competencies</b>	Writing with children, writing with a purpose, attention and listening, creative thinking, vocabulary development
<b>Material Required</b>	Blackboard or a big chart paper
<b>Procedure</b>	<p>Compose a written text together as a class. Conduct this activity twice or thrice a month with the whole class. The class can compose a story, or write about a shared experience, or reflect on a book that they have read together. Some suggested topics are:</p> <ul style="list-style-type: none"> <li>• 'Our visit to the park',</li> <li>• How to make tea?</li> <li>• 'What do animals say?'; etc.</li> </ul> <p>Remember the following</p> <ul style="list-style-type: none"> <li>• Give some cues to start the sentences for each topic and demonstrate writing with them.</li> <li>• Add the first sentence and read it out. Then ask the children to tell their sentences and write them below.</li> <li>• Let children give the responses in their mother tongue. The teacher can demonstrate and translate the responses in the language of instruction.</li> </ul>

Activity 33	Making Lists
<b>Competencies</b>	Writing with a purpose, creative thinking, vocabulary development, listening comprehension, environmental awareness
<b>Material Required</b>	Note book or chart paper, pencils and crayons
<b>Procedure</b>	Ask the children to prepare lists on various topics to give them an opportunity to write for a purpose or function and help them in developing their vocabulary. The lists can be made on topics like, 'things we hear', 'things we see', 'things we buy at the market', 'names of the colours', and 'animals in the city/village'. This activity can also be conducted with the entire class on a big chart paper. The teacher can make charts of common words that can be used in these lists and display them for children to see and read. More lists can be made on topics like: 'Children's list', 'Colour list', 'List of animals or birds around us', etc.
Activity 34	Making Books
<b>Competencies</b>	Writing skills, develop a sense of creation, vocabulary development, eye-hand coordination
<b>Material Required</b>	Notebook or chart paper, pencils and crayons
<b>Procedure</b>	Help the children create handmade books. Each child can contribute one page to a class book, or the teacher can help a child individually to create their book. Fold two A-4 size papers and staple them together to make a little booklet for each child. In that booklet, encourage the children to draw or write on a topic of their choice. Some suggested topics are 'My favourite game....', 'Once upon a time', 'At the park, I saw'.
Activity 35	Weather Chart
<b>Competencies</b>	Writing with a purpose, observation and imagination, creative thinking, environmental awareness
<b>Material Required</b>	Blank sheet
<b>Procedure</b>	Discuss this activity for a week and display a chart in the classroom which lists the days of the week. Every day during circle time, ask the children to observe how the weather is on that day. Discuss the same with the whole class and give them a blank sheet to draw the weather of the given day. Let children scribble, draw or write their responses on a sheet of paper too. Invite a few of them to display their work and share their responses with the class.
Activity 36	Join the Dots
<b>Competencies</b>	Fine motor development, alphabet recognition
<b>Material Required</b>	A paper with dots

<b>Procedure</b>	The teacher will provide alphabets or digits with dots. Children will see the dotted alphabets or digits, join the dots and write the letters and numbers.
<b>Activity 37</b>	<b>Creating and Labelling</b>
<b>Competencies</b>	Fine motor development, writing with purpose
<b>Material Required</b>	Paper, crayon
<b>Procedure</b>	Let the children draw or create anything of their choice. They may draw their favourite fruit, toy, book, etc. Then, ask them to label their drawing.
<b>Activity 38</b>	<b>Make a Greeting Card</b>
<b>Competencies</b>	Writing with purpose, fine motor development, creative thinking
<b>Material Required</b>	Paper, crayons, sketch pens
<b>Procedure</b>	Let the children draw anything of their choice, colour it and write their name and name of the person to whom they want to wish. This activity can be done during national and local festivals, birthday celebrations, etc.

### **2.3 GOAL 3: CHILDREN BECOME INVOLVED LEARNERS AND CONNECT WITH THEIR IMMEDIATE ENVIRONMENT (IL)**

By the time children are in the age group of 5-6 years, they already have some knowledge and experience of numbers, shapes, colours, patterns, space, etc., from their social environment. They might have seen numbers, calendars, calculators, clocks, letters, symbols in their surroundings, and possess a repository of rhymes, songs, and stories. They would have also been engaged in several tasks and games involving numeracy like stacking blocks, rings, stones, etc., arranging them in order with the biggest at the bottom and the smallest at the top, grouping and sorting objects, blocks, toys, etc., All these experiences initiate the process of development of senses in the children. Sensorial perceptions naturally dominate children's minds in the early years. Thus, further learning should be based on their natural learning abilities by providing opportunities that are appropriate for their development; to explore and manipulate objects in the environment like touch and feel, listen to the sounds of the words representing the objects that they hear, observe and see pictures of objects, recognise symbols in their daily play experiences, think and talk about what they are doing while problem-solving through mazes, puzzles, use of language, etc., Children are born with natural curiosity and the innate potential to interpret and respond to the world. This gets strengthened through direct experience and interactions with the physical (water, air, seasons, sun and moon, day and night), social (myself, family, transport, festival, community helpers, etc.) and natural environment (animals, fruits, vegetables, etc.). Early learning gets strengthened when they communicate with adults and interact with the immediate environment. Language also plays a very important role in helping children form concepts. This process later helps in learning Environmental Studies (EVS) as a subject. In Grades I and II, environmental concepts are integrated with language and mathematics. Studies in cognition and neuroscience show that numeracy is an innate ability and early numeracy knowledge develops spontaneously in everyday contexts. It may be initially fragile and incomplete and needs to be supported. This support can come from peers, early educators, and parents or caregivers. The intuitive early numeracy skills like comparing, sharing, ordering, pattern making need to be supported by integrating them

into everyday tasks. Designing specific learning experiences for the association, counting, number sense, shapes, spatial sense, measurement, and patterns is also important. The explicit use of 'math's talks' in everyday interactions is also known to enhance foundational numeracy that is critical in paving the way for a smooth transition to schooling. Some of the learning outcomes related to Developmental Goal 3 are: using all senses to explore the environment, describing specific aspects of the immediate environment, demonstration of cognitive skills (such as comparison, classification, arrangement, explanations, problems-solving, etc.), demonstrating awareness towards environmental concerns, drawing inferences, etc.

**(i) Key Competencies: Sensory Development (Sight, Sound, Touch, Smell and Taste)**

<b>Activity 1</b>	<b>See and Tell</b>
<b>Competencies</b>	Sense of sight, memory, environmental awareness
<b>Material Required</b>	Fruits, vegetables, utensils, common objects available in the classroom or the kitchen
<b>Procedure</b>	Let children sit in a semi-circle. Show them a set of objects (eight to ten) for a few minutes and then put objects away from or cover them. Now ask the children to recall what they saw. The shift from concrete objects to pictures and from similar objects (like fruits) to related objects (like fruits and vegetables) to unrelated ones. This process needs to be gradual and planned.
<b>Activity 2</b>	<b>Listen and Tell</b>
<b>Competencies</b>	Sense of sound, memory, environmental awareness
<b>Material Required</b>	Any audio device
<b>Procedure</b>	Make groups of children and ask each group to listen to the sound from any audio device. Let each group listen to the sound one by one carefully and identify the animals till every child in that group finishes their turn.
<b>Activity 3</b>	<b>Guess the sound</b>
<b>Competencies</b>	Sense of sound, sensitivity for others, empathy
<b>Material Required</b>	Locally available musical instrument's
<b>Procedure</b>	Let children go to the outdoor space and ask them to close their eyes. Now, make different sounds by playing different types of instruments. Encourage them to identify the sounds by keeping their eyes closed. Later, discuss the children's experiences and sensitise them to the fact that some people have low or no vision, or have a sharpened sense of sound.

	Discuss with children how they can take care of their ears. They can take help from their parents to clean their ears immediately after bath and should not use any sharp objects in the ears for cleaning.
<b>Activity 4</b>	<b>Guess the Smell</b>
<b>Competencies</b>	Sense of smell, environmental awareness
<b>Material Required</b>	Pieces of onion, garlic, fresh and fermented food, objects like flowers, garlic, <i>agarbatti</i> , mint or anything that has a strong smell
<b>Procedure</b>	Make groups of children and let them sit in consecutive semi-circles or rows. Make them smell the above objects and identify each one of them. Now, blindfold children one by one and ask them to again smell and identify different objects by their smell.
<b>Activity 5</b>	<b>Smell and Tell</b>
<b>Competencies</b>	Sense of smell, environmental awareness
<b>Material Required</b>	Objects or food items (lemon, coriander, mint, guava, apple, etc.) and other things (soap, talcum powder, perfume in a cotton swab)
<b>Procedure</b>	Have bowls filled with different objects or food items. Now, blindfold children and ask them to guess the contents of the bowl by smelling each one of them. Talk to the children and ask them, how easy or difficult it was to recognise the objects by smelling.
	<b>Note:</b> Be cautious while using spicy or bitter food items
<i>Fig. 23: Blindfold activity</i>	
<b>Variation</b>	Make the children sit in two consecutive semi circles or rows. Discuss with them about things that taste sweet, salty, sour, bitter, etc. Make them taste these things so that they can identify by taste. Blindfold a child, give something to taste and ask to identify the item with its taste. Give a chance to all the children one by one. The children will be able to identify Indian spices by their taste
<b>Activity 6</b>	<b>Taste and Tell</b>
<b>Material Required</b>	Banana, lemon, orange, etc.
<b>Procedure</b>	Use snack time to discuss the taste of various eatables
<b>Activity 7</b>	<b>Smell and Tell</b>
<b>Material Required</b>	None

<b>Procedure</b>	Take the children on a nature walk and ask them to observe and point out objects that have pleasant and unpleasant smell.
<b>Activity 8</b>	<b>Touch and Tell</b>
<b>Competencies</b>	Sense of touch, environmental awareness
<b>Material Required</b>	Various small objects (pencil, comb, toys), fruits and vegetables (apple, orange, potato, onion, cucumber, bitter karela, etc.), and paper bags.
<b>Procedure</b>	In a big bag, put some things that are familiar to the children, and are distinctly different in form and texture. You may use things like a pencil, an orange, an onion or a potato, a comb, toys (balls, blocks, stuffed toys), etc., and encourage children to guess the content by putting their hand into the bag and feeling the item. Make sure every child gets a chance. Later, make the children cover their hands using socks or gloves and repeat the activity. Discuss, if they were able to identify the objects correctly and how.
<b>Activity 9</b>	<b>Touch Board</b>
<b>Competencies</b>	Sense of touch, environmental awareness
<b>Material Required</b>	A cardboard or chart piece on which pieces of sandpaper, glaze paper different types of clothes, such as jute, wool, nylon, silk, cotton, etc., are pasted. Leaves, textured number cut-outs.
<b>Procedure</b>	Make the children sit in a circle. Pass on the board to children while playing <i>dhapli</i> . Stop the beat. The child who holds the board at this particular moment has to touch one object on it and has to tell whether the object is rough or smooth, hard or soft, etc. The activity continues till all children get a chance. Similarly, each child can touch the various pieces of cloth or paper on cardboard and identify them.
<b>Variations</b>	<p><b>Activity 9A: Textured number</b>— Make textured number (1 to 10) cut-outs and keep them on a tray and let the children feel the number by moving fingers on it and calling out the number. Encourage the children to draw the same number of circles corresponding to that number.</p> <p><b>Activity 9 B: Textured number ordering</b>— Let the child arrange the textured number cards in order of 1 to 10.</p>

**(ii) Key Competencies: Cognitive Skills (Observation, Identification, Memory, Matching, Classification, Patterns, Sequential Thinking, Creative Thinking, Critical Thinking, Problem Solving, Reasoning, Curiosity, Experimentation and Exploration)**

<b>Activity 10</b>	<b>Follow the Pattern</b>
<b>Competencies</b>	Identification and completion of the pattern, environmental awareness

<b>Material Required</b>	Materials like pencil, eraser, sharpener, or picture cards like apple, pear, banana, orange or shapes like square, triangle, circle, etc.
<b>Procedure</b>	Take any two objects, to begin with and arrange the same in a line, alternatively. For example, banana, apple, banana, apple, banana, apple or apple, apple, banana, apple, apple, banana. Encourage children to recognise the pattern and copy the same pattern below it. Demonstrate one simple pattern like circle, triangle, circle, triangle and ask the children to follow the same pattern with shapes below the row. Similarly, you may give them flowers, leaves, twigs, pebbles, seeds for pattern making.
<b>Variations</b>	<b>Copy my pattern—</b> Later you may provide children with a more complex pattern like AAB, AAB or flower-flower-leaf-flower-flower-leaf and ask them to follow and copy the same.
<b>Activity 11</b>	<b>Think Box</b>
<b>Competencies</b>	Problem Solving, Reasoning
<b>Material Required</b>	Picture card of Fox and Tortoise.
<b>Procedure</b>	The story is about a fox and a tortoise who lived in a forest. One morning, the fox was very hungry, and it started searching for food in the jungle. Suddenly, the fox saw a tortoise roaming on the land. The fox thought of eating the tortoise. The fox ran and caught the turtle. To eat the tortoise, the fox tried his best to break the tough shell of the tortoise but couldn't. The tortoise was very clever. He said to the fox - "Dear Fox! Do you want to eat me? For that, you should place me in the pond so that my shell becomes soft, and you can break it easily and eat me up". The foolish fox immersed the tortoise in a nearby pond. As soon as the tortoise was placed in the pond, he swam fast and escaped laughing at the fox. Now, ask questions and discuss after narrating the story about how the tortoise escaped. Let them share their own experiences of solving a problem.
<b>Variations</b>	<p><b>Activity 11 A: Put it together—</b> Ask the children to arrange story cards in a sequence to explain the story.</p> <p><b>Activity 11 B: Let's arrange the cards—</b> Prepare seriated cards of fox or tortoise (biggest to shortest) then ask the children to arrange these cards in order.</p>
<b>Activity 12</b>	<b>Can You Spot Me</b>
<b>Competencies</b>	Matching, environmental awareness, the concept of colour, shape and size
<b>Material Required</b>	Variety of things from surroundings, such as blocks, chalks, pebbles, bottle caps, lemons, balls, etc.

<p><b>Procedure</b></p>  <p><i>Fig. 24: Child matching objects</i></p>	<p>Use eight to ten objects to give children the opportunity to recognise similar ones. Children can work in small groups. Give each group a set of objects like blocks, chalks, pebbles, bottle caps, lemons, balls, etc. Now ask them to find a bottle cap. Add attributes of different shape (a square block), size and colour (a big square, red block). Also, use some hints like a white thing that is used to write or a red round thing used for playing, etc. Now, show the children two similar pictures and ask them if they are the same or not? If not, then what is different or missing? They must compare the two pictures, find differences, make them look the same, and then colour them.</p>
<p><b>Variations</b></p>	<p><b>Activity 12 A: Touch and Count</b>— Lay five objects in a row. Ask the children to touch each object and count.</p> <p><b>Activity 12 B: Touch and Count</b>— Lay 10 objects in a row. Ask each child to touch and count. Later ask them to do a head count of children of their class. Do clap and count activity that is one clap and one number.</p>
<b>Activity 13</b>	<b>Whole and Half</b>
<p><b>Competencies</b></p>	<p>Puzzle completion, problem-solving</p>
<p><b>Material Required</b></p>	<p>Puzzle pieces of pictures of animals, birds and fish drawings or cut-out from newspapers, charts and magazines and pasted on cardboard</p>
<p><b>Procedure</b></p>	<p>Arrange whole fruits on one side and half-cut apples on the other side. Show one half of the fruit to the children and ask one child to pick up the other part to make it a whole.</p>
<b>Activity 14</b>	<b>Matching of Colours</b>
<p><b>Competencies</b></p>	<p>Matching, the concept of colour</p>
<p><b>Material Required</b></p>	<p>Domino Cards</p>
<p><b>Procedure</b></p>	<p>Make all children sit in a semi-circle. Distribute one colour domino cards of the same colour to each child. Place one the domino card in the centre of the circle. Ask the children with the identical colour card to come forward and place their cards alongside to form a pattern of the same colour. Children will also come forward and match their dominoes in the same manner to understand the colour pattern. Ask the children to keep one colour card together in a group. Provide leaves (green), flowers (red, yellow, and white) to Match and group identical colours together.</p>
<b>Activity 15</b>	<b>Find My Match</b>
<p><b>Competencies</b></p>	<p>Match by association, environmental awareness</p>
<p><b>Material Required</b></p>	<p>A lock and a key, a candle and a matchbox, a cup and a saucer, a glass and a jug, chalk and a duster, a pencil and an eraser, etc.</p>

<b>Procedure</b>	Initially, the matching by association should be done with the objects. Jumble up the collected objects— a lock and a key, a candle and a matchbox, a cup and a saucer, a glass and a jug, chalk and a duster, a pencil and an eraser, etc. Next, pick up one object—a pencil, and ask the children to identify the object from the group that matches with the pencil, or is related to it. Encourage children to talk about their reason for matching the two objects, i.e., ‘pencil’ and ‘eraser’.
<b>Activity 16</b>	<b>Odd One Out</b>
<b>Competencies</b>	Identification, memory, environmental awareness
<b>Material Required</b>	Set of three artificial fruits and one vegetable, a set of three pencils and a pen, a set of three triangle shape cut-outs and a circle, a set of pictures of three animals and a bird, etc.
<p><b>Procedure</b></p>  <p><i>Fig. 24: Children sorting flash cards</i></p>	Arrange the objects and materials in the classroom before the activity— a set of three fruits and one vegetable, a set of three pencils and a pen, a set of three triangle cut-outs and a circle cut-out, a set of pictures of three animals and a bird and so on. You can also work with kitchen equipment, such as three bowls and one plate, three spoons and one spatula, three glasses and a bottle, etc. Make sure to use objects which can be differentiated easily. Sit with one set, e.g., apple, orange, banana and brinjal. Ask the children to see all the four objects carefully and identify the one which is different or odd or does not belong to the group. Once the children respond, ask them the reason for their answer. Do this activity at least three to four times until children can easily pick out the one which does not belong to the family and explain the reason.
<b>Activity 17</b>	<b>Making Groups</b>
<b>Competencies</b>	Sorting, environmental awareness
<b>Material Required</b>	Objects like blocks, buttons, pebbles, beans, seeds, rings, toys, etc.
<b>Procedure</b>	Sorting involves separating objects into groups, according to their similarities while observing their differences. Use a variety of objects, such as blocks, buttons, pebbles, beans, seeds, rings, toys, etc. Ask the children to sort them by colour, size, shape, etc. Once children get familiar with the process, allow them to decide which characteristic to sort by. Let them do physical sorting and encourage them to describe their rationale for sorting.
<b>Activity 18</b>	<b>Let us Compare</b>
<b>Competencies</b>	Comparison, matching, sorting, concept of size, quantity, environmental awareness
<b>Material Required</b>	Variety of objects with varying sizes in each set, such as pencils, scales, fruits (apples, oranges), vegetables (potatoes, onion), utensils (spoons, bowls, plates), etc.

<b>Procedure</b>	Simple comparing tasks can first be done with the items like straws, pencils, fruits, vegetables and other commonly available objects. Size and quantity can both be a basis for comparison. Begin with size and simply ask them to pick the biggest object, the tallest boy in the group, the longest chalk, stick, etc. Make sure that the comparison is between objects of the same kind only. Do not set comparison tasks with mixed groups, like comparing a rectangular eraser with a round one, or a ball with an apple. Also, the size differences should be obvious. Similarly, a comparison of quantity can be done like, which set has more objects of the same kind.
<b>Activity 19</b>	<b>Jump, Skip, Turn</b>
<b>Competencies</b>	Patterns, gross motor development
<b>Material Required</b>	None
<b>Procedure</b>	Use simple action patterns, and allow children to follow, identify and predict. Get all the children to stand in a big circle. The teacher should stand in the middle of the circle. Explain and demonstrate actions like jump, skip, turn, etc. Now, start the game by asking to create a pattern like— ‘jump-skip, jump-skip’, etc. Do it a couple of times and talk to the children about the pattern. Make sure they understand it. Slowly, increase the complexity of the pattern like ‘jump-jump-skip, jump-jump-skip’, etc. Initially make the change by saying, ‘let us try something different’. Later, the change can be made, and children should be asked if they noticed any change. Let them talk about it. After children get comfortable with the game, make a pattern and ask them to repeat it without action words or a clap. Make an error deliberately to make sure children notice it.
<b>Activity 20</b>	<b>Extend and Create Patterns</b>
<b>Competencies</b>	Patterns, environmental awareness and creative thinking
<b>Material Required</b>	Twigs, leaves, etc.
<b>Procedure</b>	Create a simple pattern and ask the children to describe what they see. Start with some concrete objects. This can be done with many different objects like twigs, leaves, pebbles, matchsticks, seeds, etc. Slowly make variations and increase the complexity (two seeds–one pebble, two seeds–one pebble, two twigs–one leaf, two twigs–one leaf, two twigs–one leaf, two vertical matchsticks–one horizontal matchstick, two vertical matchsticks one horizontal matchstick).
	Ask the children to extend the pattern and then provide ample opportunities to let them collect items from the environment and create new patterns using objects through classroom exploration, nature walks or explorations at home. Once they have worked sufficiently with objects on all aspects like recognition, replication, extension, and creation, they can be transitioned to worksheets of increasing complexity.

Activity 21	Water Game
<b>Competencies</b>	Observation, exploration, experimentation
<b>Material Required</b>	Items, mug, glasses, small stones, dry leaves, etc.
<b>Procedure</b>	Make the children sit in a small group in a semi-circle. Keep a mug filled with water. The teacher will demonstrate the activity by dropping some objects into the water one by one and asking the children to observe which object floats or sinks. Later children can do this activity independently on their own.
Activity 22	Arranging in a Sequence
<b>Competencies</b>	Sequential thinking, environmental awareness
<b>Material Required</b>	Pebbles, Buds, Flowers, leaves
<b>Procedure</b>	Make the children to sit in a small group of 4 to 5 children each. Distribute buds, leaves and flowers among children and encourage them to complete the sequence. For example, keep a leaf first, then bud; and then a flower. Explain them the stages, sequence of growth of plant/tree—first comes seed, seedlings, bud, and then flower.
Activity 23	Magnet Activity
<b>Competencies</b>	Exploration and experimentation
<b>Material Required</b>	Magnet and pins
<b>Procedure</b>	Make the children sit in a circle. Then keep some pins, rubber, pencil, paper, etc. in a bowl, place the magnet on rubber, pencil, paper, etc. one by one and then take the magnet to pins to show some objects get attracted to the magnet and some do not. Allow the children to explore on their own.
Activity 24	Bubble Blowing are Exploration
<b>Competencies</b>	Experimentation, observation
<b>Material Required</b>	Soap, detergent, shampoo solution and straw, wire
<b>Procedure</b>	Prepare a mixture of soap, detergent or shampoo and create bubbles using a straw or wire. Let children observe what happens when they touch the bubble. Children can make a similar bubble blower at home under the guidance of parents and enjoy the activity.
Activity 25	Observe What Dissolves and What Does Not
<b>Competencies</b>	Extermination and exploration
<b>Material Required</b>	Glass, cup, common salt, sugar, soda, sand, flour, oil, petrol.
<b>Procedure</b>	Take a glass of water, add common salt or sugar to water. Let children observe. Then repeat the activity with stone or sand. Discuss with children 'what dissolved' and 'what did not'.

**(iii) Key Competencies: Concept Formation (Colours, Shapes, Distance, Non-standard Measurement, Size, Length, Weight, Height, Time, Spatial Sense)**

<b>Activity 26</b>	<b>Identify and Name Shapes</b>
<b>Competencies</b>	Concept of shape
<b>Material Required</b>	<i>Dhapli</i> , audio, player, TV
<b>Procedure</b>	Provide each child with cut-outs of different shapes. Sing or play a simple song on shapes and let children sing the song and wave out different shape cut-outs according to the song. Encourage the child to touch and feel the respective shape while singing the rhyme. Later encourage the Child to speak about any particular shape.
<b>Activity 27</b>	<b>Who is Where</b>
<b>Competencies</b>	Spatial sense
<b>Material Required</b>	Things available in the class
<b>Procedure</b>	Ask one child to stand near the classroom board (Child A). Make another child stand at the end of the classroom (Child B). Later explain how Child A is near the board and Child B is far from the board. The same activity can be repeated with a different set of children.
<b>Activity 28</b>	<b>Empty – Full</b>
<b>Competencies</b>	Non – standard measurement, observation
<b>Material Required</b>	Two bottles, water
<b>Procedure</b>	Take two vessels or bottles and water. Now, fill one container and keep other containers empty. Later use the correct terminology like empty and full. Label both the containers and ask the child which container is full or empty.
<b>Activity 29</b>	<b>Comparing Lengths of Different Objects</b>
<b>Competencies</b>	Non–standard measurement, seriation
<b>Material Required</b>	Threads of different length
<b>Procedure</b>	Take a sheet and draw a horizontal line at the bottom of the page. Let children arrange the threads having the line as base from shortest to longest.
<b>Activity 30</b>	<b>Comparing Capacities of two Different Containers</b>
<b>Competencies</b>	Non–standard measurement, observation
<b>Material Required</b>	2 containers of different size, 4 glasses, coloured water
<b>Procedure</b>	Take two containers of different sizes. Label them as A and B. Let children fill them with water using a glass and observe. Let the teacher ask children to compare.

Activity 31	Sorting
<b>Competencies</b>	Sorting, concept of colour, shape, environmental awareness
<b>Material Required</b>	Objects of the same kind in different colours like clay balls, blocks, s buttons, pebbles, beans, seeds, rings, toys, etc.
<p data-bbox="172 436 320 464"><b>Procedure</b></p>  <p data-bbox="296 842 475 869">Fig. 25: Sorting</p>	<p data-bbox="619 436 1423 562">Sorting involves separating objects into groups, according to their similarities while observing their differences. Spread a variety of shapes and ask the child to pick them, feel the shape and place it in the specific place.</p> <p data-bbox="619 569 1423 663"><b>Variation:</b> Get balls/pebbles or different colour. Provide trays of different colour and encourage the children to put column/pebbles in the similiar colour.</p>
Activity 32	Comparison
<b>Competencies</b>	Comparison, the concept of light and heavy
<b>Material Required</b>	Cotton ball and tennis ball and football. <b>Note:</b> cotton ball should be of the same size as the tennis ball and football.
<b>Procedure</b>	Give both the objects to the child and ask them to hold them and compare the weights. Let children identify which is heavier.

*(iv) Key Competencies: Number Sense (Count and Tell How Many, Numeral Recognition, One-to-one Correspondence, and Sense of Order, i.e., Can Count Ahead of a Number up to 10)*

Activity 33	Greater, Lesser and Equal to
<b>Competencies</b>	Concept of more, less, observation, identification, environmental awareness
<b>Material Required</b>	Cereals of different quantities
<b>Procedure</b>	Have the heap of rice, dal, ragi, nuts, etc., of different qualities. Let children observe and identify which is more or less in quantity.
Activity 34	Hunt the Objects
<b>Competencies</b>	Count and number sense
<b>Material Required</b>	Collections of various objects like chalk, pencils, erasers, books, stones, bags, etc. (should be more than 3).

<b>Procedure</b>	Teacher should give one object to the child. And ask the child to search for similar objects in the classroom. Children can count and tell the number of objects found by them and the teacher can write on the board. This game should be repeated with other objects.
<b>Activity 35</b>	<b>Number Tracing</b>
<b>Competencies</b>	Training number sense
<b>Material Required</b>	Seeds, dough, sand box, sand pit, vessel filled with sand, stick, chalk, <i>rajma</i> , <i>chana</i> seeds, counters and pebbles, clay.
<b>Procedure</b>	Introduce children to the process of tracing and forming numbers with seeds and dough. Encourage children to trace number shapes from 0-9 in a sand box, sand pit or vessel filled with sand. They can do the same with a stick in mud or on the playground where any number can be written using a chalk. Write the numbers on the floor and ask the children to fill in <i>rajma</i> , <i>channa</i> seeds or counters and pebbles to fill out the shape of numbers from 0 to 9. Using play dough or clay demonstrate the forming of numbers from 0 to 9. Ask the children to follow the numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.
<b>Activity 36</b>	<b>Backward Number Counting</b>
<b>Competencies</b>	Sense of order, counting
<b>Material Required</b>	Cane basket, 9 fruits or 9 carrots.
<b>Procedure</b>	Arrange 9 fruits or carrots in a basket. Children and teachers will count the fruits and carrots starting from 0-9. After counting forward till 9, one by one give fruit or carrot to the children. After they are taken out of the basket, the teacher may ask, "How many fruits or carrots are left." Finally, all fruits, carrots are taken out of the cane basket. Then ask the children how many carrots are left. Children would reply none. This activity allows children to count backward from 9-0. Backward counting: 9,8,7,6,5,4,3,2,1,0

**(v) Key Competencies: Concepts related to environment**

<b>Activity 37</b>	<b>Nature Walk</b>
<b>Competencies</b>	Rhyme, exploration, environmental awareness
<b>Material Required</b>	Colour paper, scissors, glue
<b>Procedure</b>	Take the children for a nature walk within the school compound or nearby park. Allow them to explore different types of plants and trees in their surroundings. Introduce the topic through a rhyme: Parts of a Plant – "The roots on a plant grow underground, underground, under the ground. The roots of a plant grow underground. Roots are part of a plant. The stems on a plant hold up the leaves, up the leaves, up the leaves. Stems are part of a plant.

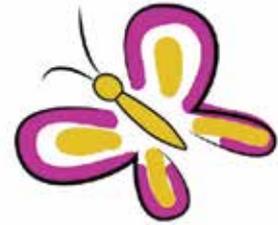
	<p>The leaves on a plant are making food, making food, making food. The leaves on a plant are making food. Leaves are part of a plant. The flowers on a plant are growing seeds, growing seeds, growing seeds. The flowers on a plant are growing seeds. Seeds are part of a plant.”</p> <p>Encourage the children to sing the rhyme with action. Later, explain different parts of a plant to the children—Roots hold the plant in the ground.</p> <p>Stem takes water from roots and distributes to different parts of the plant.</p> <p>Leaves makes food for the plant and gives oxygen for us to breathe.</p> <p>Flowers are most beautiful part of the plant a turns into fruits.</p> <p>Fruits makes new seeds, which grow into new plants.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Cut the colour sheets into different shapes (flower, leaf, stem, bud, fruit sand root).</li> <li>• Ask the child to arrange them to form a plant.</li> <li>• Name the parts of the plant.</li> </ul>
<b>Activity 38</b>	<b>Let’s know about the Needs of a Plant</b>
<b>Competencies</b>	Environmental awareness, exploration, experimentation
<b>Material Required</b>	Paper cup, soil, seeds
<p><b>Procedure</b></p>  <p><i>Fig. 26: Child offering water to the Tulsi plant</i></p>	<p>Explain the things a plant needs to grow – soil, water, air, seeds and space. Sing a song on seed with action to the children.</p> <p><b>Exemplar:</b> Seed Song!</p> <p style="padding-left: 40px;">In the Heart of a Seed In the heart of a seed, Buried deep, so deep, A dear little plant lay fast asleep. “Wake,” said the sunshine, “And creep to the light.” “Wake,” said the voice of the raindrops bright. The little plant heard; and it rose to see What the wonderful outside world might be.</p> <p>Now, distribute cups to the children and ask them to fill them with soil and sow the seed in it (<i>Methi</i>, fennel, <i>moong</i> or coriander) and ask the children to water it daily and observe it as it grows. Alternatively, children can be encouraged to plant a tulsi plant at home and water it every day.</p>
<b>Activity 39</b>	<b>Let’s know about Fruits</b>
<b>Competencies</b>	Knowledge about fruits, healthy eating
<b>Material Required</b>	Chart papers (color papers) and child-friendly scissors
<b>Procedure</b>	<p>Start the class with a rhyme.</p> <p>Begin the class by asking a few questions related to fruits—Name some fruits which you eat. Which is your favorite fruit?</p>

	Draw any fruit and colour it. Encourage children to eat fruits and green vegetables daily. Cut a chart paper and make a paper strip of the child's head size. Make a fruit cut-out. Let the child stick the fruit cut out on the strip and wear it as 'mask or head gear'.
<b>Activity 40</b>	<b>Sort the Fruits</b>
<b>Competencies</b>	Environmental awareness, the concept of more or less, personal development
<b>Material Required</b>	Different types of fruits
<b>Procedure</b>	Facilitate children to categorise fruits according to their number of seeds (one, few and many), such as mango (one seed), apple (few seeds) and oranges, papaya (many seeds). Ask the children
<b>Activity 41</b>	<b>Let's know about Vegetables</b>
<b>Competencies</b>	Environmental awareness, the creative thinking, fine motor development
<b>Material Required</b>	Paper, colours, lady's finger, potato or onion
<b>Procedure</b>	<p>Show different kinds of vegetables. Encourage the children to few lines about some vegetables. Blindfold activity can be conducted. Ask the children to feel, identify and name the vegetables. Explain that vegetables are part of the plant, which can be eaten by us and some animals as food. Vegetables can be in the form of roots, stems, leaves or flower. Encourage the child to eat vegetables regularly.</p> <p>Vegetable printing can be done. First, cut the vegetables – lady's finger and onion in half. Dip the vegetable in colour and print it on the paper to make a colourful bouquet.</p>
<b>Activity 42</b>	<b>Vegetables under the ground and above the ground</b>
<b>Competencies</b>	Environmental awareness, healthy eating habits
<b>Material Required</b>	None
<b>Procedure</b>	<p>Sing a song to the children:</p> <p style="text-align: center;">Tomatoes make your cheek red. Carrots make you jump ahead. Spinach makes you very strong. Peas make you dance along! Eat your vegetables every day. You will be happy and gay.</p> <p>Explain about vegetables that grow under the soil and vegetables that are grown above the soil. Show different types of vegetables and ask the children if they grow above or under the ground. Encourage children to eat vegetables regularly.</p>

Activity 43	Let's talk about Animals
<b>Competencies</b>	Environmental awareness—nature
<b>Material Required</b>	Paper masks of different animals
<b>Procedure</b>	<p>Let children talk about animals that they see in their surroundings. Ask questions like – Where do we get milk from? Where do we get wool for making warm clothes? Which animal is used for ploughing? etc.</p> <p>Encourage them to talk about domestic animals, which are useful to us. Discuss that animals share the environment with us and they should be taken care of. We should be kind towards animals. Feed animals whenever you can.</p>
<b>Variations</b>	<p><b>Activity 43 A: Play an organized outdoor game—</b> Take all children to the play area, draw a big circle, holding each other's hand. Give a cow mask to a child and a tiger mask to another child, now the game begins. The child wearing the cow mask will stand in the circle and the child wearing the tiger mask will be outside the circle. The child wearing the tiger mask will try to catch the child who is wearing the cow mask; the children forming the circle will try to protect the cow by not letting the tiger get inside the circle.</p>
	<p><b>Activity 43 B: Sound discrimination with animal names—</b> Ask the children to say the initial sound and letter in animal names like C for Cow, B for Buffalo and so on.</p> <p><b>Activity 43 C: Animal Puzzle—</b> Give animal puzzles to children to solve.</p> <p><b>Activity 43 D: Classification of animals—</b> Give the children different animal pictures and help them in classifying the animals based on various categories, such as milk giving animals, animals used for transportation, aquatic animals, domestic animals, etc.</p>
Activity 44	Wild Animals
<b>Competency</b>	Environmental awareness—animal
<b>Materials</b>	Hand puppets of wild animals
<p><b>Procedure</b></p>  <p>The image shows a young boy with dark hair, wearing a dark patterned shirt, sitting at a light-colored table. He is looking down at several flash cards laid out on the table. The cards appear to have pictures of animals on them. The background shows a classroom setting with blue chairs and tables.</p>	<p>Explain about wild animals, their habitat. Discuss how these animals are protected in the forest. Now, distribute picture cards of animals and ask the children to identify and name the animals. Create forest environment so that the child can enact as an animal, e.g., the king of the jungle. All the children can mimic the sound of animals. This is an excellent and creative way of teaching children about wild animals.</p>

Fig. 26: Child arranging flash cards of wild animals

<b>Activity 45</b>	<b>Sun and Moon, Day and Night</b>
<b>Competencies</b>	Environmental awareness
<b>Material Required</b>	None
<b>Procedure</b>	Encourage children to talk about the things they see in the sky at night and during the day time. Let children sing any song on 'sun', 'moon' and 'stars'. Let children draw the sun, moon, stars, etc., and colour it.
<b>Activity 46</b>	<b>Seasons</b>
<b>Competency</b>	Environmental awareness—seasons
<b>Material Required</b>	Pictures cut from old magazines or newspapers, glue
<b>Procedure</b>	Discuss the different seasons in India. Discuss about the food and clothes that are worn according to the season. Ask the children to collect pictures related to different seasons and make a collage of them.



# PART III

## **DEVELOPMENTAL GOAL-WISE ILLUSTRATIONS AND WORKSHEETS**

- GOAL 1: CHILDREN MAINTAIN GOOD HEALTH AND WELL-BEING (HW)**
- GOAL 2: CHILDREN BECOME EFFECTIVE COMMUNICATORS (EC)**
- GOAL 3: CHILDREN BECOME INVOLVED LEARNERS AND CONNECT WITH THEIR IMMEDIATE ENVIRONMENT (IL)**

Part III consists of developmental goal-wise worksheets. All the worksheets are in black and white. As per the need and availability of time, children may be asked to colour them or fill them with different patterns, such as zig-zag, dots, dashes, slant lines, horizontal lines, vertical lines, etc.



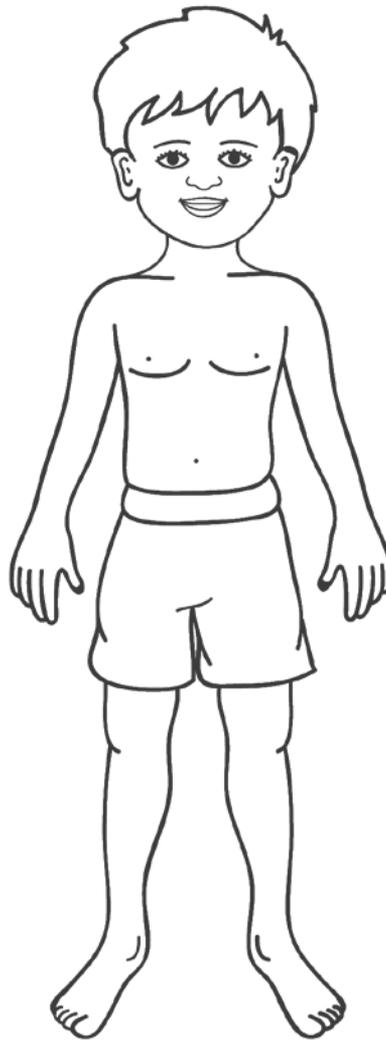
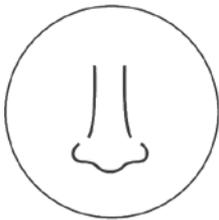
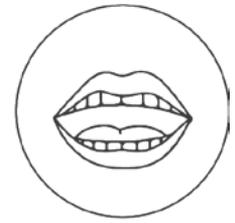
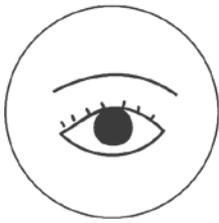
**3.1 GOAL 1: CHILDREN MAINTAIN GOOD HEALTH AND WELL-BEING (HW)**

**Worksheet 1 (HW)**

Name:

Date:

**My Body Parts**



**Note:** Ask the children to match the pictures of body parts given in the circles with the child's body parts by drawing a line.

**Worksheet 2 (HW)**

Name:

Date:

**It is Me**

Name: \_\_\_\_\_

**Note:** Ask the children to draw their own picture and write their name.

**Worksheet 3 (HW)**

Name:

Date:

**My Favourites**

My favourite book

My favourite toy

My favourite food

My favourite animal or bird

My favourite person

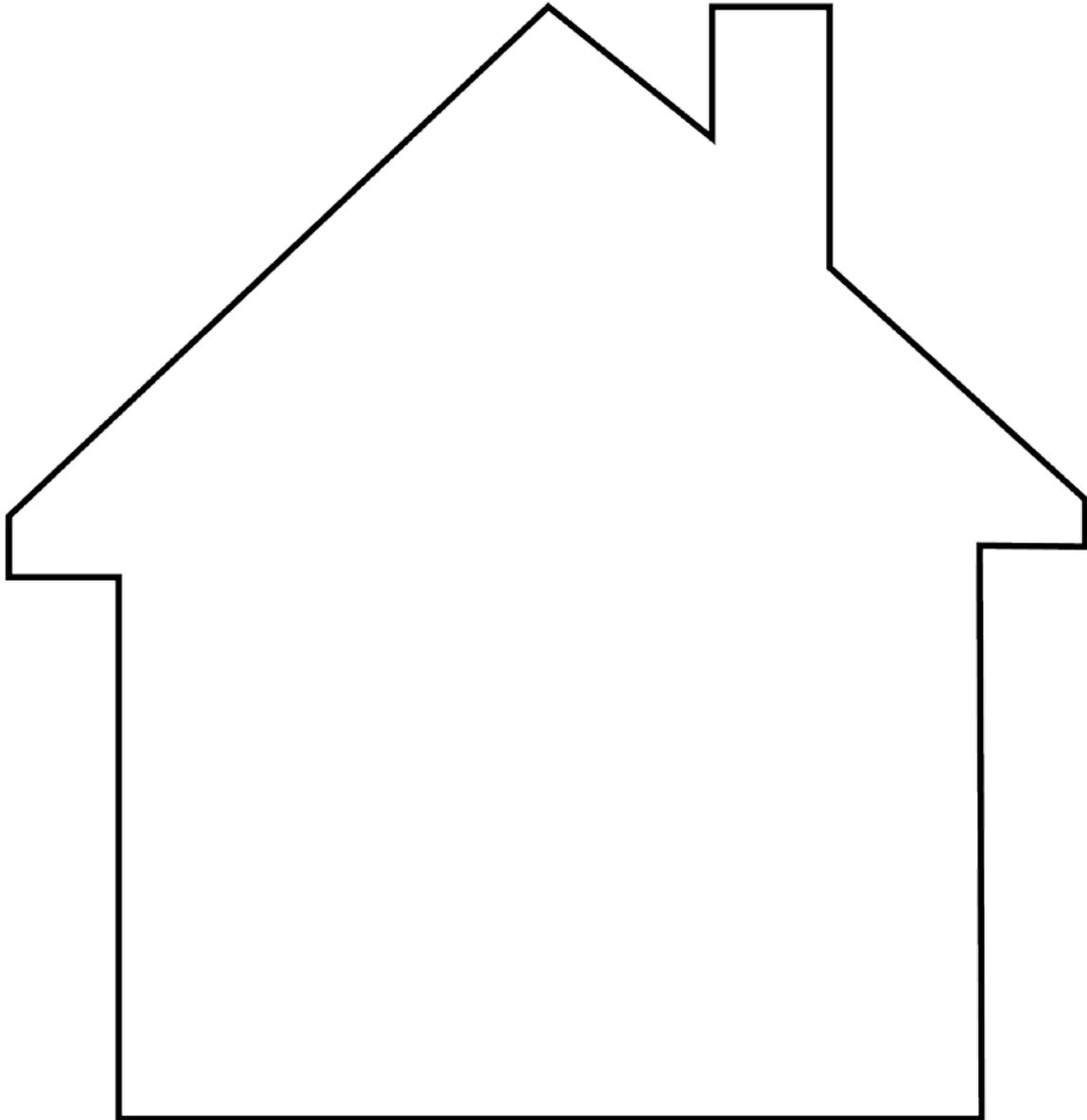
My favourite.....

**Note:** Ask the children to draw their favourite book, food, toy, animal or bird, person, etc., in the given space.

**Worksheet 4 (HW)**

Name:

Date:

**This is My Family**

**Note:** Help the children draw the pictures of their family members and label their relationships with the picture, such as mother, father, brother, sister, grandfather, grandmother, etc.

**Worksheet 5 (HW)**

Name:

Date:

**Let Me Introduce My Neighbour and Neighbourhood**

My Neighbour

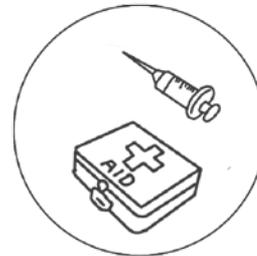
My Neighbourhood

**Note:** Ask the children to draw their neighbour(s) in one box and what they see in their neighbourhood in the other.

**Worksheet 6 (HW)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

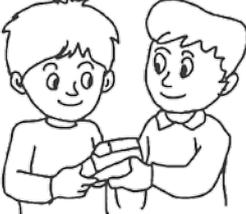
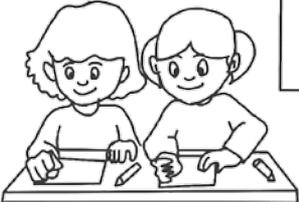
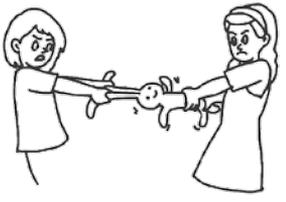
**Help Community Helpers Get their Things****Note:** Match the related pictures.

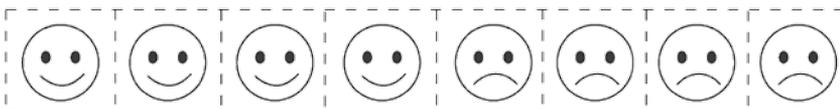
**Worksheet 7 (HW)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What Would You Like to Do?**

 <p>Be a good listener</p>		 <p>Share toys</p>	
 <p>Work together</p>		 <p>Run in the classroom</p>	
 <p>Hitting each other</p>		 <p>Raise your hand before speak-</p>	
 <p>Snatching toys</p>		 <p>Talk out of turn with a loud</p>	



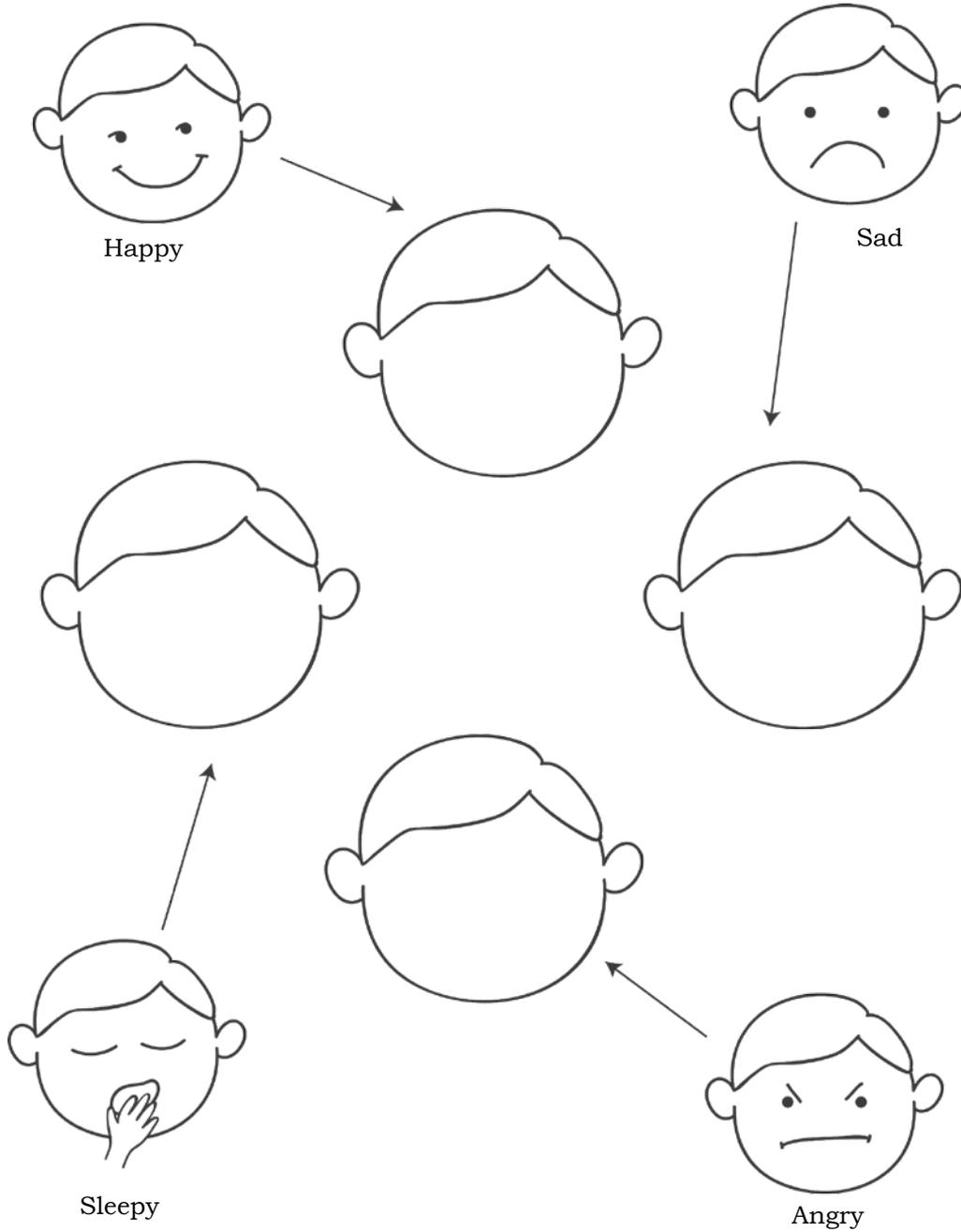
**Note:** Ask the children to cut and stick a happy face in the box to show good or acceptable behaviour and a sad face for unacceptable behaviour. Finally, they can colour the pictures in the boxes showing good or acceptable behaviour.

**Worksheet 8 (HW)**

Name:

Date:

**Feeling Faces**



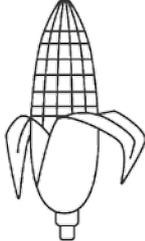
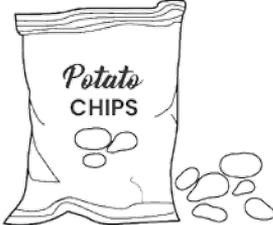
**Note:** Ask the children to identify the emotions and draw the opposite emotions in the blank faces.

**Worksheet 9 (HW)**

Name:

Date:

**Eat Healthy Food**

		
Corn	Banana	Cold drink
		
Cashews	Chips	Milk
		
Pizza	Burger	Home cooked meal
		
Carrot	Candy	Cake

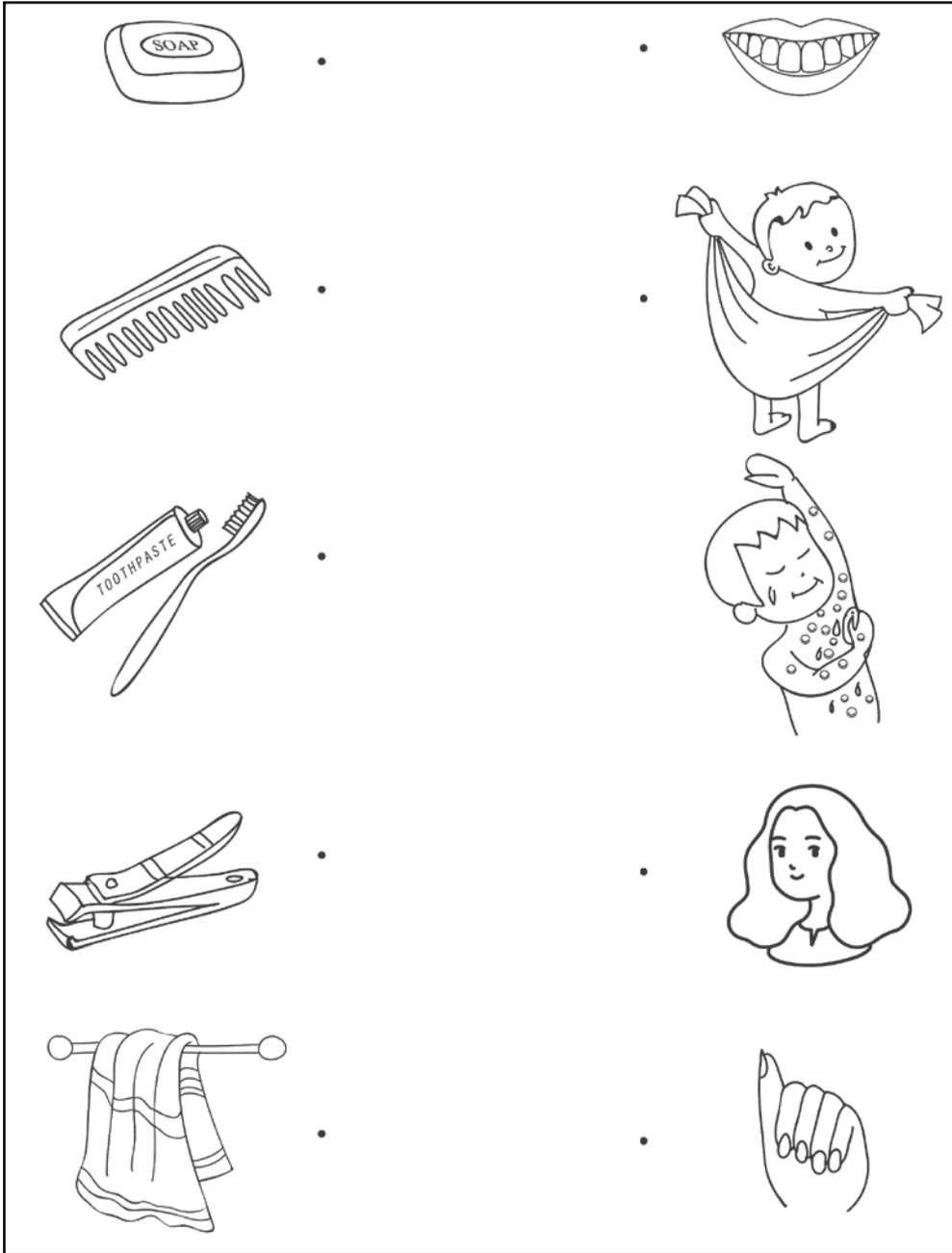
**Note:** Ask the children to identify the food items and colour the healthy food items in green and junk food in red.

### Worksheet 10 (HW)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Match the Correct Pictures



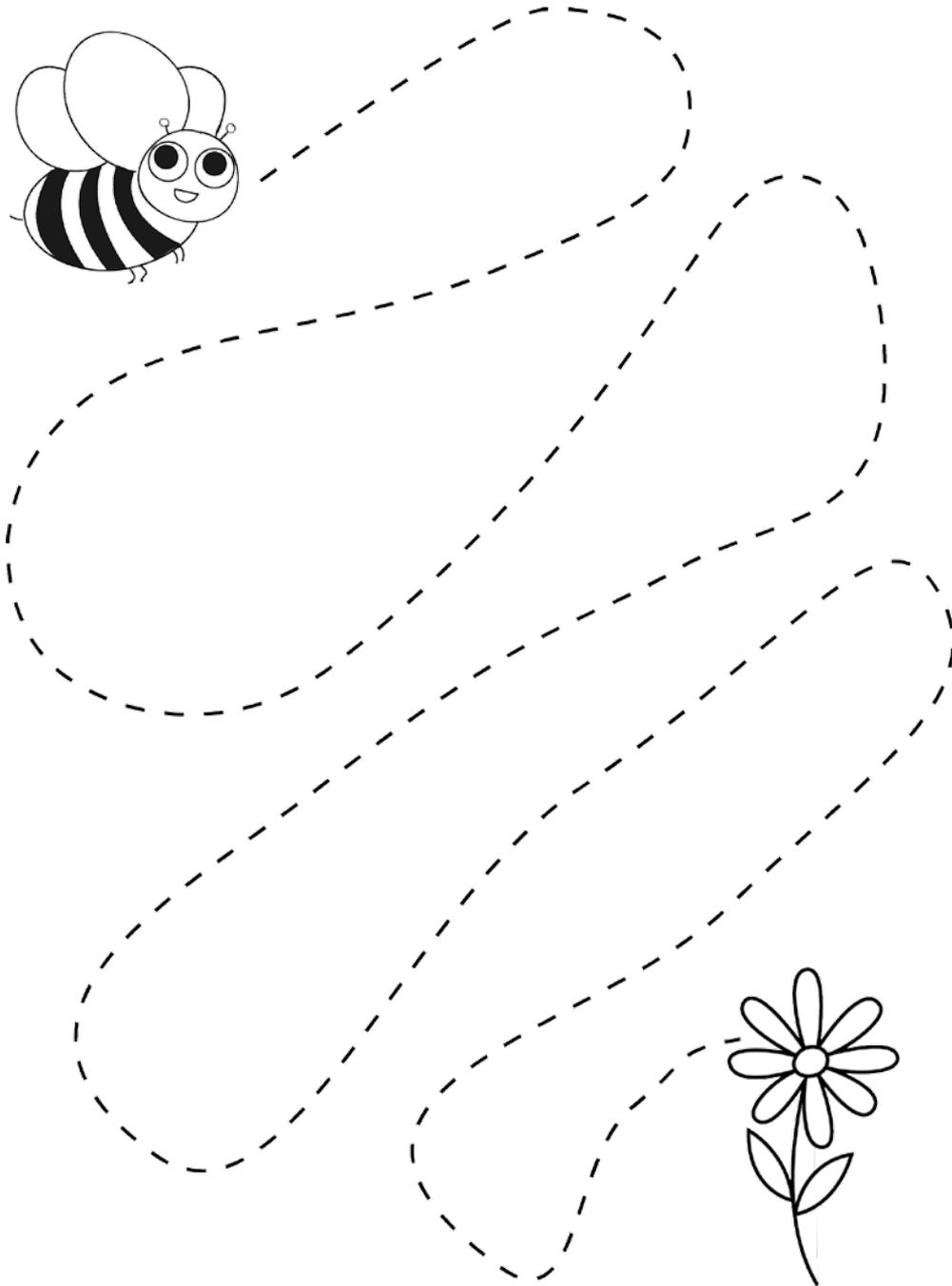
**Note:** Ask the children to match the hygiene-related object with its function or the body part for which it is used.

**Worksheet 11 (HW)**

Name:

Date:

**Join the Dots and Colour**

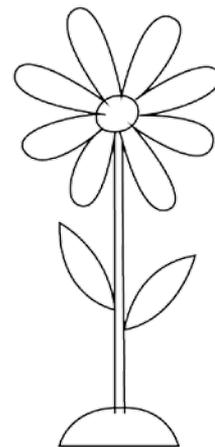
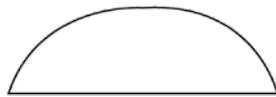
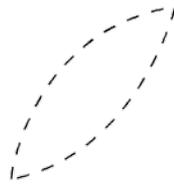
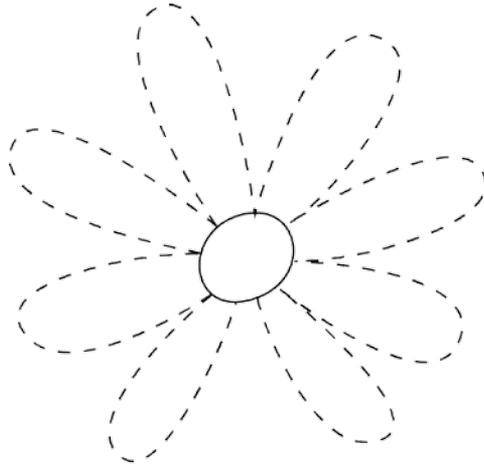


**Note:** Ask the children to join the dots and help the honey bee reach the flower.

**Worksheet 12 (HW)**

Name:

Date:

**Complete the Picture and Colour it**

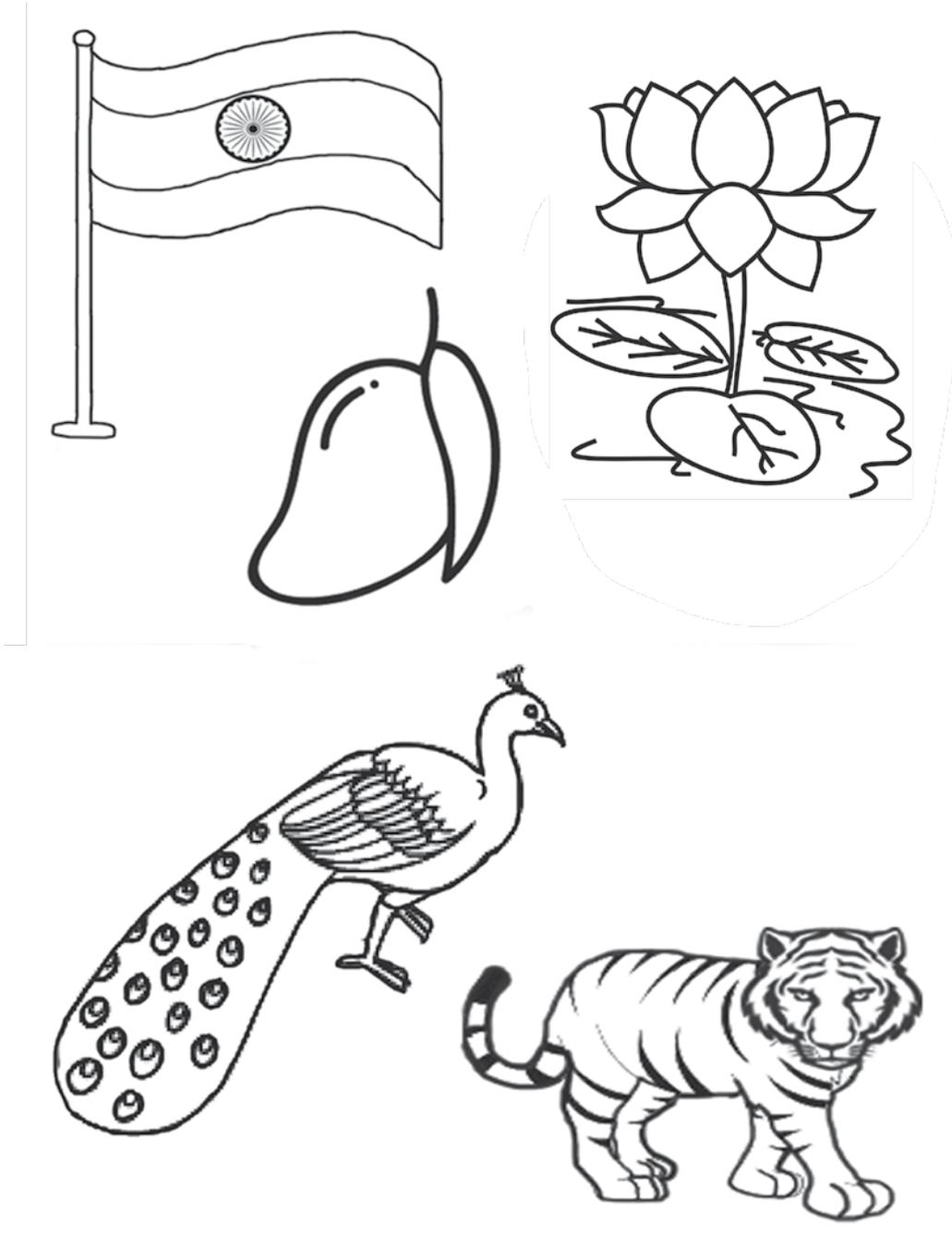
**Note:** Ask the children to look at the smaller image of the flower and then complete the bigger flower. Finally, they can colour the completed picture.

**Worksheet 13 (HW)**

Name:

Date:

**National Symbols**



**Note:** Ask children to identify and write the names of national symbols and colour them.

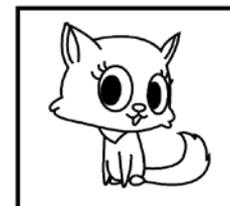
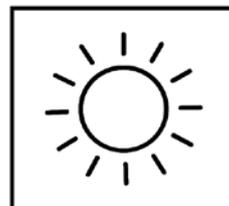
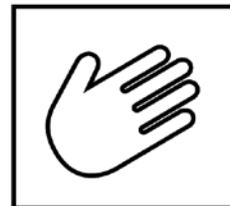
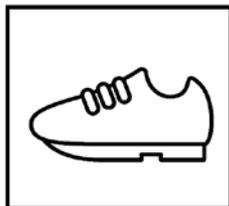
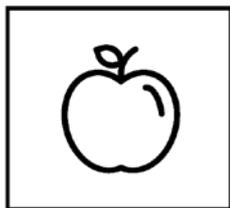
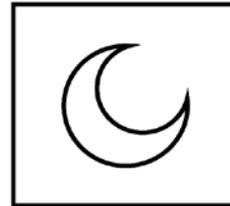
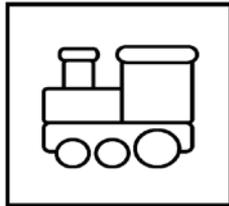
### 3.2 GOAL 2: CHILDREN BECOME EFFECTIVE COMMUNICATION (EC)

#### Worksheet 1 (EC)

Name:

Date:

#### How Many Syllables? (Hindi)



**Note:** Ask the children to name the objects shown in the pictures. Let them count the number of syllables in the word and colour those many circles.

**Worksheet 2 (EC)**

Name:

Date:

**Identify Objects with the Beginning Sound (Hindi)**

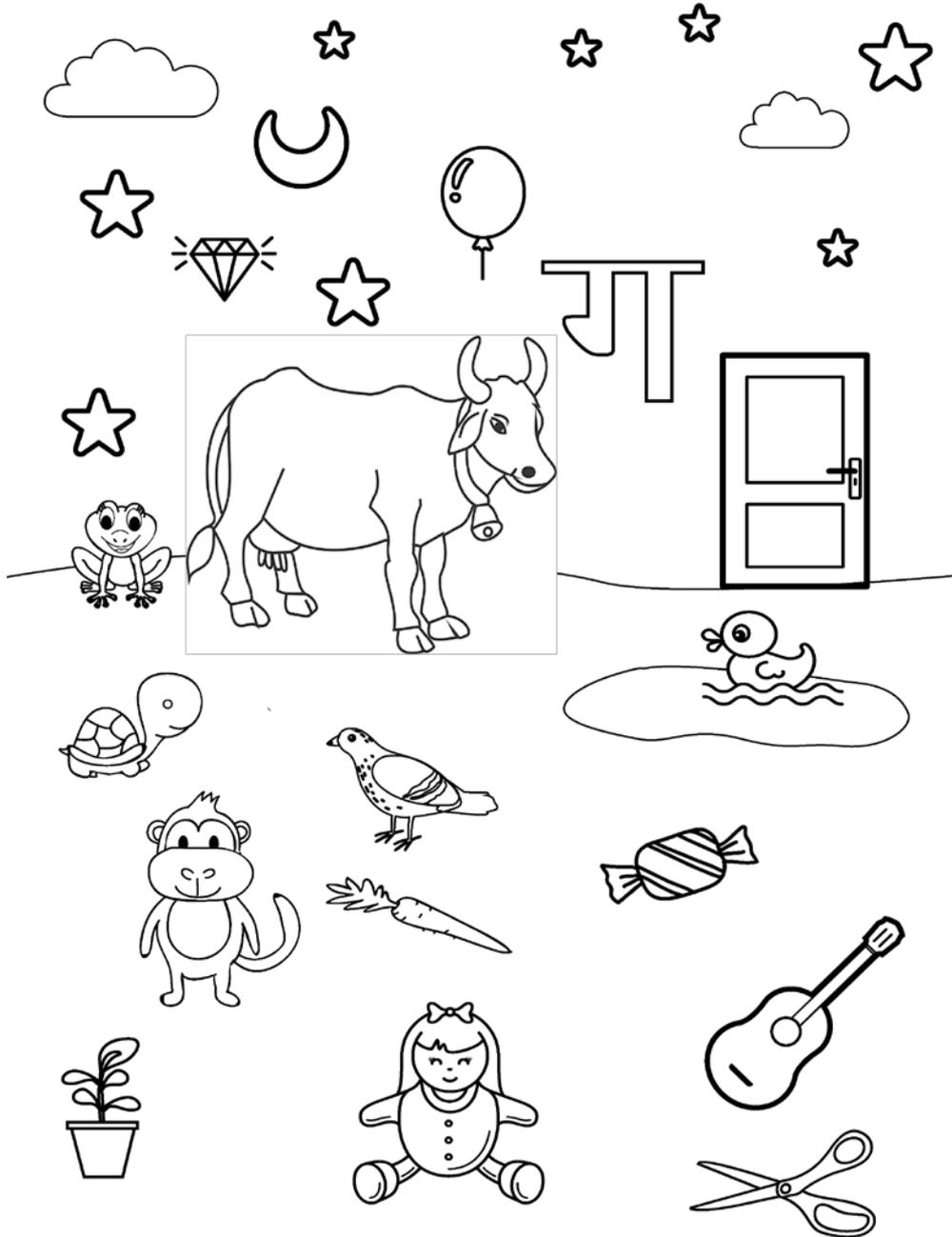


**Note:** Ask the children to identify the pictures starting with 'क' sound circle/colour the pictures.

**Worksheet 3 (EC)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Identify Objects with the Beginning Sound (Hindi)**

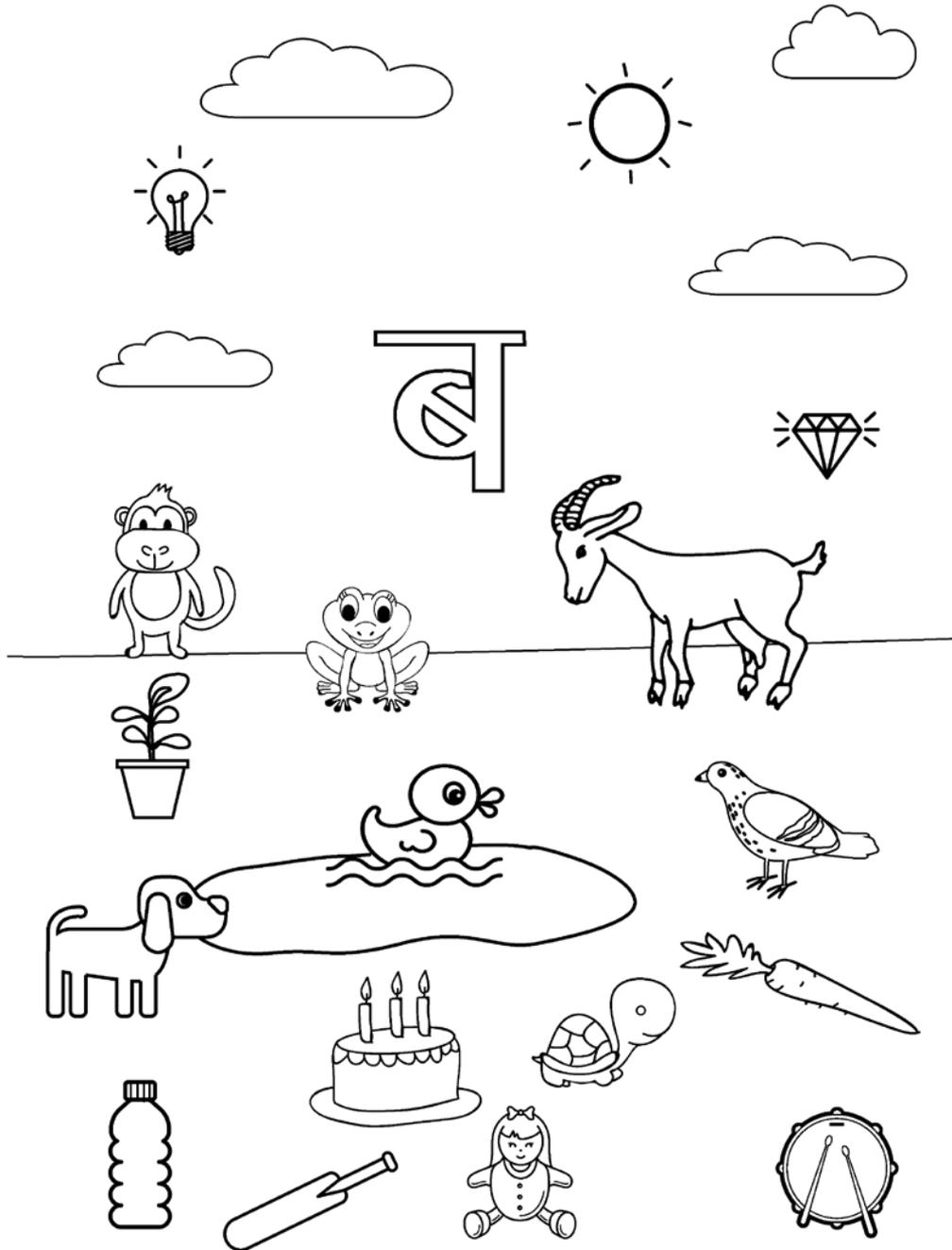
**Note:** Ask the children to identify the pictures starting with 'ग' sound and encircle or colour them.

**Worksheet 4 (EC)**

Name:

Date:

**Identify Objects with the Beginning Sound (Hindi)**

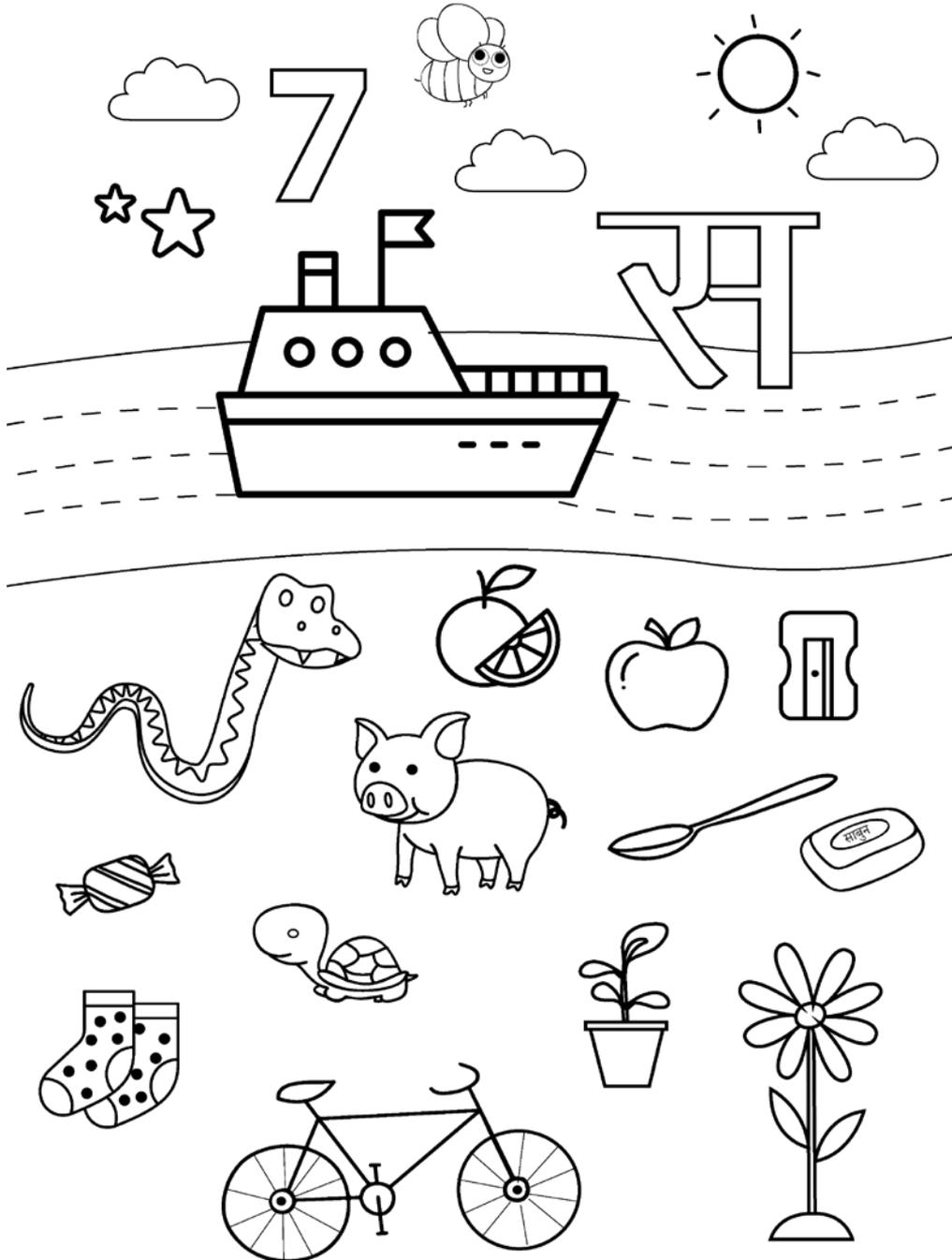


**Note:** Ask the children to identify the pictures starting with 'ब' sound and encircle or colour the pictures.

**Worksheet 5 (EC)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Identify Objects with the Beginning Sound (Hindi)**

**Note:** Ask the children to identify the pictures starting with 'स' sound and encircle or colour the pictures.

**Worksheet 6 (EC)**

Name:

Date:

**Identify Objects with the Beginning Sound (English)**



**Note:** Ask the children to identify the pictures starting with 'D' sound and encircle or colour the pictures.

**Worksheet 7 (EC)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Identify Objects with the Beginning Sound (English)**

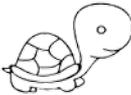
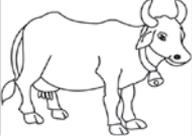
**Note:** Ask the children to identify the pictures starting with 'S' sound and encircle or colour the pictures.

**Worksheet 8 (EC)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Identify Objects with the Beginning Sound (Hindi)**

क					
च					
ग					
प					
म					

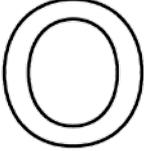
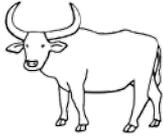
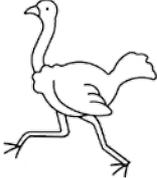
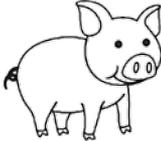
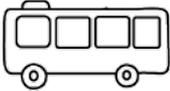
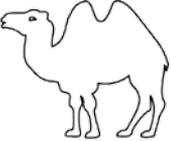
**Note:** Ask the children to identify the pictures with same beginning sounds of a the letters given in the first column and encircle or colour the correct pictures.

**Worksheet 9 (EC)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Identify Objects with the Beginning Sound (English)**

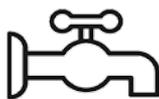
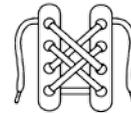
**Note:** Ask the children to identify the pictures with the same beginning sounds of the letters given in the first coloumn and encircle or colour the correct pictures.

**Worksheet 10 (EC)**

Name:

Date:

**Match the End Sounds (Hindi)**

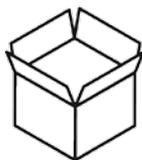
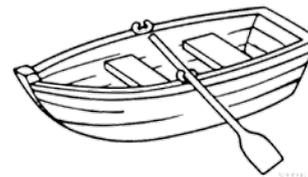
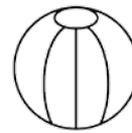
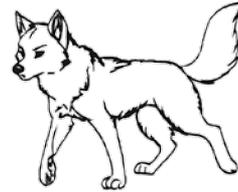
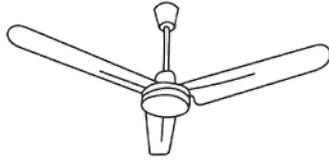


**Note:** Ask the children to match the objects with the same ending sound.

**Worksheet 11 (EC)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

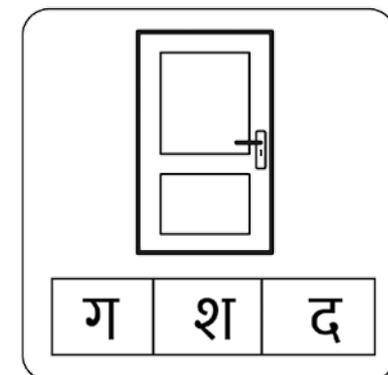
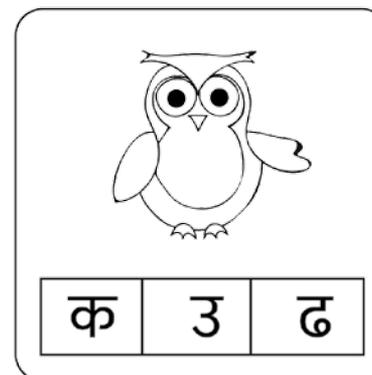
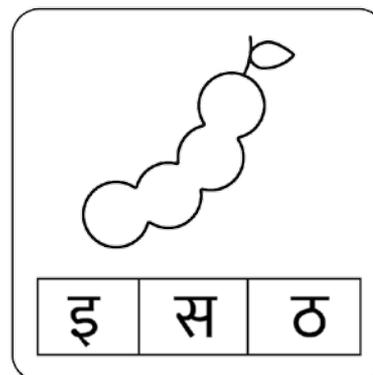
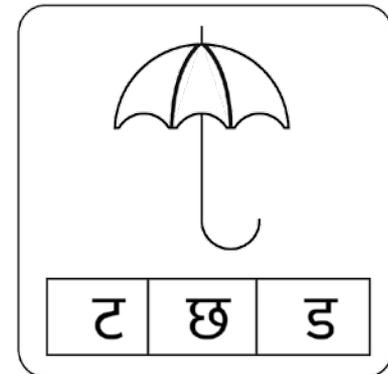
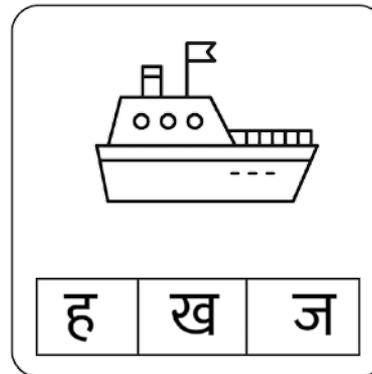
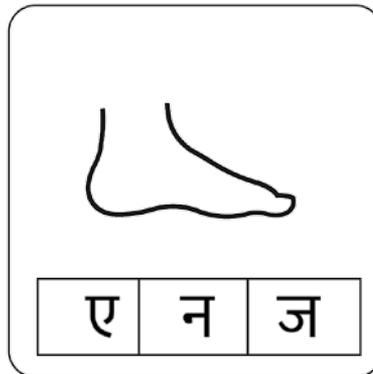
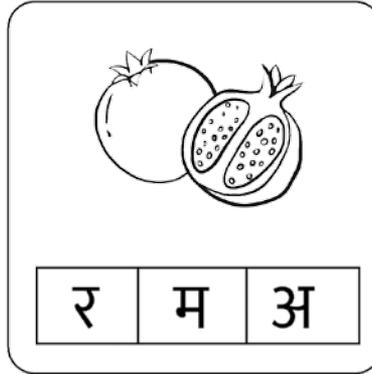
**Match the End Sounds (English)**

**Note:** Ask the children to match the objects with the same ending sound.

**Worksheet 12 (EC)**

Name:

Date:

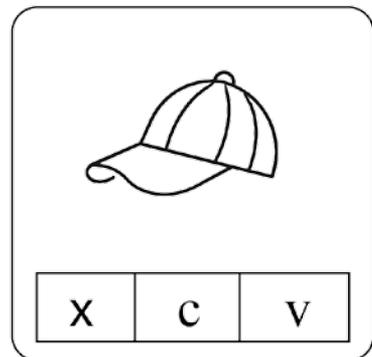
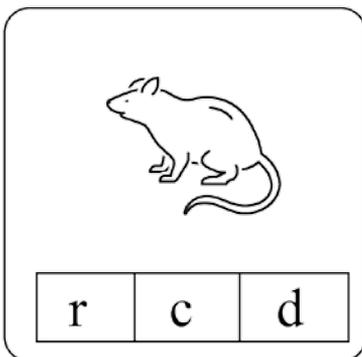
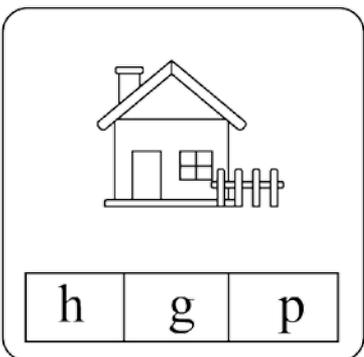
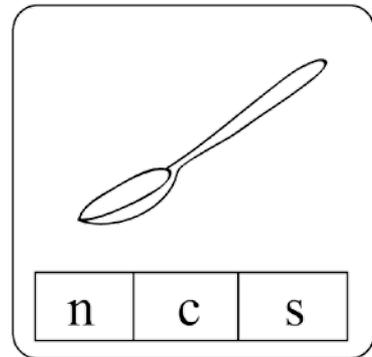
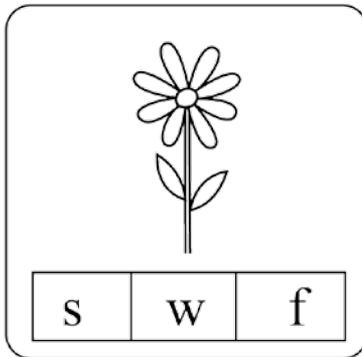
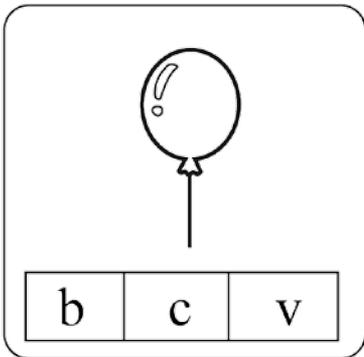
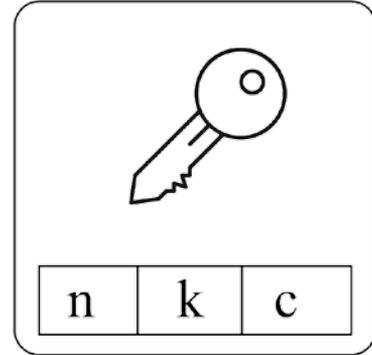
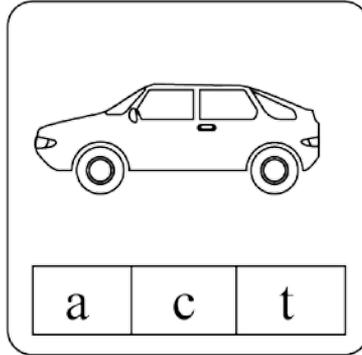
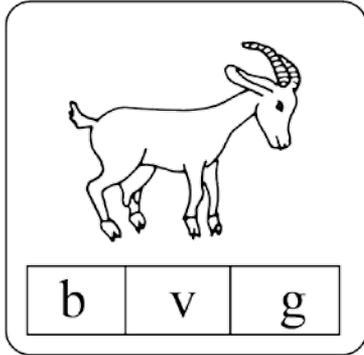
**Which Letter do you Hear in the Beginning (Hindi)?**

**Note:** Ask the children to name the pictures and colour the letter that matches with the beginning sound of each picture name.

**Worksheet 13 (EC)**

Name:

Date:

**Which sound do you hear in the Beginning (English)?**

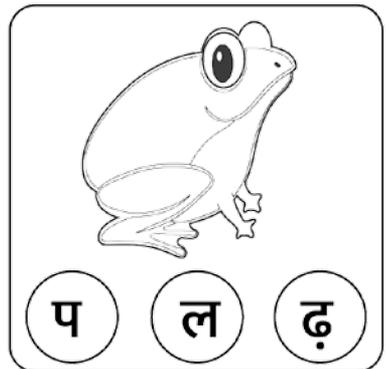
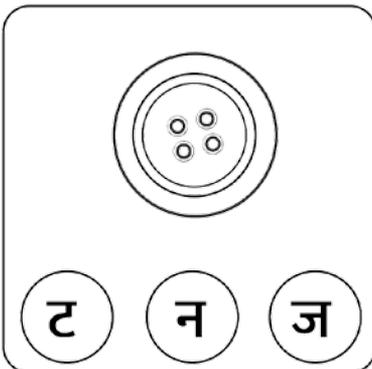
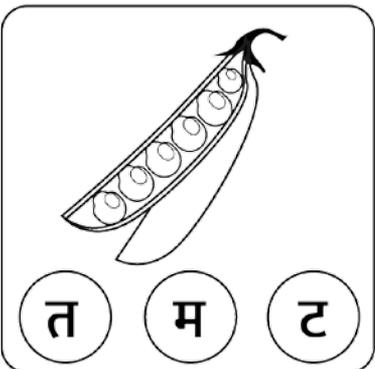
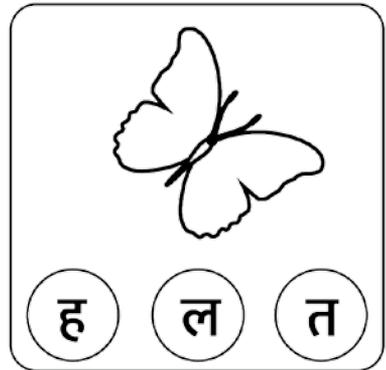
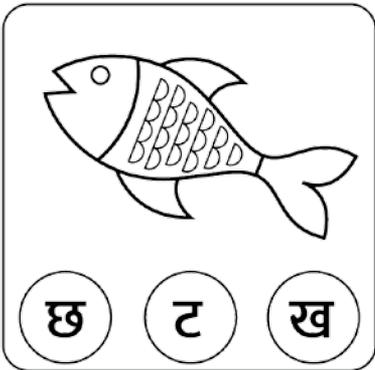
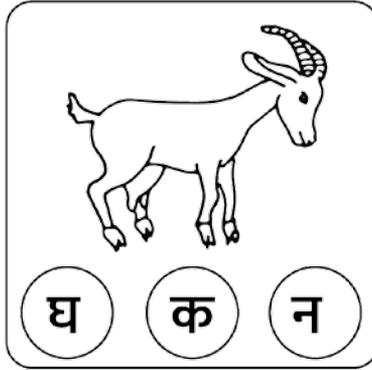
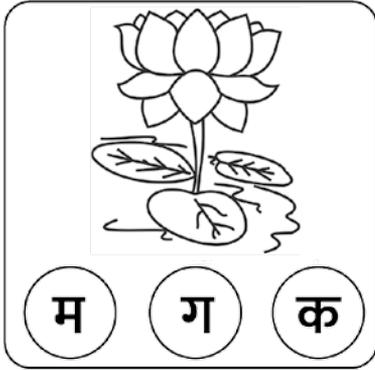
**Note:** Ask the children to name the pictures and colour the letter that matches with the beginning sound of each picture name.

## Worksheet 14 (EC)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Identify the Middle Sound

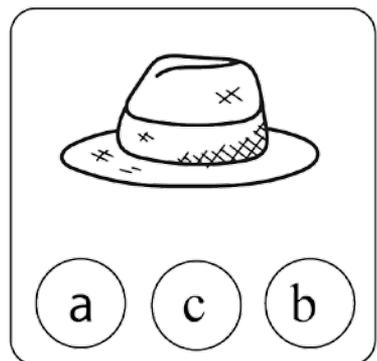
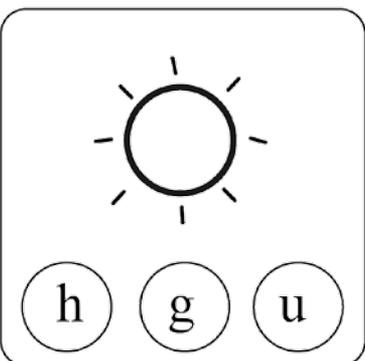
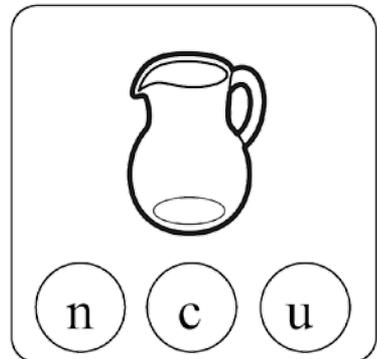
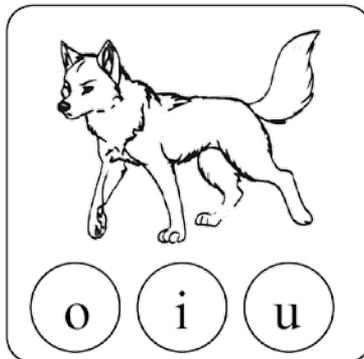
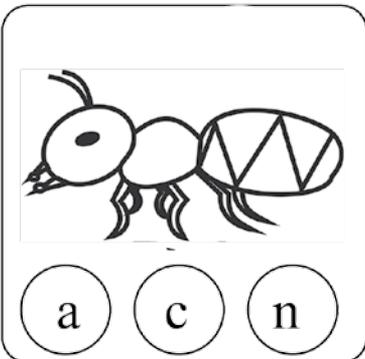
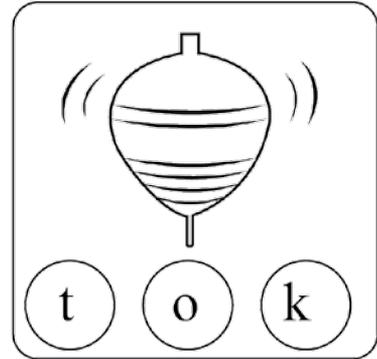
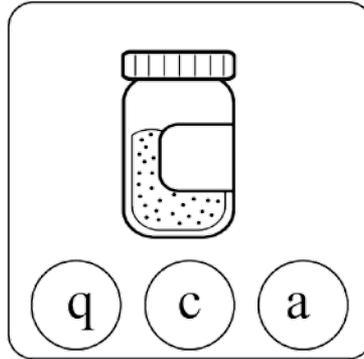
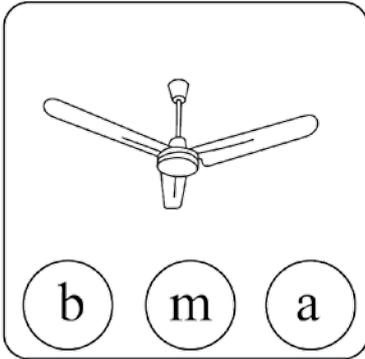


**Note:** Ask the children to name the pictures and colour the letter that matches with the middle sound of each picture name.

**Worksheet 15 (EC)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

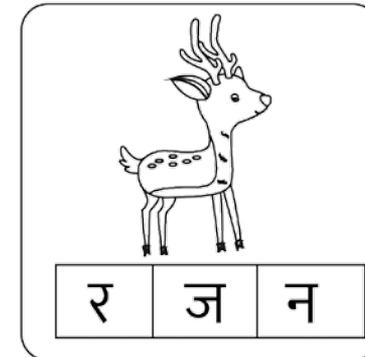
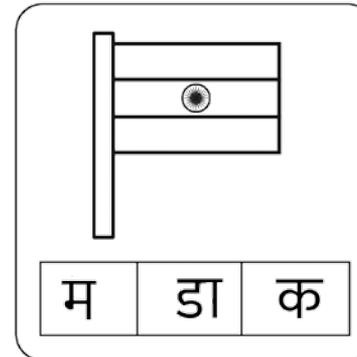
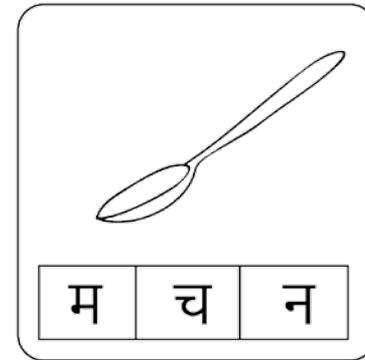
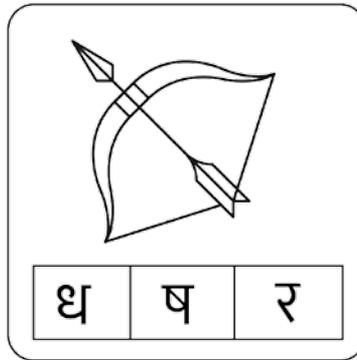
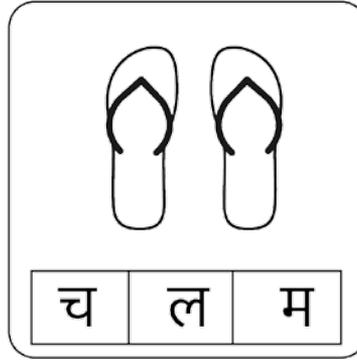
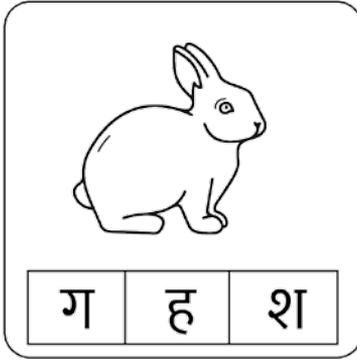
**Identify the Middle Sound**

**Note:** Ask the children to name the pictures and colour the letter that matches with the middle sound of each picture name.

**Worksheet 16 (EC)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

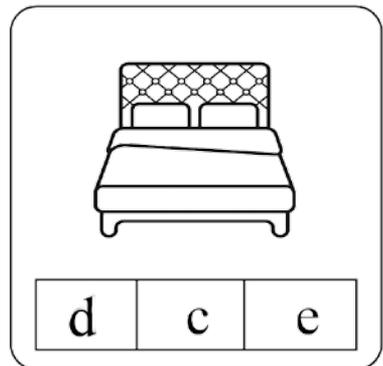
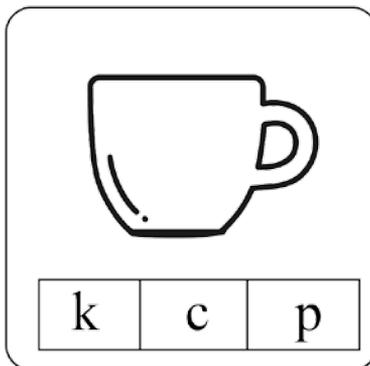
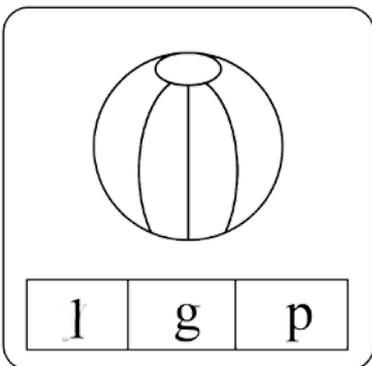
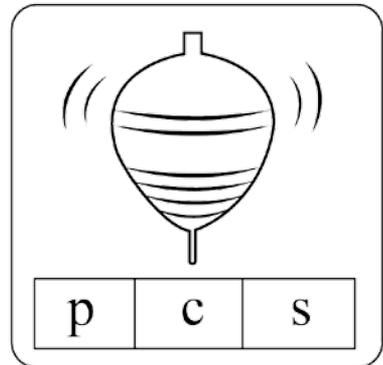
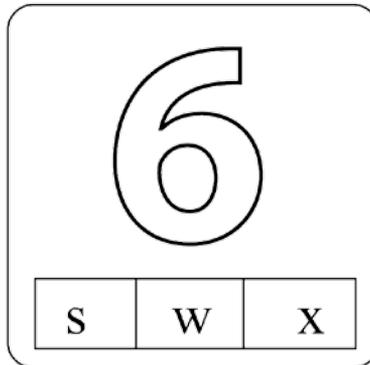
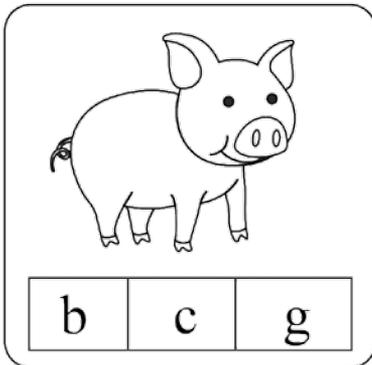
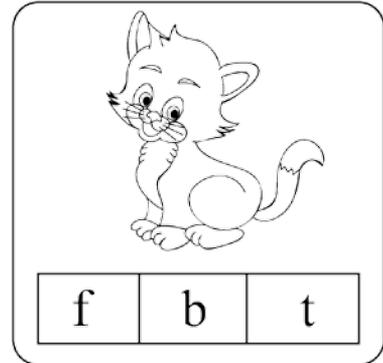
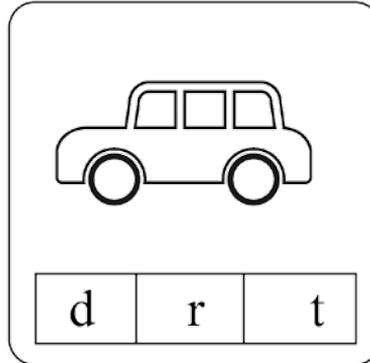
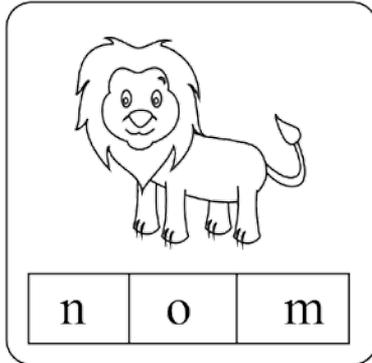
**What do you Hear in the End (Hindi)?**

**Note:** Ask the children to name the pictures and colour the letter that matches with the ending sound of each picture name.

**Worksheet 17 (EC)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What do you Hear in the End (English)?**

**Note:** Ask the children to name the pictures and colour the letter that matches with the ending sound of each picture name.

**Worksheet 18 (EC)**

Name:

Date:

**What is in the Story?**

**Characters**

**Note:** Ask the children to recall the story and draw different characters of the story in their own way. This worksheet can be used multiple times for different stories.

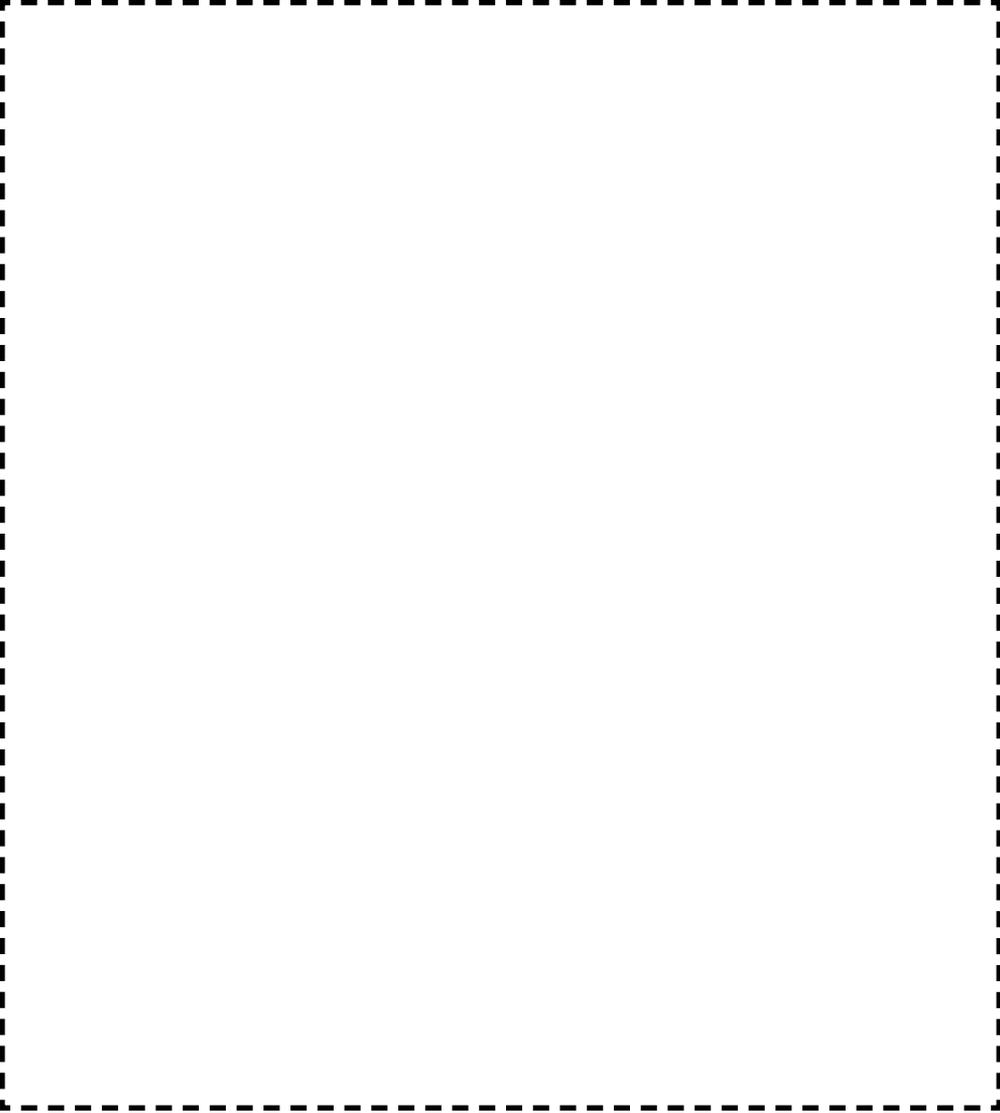
**Worksheet 19 (EC)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Draw a Story**

**Title** \_\_\_\_\_



**Note:** Help the children recall the story and draw any character, place or event from the story. Let children narrate what they have drawn. The teacher should write the responses of each child in front of them. This worksheet can be used multiple times for similar activities.

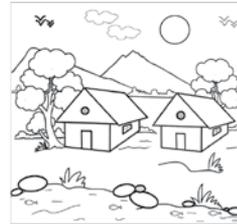
**3.3 GOAL 3: CHILDREN BECOME INVOLVED LEARNERS AND CONNECT WITH THEIR IMMEDIATE ENVIRONMENT (IL)**

**Worksheet 1 (IL)**

Name:

Date:

**Match Sense Organs with their Functions**



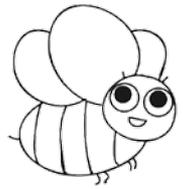
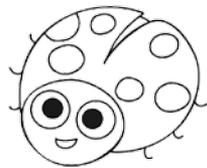
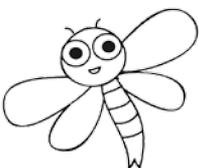
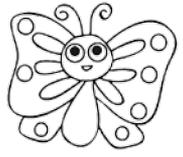
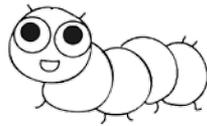
**Note:** Ask the children to match the sense organs with their functions by drawing a line. If children are making multiple matches, it is ok, as the 'eyes' can see everything, so why match it with the scenery only.

### Worksheet 2 (IL)

Name:

Date:

### Find My Shadow

	•	•	
	•	•	
	•	•	
	•	•	
	•	•	
	•	•	

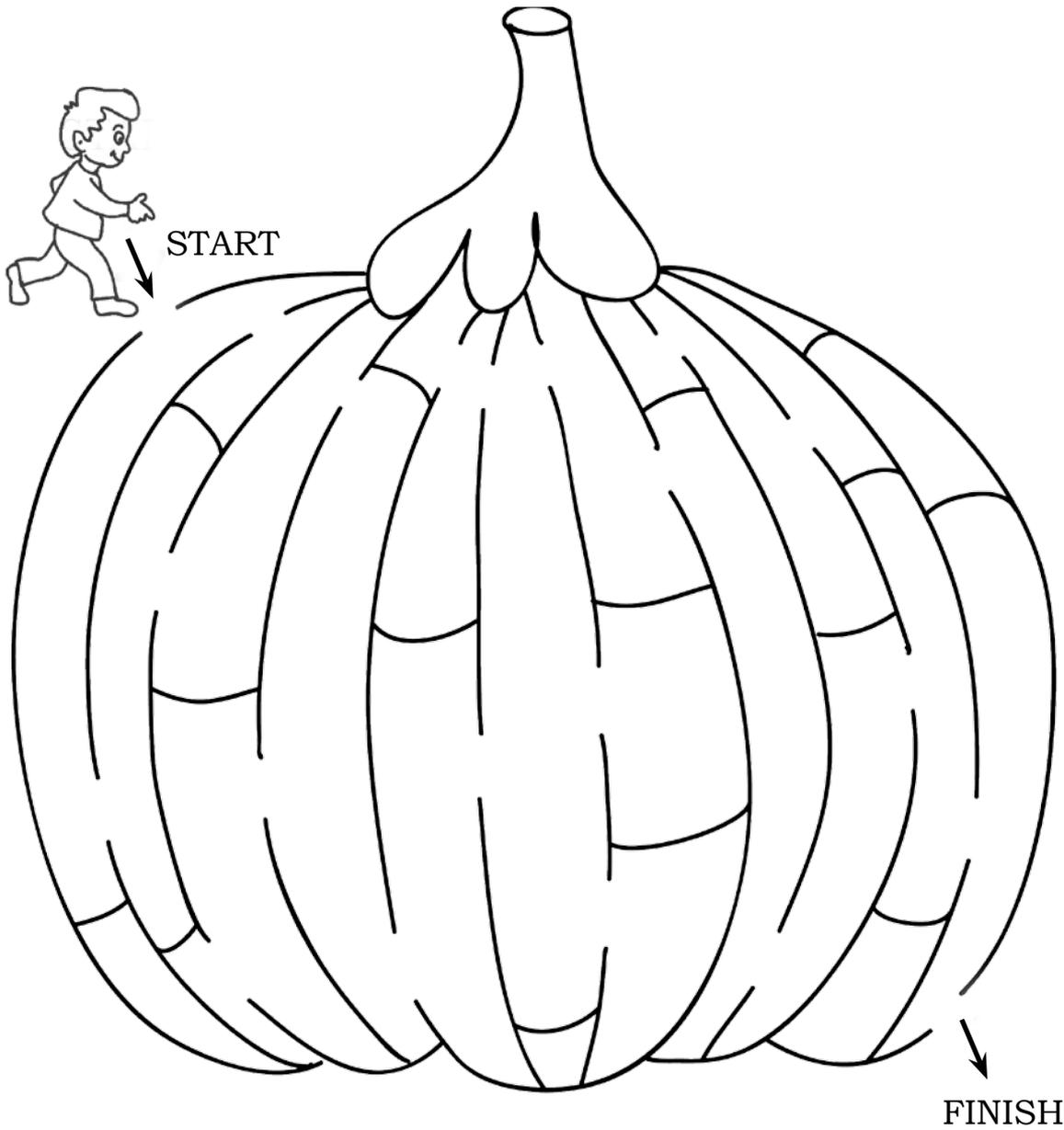
**Note:** Ask the children to match pictures of the insects with their shadows by drawing a line.

**Worksheet 3 (IL)**

Name:

Date:

**Let Me Get Out of the Pumpkin Maze**

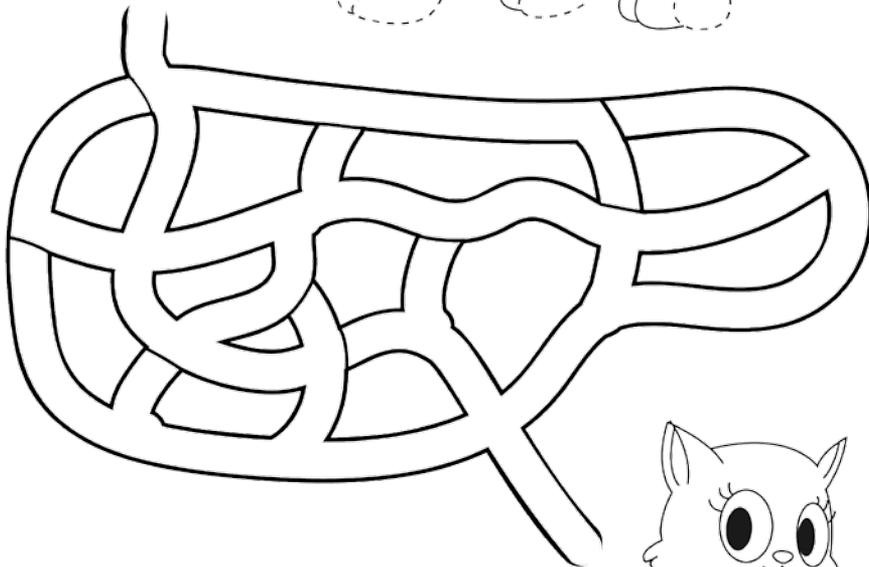
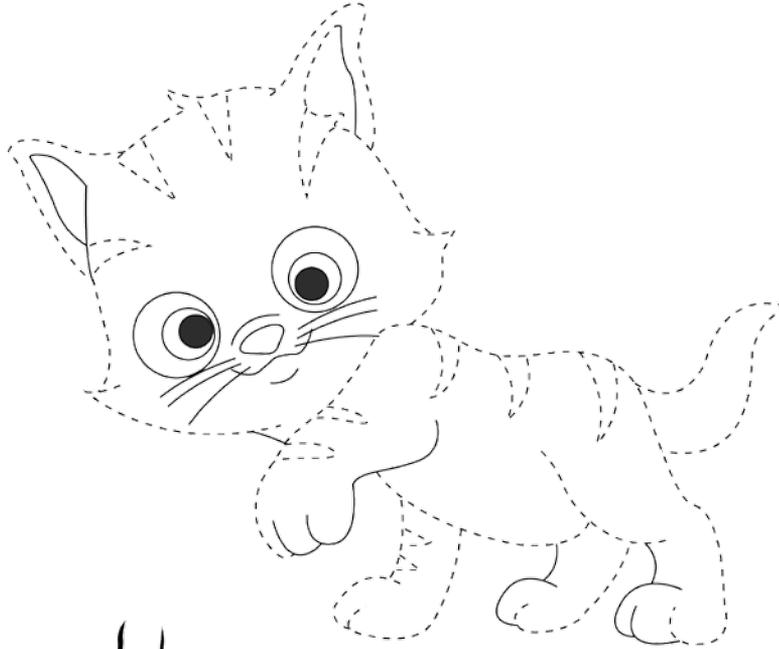


**Note:** Ask the children to draw a line from the 'start' to the 'finish' to find the way through the Pumpkin Maze.

**Worksheet 4 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

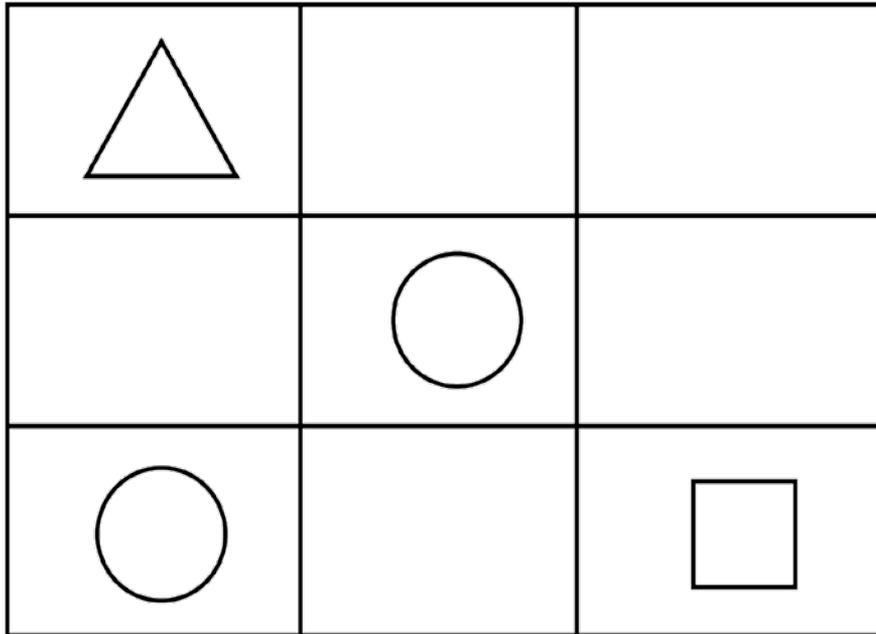
**Help Me Find My Mother**Will you help me? 

**Note:** Discuss the picture and ask the children to help the kitten find her mother. Let children trace the cat and colour it.

**Worksheet 5 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Complete the Picture Puzzle**

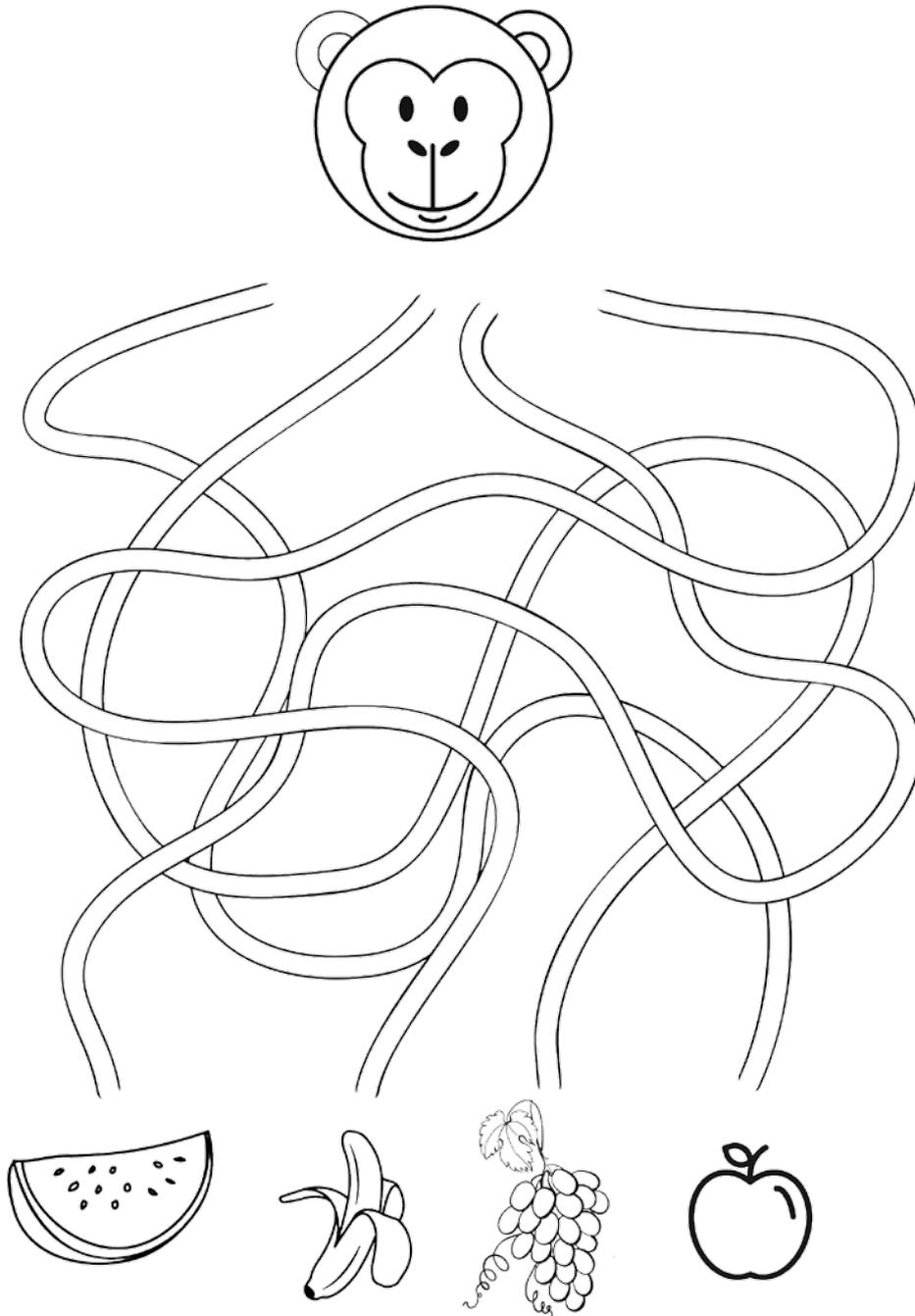
**Note:** Let children complete the picture puzzle by drawing different shapes, i.e. circle, square and triangle in such a way no shape is repeated in each row and column.

**Worksheet 6 (IL)**

Name:

Date:

**Help Me Get My Banana Please**



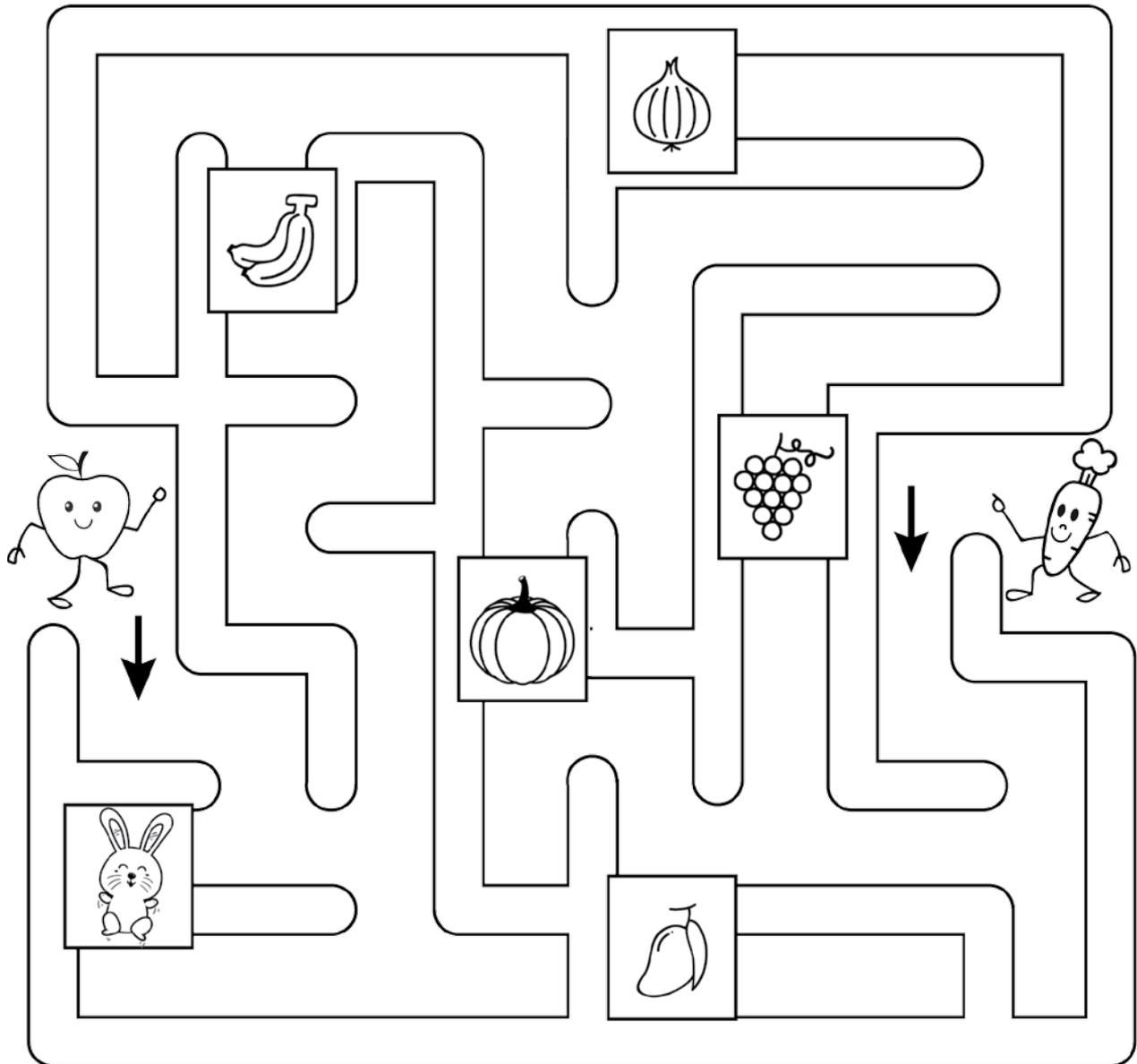
**Note:** Ask the children to help the hungry monkey find the banana.

**Worksheet 7 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Please Open the Door**



**Note:** Explain the rules to the children— fruits can only jump over the boxes with fruits, and vegetables can only jump over the boxes with vegetables. Ask the children to guide the 'Apple' and the 'Carrot' to find the way to reach to the 'Mango' and 'Onion', respectively, through the maze.

### Worksheet 8 (IL)

Name:

Date:

#### Find the Same Match

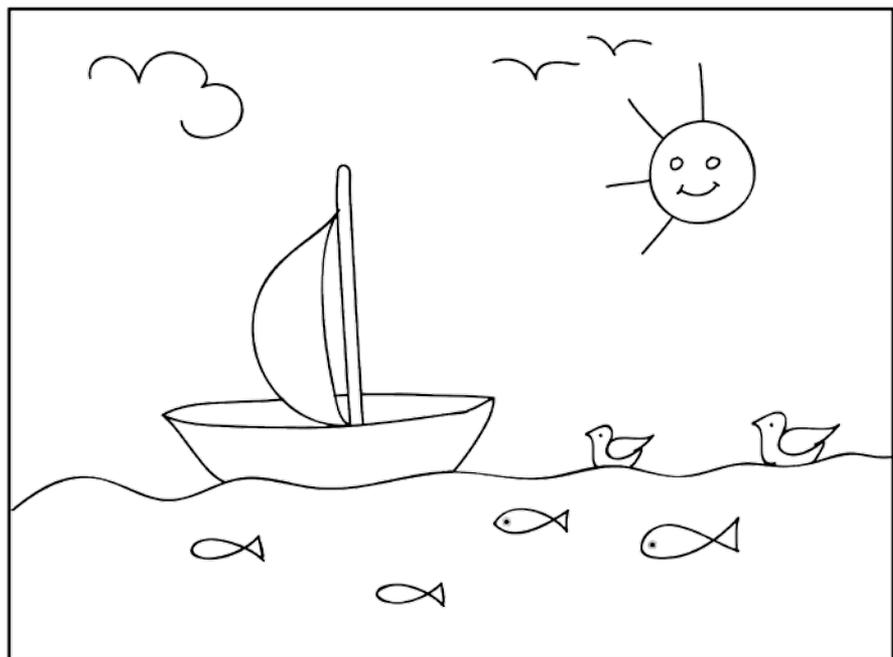
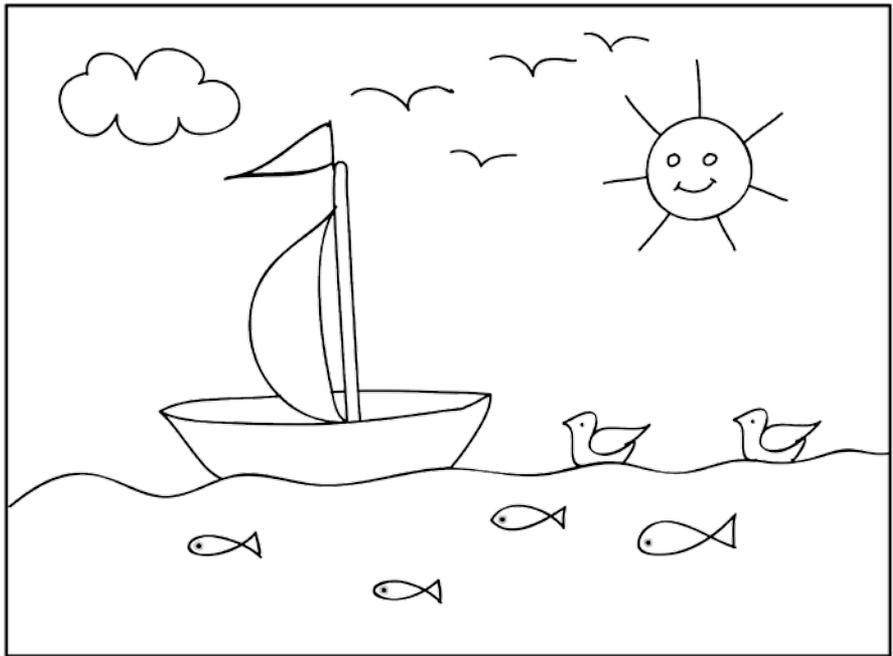

**Note:** Explain to the children that in each row, two items are similar. They must find these and colour or encircle them.

**Worksheet 9 (IL)**

Name:

Date:

**Spot the Difference**



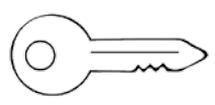
**Note:** Ask the children to find the differences between the two pictures and encircle them. They can also draw the missing parts.

### Worksheet 10 (IL)

Name: \_\_\_\_\_

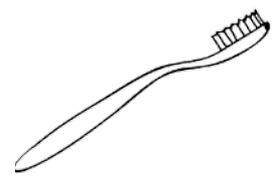
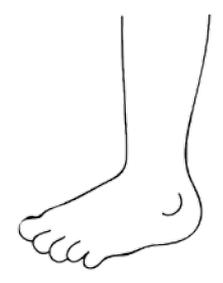
Date: \_\_\_\_\_

#### Find My Match



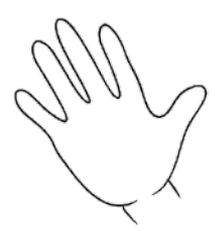
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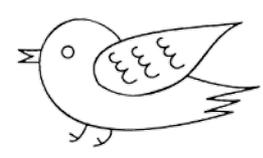
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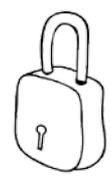
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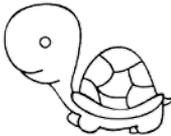
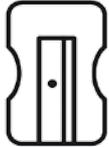
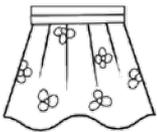
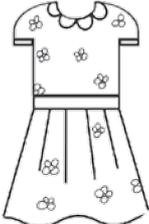
**Note:** Ask the children to match the objects that are related to each other by drawing a line. Explain the instructions with an example.

**Worksheet 11 (IL)**

Name:

Date:

**Pick the Odd One Out**

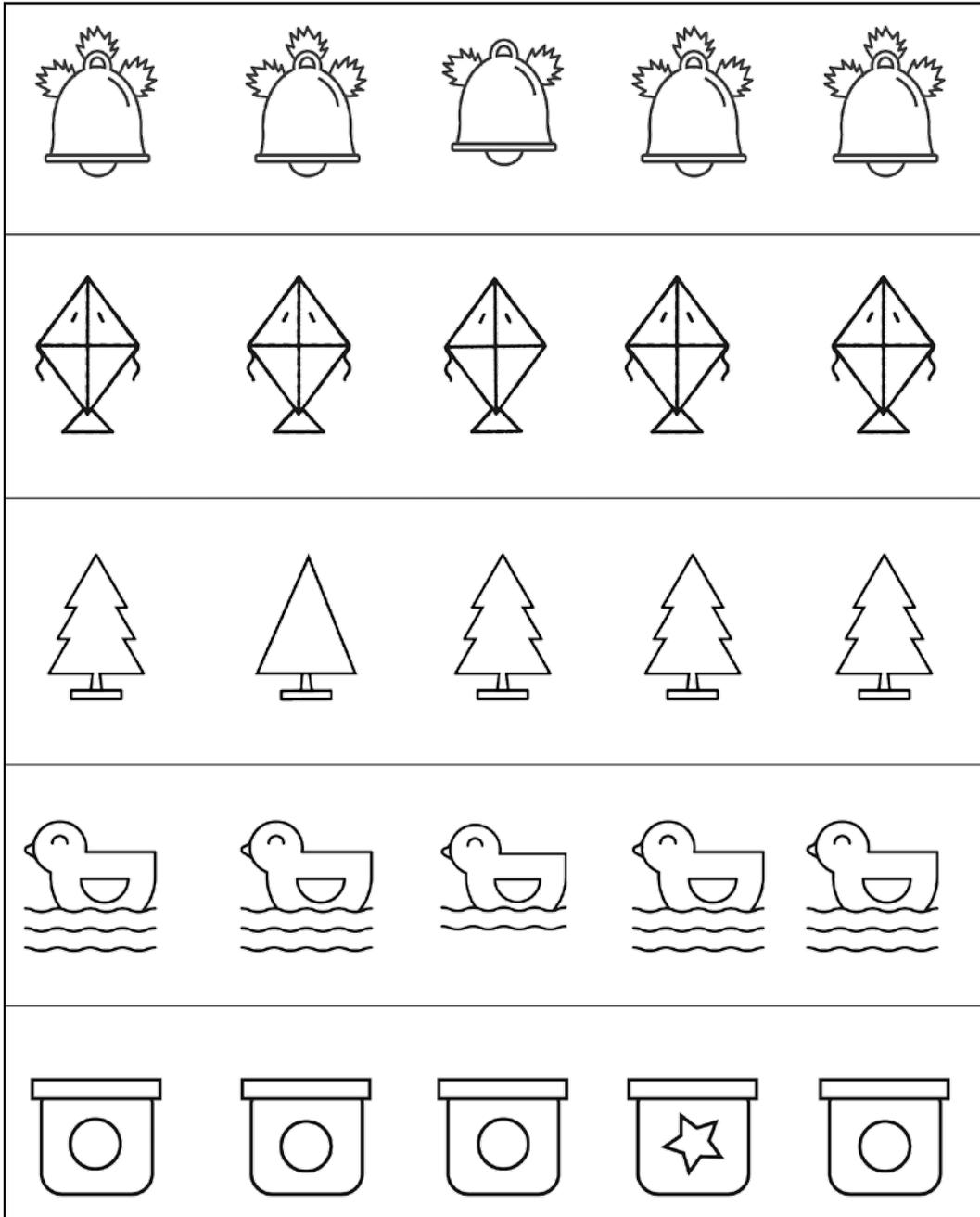
			
			
			
			
			

**Note:** Ask the children to identify the odd one in each row and encircle it.

**Worksheet 12 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Can You Make Me Look Like Others?**

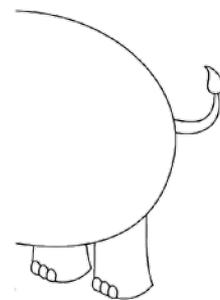
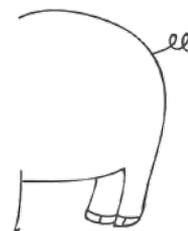
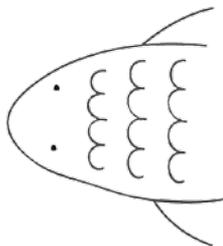
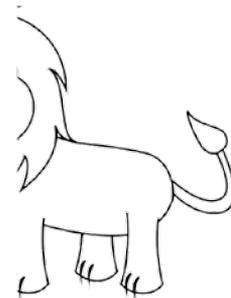
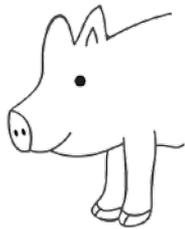
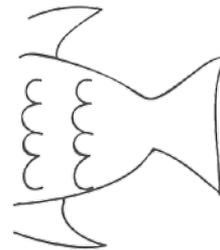
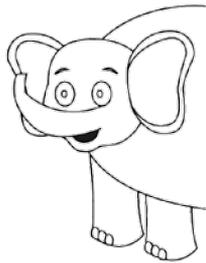
**Note:** Ask the children to identify the odd one in the group and encircle it.  
Help children to make them look like others.

### Worksheet 13 (IL)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Find the Other Half

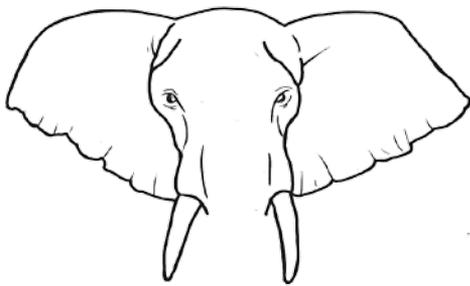
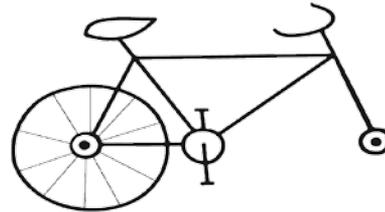
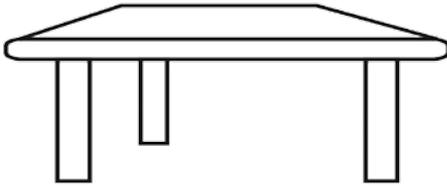


**Note:** Ask the children to draw a line to connect each picture with its other half to complete it.

**Worksheet 14 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Draw the Missing Part**

**Note:** Ask the children to identify the pictures and draw their missing parts.

**Worksheet 15 (IL)**

Name:

Date:

**Find the Missing Piece**



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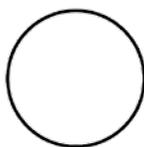
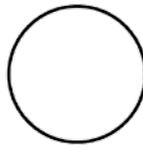
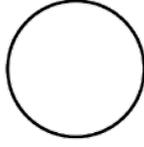
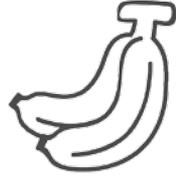
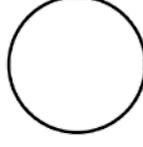
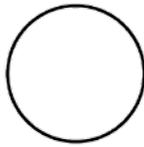
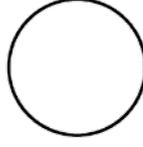
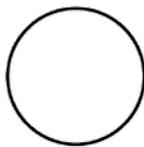
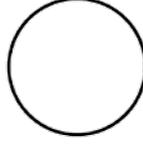
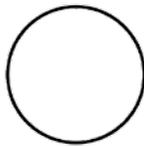
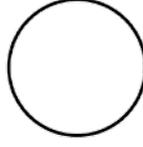
**Note:** Each shape has a missing piece. Ask the children to find the piece from the right column and match it with the shape by drawing a line.

### Worksheet 16 (IL)

Name:

Date:

#### Sort Fruits and Vegetables

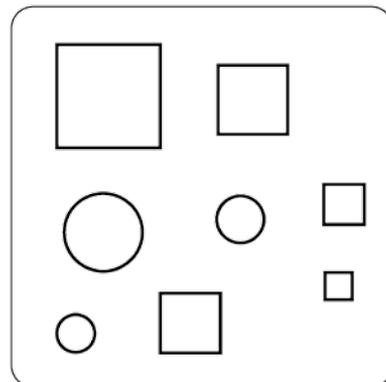
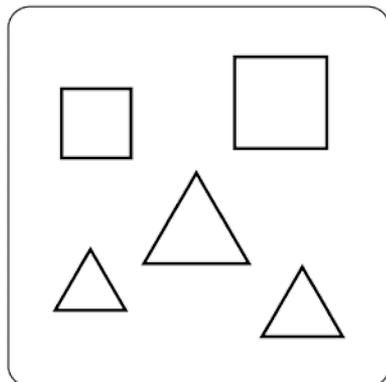
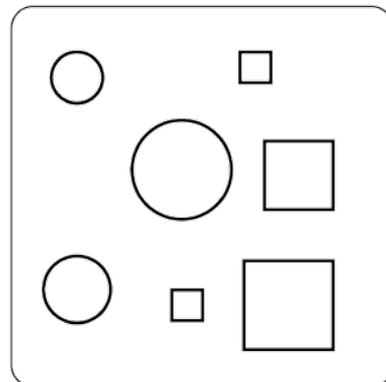
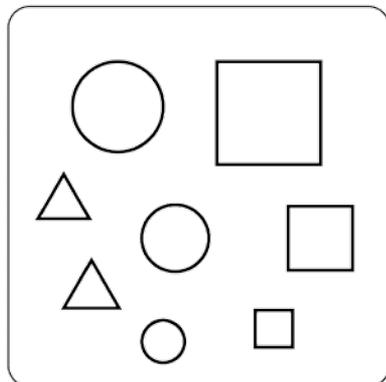
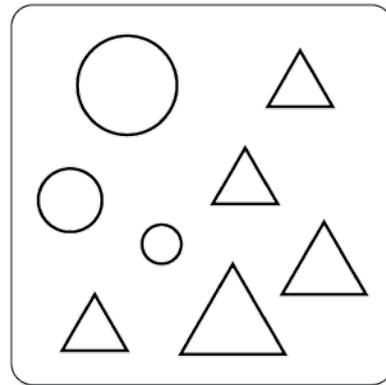
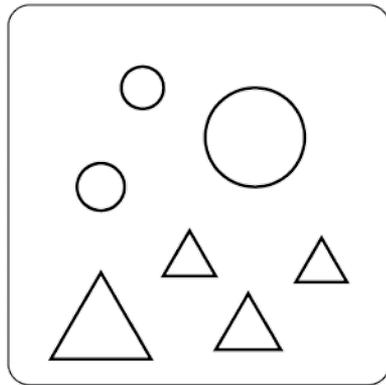
**Note:** Ask the children to colour the circle GREEN for a Vegetable and RED for a Fruit.

### Worksheet 17 (IL)

Name:

Date:

#### Sort by Shapes

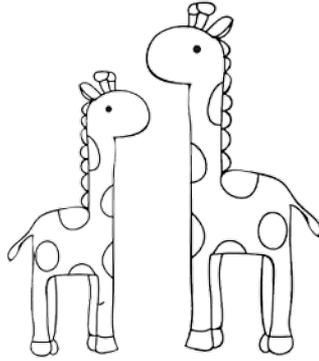


**Note:** Explain to the children that each box has different shapes. Make a group of similar shapes by encircling each group using different colours for each shape. The size of the shape does not matter.

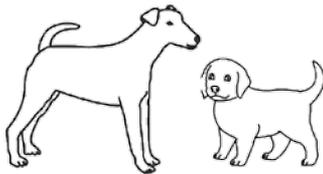
**Worksheet 18 (IL)**

Name:

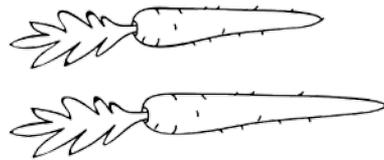
Date:

**Let Us Compare**

Who is shorter?



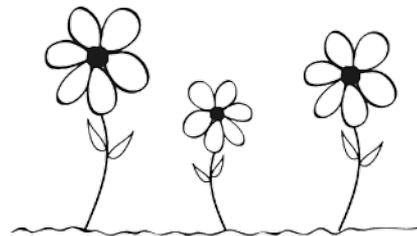
Who is bigger?



Which is longer?



What is heavier?



Which is the shortest?

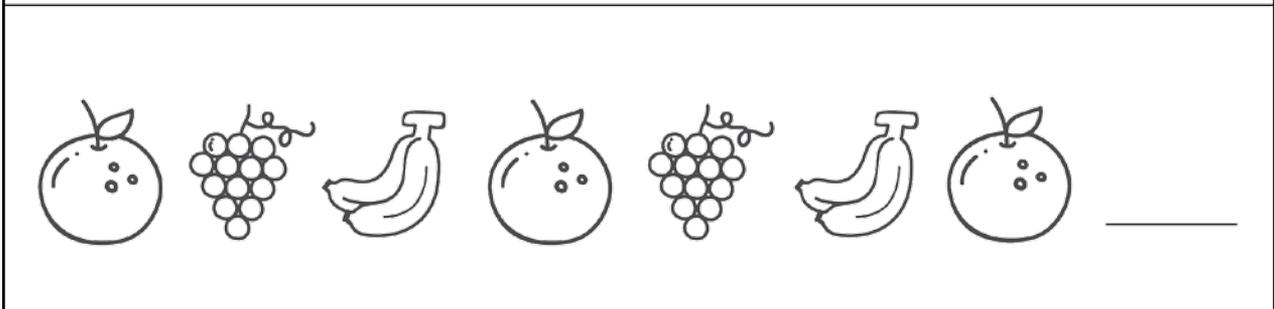
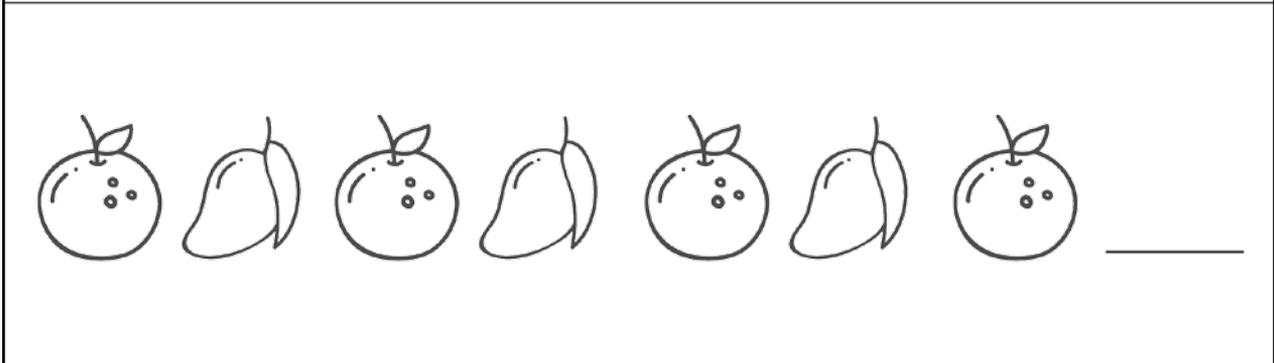
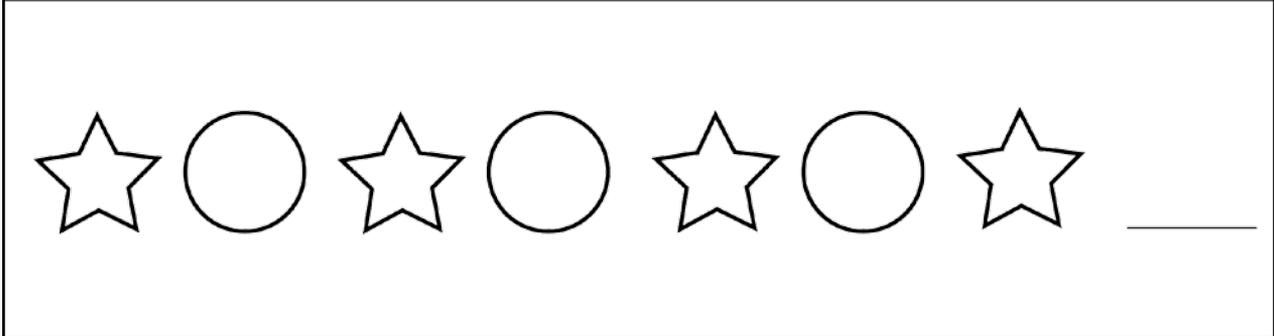
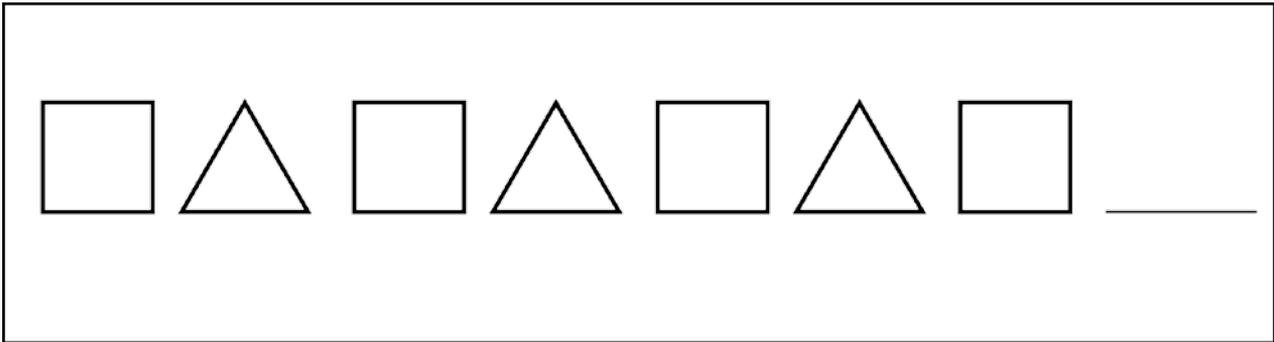
**Note:** Ask the children to observe the pictures and compare them according to their size, length, weight, etc. Tell them to circle or colour the correct picture.

**Worksheet 19 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Spot the Missing Pattern**



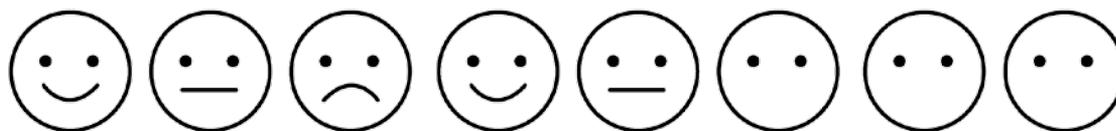
**Note:** Ask the children to observe the pattern and draw the missing pattern in the blank space in each row.

### Worksheet 20 (IL)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Complete the Pattern



1	2	1	2				
---	---	---	---	--	--	--	--

A	B	A	B				
---	---	---	---	--	--	--	--

A	B	C	A	B				
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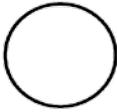
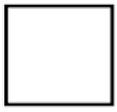
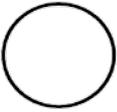
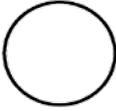
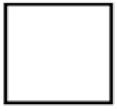
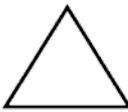
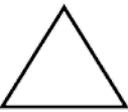
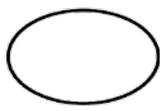
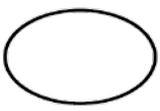
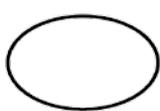
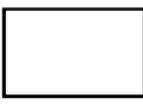
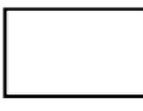
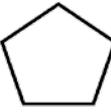
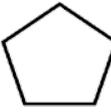
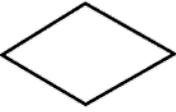
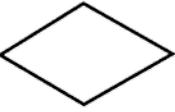
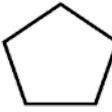
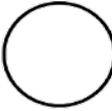
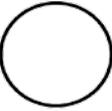
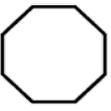
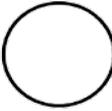
**Note:** Ask the children to observe the pattern and extend it.

**Worksheet 21 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What Shape comes Next?**

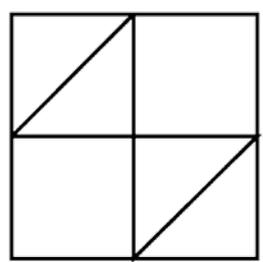
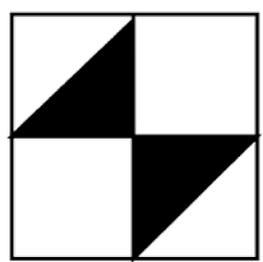
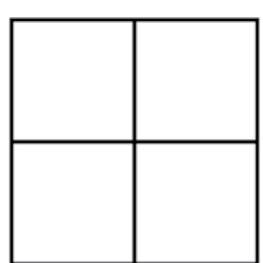
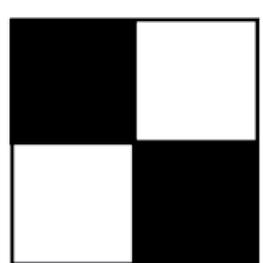
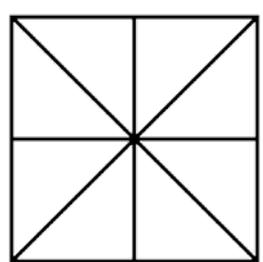
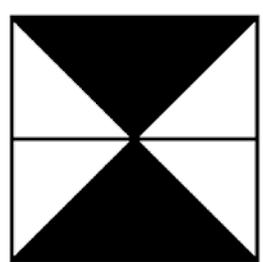
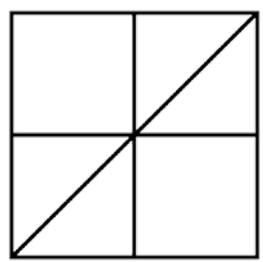
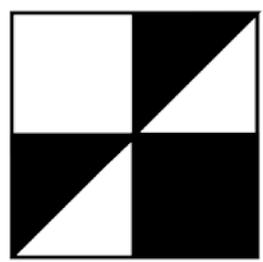
**Note:** Ask the children to colour the shape (given in the right column) that will come next in the pattern given in the left column. They can use different colours.

### Worksheet 22 (IL)

Name:

Date:

#### Copy the Pattern



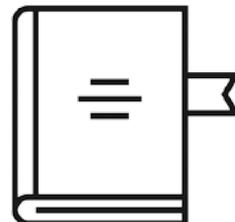
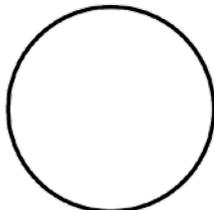
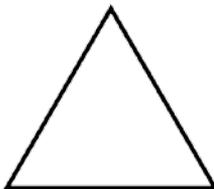
**Note:** Ask the children to copy the pattern as shown in the left column by colouring it with any colour of their choice.

**Worksheet 23 (IL)**

Name:

Date:

**Match the Shapes**

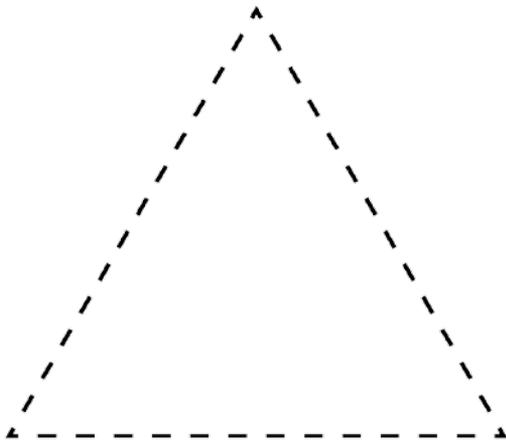
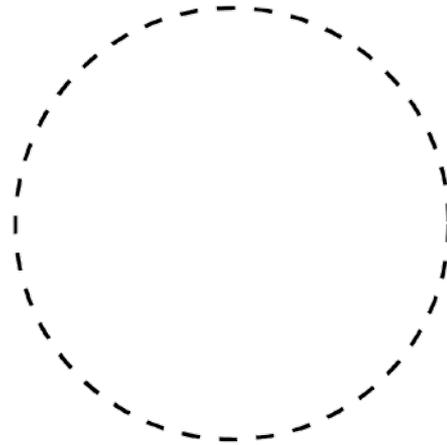


**Note:** Ask the children to match the shapes with a similar shaped object by drawing a line with a colour pencil or crayon. Children may also colour the shapes and match the objects with same colours.

**Worksheet 24 (IL)**

Name:

Date:

**Trace and Colour**

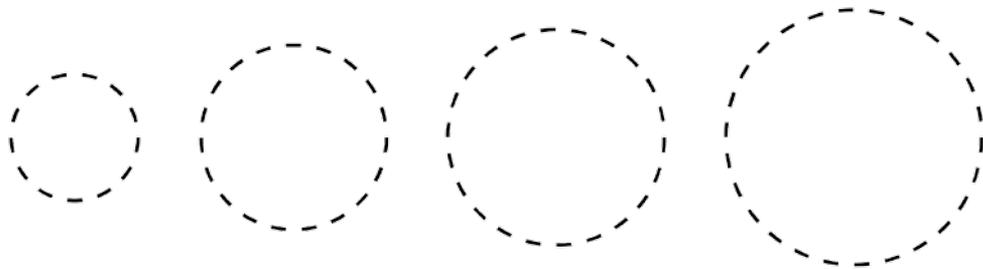
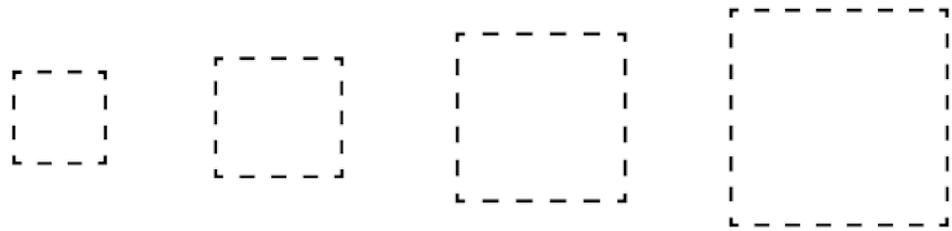
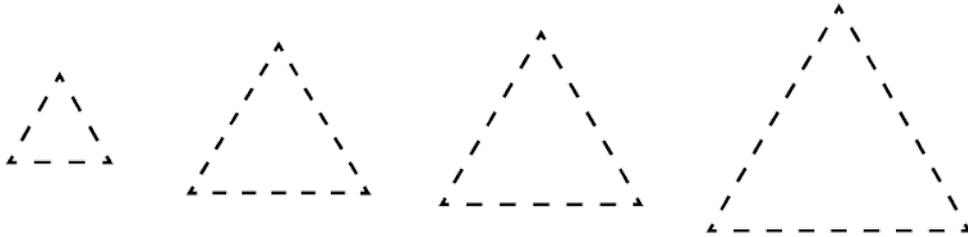
**Note:** Ask the children to trace over the dotted lines of each shape and fill it with different colours.

**Worksheet 25 (IL)**

Name:

Date:

**Trace and Colour (same shape different sizes)**



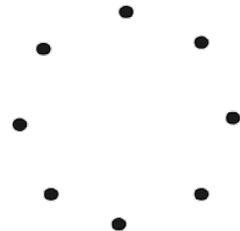
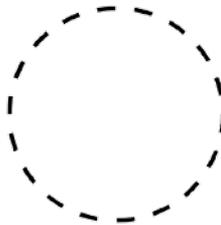
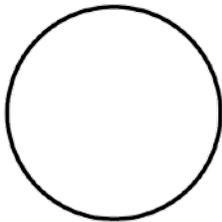
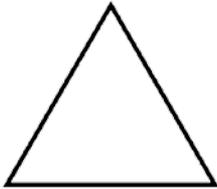
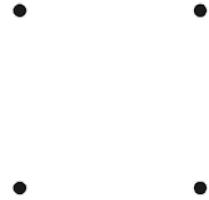
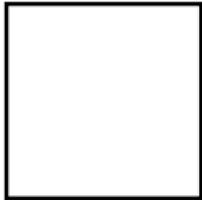
**Note:** Ask the children to trace over the dotted lines of each shape and colour the smallest circle red, the biggest rectangle yellow, the biggest square blue, and the smallest triangle green.

**Worksheet 26 (IL)**

Name:

Date:

**Form Shapes**



**Note:** Ask the children to complete this task in three steps— to colour the drawn shapes, trace over the dotted lines of the shapes, and connect the dots to draw shapes.

**Worksheet 27 (IL)**

Name:

Date:

**Above, On and Below**



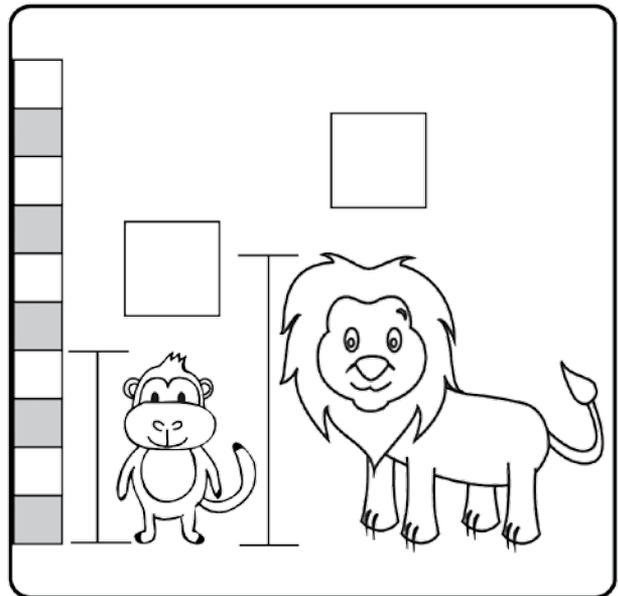
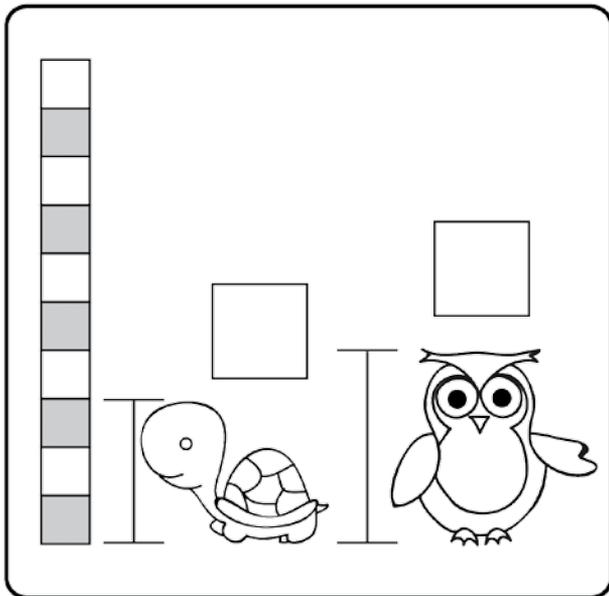
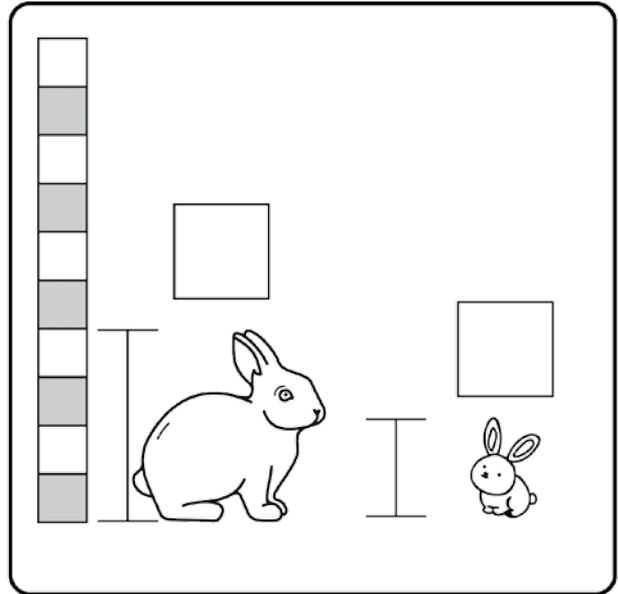
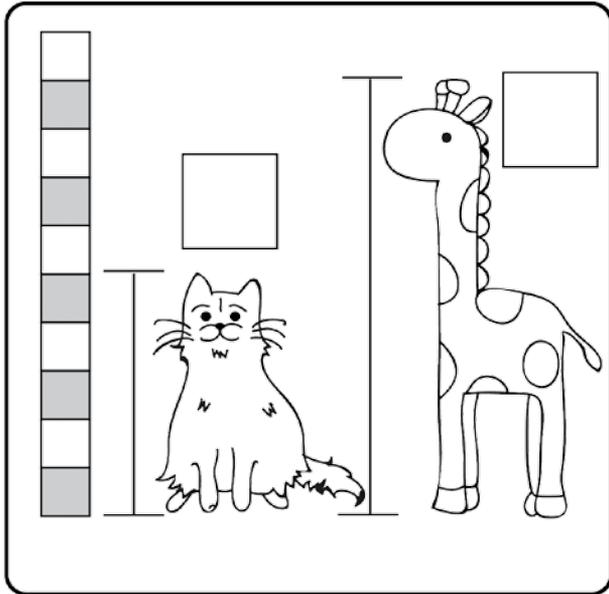
**Note:** Ask the children to draw five birds above the boat, three fishes below the boat and two ducks on the water. Tell them to colour the complete picture using colours of their choice.

### Worksheet 28 (IL)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### How Tall am I?



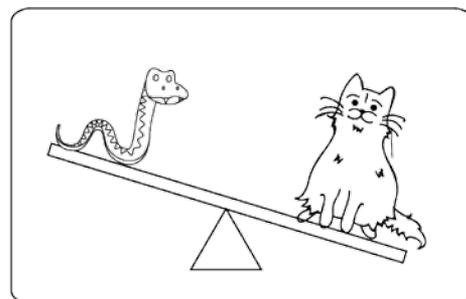
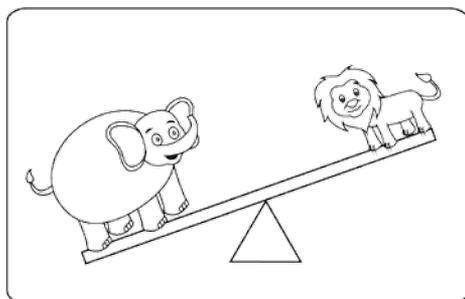
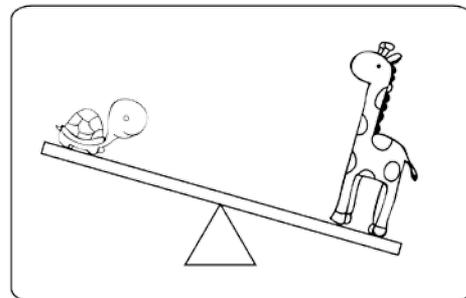
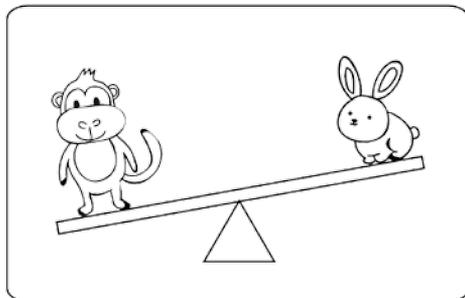
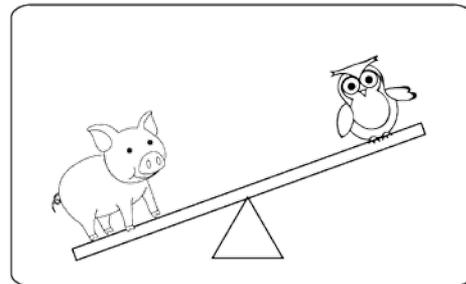
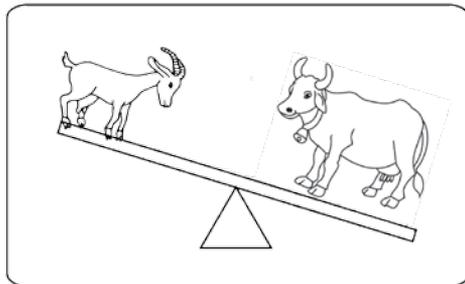
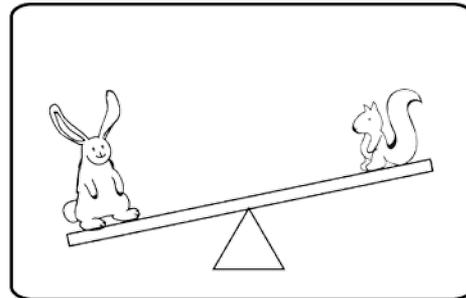
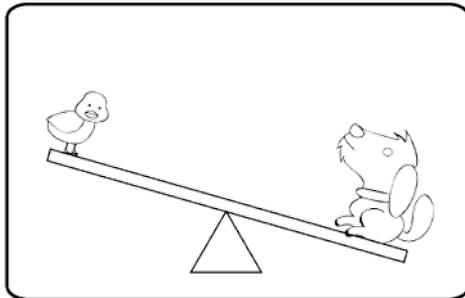
**Note:** Explain the measuring blocks to the children and ask them to find out how many blocks are the height of each animal. They can count and write in the boxes above. They can also colour the tall animals.

### Worksheet 29 (IL)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Who is Heavier?

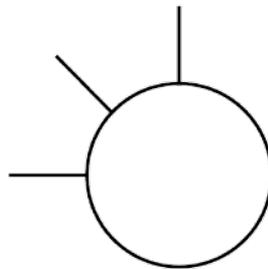
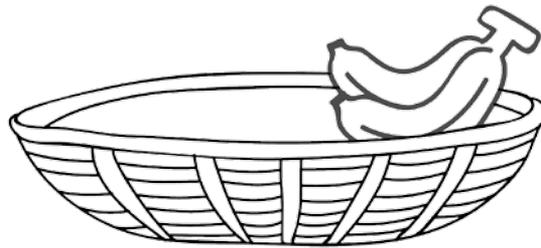
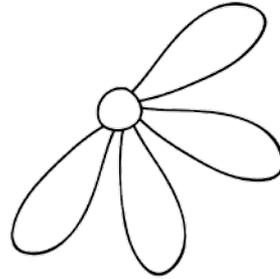


**Note:** Ask the children to look at the pictures carefully and encircle the heavier animal in each box.

**Worksheet 30 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Complete the Picture**

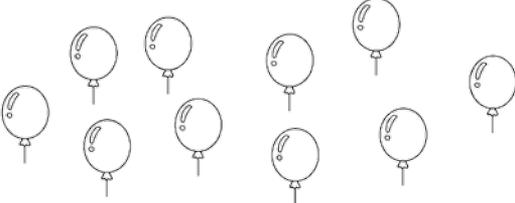
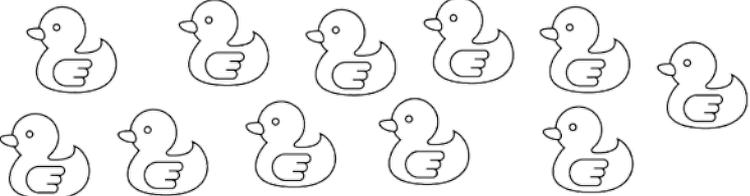
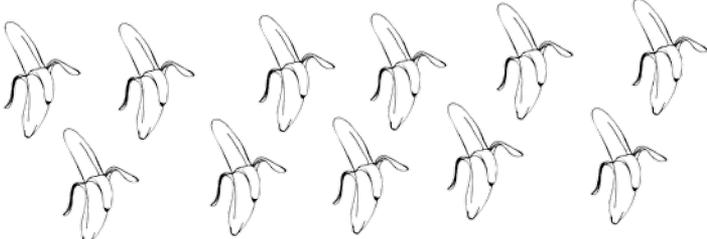
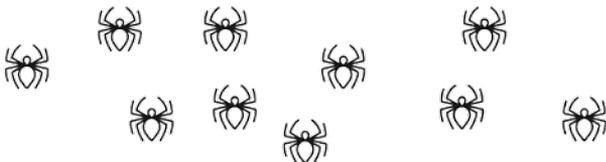
**Note:** Draw the attention of children to the pictures and ask them to complete the pictures.

**Worksheet 31 (IL)**

Name:

Date:

**Make Groups**

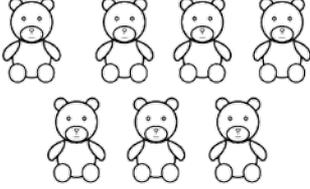
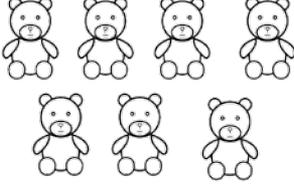
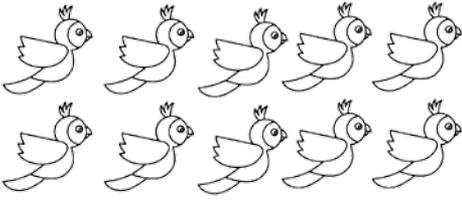
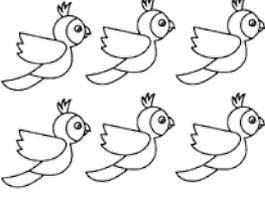
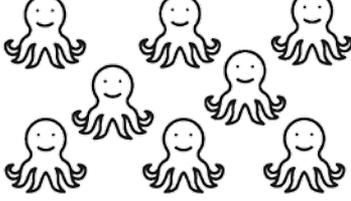
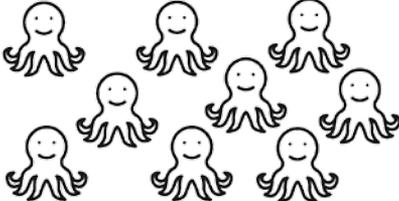
**Note:** Ask the children to count and circle the objects, animals and insects to make groups of two in each row. Repeat until no more groups can be created in each row.

**Worksheet 32 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**More, Less or Equal**

**Note:** Ask the children to count the number of objects in each row on the left and right column. Now, colour and encircle the objects lesser in number. Ask them to spot the objects with equal numbers.

**Worksheet 33 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Count the Raindrops**

	3	5	7	6	4
	1	9	4	3	2
	7	8	9	2	4
	5	8	4	2	6
	3	1	6	4	2

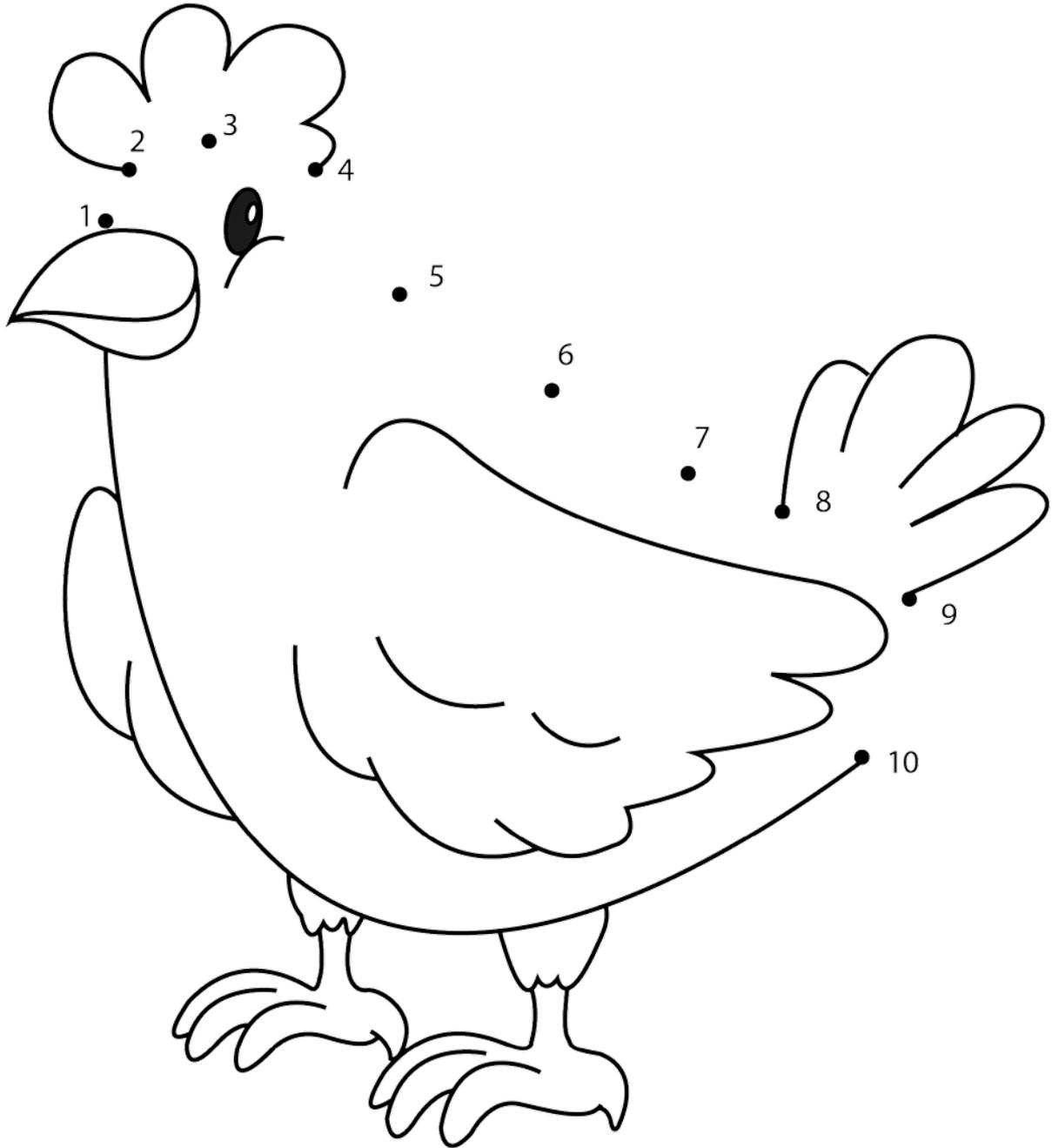
**Note:** Ask the children to count the raindrops and encircle the correct number in each row.

**Worksheet 34 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Complete the Hen (dot-to-dot) and Colour**



**Note:** Ask the children to connect the dots, following the numbers in a sequence and complete the picture of the hen and then colour it.

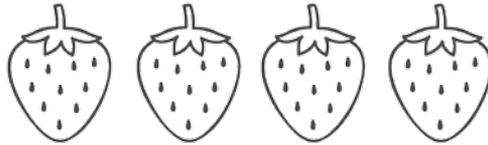
**Worksheet 35 (IL)**

Name:

Date:

**Count and Match**

1



5



3



4



2



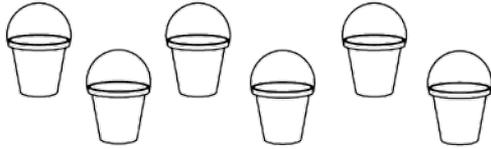
**Note:** Ask the children to count and match the objects with the correct number.

### Worksheet 36 (IL)

Name: \_\_\_\_\_

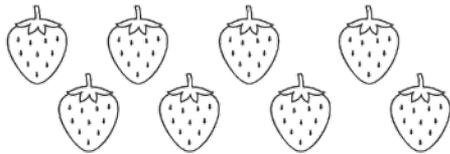
Date: \_\_\_\_\_

#### Count-Circle-Colour



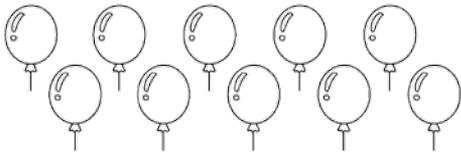
6

10				
8				



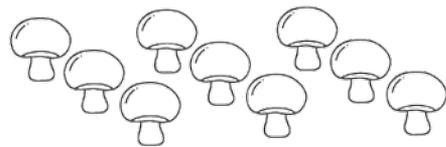
9

7				
8				



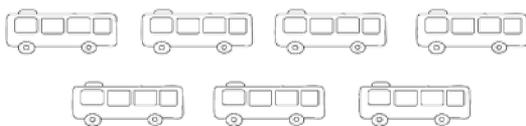
8

6				
10				



7

6				
9				



8

6				
7				

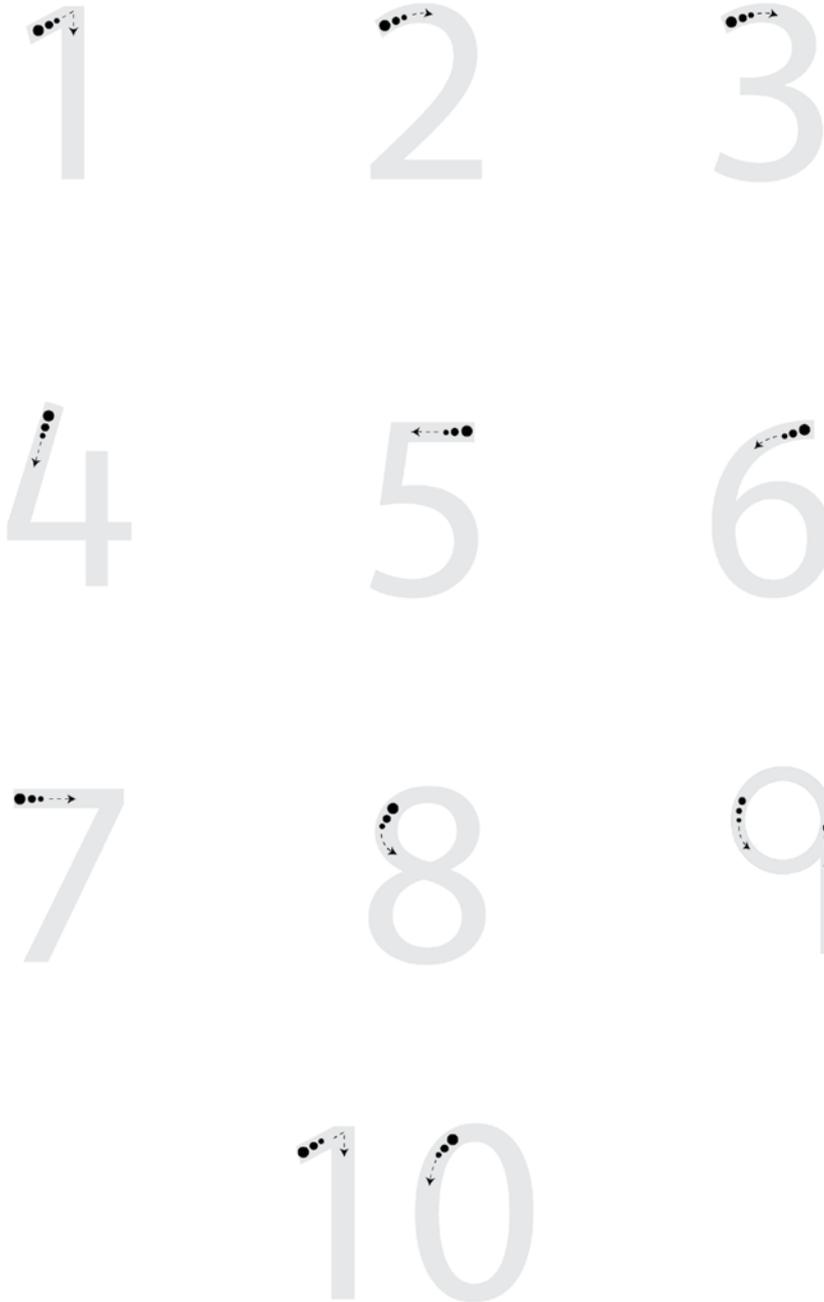
**Note:** Ask the children to count the objects and encircle the correct number given in front of the boxes, then colour the boxes as per the number of objects. One has been done for understanding.

**Worksheet 37 (IL)**

Name:

Date:

**Follow the Arrow and Draw the Numbers**



**Note:** Ask the children to follow the dots and trace the numbers. Tracing of numbers 4, 8 and 9 might be difficult for children. Help them!

**Worksheet 38 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Trace and Write the Numbers**

1	1	1	1	1
2	2			
3	3			
4	4			
5	5			
6	6			
7	7			
8	8			
9	9			
10	10			

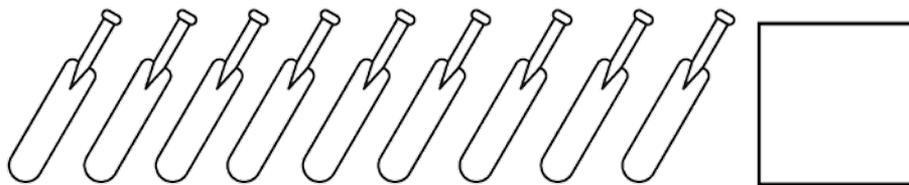
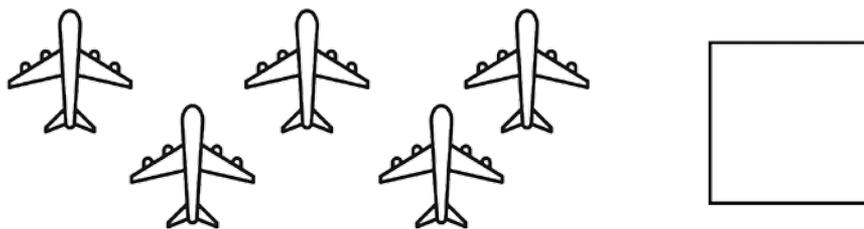
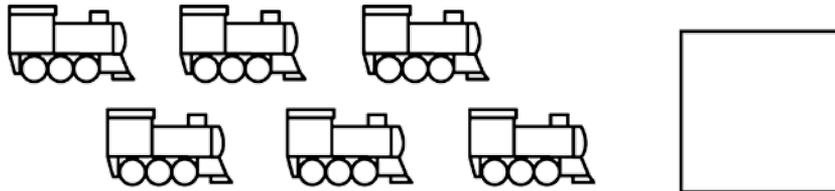
**Note:** Ask the children to follow the example given and trace number 1 four times. Now, ask them to complete the worksheet.

### Worksheet 39 (IL)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Count and Write How Many



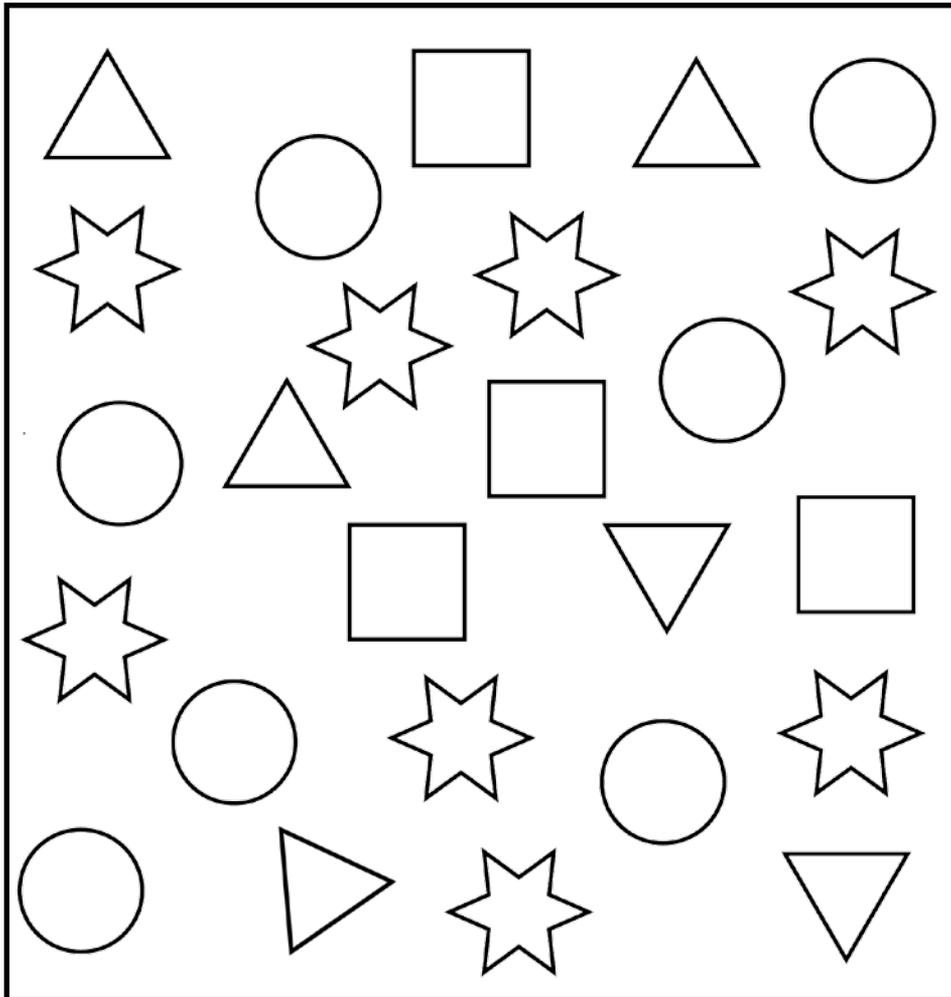
**Note:** Ask the children to count and write the number of objects in their respective boxes.

**Worksheet 40 (IL)**

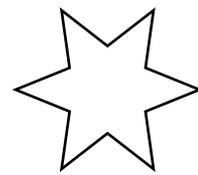
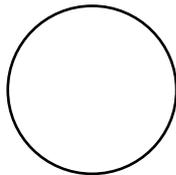
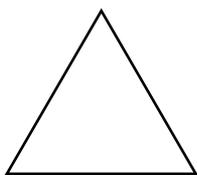
Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Count and Write**



**Note:** Ask the children to count each shape given in the above box and write the numbers under each shape in the boxes given below.

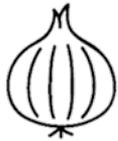


**Worksheet 41 (IL)**

Name:

Date:

**How do I look from Inside?**

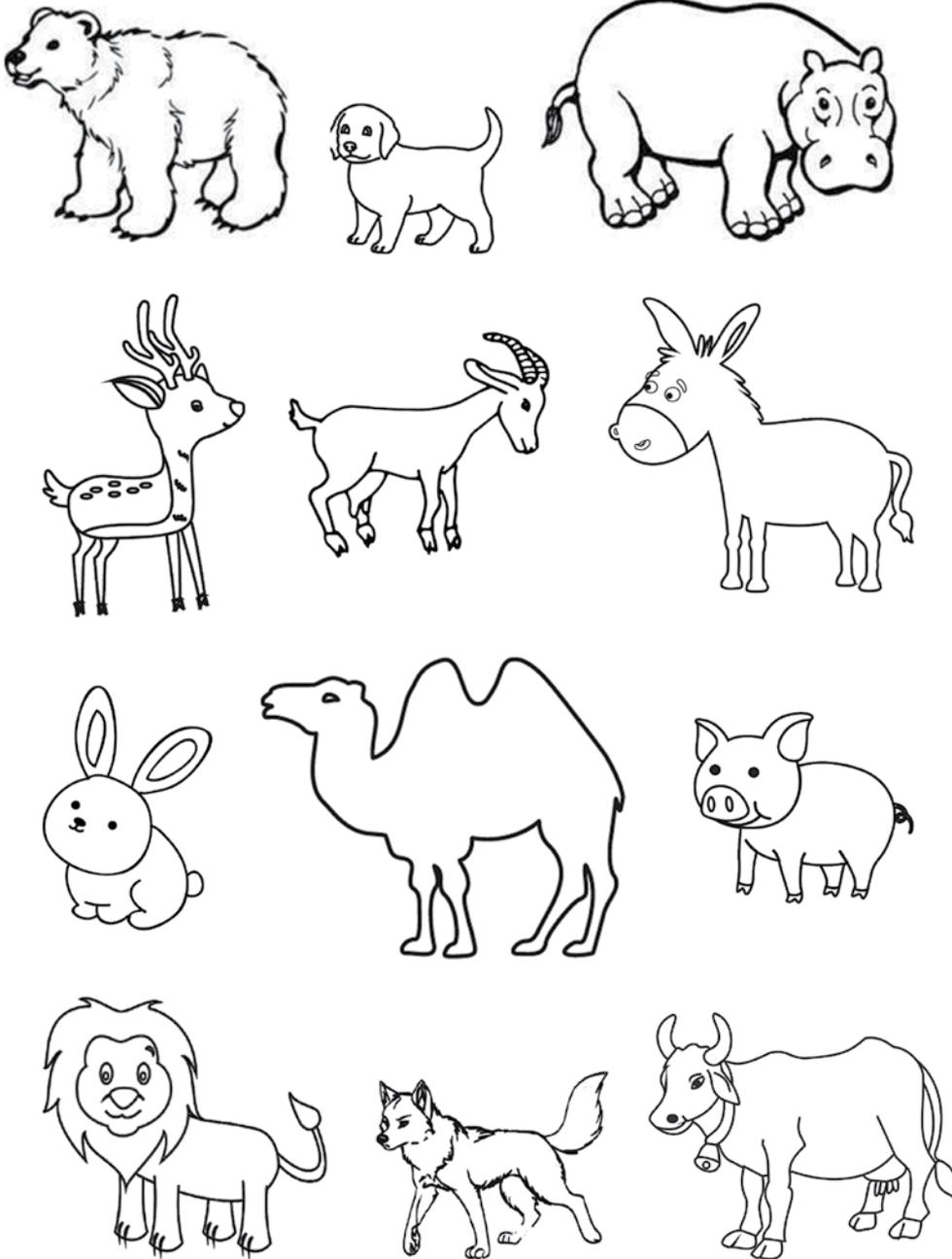


**Note:** Ask children to guess how each vegetable looks from inside and then match with the correct pair.

**Worksheet 42 (IL)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Spot the Wild Animals**

**Note:** Ask the children to identify the wild animals and encircle or colour them.

## REFERENCES

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# Appendices



## Annexure I

### DEVELOPMENTAL GOAL-WISE KEY COMPETENCIES AND LEARNING OUTCOMES (Preschool 3 – Balvatika)

Developmental Goal 1 Children Maintain Good Health and Well-being (HW)	
Key Competencies	Learning Outcomes
<ul style="list-style-type: none"> <li>◆ Awareness of self</li> <li>◆ Development of positive self-concept</li> <li>◆ Self-regulation</li> <li>◆ Decision-making and problem solving</li> <li>◆ Development of pro-social behaviour</li> <li>◆ Development of healthy habits, hygiene, sanitation and awareness for self-protection</li> <li>◆ Development of gross motor skills</li> <li>◆ Development of fine motor skills and eye-hand coordination</li> <li>◆ Participation in individual and team games and sports</li> </ul>	<b>HW3.1:</b> Describes self and others in terms of physical characteristics, gender, interests, likes and dislikes.
	<b>HW3.2:</b> Exhibits the understanding of the relationship with extended family members.
	<b>HW3.3:</b> Demonstrates independence in activities.
	<b>HW3.4:</b> Follows instructions and simple rules at the same time.
	<b>HW3.5:</b> Shows adaptability to any changes in routine/daily schedule.
	<b>HW3.6:</b> Focuses attention to complete tasks/topics assigned by others.
	<b>HW3.7:</b> Expresses emotions through verbal and non-verbal modes (gestures, drawings).
	<b>HW3.8:</b> Takes responsibility and makes choices based on one's preferences and interests.
	<b>HW3.9:</b> Suggests solutions to conflicts and makes age-appropriate adjustments.
	<b>HW3.10:</b> Demonstrates willingness to include others' ideas during interaction and play.
	<b>HW3.11:</b> Helps peers who are in need during large and small group activities.
	<b>HW3.12:</b> Demonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs.
	<b>HW3.13:</b> Maintains and displays basic health, hygiene, sanitation practices, and healthy eating practices with increased independence.
	<b>HW3.14:</b> Demonstrates awareness about good touch and bad touch and maintains distance from strangers.
	<b>HW3.15:</b> Follows basic rules of safety at home, preschool and playground.
	<b>HW3.16:</b> Demonstrates gross motor skills with greater coordination, control and strength; e.g., running, jumping, throwing, kicking and catching, etc.

Source: NIPUN BHARAT— Guidelines for Implementation, Ministry of Education, Government of India (MoE, 2021a) [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NIPUN\\_BHARAT\\_GUIDELINES\\_EN.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NIPUN_BHARAT_GUIDELINES_EN.pdf)

	<b>HW3.17:</b> Explores space and participates actively and creatively in music and movement activities.
	<b>HW3.18 a:</b> Exhibits fine motor skills with precision and control.
	<b>HW3.18 b:</b> Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning, etc.
	<b>HW3.18 c:</b> Uses the pincer grip (coordination of the index finger and thumb to hold an item) to hold and manipulate tools for drawing, painting, and writing.

<b>Developmental Goal 2</b> <b>Children become Effective Communicators (EC)</b>	
<b>Key Competencies</b>	<b>Learning Outcomes</b>
	<b>First Language</b>
<p><b>Talking and Listening</b></p> <ul style="list-style-type: none"> <li>◆ Listening with comprehension</li> <li>◆ Creative self-expression and conversation</li> <li>◆ Language and creative thinking</li> <li>◆ Vocabulary development</li> <li>◆ Conversation and talking skills</li> <li>◆ Meaningful use of language</li> </ul> <p><b>Reading with Comprehension</b></p> <ul style="list-style-type: none"> <li>◆ Bonding with books</li> <li>◆ Print awareness and meaning-making</li> <li>◆ Pretend reading</li> <li>◆ Phonological awareness</li> <li>◆ Sound symbol association</li> <li>◆ Prediction and use of previous experiences and knowledge</li> <li>◆ Independent reading for pleasure and various purposes</li> </ul>	<b>ECL1 3.1:</b> Engages in conversation in school and home with unfamiliar teachers, new friends, school staff, other adults, etc., in their own language.
	<b>ECL1 3.2:</b> Selects book from reading corners/reading area and attempts to understand the story with the help of pictures and can predict the written text.
	<b>ECL1 3.3:</b> Expresses their experiences of reading poems/stories in their own language and talks about it and shares it with friends.
	<b>ECL1 3.4: (a)</b> Uses appropriate intonation and modulation of voice while reciting interesting poems/songs in their own language.
	<b>ECL1 3.4: (b)</b> Recites with fluency with appropriate <b>intonation parts of familiar poems in their own language.</b>
	<b>ECL1 3.5: (a)</b> Gives their favourite storybooks to the teacher to narrate the story.
	<b>ECL1 3.5: (b)</b> Observes the objects in the pictures and talks about them and write their name by using invented spellings.
<b>ECL1 3.6: (a)</b> Reads with the understanding of print awareness.	
<b>ECL1 3.6: (b)</b> Reads the story by understanding and arranging the pictures in the sequence of events.	
<b>ECL1 3.7:</b> Identifies repeated sounds in words occurring in familiar stories and poems.	

<p><b>Writing with Purpose</b></p> <ul style="list-style-type: none"> <li>◆ Early literacy skills</li> <li>◆ Writing for self expression</li> <li>◆ Make use of their knowledge of letter and sounds, invent spellings to write</li> <li>◆ Make efforts to write in conventional ways</li> <li>◆ Response to reading with drawings, words and meaningful sentences</li> <li>◆ Writing of rhyming words</li> <li>◆ Write meaningful sentences using naming words</li> <li>◆ and action words</li> <li>◆ Write messages to express themselves</li> <li>◆ Using mixed language codes</li> <li>◆ Write for different purposes in the classroom's activities and at home, such as making lists, writing a greeting to grandparents, messages and invitations to friends, etc.</li> </ul>	<p><b>ECL1 3.8: (a)</b> Identifies repeated sounds, words, etc., in stories, poems and songs.</p> <p><b>ECL1 3.8: (b)</b> Predicts about the written text with the help of pictures and print, previous experiences and information, letter-sound association, etc.</p>
	<p><b>ECL1 3.9:</b> Takes interest in writing (invented spellings) one's name, names of their friends and objects around them.</p>
	<p><b>Second Language</b></p>
	<p><b>ECL2 3.1:</b> Introduces bilingually.</p>
	<p><b>ECL2 3.2:</b> Sings songs or rhymes with action.</p>
	<p><b>ECL2 3.3:</b> Flips over the pages of bilingual work in the reading area.</p>
	<p><b>ECL2 3.4:</b> Attempts to respond using familiar words and expressions.</p>
	<p><b>ECL2 3.5:</b> Recognises letters and corresponding sounds.</p>
	<p><b>ECL2 3.6:</b> Attempts to read familiar signs.</p>
	<p><b>ECL2 3.7:</b> Predicts story with the help of the pictures.</p>
	<p><b>ECL2 3.8:</b> Participates in a shared reading of the story.</p>
	<p><b>ECL2 3.9:</b> Talks about their favourite toy.</p>
	<p><b>ECL2 3.10:</b> Enjoys and creates nonsensical rhyming words.</p>
	<p><b>ECL2 3.11:</b> Attempts to scribble or write a few familiar words.</p>
	<p><b>ECL2 3.12:</b> Identifies objects in their immediate environment.</p>
<p><b>ECL2 3.13:</b> Enjoys watching age-appropriate films.</p>	
<p><b>ECL2 3.14:</b> Shares feelings for birds, animals and trees.</p>	
<p><b>ECL2 3.15:</b> Draws pictures to communicate messages.</p>	

### Note

\* ECL1- First language-it may be noted that the goals suggested for the first language, can be implemented for the mother tongue/first language/ regional language of the child. For instance, Tamil, Telugu, Khasi, Gondi languages, etc. could be the first language of the child. The examples are drawn for child's literature and textbooks in the Hindi language.

\* ECL 2- Exposure to Second Language- Any other Indian language/English could be the language of the child, therefore, the goals suggested for English, may be considered for the second language.

<b>Developmental Goal 3</b> <b>Children become Involved Learners and Connect with their Immediate Environment (IL)</b>	
<b>Key Competencies</b>	<b>Learning Outcomes</b>
<p><b>Sensory Development</b></p> <ul style="list-style-type: none"> <li>◆ Sight</li> <li>◆ Sound</li> <li>◆ Touch</li> <li>◆ Smell</li> <li>◆ Taste</li> </ul> <p><b>Cognitive Skills</b></p> <ul style="list-style-type: none"> <li>◆ Observation</li> <li>◆ Identification</li> <li>◆ Memory</li> <li>◆ Matching</li> <li>◆ Classification</li> <li>◆ Patterns</li> <li>◆ Sequential thinking</li> <li>◆ Creative thinking</li> <li>◆ Critical thinking</li> <li>◆ Problem solving</li> <li>◆ Reasoning</li> <li>◆ Curiosity</li> <li>◆ Experimentation</li> <li>◆ Exploration</li> </ul> <p><b>Concepts related to the environment</b></p> <ul style="list-style-type: none"> <li>◆ Natural—animals, fruits, vegetables, etc.</li> <li>◆ Physical—water, air, seasons, sun, moon, day and night.</li> <li>◆ Social—myself, family, transport, festival, community helpers, etc.</li> </ul>	<p><b>IL3.1:</b> Uses all the senses to observe and explore the environment.</p>
	<p><b>IL3.2:</b> Notices and describes finer details of common objects, sounds, people, pictures, animals, birds, in the immediate environment.</p>
	<p><b>IL3.3: (a)</b> Remembers and recalls 4–5 objects seen at a time.</p> <p><b>IL3.3: (b)</b> Identifies 3–5 missing parts of a picture of a <b>familiar object</b>.</p>
	<p><b>IL3.4:</b> Places 5–6 objects of two groups in one-to-one correspondence.</p>
	<p><b>IL 3.5:</b> Compares and classifies objects by three factors shape, colour and size, etc. Correctly uses position words (beside, inside, under) to describe the location of objects.</p>
	<p><b>IL 3.6:</b> Seriates/arranges 4–5 picture cards/objects in a sequence, e.g., shape, size and occurrence of events.</p>
	<p><b>IL 3.7:</b> When recited a story, can understand time-related events like, What happened first?; Who came at night?; etc.</p>
	<p><b>IL3.8: (a)</b> Provides solutions to simple problem-solving situations with reasons.</p> <p><b>IL3.8: (b)</b> Engages in investigating and manipulating objects in the environment, asks questions, inquires, discovers and constructs one's ideas and predicts.</p> <p><b>IL3.8: (c)</b> Demonstrates awareness and sensitivity towards environmental concerns, e.g., do not waste water, switching off lights when not in use, etc.</p>
	<p><b>IL3.9:</b> Counts up to 10 objects.</p>
	<p><b>IL3.10:</b> Can count forward and backward from a particular number up to 10.</p>
	<p><b>IL3.11:</b> Identifies numerals with numbers and writes <b>numerals up to 9</b>.</p>
	<p><b>IL3.12:</b> Demonstrates the awareness that things reduce in number and become nil, (e.g. 3 birds sitting on a branch of the tree flew away one by one at the end, no bird is left on the branch).</p>
	<p><b>IL3.13:</b> Compares two numbers up to 10 and uses vocabulary like more than, less than.</p>

<p><b>Concept Formation</b></p> <ul style="list-style-type: none"> <li>◆ Colours</li> <li>◆ Shapes</li> <li>◆ Distance</li> <li>◆ Measurement</li> <li>◆ Size</li> <li>◆ Length</li> <li>◆ Weight</li> <li>◆ Height</li> <li>◆ Time</li> <li>◆ Spatial sense</li> <li>◆ One-to-one correspondence</li> </ul> <p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>◆ Count and tell how many</li> <li>◆ Numeral recognition</li> <li>◆ Sense of order (can count ahead of a number up to 10)</li> </ul> <p><b>Data Handling</b></p> <p><b>Calendar Activity</b></p>	<p><b>IL3.14:</b> Combines two groups up to 9 objects and recounts.</p>
	<p><b>IL3.15:</b> Takes out objects from a collection of up to 9 objects and recounts them.</p>
	<p><b>IL3.20:</b> Identifies Indian currency notes.</p>
	<p><b>IL3.21:</b> Compares three objects in terms of their length as longest/shortest and tallest/shortest.</p>
	<p><b>IL 3.22:</b> Compares two objects in terms of their weight as heavier than/lighter than.</p>
	<p><b>IL3.23:</b> Compares capacities of two vessels like bottles, glasses, buckets, etc.</p>
	<p><b>IL 3.25:</b> Identifies 2-D shapes by tracing the faces of <b>3D shapes on a plane surface.</b></p>
	<p><b>IL 3.26:</b> Uses vocabulary like half <i>roti</i>/half a glass of water, etc., in daily context.</p>
	<p><b>IL3.27:</b> Creates new patterns with leaf printing or thumbprinting, etc.</p>
	<p><b>IL3.28:</b> Draws inferences from situations that surround her/him, e.g., I have more red pencils than blue.</p>
<p><b>IL3.29:</b> Recites the names of the days of the week and months of the year.</p>	
<p><b>IL3.30:</b> Describes usage of commonly available technological tools around them.</p>	

# Annexure II

## SAMPLE FRAMEWORK FOR DAY-WISE WEEKLY SCHEDULE

Weekly Schedule (Use this sample framework to fill in the desired activities/experiences that you want to do with your children in their context)						
Play Sessions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>Meet and Greet</b> (Teacher-initiated morning group activity)</p> <p><b>Circle Time</b> (Teacher and child-initiated morning group activity)</p> <p><b>Free Indoor Play</b> (Child-initiated small group activity preferably in designated activity areas)</p>	<p>Welcome Children • Warm-up activities (Clapping, jumping, fly like a bird, laugh wholeheartedly) • Health and hygiene Check-up • School Prayer</p> <p>Free Conversation (Talking time for children): This is the time when children will express their ideas and feelings on their own. Let children narrate any incident or event of interest that occurred on that day which they would like to share with others. Make this a daily activity as it helps children to release their pent-up emotions and an opportunity for self/oral expression and vocabulary development. During this circle time teacher may also do a calendar and weather-related activity.</p> <p>Free indoor play in activity areas:</p> <ul style="list-style-type: none"> <li>Block Building area</li> <li>Math's/manipulatives' area</li> <li>Discovery or science area</li> <li>Dolls area</li> <li>Reading area/classroom library</li> <li>Art area</li> <li>Writing area</li> <li>Toy and DIY area</li> </ul>					
						<p><b>Recapitulation</b></p> <ul style="list-style-type: none"> <li>Let children choose the activity areas of their own choice</li> <li>Keep developmentally appropriate toys and materials to create DIY in these areas</li> <li>Observe, guide and assess children's play and learning</li> <li>Allow at least for daily 30 minutes of free play for exploration with toys and other play materials</li> <li>This will enhance the conversational skills, vocabulary development, math process skills, sharing with each other, eye-hand coordination and so on.</li> <li>Keep developmentally appropriate books in reading area or classroom library so that children will develop bonding with and love for books.</li> </ul>

	<ul style="list-style-type: none"> <li>• Watch and observe how children are doing pretend reading as they explore books and move towards reading</li> </ul>	<b>Recapitulation</b>				
	<p>Create a literacy and numeracy rich environment that will help children towards 'Print awareness and meaning making' as well as develop many cognitive skills / concepts like- observation, patterns, numeral recognition etc.</p>	Activity for sensory development	Activity for colour concept	Activity for shape concept	Activity for pre-number concept	
<b>Foundational Numeracy, Environmental awareness and Scientific thinking</b> (Teacher-initiated activity)	Any science activity developed by the teacher, e.g., floating and sinking, nature walk using a magnifying glass, etc., should be conducted for at least three days a week.					
<b>Creative art and Fine Motor Skill Development</b> (Child-initiated activity)	Art activity	Do it yourself (DIY) (Create toys/ play materials with waste/ no-cost materials)	Rhymes, action songs, dance drama	Rhymes, action songs, dance drama	Clay or Dough Moulding	
<b>Mealtime (30 min)</b>						
<b>Language development and Foundational Literacy</b> (Teacher-initiated large group activity)	<b>Talking and Listening</b>	Activity for Listening with comprehension	Activity for Phonological Awareness	Activity for Oral / self-expression	Activity for Phonological Awareness	Activity for Vocabulary Development and Meaningful use of Language
	<b>Reading with Comprehension</b>	Print Awareness and Meaning Making	Print Awareness and Meaning Making	Print Concept	Activity for sound symbol association	Activity for independent reading for pleasure and various other purposes

	<b>Writing with Purpose</b>	Scribbling/ mark making	Free Hand Drawing	Creating and labelling (let children draw/create on their own and label their drawing)	Free- hand Drawing
<b>Outdoor free play and organised game</b> (Teacher-guided and child-initiated large group activity)	Modelled Writing (Let the teacher write in front of the children and let them see what the writing process is like; making lists in front of children, writing descriptions of children's drawings, making name cards for children in front of them and drawing children's attention whenever she is writing something)				
<b>Story time</b>	Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) (If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Songs, etc. can be organised).				
<b>Goodbye circle</b>	Storytelling must be a daily activity. Encourage children to repeat or tell a new story. A set of exemplar stories is given in <b>Annexure VII</b> .				
	<ul style="list-style-type: none"> <li>• Have a quick recap of the activities that were done on that day.</li> <li>• Encourage children to talk and share about all that they have done that day with their parents and family members</li> <li>• Bid a joyful farewell so they look forward to the next day as well!</li> </ul>				

# Annexure III

## DAY-WISE EXEMPLAR WEEKLY SCHEDULE FOR TWELVE WEEKS

Week 1 Schedule						
Play Sessions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>Meet and Greet</b> (Teacher-initiated morning group activity)</p> <p><b>Circle Time</b> (Teacher and child-initiated morning group activity)</p>	<p>Welcome Children • Warm-up activities (Clapping, jumping, fly like a bird, laugh wholeheartedly) • Health and hygiene Check-up • School Prayer</p>	<p>Free Conversation (Talking time for children): This is the time when the children will express their ideas and feelings on their own. Let the children narrate any incident or event of interest that occurred on that day that they would like to share with others. Make this a daily activity as it helps children release their pent-up emotions and is an opportunity for <b>self or oral expression and vocabulary development.</b></p> <p>During this circle time teacher may also do a calendar and weather-related activity. Free conversation is an important activity for the development of conversational skills.</p> <p>(See activity-1 “All about me. You may do this activity as a follow-up of free conversation with children).</p>				<p><b>Recapitulation</b></p>
	<p><b>Free Indoor Play</b> (Child-initiated small group activity preferably in designated activity areas)</p>	<p>Free indoor play in activity areas:</p> <ul style="list-style-type: none"> <li>• Block Building area</li> <li>• Math’s/ manipulatives’ area</li> <li>• Discovery or science area</li> <li>• Dolls area</li> <li>• Reading area or classroom library</li> <li>• Art area</li> <li>• Writing area</li> <li>• Toy and Do It Yourself (DIY) area</li> </ul>	<ul style="list-style-type: none"> <li>• Let children choose the activity areas of their own choice</li> <li>• Keep developmentally appropriate toys and materials to create DIY in these areas</li> <li>• Observe, guide and assess children’s play and learning</li> <li>• Allow at least 30 minutes of free play time daily for exploration with toys and other play materials</li> <li>• This will enhance the conversational skills and vocabulary development, math process skills, sharing, eye-hand coordination and so on.</li> </ul>			

	<ul style="list-style-type: none"> <li>Keep developmentally appropriate books in the reading area or classroom library so that children will develop <b>bonding with and love for books.</b></li> </ul>	<b>Recapitulation</b>				
	Do It Yourself (DIY) is where children create and construct with low-cost or no-cost materials on their own. Create a literacy and numeracy-rich environment that will help children towards <b>'Print awareness and meaning making' as well as develop many cognitive skills / concepts like— observation, patterns, classification, numeral recognition, etc.</b>	Activity 1 <i>See and Tell</i> (Goal 3)	Activity 3 <i>Guess the sound</i> (Goal 3)	Activity 14 <i>Matching of Colors</i> (Goal 3)	Activity 26 <i>Identify the Shapes</i> (Goal 3)	Activity 17 <i>Making groups</i> (Goal 3)
<b>Foundational Numeracy, Environmental Awareness and Scientific Thinking</b> (Teacher-initiated activity)	Activity 37 <i>Printing using fingertip or making a thumb impression</i> (Goal 1)	Plan Activity for DIY <b>THINK ON YOUR OWN!</b> <i>Involve children in creating something with waste/ no-cost materials</i> (Goals 1,2 and 3)	Activity 48 <i>Collage Making</i>	Activity 2 <b>Goal 1: Rhyme with actions/ Dramatisation</b>  <b>Goal 2: Freehand Drawing</b>  (Goals 1,2)	Activity 35 <i>Clay or Dough Moulding</i>	
<b>Creative Art and Fine Motor Skill Development</b> (Child-initiated activity)						
<b>Mealtime (30 min)</b>						
<b>Language Development and Foundational Literacy</b> (Teacher initiated large group activity)	Activity 14 <i>Sharing Experience</i> (Goal 2)	Activity 20 <i>Identify objects with the initial sound</i> (Goal 2)	Activity 3 <i>Songs, rhymes and poems</i> (Goal 2)	Activity 15 <i>Listen to Rhyming words</i> (Goal 2)	Activity 5 <i>Guess the word</i> (Goal 2)	
<b>Talking and Listening</b>						

### Recapitulation

<b>Reading with Comprehension</b>	Activity 18 Picture Dictionaries (Goal 2)	Activity 1 Picture Reading (Goal 2)	Let children explore graded story books in the reading area	Activity 1 Picture reading (Goal 2)	Activity 18 Picture Dictionaries (Goal 2)
<p><b>Writing with Purpose</b> (During the first two weeks, do the simple eye-hand coordination activities to observe how the children are performing and when you can provide specific early writing activities)</p>	<p>Let children do scribbling on newspaper/ or on paper bag</p>	<p>Activity 45 Tracing Objects (Goal 1)</p>	<p>Creating and labelling (Let children draw/create on their own and label their drawing)</p> <p>Goal 1, 2 &amp; 3</p>	<p>Activity 51 Joining the Dots and colouring the picture (Goal 1)</p>	<p>Activity 52 Drawing Pictures on a slate or board (Goal 1)</p>
<p><b>Outdoor Free Play and Organised</b> (Teacher-guided and child-initiated large group activity)</p>	<p>Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) (If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Songs, etc. can be organised).</p> <p>Goal 1 Activity No.— 16 and also think about traditional Indian group games like <i>Tippy-Tippy-Tap</i>, <i>Pithoo</i> and circle games that help children learn about values like cooperation, sharing, patience, waiting for one's turn and so on).</p> <p>Storytelling must be a daily activity as it helps develop print awareness, vocabulary development, listening comprehension and getting connected with the textual world as well as learning about values and <i>sanskaras</i>. <b>A set of exemplar stories is given in Annexure V.</b> (Ensure that children enjoy the story as well as learn from storytelling without getting pressurized)</p>				
<p><b>Story time</b></p>	<p>• Have a quick recap of the activities that were done on that particular day.</p> <p>• Encourage children to talk and share about all that they have done that day with their parents and family members.</p> <p>• Bid a joyful farewell so they look forward to the next day as well!</p> <p>Think about some take-away DIY toy that they can carry with them.</p>				
<p><b>Goodbye circle</b></p>	<p>• Have a quick recap of the activities that were done on that particular day.</p> <p>• Encourage children to talk and share about all that they have done that day with their parents and family members.</p> <p>• Bid a joyful farewell so they look forward to the next day as well!</p> <p>Think about some take-away DIY toy that they can carry with them.</p>				

<b>Review and reflection</b> (on-going classroom assessment) <i>Teachers must continually observe, monitor, document and evaluate the children's learning.</i>	<b>Recapitulation</b>			
	<b>Learning Outcomes achieved</b>			
<b>Learning Outcomes achieved</b> (For details, refer to Annexure V on assessment for the first month)	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>	
<ul style="list-style-type: none"> <li>Adjusts to school routine</li> </ul>				
<ul style="list-style-type: none"> <li>Comes to school happily</li> </ul>				
<ul style="list-style-type: none"> <li>Greet teachers and friends</li> </ul>				
<ul style="list-style-type: none"> <li>Participates in group activities</li> </ul>				
<ul style="list-style-type: none"> <li>Follows simple instructions</li> </ul>				
<ul style="list-style-type: none"> <li>Shows curiosity in immediate surroundings</li> </ul>				
<ul style="list-style-type: none"> <li>Enjoys clay or dough moulding</li> </ul>				
<ul style="list-style-type: none"> <li>Matches objects with one attribute</li> </ul>				
<ul style="list-style-type: none"> <li>Identifies objects using senses</li> </ul>				

	<ul style="list-style-type: none"> <li>Enjoys singing rhymes</li> </ul>					
	<ul style="list-style-type: none"> <li>Names objects in the picture poster</li> </ul>					
	<ul style="list-style-type: none"> <li>Scribbles to represent thoughts</li> </ul>					

Week 2 Schedule						
Play Sessions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>Meet and Greet</b> (Teacher-initiated morning group activity)</p> <p><b>Circle Time</b> (Teacher and child-initiated morning group activity)</p>	<p>Welcome Children • Warm-up activities (Clapping, jumping, fly like a bird, laugh wholeheartedly) • Health and hygiene Check-up • School Prayer Activity 25(Goal 1): let children go to their classrooms doing Kadamtal and chanting ' ek-do-ek do'.</p> <p>Free Conversation (Talking time for children): This is the time where children will express their ideas and feelings on their own. Let children narrate any incident or event of interest that occurred on that day that they would like to share with others. Make this a daily activity as it helps children release their pent-up emotions and an opportunity for <b>self or oral expression and vocabulary development</b>. During this circle time teacher may also do a calendar and weather-related activity. (See Activity 2 Rhyme: Heads, Shoulders, Knees and Toes. You may do this activity as a follow up of free conversation with children).</p>					
<p><b>Free Indoor Play</b> (Child-initiated small group activity preferably in designated activity areas)</p>	<p>Free indoor play in activity areas</p> <ul style="list-style-type: none"> <li>Block Building area</li> <li>Math's/manipulatives' area</li> <li>Discovery or science area</li> <li>Dolls area</li> <li>Reading area/classroom library</li> <li>Art area</li> <li>Writing area</li> <li>Toy and DIY area</li> </ul>					
						<p><b>Recapitulation</b></p> <ul style="list-style-type: none"> <li>Let children choose the activity areas of their own choice</li> <li>Keep developmentally appropriate toys and material to create DIY in these areas</li> <li>Observe, guide and assess children's play and learning</li> <li>Allow at least daily 30 minutes of free play time for exploration with toys and other play materials</li> <li>This will enhance conversational skills, vocabulary development, math process skills, sharing, eye-hand coordination and so on.</li> </ul>

## Recapitulation

<ul style="list-style-type: none"> <li>• <i>Keep developmentally appropriate books in the reading area or classroom library so that children will develop <b>bonding with and love for books.</b></i></li> <li>• <i>Watch and observe how children are doing <b>pretend reading as they explore books and move towards reading</b></i></li> </ul>		
<p>Create a literacy and numeracy-rich environment that will help children towards 'Print awareness and meaning making' as well as develop many cognitive skills / concepts like— observation, patterns, numeral recognition, etc. Display sight words, rhyming poem chart, number calendar, letters with their corresponding pictures and encourage children to explore the classroom environment. Do an intentional reading of sight words as a fun activity.</p>	<p>Activity 2 <i>Listen and Tell</i> (Goal 3)</p>	
<p><b>Foundational Numeracy, Environmental Awareness and Scientific Thinking</b> (Teacher-initiated activity)</p>	<p>Activity 4 <i>Guess the smell</i> (Goal 3)</p>	
<p><b>Creative Art and Fine Motor Skill Development</b> (Child-initiated activity)</p>	<p>Activity 33 <i>Tracing (sand)</i> (Goal 1)</p>	
<p>Activity 15 <i>Find my Match</i> (Goal 3)</p>	<p>Complete the DIY activity of the previous day of creating a jigsaw puzzle (You may ask children to search for big pictures in the magazines or newspaper on the first day. Once they are done with collections, ask them to paste the</p>	
<p>Activity 12 <i>Can you spot me</i> (Goal 3)</p>	<p>Goal 1: <i>Pasting different shapes</i></p> <p>Goal 3: <i>Hunt the objects</i></p> <p>(Goals 1,3)</p>	
<p>Activity 18 <i>Let us Compare</i> (Goal 3)</p>	<p>Activity 34 <i>Rangoli/patterns making</i> (Goal 1)</p>	



<p><b>Outdoor Free Play and organised</b> (Teacher guided and child-initiated large group activity)</p>	<p>Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) (If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like yoga, dance, songs, etc. can be organised). Activities 20,23,24, and 29(Goal-1) Plan these activities with different sizes of balls.</p>																																			
<p><b>Story time</b></p>	<p>Storytelling must be a daily activity. Encourage children to repeat or tell a new story. A set of exemplar stories are given in <b>Annexure VII</b>.</p>																																			
<p><b>Goodbye circle</b></p>	<ul style="list-style-type: none"> <li>• Have a quick recap of the activities that were done on that day.</li> <li>• Encourage children to talk and share about all that they have done that day with their parents and family members</li> <li>• Bid a joyful farewell so they look forward to the next day as well!</li> </ul>																																			
<p><b>Review and Reflect</b> <i>Teachers must continually observe, monitor, document and evaluate the children's learning.</i></p>	<ul style="list-style-type: none"> <li>• Collect and reflect on the assessment data that you have collected through various strategies (observation, checklists, worksheets done by the children, video/ audio clippings, anecdotal notes, etc).</li> <li>• Plan and modify your pedagogical practices for individual needs accordingly for the next week.</li> <li>• Reflect assessment of achievement in all three developmental goals of learning.</li> </ul>																																			
<p><b>Learning Outcomes achieved</b> (For details, refer to Annexure V on assessment for the first month)</p>	<table border="1"> <thead> <tr> <th colspan="3" data-bbox="772 373 815 1633"><b>Learning Outcomes achieved</b></th> </tr> <tr> <th data-bbox="815 373 858 1633"></th> <th data-bbox="815 678 858 982"><b>Rarely</b></th> <th data-bbox="815 982 858 1220"><b>Sometimes</b></th> <th data-bbox="815 1220 858 1633"><b>Always</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="858 373 927 1633">• Adjusts to school routine</td> <td data-bbox="858 678 927 982"></td> <td data-bbox="858 982 927 1220"></td> <td data-bbox="858 1220 927 1633"></td> </tr> <tr> <td data-bbox="927 373 995 1633">• Comes to school happily</td> <td data-bbox="927 678 995 982"></td> <td data-bbox="927 982 995 1220"></td> <td data-bbox="927 1220 995 1633"></td> </tr> <tr> <td data-bbox="995 373 1064 1633">• Greet teachers and friends</td> <td data-bbox="995 678 1064 982"></td> <td data-bbox="995 982 1064 1220"></td> <td data-bbox="995 1220 1064 1633"></td> </tr> <tr> <td data-bbox="1064 373 1133 1633">• Participates in group activities</td> <td data-bbox="1064 678 1133 982"></td> <td data-bbox="1064 982 1133 1220"></td> <td data-bbox="1064 1220 1133 1633"></td> </tr> <tr> <td data-bbox="1133 373 1201 1633">• Follows simple instructions</td> <td data-bbox="1133 678 1201 982"></td> <td data-bbox="1133 982 1201 1220"></td> <td data-bbox="1133 1220 1201 1633"></td> </tr> <tr> <td data-bbox="1201 373 1270 1633">• Shows curiosity in immediate surroundings</td> <td data-bbox="1201 678 1270 982"></td> <td data-bbox="1201 982 1270 1220"></td> <td data-bbox="1201 1220 1270 1633"></td> </tr> <tr> <td data-bbox="1270 373 1339 1633">• Enjoys clay or dough moulding</td> <td data-bbox="1270 678 1339 982"></td> <td data-bbox="1270 982 1339 1220"></td> <td data-bbox="1270 1220 1339 1633"></td> </tr> </tbody> </table>	<b>Learning Outcomes achieved</b>				<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>	• Adjusts to school routine				• Comes to school happily				• Greet teachers and friends				• Participates in group activities				• Follows simple instructions				• Shows curiosity in immediate surroundings				• Enjoys clay or dough moulding			
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	<ul style="list-style-type: none"> <li>Matches objects with one attribute</li> </ul>					
	<ul style="list-style-type: none"> <li>Identifies objects using senses</li> </ul>					
	<ul style="list-style-type: none"> <li>Enjoys singing rhymes</li> </ul>					

Week 3 Schedule						
Play Sessions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>Meet and Greet</b> (Teacher-initiated morning group activity)</p> <p><b>Circle Time</b> (Teacher and child-initiated morning group activity)</p>	<p>Welcome Children • Warm-up activities (Clapping, jumping, fly like a bird, laugh, wholeheartedly) • Health and hygiene Check-up • School Prayer Activity 25(Goal 1): let children go to their classrooms doing Kadamtal and chanting ' ek-do-ek do'.</p> <p>Free Conversation (Talking time for children): This is the time where children will express their ideas and feelings on their own. Let children narrate any incident or event of interest that occurred on that day that they would like to share with others. Make this a daily activity as it helps children release their pent-up emotions and an opportunity <b>for self or oral expression and vocabulary development.</b></p> <p>During this circle time teacher may also do a calendar and weather-related activity.</p>					
<p><b>Free Indoor Play</b> (Child-initiated small group activity preferably in designated activity areas)</p>	<p>Free indoor play in activity areas:</p> <ul style="list-style-type: none"> <li>Block Building area</li> <li>Math's/manipulatives' area</li> <li>Discovery or science area</li> <li>Dolls area</li> <li>Reading area/classroom library Art area</li> <li>Writing area</li> <li>Toy and DIY area</li> </ul>					<p><b>Recapitulation</b></p> <ul style="list-style-type: none"> <li>Let children choose the activity areas of their own choice</li> <li>Keep developmentally appropriate toys and materials to create DIY in these areas</li> <li>Observe, guide and assess children's play and learning</li> <li>Allow at least daily 30 minutes of free play time for exploration with toys and other play materials</li> <li>This will enhance conversational skills, vocabulary development, math process skills, sharing, eye-hand coordination and so on.</li> </ul>

		<b>Recapitulation</b>			
	<ul style="list-style-type: none"> <li>Keep developmentally appropriate books in the reading area or classroom library so that children will develop <b>bonding with and love for books.</b></li> <li>Watch and observe how children are doing <b>pretend reading as they explore books and move towards reading</b></li> </ul>				
	Create a literacy and numeracy-rich environment that will help children towards 'print awareness and meaning making' as well as develop many cognitive skills / concepts like— observation, patterns, numeral recognition, etc. Display sight words, rhyming poem chart, number calendar, letters with their corresponding pictures and encourage children to explore the classroom environment. Do an intentional reading of sight words as a fun activity.				
<b>Foundational Numeracy, Environmental Awareness and Scientific Thinking</b> (Teacher-initiated activity)	Activity 33 Greater, Lesser and Equal to (Goal 3)	Activity 2 Listen and Tell (Goal 3)	Activity 16 Odd One out Let children identify a different letter from the given set of letters, i.e, A A V A (Goal 3)	Activity 31 Sorting (Goal-3)	Activity 2 Listen and Tell (Goal 3)
	Activity 10 Festival Celebration (Goal 1)	Activity 51 Joining Dots and colouring the Picture (Goal 1)	Activity 47 Painting with Brush (Goal 3)	Activity 34 Pasting different shapes (Goal 1)	Activity 3 Songs, Rhymes, and Poems or Drama (Goal 2)
<b>Creative Art and Fine Motor Skill Development</b> (Child-initiated activity)					
<b>Mealtime (30 min)</b>					
<b>Language Development and Foundational Literacy</b> (Teacher-initiated large group activity)	Activity 8A Show and Tell (Goal 2)	Activity 15 Listen to Rhyming words (Goal 2)	Activity 17 What does this Face say (Goal 2)	Activity 10 Blending (Goal 2)	Activity 19 Auditory Discrimination (Goal 2)
	Talking and Listening				

### Recapitulation

	Activity 1B (variation) <i>Reading the food wrappers:</i> (Goal 2)	Activity 11A (variation) <i>Name Cards</i> Goal 2)	Activity 11 (variation) <i>World of labels</i> (Goal 2)	Activity 1A <i>Pretend Reading (exploring books and read from left to right)</i> (Goal 2)	Activity 18 <i>Picture Dictionaries</i> (Goal 2)
<b>Reading with Comprehension</b>	Activity 32 <i>Shared Writing</i> (Goal 2)	Activity 2 <i>Free Hand Drawing</i> (Goal 2)	Activity 37 <i>Creating and labelling</i> (Goal 2)	Activity 32 <i>Shared writing</i> (Goal 2)	Activity 34 <i>Making Books</i> (Goal 2)
<b>Writing with Purpose</b>	<p>Modelled Writing: Make this a habit to draw children's attention whenever you are writing for some purpose. (Let the teacher write in front of the children and let them see what the writing process is like making lists in front of children, writing descriptions of children's drawings, making name cards for children in front of them and drawing children's attention whenever she is writing something)</p>				
<b>Outdoor Free Play and organised (Teacher-guided and child-initiated large group activity)</b>	<p>Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) (If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Songs, etc., can be organised).</p>				
<b>Story time</b>	<p>Storytelling must be a daily activity. Use hand puppets / stick puppets to tell the story. Encourage children to repeat the story using the puppets. A set of exemplar stories are given in <b>Annexure VII</b>.</p>				
<b>Goodbye circle</b>	<ul style="list-style-type: none"> <li>• Have a quick recap of the activities that were done on that day.</li> <li>• Encourage children to talk and share about all that they have done that day with their parents and family members</li> <li>• Bid a joyful farewell so they look forward to the next day as well!</li> </ul>				
<b>Review and Reflect</b>	<ul style="list-style-type: none"> <li>• Collect and reflect on the assessment data that you have collected through various strategies (observation, checklists, worksheets done by the children, video/ audio clippings, anecdotal notes, etc).</li> <li>• Plan and modify your pedagogical practices for individual needs accordingly for the next week.</li> <li>• Reflect assessment of achievement in all three developmental goals of learning</li> </ul>				

Learning Outcomes Achieved	Learning Outcomes achieved		
	Rarely	Sometimes	Always
<b>Learning Outcomes Accomplished</b> (For details, refer to Annexure V on assessment for the first month)	• Adjusts to school routine		
	• Comes to school happily		
	• Greet teachers and friends		
	• Participates in group activities		
	• Follows simple instructions		
	• Shows curiosity in immediate surroundings		
	• Enjoys clay or dough Moulding		
	• Matches objects with one attribute		
	• Identifies objects using senses		

Play Sessions	Week 4 Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Meet and Greet</b> (Teacher-initiated morning group activity)	Welcome Children • Warm-up activities (Clapping, jumping, fly like a bird, laugh wholeheartedly) • Health and hygiene Check-up • School Prayer Activity 25(Goal 1): let children go to their classrooms doing Kadamtal and chanting 'ek-do-ek do'.					
<b>Circle Time</b> (Teacher and child-initiated morning group activity)	Free Conversation (Talking time for children): This is the time where children will express their ideas and feelings on their own. Let children narrate any incident or event of interest that occurred on that day that they would like to share with others. Make this a daily activity as it helps children to release their pent-up emotions and an opportunity for <b>self or oral expression and vocabulary development.</b>					
	<b>Recapitulation</b>					

### Recapitulation

	<p>During this circle time teacher may also do a calendar and weather-related activity. (See activity-2 “Rhyme: Sing any action rhyme”. You may do this activity as a follow-up of free conversation with children).</p>				
<p><b>Free Indoor Play</b> (Child-initiated small group activity preferably in designated activity areas)</p>	<p>Free indoor play in activity areas:</p> <ul style="list-style-type: none"> <li>• Block Building area</li> <li>• Math/ manipulative area</li> <li>• Discovery or science area</li> <li>• Dolls area</li> <li>• Reading area/classroom library</li> <li>• Art area</li> <li>• Writing area</li> <li>• Toy and DIY area</li> </ul>	<ul style="list-style-type: none"> <li>• Let children choose the activity areas of their own choice</li> <li>• Keep developmentally appropriate toys and materials to create DIY in these areas</li> <li>• Observe, guide and assess children’s play and learning</li> <li>• Allow at least daily 30 minutes of free play time for exploration with toys and other play materials</li> <li>• This will enhance conversational skills, vocabulary development, math process skills, sharing, eye-hand coordination and so on.</li> <li>• Keep developmentally appropriate books in the reading area or classroom library so that children will develop <b>bonding with and love for books.</b></li> <li>• Watch and observe how children are doing <b>pretend reading as they explore books and move towards reading</b></li> </ul>			
<p><b>Foundational Numeracy, Environmental Awareness and Scientific Thinking</b> (Teacher-initiated activity)</p>	<p>Activity 9B (variation) <i>Touch and Tell-Textured numbers</i> (Goal 3)</p>	<p>Activity 13 <i>Whole and Half</i> (Goal 3)</p>	<p>Activity 4 <i>Guess the Smell</i> (Goal 3)</p>	<p>Activity 3 <i>Guess the Sound</i> Activity 3 (Goal 3)</p>	<p>Activity 18 <i>Let us Compare</i> (Goal 3)</p>
<p>Create a literacy and numeracy-rich environment that will help children towards print awareness and meaning-making as well as develop many cognitive skills /concepts like- observation, patterns, numeral recognition, etc. Display sight words, rhyming poem chart, number calendar, letters with their corresponding pictures and encourage children to explore the classroom environment. Do an intentional reading of sight words as a fun activity.</p>					

<b>Creative Art and Fine Motor Skill Development</b> (Child-initiated activity)		Activity 33 Tracing in the sand (Goal 1)	Activity 49 Cutting with child-friendly scissors (Goal 1)	Activity 46 Paper or cloth folding (Goal 1)	Activity 52 Make pictures on slate/ Board (Goal 1)	Activity 3 My Family (Goal 1)
<b>Mealtime (30 min)</b>						
<b>Language Development and Foundational Literacy</b> (Teacher-initiated large group activity)	<b>Talking and Listening</b>	Activity 6A Guess the letter and tell the sound (Goal 2)	Activity 10 Word Blend (Goal 2)	Activity 12 I Spy (Goal 2)	Activity 20 Identify objects with the beginning sounds (Goal 2)	Activity 6A Guess the letter and tell the sound (Goal 2)
	<b>Reading with Comprehension</b>	Activity 11A Name Cards (Goal 2)	Activity 11 B Organisation of Book fair (Goal 2)	Activity 21 Word hunt (Goal 2)	Activity 11 C My first word Box (Goal 2)	Activity 18 Picture Dictionaries (Goal 2)
	<b>Writing with Purpose</b>	Activity 33 Making Lists (Goal 2)	Activity 2 Free Hand Drawing (Goal 2)	Activity 37 Creating and labelling (Goal 2)	Activity 33 Making lists (Goal 2)	Activity 22 Listen and Draw (Goal 2)
	Modelled Writing (Let the teacher write in front of the children and let them see what the writing process is like making lists in front of children, writing description of children's drawings, making name cards for children in front of them and drawing children's attention whenever she is writing something)					
<b>Outdoor Free Play and organised</b> (Teacher guided and child-initiated large group activity)	Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) (If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Songs, etc. can be organised). Activities: 17 and 18-“Walking in different ways” “I can Jump and hop” (Goal-1) Activities 20,23,24, and 29(Goal 1) Plan these activities with different sizes of balls.					
<b>Story time</b>	Story telling must be a daily activity. Encourage children to repeat or tell a new story. A set of exemplar stories are given in <b>Annexure VII</b> . Do dramatisation on the story and let children speak small dialogues and enact the story.					
<b>Recapitulation</b>						

<b>Goodbye circle</b>	<ul style="list-style-type: none"> <li>• Do a quick recap of the activities that were done on that day.</li> <li>• Encourage children to talk and share about all that they have done that day with their parents and family members.</li> <li>• Bid a joyful farewell so that they look forward to the next day as well!</li> <li>• Plan a visit to the garden next week and plan your activities accordingly.</li> <li>• Plan to organise a small book fair on the school premises and invite parents.</li> </ul>			
<b>Review and Reflect</b>	<ul style="list-style-type: none"> <li>• Collect and reflect on the assessment data that you have collected through various strategies (observation, checklists, worksheets done by the children, video and audio clippings, anecdotal notes, etc).</li> <li>• Plan and modify your pedagogical practices for individual needs accordingly for the next week.</li> <li>• Reflect assessment of achievement in all three developmental goals of learning</li> </ul>			
<b>Learning Outcomes Accomplished</b> (For details, refer to Annexure V on assessment for the first month)	<b>Learning Outcomes Achieved</b>			
	<b>Learning Outcomes Accomplished</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
• Adjusts to school routine				
• Comes to school happily				
• Greets teachers and friends				
• Participates in group activities				
• Follows simple instructions				
• Shows curiosity in immediate surroundings				
• Enjoys clay dough moulding				
• Matches objects with one attribute				

<ul style="list-style-type: none"> <li>Identifies objects using senses</li> <li>Enjoys singing rhymes</li> <li>Matches, identifies, names and sort primary colours</li> <li>Speaks clearly in complete sentences</li> <li>Holds pencil properly</li> </ul>						

Week 5 Schedule						
Play Sessions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>Meet and Greet</b> (Teacher-initiated morning group activity)</p> <p><b>Circle Time</b> (Teacher and child-initiated morning group activity)</p>	<p>Welcome Children • Warm-up activities (Clapping, jumping, fly like a bird, laugh wholeheartedly) • Health and hygiene Check-up • School Prayer</p> <p>Activity 25(Goal 1): Let children go to their classrooms doing Kadamtal and chanting ' ek-do-ek do'.</p> <p>Free Conversation (Talking time for children): This is the time when children will express their ideas and feelings on their own. Let children narrate any incident or event of interest that occurred on that day that they would like to share with others. Make this a daily activity as it helps children to release their pent-up emotions and an opportunity for <b>self or oral expression and vocabulary development</b>.</p> <p>During this circle time teacher may also do a calendar and weather-related activity.</p> <p>(Activity 14(Goal 2)Sharing Experiences This activity also provides clues to children to talk, express and share their ideas with others. Plan to take children for an excursion or a visit someday and ask them to share their experiences the next day.</p>					
<p><b>Free Indoor Play</b> (Child-initiated small group activity preferably in designated activity areas)</p>	<p>Free indoor play in activity areas:</p> <ul style="list-style-type: none"> <li>Block Building area</li> <li>Math's/manipulatives' area</li> <li>Discovery or science area</li> </ul>	<ul style="list-style-type: none"> <li>Let children choose the activity areas of their own choice</li> <li>Keep developmentally appropriate toys and materials to create DIY in these areas</li> <li>Observe, guide and assess children's play and learning</li> </ul>				
						<b>Recapitulation</b>

### Recapitulation

	<ul style="list-style-type: none"> <li>• Dolls area</li> <li>• Reading area /classroom library</li> <li>• Art area</li> <li>• Writing area</li> <li>• Toy and DIY area</li> </ul> <p>In this week, replace the toys, books, Blocks and manipulatives in each of the activity areas and provide them with new materials</p>	<ul style="list-style-type: none"> <li>• Allow at least daily 30 minutes of free play time for exploration with toys and other play materials</li> <li>• This will enhance conversational skills, vocabulary development, math process skills, sharing, eye-hand coordination and so on.</li> <li>• Keep developmentally appropriate books in reading area or classroom library so that children will develop <b>bonding with and love for books.</b></li> <li>• Watch and observe how children are doing <b>pretend reading as they explore books and move towards reading</b></li> </ul>	
	<p>Create a literacy and numeracy-rich environment that will help children towards 'Print awareness and meaning-making' as well as develop many cognitive skills /concepts like- observation, patterns, numeral recognition, etc. Have a display of sight words, rhyming poem chart, number calendar, letters with their corresponding pictures" and encourage children to explore the classroom environment. Do an intentional reading of sight words as a fun activity.</p>		
<p><b>Foundational Numeracy, Environmental Awareness and Scientific Thinking</b> (Teacher initiated activity)</p>	<p>Activity 9 B <i>Textured Numbers</i> (variation) (Goal 3)</p> <p>Activity 10 <i>Follow The Pattern</i> (Goal 3)</p> <p>Activity 12A <i>Touch and Count</i> (Goal 3)</p>	<p>Activity 7 <i>Smell and Tell</i> (Goal 3)</p> <p>Activity 7A <i>Let us enact: Dumb Charade</i> (Goal 1) (do it with the remaining children)</p>	<p>Activity 11, and 11 A <i>Think Box</i> (Goal 3)</p>
<p><b>Creative Art and Fine Motor Skill Development</b> (child-initiated activity)</p>	<p>Activity 33 <i>Tracing in the sand</i> (Goal 1)</p> <p>Activity 10 B <i>singing songs on festivals and creating your own</i> (Goal 1)</p> <p>Activity 7A <i>Let us enact: Dumb Charade</i> (Goal 1)</p>	<p>Activity 7A <i>Let us enact: Dumb Charade</i> (Goal 1) (do it with the remaining children)</p>	<p>Activity -10 C <i>Decorating the classroom for festivals</i> (Goal 1)</p>

<b>Mealtime (30 min)</b>						
<b>Language Development and Foundational Literacy</b> (Teacher-initiated large group activity)	<b>Talking and Listening</b>	Activity 7C Talk about community helpers (Goal 1)	Activity 15 Listen to Rhyming words (Goal 2)	Activity 3 Songs or rhymes and poems (Goal 2)	Activity 1 C Talking Board (Goal 2)	Activity 5A Rhyming riddles (Goal 2)
	<b>Reading with Comprehension</b>	Activity 18 Picture Dictionaries (Goal 2)	Activity 11 A Name cards (Goal 2)	Activity 11 B Organisation of Book Fair (Goal 2)	Activity 11 C My first word Box (Goal 2)	Activity 18 Picture Dictionaries (Goal 2)
	<b>Writing with Purpose</b>	Activity 38 Make a Greeting Card (Goal 2)	Activity 38 Make a Greeting Card (Goal 2) (complete the previous day activity)	Activity 11 B Organisation of Book fair (Goal 2)	Activity 6C draw a garden (Goal 1)	Activity 6D Join the dots (Goal 1)
	<b>Modelled Writing</b> (Let the teacher write in front of the children and let them see what the writing process is like making lists in front of children, writing description of children's drawings, making name cards for children in front of them and drawing children's attention whenever she is writing something)					
<b>Outdoor Free Play and organised</b> (Teacher-guided and child-initiated large group activity)	Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) (If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Songs, etc. can be organised).					
<b>Story time</b>	Storytelling must be a daily activity. Encourage children to repeat or tell a new story. A set of exemplar stories are given in <b>Annexure VII</b> .					
<b>Goodbye circle</b>	<ul style="list-style-type: none"> <li>• Have a quick recap of the activities that were done on that day.</li> <li>• Encourage children to talk and share about all that they have done that day with their parents and family members.</li> <li>• Bid a joyful farewell so they look forward to the next day as well!</li> </ul>					

**Recapitulation**

<b>Review and Reflect</b>	<ul style="list-style-type: none"> <li>Collect and reflect on the assessment data that you have collected through various strategies (observation, checklists, worksheets done by the children, video/ audio clippings, anecdotal notes, etc).</li> <li>Plan and modify your pedagogical practices for individual needs accordingly for the next week.</li> <li>Reflect assessment of achievement in all three developmental goals of learning</li> </ul>			
	<b>Learning Outcomes achieved</b>			
<b>Learning Outcomes Accomplished</b> (For details, refer to Annexure V on assessment for the second month)	<b>Learning Outcomes Accomplished</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
	<ul style="list-style-type: none"> <li>Enjoys singing rhymes/songs</li> </ul>			
	<ul style="list-style-type: none"> <li>Follows healthy food habits</li> </ul>			
	<ul style="list-style-type: none"> <li>Follows healthy hygienic habits</li> </ul>			
	<ul style="list-style-type: none"> <li>Demonstrates independence in carrying out classroom responsibilities and activities</li> </ul>			
	<ul style="list-style-type: none"> <li>Solves complex mazes with 2 to 4 barriers</li> </ul>			
	<ul style="list-style-type: none"> <li>Compares length of different objects</li> </ul>			
	<ul style="list-style-type: none"> <li>Observes/explores simple natural phenomena with guidance</li> </ul>			
	<ul style="list-style-type: none"> <li>Sorts objects based on more than one attribute (shape/ colour/size)</li> </ul>			
	<ul style="list-style-type: none"> <li>Identifies rhyming words</li> </ul>			

Week 6 Schedule						
Play Sessions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>Meet and Greet</b> (Teacher-initiated morning group activity)</p> <p><b>Circle Time</b> (Teacher and child-initiated morning group activity)</p>	<p>Welcome Children • Warm-up activities (Clapping, jumping, fly like a bird, laugh wholeheartedly) • Health and hygiene Check-up • School Prayer Activity 25(Goal-1): let children go to their classrooms doing Kadamtal and chanting 'ek-do-ek do'.</p>	<p>Free Conversation (Talking time for children): This is the time when children will express their ideas and feelings on their own. Let children narrate any incident or event of interest that occurred on that day that they would like to share with others. Make this a daily activity as it helps children to release their pent-up emotions and an opportunity for <b>self or oral expression and vocabulary development</b>. During this circle time teacher may also do a calendar and weather-related activity.</p> <p>Activity 5(Goal 1): Talk about classroom simple responsibilities. You may do this activity as a follow-up of free conversation with children).</p>				
<p><b>Free Indoor Play</b> (Child-initiated small group activity preferably in designated activity areas)</p>	<p>Free indoor play in activity areas:</p> <ul style="list-style-type: none"> <li>• Block Building area</li> <li>• Math's/manipulatives' area</li> <li>• Discovery or science area</li> <li>• Dolls area</li> <li>• Reading area/classroom library</li> <li>• Art area</li> <li>• Writing area</li> <li>• Toy and DIY area</li> </ul> <p>(encourage the children to read the labels of each activity area with the help of the associated picture)</p>	<ul style="list-style-type: none"> <li>• Let children choose the activity areas of their own choice</li> <li>• Keep developmentally appropriate toys and materials to create DIY in these areas</li> <li>• Observe, guide and assess children's play and learning</li> <li>• Allow at least daily 30 minutes of free play time for exploration with toys and other play materials</li> <li>• This will enhance conversational skills, vocabulary development, math process skills, sharing, eye-hand coordination and so on.</li> <li>• Keep developmentally appropriate books in the reading area or classroom library so that children will develop <b>bonding with and love for books</b>.</li> <li>• Watch and observe how children are doing <b>pretend reading as they explore books and move towards reading</b>.</li> </ul>				
						<b>Recapitulation</b>

### Recapitulation

	<p>Create a literacy and numeracy-rich environment that will help children towards 'Print awareness and meaning making' as well as develop many cognitive skills /concepts like- observation, patterns, numeral recognition, etc. Have a display of sight words, rhyming poem chart, number calendar, letters with their corresponding pictures and encourage children to explore the classroom environment. Do an intentional reading of sight words as a fun activity.</p>	<p>Activity 12A Touch and count (Goal 3)</p>	<p>Activity 12B Clap and Count (Goal 3)</p>	<p>Activity 9 B Textured Numbers (variation) (Goal 3)</p>	<p>Activity 12 A Sequence cards for washing hands (Goal 1)</p>	<p>Activity 18 Let us Compare (Goal 3)</p>
<p><b>Foundational Numeracy, Environmental Awareness and Scientific Thinking</b> (Teacher-initiated activity)</p>	<p>Activity 6D Join the dots (Goal 1)</p>	<p><b>Plan Activity for DIY</b> Have children cut big pictures from old magazines/ books and let them paste the pictures on thick cardboard/ any old register cover/chart paper. Then show them to cut zig-zag lines on this pasted picture. Your own DIY Jigsaw puzzle is ready to play with</p>	<p>Complete the DIY activity of previous day of creating jigsaw puzzle (You may ask children to search for big pictures in the magazines/newspaper on the first day. Once they have done with collections, ask them to paste the picture and create their own puzzle). (Goal 1, 2 and 3)</p>	<p>Activity 2 Singing action song and Dramatisation (Goal 1)</p>	<p>Activity -41 Rangoli for festivals (Goal 1)</p>	
<p><b>Creative Art and Fine Motor Skill Development</b> (Child-initiated activity)</p>						

Recapitulation		Recapitulation	
	Similarly, involve children in creating other DIY toys using waste/no-cost materials (Goal 1, 2 and 3)		
<b>Mealtime (30 min)</b>			
<b>Language Development and Foundational Literacy</b> (Teacher-initiated large group activity)	<b>Talking and Listening</b>	Activity 8 A <i>Show and Tell</i> (Goal 2)	Activity 15 <i>Listen to Rhyming words</i> (Goal 2)
	<b>Reading with Comprehension</b>	Activity 10 D <i>Picture reading on festivals</i> (Goal 1)	Activity 1 <i>Picture reading on festivals</i> (Goal 1)
	<b>Writing with Purpose</b>	Activity 34 <i>making Books</i> (Goal 2)	Activity 34 <i>making Books</i> (Goal 2)
	Modelled Writing (Let the teacher write in front of the children and let them see what the writing process is like making lists in front of children, writing descriptions of children's drawings, making name cards for children in front of them and drawing children's attention whenever she is writing something)	Activity 11A <i>Name Cards</i> (Goal 2)	Activity 16 <i>What Happened After That</i> (Goal 2)
		Activity 20 B <i>Antakshari</i> (Goal 2)	Activity 18 <i>Picture Dictionaries</i> (Goal 2)
		Activity 35 <i>Weather Chart</i> (Goal 2)	Activity 33 <i>Making Lists</i> (Goal 2)
<b>Outdoor Free Play and organised</b> (Teacher-guided and child-initiated large group activity)	Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) (If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Songs, etc. can be organised). Activities 26,27,28,29 and 31(Goal 1)		

<b>Story time</b>	Storytelling must be a daily activity. Encourage children to repeat or tell a new story. A set of exemplar stories is given in <b>Annexure VII</b> .																																									
<b>Goodbye circle</b>	<ul style="list-style-type: none"> <li>• Have a quick recap of the activities that were done on that day.</li> <li>• Encourage children to talk and share about all that they have done that day with their parents and family members</li> <li>• Bid a joyful farewell so they look forward to the next day as well!</li> </ul>																																									
<b>Review and Reflect</b>	<ul style="list-style-type: none"> <li>• Collect and reflect on the assessment data that you have collected through various strategies (observation, checklists, worksheets done by the children, video/ audio clippings, anecdotal notes, etc).</li> <li>• Plan and modify your pedagogical practices for individual needs accordingly for the next week.</li> <li>• Reflect assessment of achievement in all three developmental goals of learning</li> </ul>																																									
<b>Learning Outcomes Accomplished</b> (For details, refer to Annexure V on assessment for the second month)	<p style="text-align: center;"><b>Learning Outcomes achieved</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;"></th> <th style="width: 25%;">Rarely</th> <th style="width: 25%;">Sometimes</th> <th style="width: 15%;">Always</th> </tr> </thead> <tbody> <tr> <td>• Maintains proper health and hygiene</td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Follows healthy food habits</td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Involves self in dance and drama</td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Enjoys singing rhymes/songs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Does simple origami or paper folding</td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Crumples and pastes</td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Follows healthy hygienic habits</td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Expresses social relationship with others</td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Express feelings appropriate to the situation</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Rarely	Sometimes	Always	• Maintains proper health and hygiene				• Follows healthy food habits				• Involves self in dance and drama				• Enjoys singing rhymes/songs				• Does simple origami or paper folding				• Crumples and pastes				• Follows healthy hygienic habits				• Expresses social relationship with others				• Express feelings appropriate to the situation				
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	<ul style="list-style-type: none"> <li>Describes and retells any event or visual in short sentences</li> </ul>						
	<ul style="list-style-type: none"> <li>Identifies, blends and segments syllables</li> </ul>						
	<ul style="list-style-type: none"> <li>Identifies beginning and end sounds of common words</li> </ul>						
	<ul style="list-style-type: none"> <li>Uses writing tool appropriately</li> </ul>						

Week 7 Schedule						
Play Sessions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>Meet and Greet</b> (Teacher-initiated morning group activity)</p> <p><b>Circle Time</b> (Teacher and child-initiated morning group activity)</p>	<p>Welcome Children • Warm-up activities (Clapping, jumping, fly like a bird, laugh wholeheartedly) • Health and hygiene Check-up • School Prayer</p> <p>Activity 25(Goal-1): let children go to their classrooms doing Kadamtal and chanting ' ek-do-ek do'.</p>					
	<p><i>Free Conversation (Talking time for children):</i> This is the time when children will express their ideas and feelings on their own. Let children narrate any incident or event of interest that occurred on that day that they would like to share with others. Make this a daily activity as it helps children to release their pent-up emotions and an opportunity for <b>self or oral expression and vocabulary development.</b></p> <p>During this circle time teacher may also do a calendar and weather-related activity.</p> <p>Activity 21(Goal 1) as a part of warm-up.</p>					
<p><b>Free Indoor Play</b> (Child-initiated small group activity preferably in designated activity areas)</p>	<p>Free indoor play in activity areas:</p> <ul style="list-style-type: none"> <li>Block Building area</li> <li>Math/manipulative area</li> <li>Discovery or science area</li> <li>Dolls area</li> </ul>	<p>Recapitulation</p> <ul style="list-style-type: none"> <li>Let children choose the activity areas of their own choice</li> <li>Keep developmentally appropriate toys and materials to create DIY in these areas</li> <li>Observe, guide and assess children's play and learning</li> </ul>				

		<b>Recapitulation</b>			
	<ul style="list-style-type: none"> <li>• Reading area/classroom library</li> <li>• Art area</li> <li>• Writing area</li> <li>• Toy and DIY area</li> <li>• Provide sand and water play inside the classroom or outdoors</li> </ul>	<ul style="list-style-type: none"> <li>• Allow at least for daily 30 minutes of free play for exploration with toys and other play materials</li> <li>• This will enhance conversational skills, vocabulary development, math process skills, sharing, eye-hand coordination and so on.</li> <li>• Keep developmentally appropriate books in the reading area or classroom library so that children will develop <b>bonding with and love for books.</b></li> <li>• Watch and observe how children are doing <b>pretend reading as they explore books and move towards reading</b></li> </ul>	<p>Create a literacy and numeracy-rich environment that will help children towards 'Print awareness and meaning making' as well as develop many cognitive skills /concepts like- observation, patterns, numeral recognition, etc. Have a display of sight words, rhyming poem chart, number calendar, letters with their corresponding pictures and encourage children to explore the classroom environment. Do an intentional reading of sight words as a fun activity.</p>		
<b>Foundational Numeracy, Environmental Awareness and Scientific Thinking</b> (Teacher-initiated activity)	Activity 9 B Textured Numbers (variation) (Goal 3)	Activity 10 A Follow The Pattern (Goal 3)	Activity 12A Touch and Count (Goal 3)	Activity 39 Let's know about fruits (Goal 3)	Activity 11, and 11 B Think Box (Goal 3)
<b>Creative Art and Fine Motor Skill Development</b> (Child-initiated activity)	Activity 33 Tracing in the sand (Goal 1)	Activity 22 sand and or water play (Goal 1)	Activity 21 dance, Yoga and exercise (Goal 1)	Activity 31 Dancing (Goal 1)	Activity 35 Clay or Play Dough Moulding (Goal 1)
<b>Mealtime (30 min)</b>					
<b>Language Development and Foundational Literacy</b> (Teacher-initiated large group activity)	Activity 8 Pick and Speak (Goal 2)	Activity 15 Listen to Rhyming words (Goal 2)	Activity 3 Songs/ rhymes and poems (Goal 2)	Activity 20 Identifying Objects with the Beginning Sound (Goal 2)	Activity 6 Guess the Mystery object (Goal 2)
<b>Talking and Listening</b>					

### Recapitulation

	Activity 18 Picture Dictionaries (Goal 2)	Activity 1 Picture reading (Goal 2)	Activity 11 World of labels (Goal 2)	Activity 21 Word Hunt (Goal 2)	Activity 18 Picture Dictionaries (Goal 2)
<b>Reading with Comprehension</b>	Activity 33 Making Lists (Goal 2)		Activity 36 Matching the Dots and creating letters or Numbers (Goal 2)	Activity 35 Weather Chart (Goal 2)	Activity 32 Shared Writing (Goal 2)
<b>Writing with Purpose</b>					
	<p>Modelled Writing (Let the teacher write in front of the children and let them see what the writing process is like making lists in front of children, writing descriptions of children's drawings, making name cards for children in front of them and drawing children's attention whenever she is writing something)</p>				
<b>Outdoor Free Play and organised</b> (Teacher-guided and child-initiated large group activity)	<p>Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) (If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Songs, etc. can be organised). Activity 19(Goal 3): Jump, Skip and Turn( you may also do this under foundational numeracy session).</p>				
<b>Story time</b>	<p>Story telling must be a daily activity. Encourage children to repeat or tell a new story. A set of exemplar stories is given in <b>Annexure VII</b>.</p>				
<b>Goodbye circle</b>	<ul style="list-style-type: none"> <li>• Have a quick recap of the activities that were done on that day.</li> <li>• Encourage children to talk and share about all that they have done that day with their parents and family members</li> <li>• Bid a joyful farewell so they look forward to next day as well!</li> </ul>				
<b>Review and Reflect</b>	<ul style="list-style-type: none"> <li>• Collect and reflect on the assessment data that you have collected through various strategies (observation, checklists, worksheets done by the children, video/ audio clippings, anecdotal notes, etc).</li> <li>• Plan and modify your pedagogical practices for individual needs accordingly for the next week.</li> <li>• Reflect assessment of achievement in all three developmental goals of learning</li> </ul>				

<b>Learning Outcomes (LOs) achieved</b> <i>(For details, refer to Annexure V on assessment for the second month)</i>	<b>Learning Outcomes Achieved</b>			
	<b>LOs</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
• Follows healthy hygienic habits				
• Participates actively in group activities				
• Takes initiatives during activities				
• Enjoys singing rhymes/songs				
• Follows healthy hygienic habits				
• Explores social relationship with others				
• Observes/explores simple natural phenomena with guidance				
• Recognises and names shapes (circle, square, triangle, rectangle)				
• Solves complex mazes with 2 to 4 barriers				
• Follows rules of classroom behaviour and routine				
• Identifies rhyming words				

	<ul style="list-style-type: none"> <li>Recognises sound-symbol association</li> <li>Attempts to read words</li> </ul>					
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Week 8 Schedule						
Play Sessions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>Meet and Greet</b> (Teacher-initiated morning group activity)</p> <p><b>Circle Time</b> (teacher and child-initiated morning group activity)</p>	<p>Welcome Children • Warm-up activities (Clapping, jumping, fly like a bird, laugh wholeheartedly) • Health and hygiene Check-up • School Prayer Activity 25(Goal-1): let children go to their classrooms doing Kadamtal and chanting ' ek-do-ek do'.</p>	<p>Free Conversation (Talking time for children): This is the time when children will express their ideas and feelings on their own. Let children narrate any incident or event of interest that occurred on that day that they would like to share with others. Make this a daily activity as it helps children to release their pent-up emotions and an opportunity for <b>self or oral expression and vocabulary development</b>. During this circle time teacher may also do a calendar and weather-related activity. (See activity-2 "Rhyme: Heads, Shoulders, Knees and Toes". You may do this activity as a follow-up of free conversation with children).</p>				
<p><b>Free Indoor Play</b> (child-initiated small group activity preferably in designated activity areas)</p>	<p>Free indoor play in activity areas:</p> <ul style="list-style-type: none"> <li>Block Building area</li> <li>Math's/manipulatives' area</li> <li>Discovery or science area</li> <li>Dolls area</li> <li>Reading area/classroom library</li> <li>Art area</li> <li>Writing area</li> <li>Toy and DIY area</li> </ul>	<ul style="list-style-type: none"> <li>Let children choose the activity areas of their own choice</li> <li>Keep developmentally appropriate toys and materials to create DIY in these areas</li> <li>Observe, guide and assess children's play and learning</li> <li>Allow at least for daily 30 minutes of free play for exploration with toys and other play materials</li> <li>This will enhance conversational skills, vocabulary development, math process skills, sharing, eye-hand coordination and so on.</li> </ul>				
						<b>Recapitulation</b>

<ul style="list-style-type: none"> <li>Keep developmentally appropriate books in the reading area or classroom library so that children will develop <b>bonding with and love for books</b>.</li> <li>Watch and observe how children are doing <b>pretend reading as they explore books and move towards reading</b></li> </ul>	<p>Recapitulation</p> <p>Create a literacy and numeracy-rich environment that will help children towards 'Print awareness and meaning-making' as well as develop many cognitive skills /concepts like- observation, patterns, numeral recognition, etc. Have a display of "sight words", "Rhyming Poem Chart", "Number Calendar", "Letters with their corresponding pictures" and encourage children to explore the classroom environment. Do an intentional reading of sight words as a fun activity.</p>		<p>Activity 26 <i>Identify and Name the shapes</i> (Goal 3)</p> <p>Activity 27 <i>Who is where?</i> (Goal 3)</p> <p>Activity 28 <i>Tracing on the outline of letters</i> (Goal 1)</p> <p>Activity 29 <i>Tracing on the outline of letters</i> (Goal 1)</p> <p>Activity 30 <i>Tracing on the outline of letters</i> (Goal 1)</p> <p>Activity 31 <i>Tracing on the outline of letters</i> (Goal 1)</p> <p>Activity 32 <i>Tracing on the outline of letters</i> (Goal 1)</p> <p>Activity 33 <i>Tracing on the outline of letters</i> (Goal 1)</p> <p>Activity 34 <i>Tracing on the outline of letters</i> (Goal 1)</p> <p>Activity 35 <i>Tracing on the outline of letters</i> (Goal 1)</p> <p>Activity 36 <i>Tracing on the outline of letters</i> (Goal 1)</p>	<p>Activity 22 <i>Can we take</i> (Goal 3)</p> <p>Activity 23 <i>Can we take</i> (Goal 3)</p> <p>Activity 24 <i>Bubble Blowing</i> Activity 3 (Goal 3)</p> <p>Activity 25 <i>Look what dissolve</i> (Goal 3)</p> <p>Activity 26 <i>Look what dissolve</i> (Goal 3)</p> <p>Activity 27 <i>Look what dissolve</i> (Goal 3)</p> <p>Activity 28 <i>Look what dissolve</i> (Goal 3)</p> <p>Activity 29 <i>Look what dissolve</i> (Goal 3)</p> <p>Activity 30 <i>Look what dissolve</i> (Goal 3)</p> <p>Activity 31 <i>Look what dissolve</i> (Goal 3)</p> <p>Activity 32 <i>Look what dissolve</i> (Goal 3)</p> <p>Activity 33 <i>Look what dissolve</i> (Goal 3)</p> <p>Activity 34 <i>Look what dissolve</i> (Goal 3)</p> <p>Activity 35 <i>Look what dissolve</i> (Goal 3)</p> <p>Activity 36 <i>Look what dissolve</i> (Goal 3)</p>	<p>Activity 20 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 21 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 22 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 23 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 24 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 25 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 26 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 27 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 28 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 29 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 30 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 31 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 32 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 33 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 34 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 35 <i>Identify objects with the initial sound</i> (Goal 2)</p> <p>Activity 36 <i>Identify objects with the initial sound</i> (Goal 2)</p>	<p>Recapitulation</p>	<p>Recapitulation</p>		
<b>Mealtime (30 min)</b>									
<p><b>Foundational Numeracy, Environmental Awareness and Scientific Thinking</b> (Teacher-initiated activity)</p>	<p>Activity 15 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 16 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 17 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 18 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 19 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 20 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 21 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 22 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 23 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 24 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 25 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 26 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 27 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 28 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 29 <i>Listen to Rhyming words</i> (Goal 2)</p> 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2)</p> <p>Activity 36 <i>Listen to Rhyming words</i> (Goal 2)</p>	<p>Activity 3 <i>Songs/ rhymes and poems</i> (Goal 2)</p> <p>Activity 4 <i>Songs/ rhymes and poems</i> (Goal 2)</p> <p>Activity 5 <i>Songs/ rhymes and poems</i> (Goal 2)</p> <p>Activity 6 <i>Songs/ rhymes and poems</i> (Goal 2)</p> <p>Activity 7 <i>Songs/ rhymes and poems</i> (Goal 2)</p> <p>Activity 8 <i>Songs/ rhymes and poems</i> (Goal 2)</p> <p>Activity 9 <i>Songs/ rhymes and poems</i> (Goal 2)</p> <p>Activity 10 <i>Songs/ rhymes and poems</i> (Goal 2)</p> <p>Activity 11 <i>Songs/ rhymes and poems</i> (Goal 2)</p> <p>Activity 12 <i>Songs/ rhymes and poems</i> (Goal 2)</p> <p>Activity 13 <i>Songs/ rhymes and poems</i> (Goal 2)</p> <p>Activity 14 <i>Songs/ rhymes and poems</i> (Goal 2)</p> <p>Activity 15 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 16 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 17 <i>Listen to Rhyming words</i> (Goal 2)</p> <p>Activity 18 <i>Listen to Rhyming words</i> (Goal 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(Goal 2)</p> <p>Activity 36 <i>Listen to Rhyming words</i> (Goal 2)</p>	<p><b>Talking and Listening</b></p>	<p>Activity 6 A <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 B <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 C <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 D <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 E <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 F <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 G <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 H <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 I <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 J <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 K <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 L <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 M <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 N <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 O <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 P <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 Q <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 R <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 S <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 T <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 U <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 V <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 W <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 X <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 Y <i>Guess the Mystery letter</i> (Goal 2)</p> <p>Activity 6 Z <i>Guess the Mystery letter</i> (Goal 2)</p>	<p><b>Language Development and Foundational Literacy</b> (Teacher initiated large group activity)</p>	<p>Activity 1 <i>Picture reading</i> (Goal 2)</p> <p>Activity 2 <i>Picture reading</i> (Goal 2)</p> <p>Activity 3 <i>Picture reading</i> (Goal 2)</p> <p>Activity 4 <i>Picture reading</i> (Goal 2)</p> <p>Activity 5 <i>Picture reading</i> (Goal 2)</p> <p>Activity 6 <i>Picture reading</i> (Goal 2)</p> <p>Activity 7 <i>Picture reading</i> (Goal 2)</p> <p>Activity 8 <i>Picture reading</i> (Goal 2)</p> <p>Activity 9 <i>Picture reading</i> (Goal 2)</p> <p>Activity 10 <i>Picture reading</i> (Goal 2)</p> <p>Activity 11 <i>Picture reading</i> (Goal 2)</p> <p>Activity 12 <i>Picture reading</i> (Goal 2)</p> <p>Activity 13 <i>Picture reading</i> (Goal 2)</p> <p>Activity 14 <i>Picture reading</i> (Goal 2)</p> <p>Activity 15 <i>Picture reading</i> (Goal 2)</p> <p>Activity 16 <i>Picture reading</i> (Goal 2)</p> <p>Activity 17 <i>Picture reading</i> (Goal 2)</p> <p>Activity 18 <i>Picture reading</i> (Goal 2)</p> <p>Activity 19 <i>Picture reading</i> (Goal 2)</p> <p>Activity 20 <i>Picture reading</i> (Goal 2)</p> <p>Activity 21 <i>Picture reading</i> (Goal 2)</p> <p>Activity 22 <i>Picture reading</i> (Goal 2)</p> <p>Activity 23 <i>Picture reading</i> (Goal 2)</p> <p>Activity 24 <i>Picture 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2)</p>

### Recapitulation

<b>Writing with Purpose</b>	Activity 33 <i>making Lists</i> (Goal 2)	Free Hand Drawing	Activity 36 <i>matching the Dots and creating letters or Numbers</i> (Goal 2)	Activity 35 <i>Weather Chart</i> (Goal 2)	Activity 32 <i>shared Writing</i> (Goal 2)
	<p>Modelled Writing (Let the teacher write in front of the children and let them see what the writing process is like making lists in front of children, writing descriptions of children's drawings, making name cards for children in front of them and drawing children's attention whenever she is writing something)</p>				
<b>Outdoor Free Play and organised</b> <i>(Teacher-guided and child-initiated large group activity)</i>	<p>Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) <i>(If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Songs, etc. can be organised).</i> <i>Activities for Goal 1:16,17,18,19 and 20</i></p>				
<b>Story time</b>	<p>Storytelling must be a daily activity. Encourage children to repeat or tell a new story. A set of exemplar stories is given in <b>Annexure VII</b>.</p>				
<b>Goodbye circle</b>	<ul style="list-style-type: none"> <li>• Have a quick recap of the activities that were done on that day.</li> <li>• Encourage children to talk and share about all that they have done that day with their parents and family members</li> <li>• Let children explore at home the fruits that can be peeled and can be eaten directly</li> <li>• Bid a joyful farewell so they look forward to the next day as well!</li> </ul>				
<b>Review and Reflect</b>	<ul style="list-style-type: none"> <li>• Collect and reflect on the assessment data that you have collected through various strategies (observation, checklists, worksheets done by the children, video/ audio clippings, anecdotal notes, etc).</li> <li>• Plan and modify your pedagogical practices for individual needs accordingly for the next week.</li> <li>• Reflect assessment of achievement in all three developmental goals of learning</li> </ul>				

<b>Learning Outcomes Accomplished</b> <i>(For details, refer to Annexure V on assessment for second month)</i>	<b>Learning Outcomes achieved</b>			
	<b>LOs</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
	<ul style="list-style-type: none"> <li>Maintains proper health and hygiene</li> </ul>			
	<ul style="list-style-type: none"> <li>Follows healthy food habits</li> </ul>			
	<ul style="list-style-type: none"> <li>Follows healthy hygienic habits</li> </ul>			
	<ul style="list-style-type: none"> <li>Participates actively in group activities</li> </ul>			
	<ul style="list-style-type: none"> <li>Sorts objects based on more than one attribute (shape/ colour/size)</li> </ul>			
	<ul style="list-style-type: none"> <li>Identifies texture using tactile sense</li> </ul>			
	<ul style="list-style-type: none"> <li>Identifies and solves problems</li> </ul>			
	<ul style="list-style-type: none"> <li>Comprehends short texts by listening</li> </ul>			
	<ul style="list-style-type: none"> <li>Describes and retells any event or visual in short sentences</li> </ul>			
	<ul style="list-style-type: none"> <li>Expresses/answers creatively</li> </ul>			
	<ul style="list-style-type: none"> <li>Reads one's drawing and explains it using simple words</li> </ul>			

Week 9 Schedule						
Play Sessions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>Meet and Greet</b> (Teacher-initiated morning group activity)</p> <p><b>Circle Time</b> (Teacher and child-initiated morning group activity)</p>	<p>Welcome Children • Warm-up activities (Clapping, jumping, fly like a bird, laugh wholeheartedly) • Health and hygiene Check-up • School Prayer Activity 25 (Goal 1): let children go to their classrooms doing Kadamtal and chanting 'ek-do-ek do'.</p>	<p>Free Conversation (Talking time for children): This is the time when children will express their ideas and feelings on their own. Let children narrate any incident or event of interest that occurred on that day that they would like to share with others. Make this a daily activity as it helps children to release their pent-up emotions and an opportunity for <b>self or oral expression and vocabulary development</b>. During this circle time teacher may also do a calendar and weather-related activity. (See activity-2 "Rhyme: Heads, Shoulders, Knees and Toes". You may do this activity as a follow-up of free conversation with children).</p>	<p>Free indoor play in activity areas:</p> <ul style="list-style-type: none"> <li>Block Building area</li> <li>Math's/manipulatives' area</li> <li>Discovery or science area</li> <li>Dolls area</li> <li>Reading area/classroom library</li> <li>Art area</li> <li>Writing area</li> <li>Toy and DIY area</li> </ul>	<p>Recapitulation</p> <ul style="list-style-type: none"> <li>Let children choose the activity areas of their own choice</li> <li>Keep developmentally appropriate toys and materials to create DIY in these areas</li> <li>Observe, guide and assess children's play and learning</li> <li>Allow at least for daily 30 minutes of free play for exploration with toys and other play materials</li> <li>This will enhance conversational skill, vocabulary development, math process skills, sharing, eye-hand coordination and so on.</li> <li>Keep developmentally appropriate books in the reading area or classroom library so that children will develop <b>bonding with and love for books</b>.</li> <li>Watch and observe how children are doing <b>pretend reading as they explore books and move towards reading</b></li> </ul>		
<p><b>Free Indoor Play</b> (Child-initiated small group activity preferably in designated activity areas)</p>						

<p>Create a literacy and numeracy-rich environment that will help children towards 'Print awareness and meaning making' as well as develop many cognitive skills/ concepts like- observation, patterns, numeral recognition, etc. Have a display of "sight words", "Rhyming Poem Chart", "Number Calendar", "Letters with their corresponding pictures" and encourage children to explore the classroom environment. Do an intentional reading of sight words as a fun activity.</p>		<b>Recapitulation</b>				
		Activity 20 <i>extend and Create patterns</i> (Goal 3)	Activity 13 A <i>Body outline</i> (Goal 1)	Activity 13 B <i>let's weigh each other</i> (Goal 1)	Activity 30 <i>Comparing Capacities of different Containers</i> (Goal 3)	
		Activity 33 A <i>Tracing on the outline of letters</i> (Goal 1)	Activity 33 B <i>Colouring within the letter Shapes</i> (Goal 1)	Activity 44 <i>Thread painting</i> (Goal 1)	Activity 49 <i>Cutting</i> (Goal 1)	
<p><b>Foundational Numeracy, Environmental Awareness and Scientific Thinking</b> (Teacher initiated activity)</p> <p><b>Creative Art and Fine Motor Skill Development</b> (child-initiated activity)</p>		<b>Recapitulation</b>				
		Activity 18 <i>Let us Compare</i> (Goal 3)	Activity 49 A <i>Cutting Big letters and Numbers</i> (Goal 1)	Activity 6 A <i>Guess the Mystery letter</i> (Goal 2)	Activity 18 <i>Picture Dictionaries</i> (Goal 2)	
		Activity 32 <i>Shared Writing</i> (Goal 2)	Activity 35 <i>Weather Chart</i> (Goal 2)	Activity 36 <i>Matching the Dots and creating letters or Numbers</i> (Goal 2)	Activity 32 <i>Shared Writing</i> (Goal 2)	
<b>Mealtime (30 min)</b>						
<p><b>Language Development and Literacy</b> (Teacher initiated large group activity)</p>	<p><b>Talking and Listening</b></p>	Activity 10 <i>Word Blend</i> (Goal 2)	Activity 9 <i>Word Claps</i> (Goal 2)	Activity 3A <i>Sing Songs that have rhyming word</i> (Goal 2)	Activity 20 <i>Identify objects with the initial sound</i> (Goal 2)	
		Activity 18 (Part 2) <i>Picture Dictionaries-group</i> (Goal 2)	Activity 1 <i>Picture reading</i> (Goal 2)	Activity 11 <i>World of labels</i> (Goal 2)	Activity 19 <i>Auditory discrimination</i> (Goal 2)	Activity 18 <i>Picture Dictionaries</i> (Goal 2)
		Activity 33 <i>Making Lists</i> (Goal 2)	Free Hand Drawing	Activity 36 <i>Matching the Dots and creating letters or Numbers</i> (Goal 2)	Activity 35 <i>Weather Chart</i> (Goal 2)	Activity 32 <i>Shared Writing</i> (Goal 2)

<b>Recapitulation</b>										
<p>Modelled Writing (Let the teacher write in front of the children and let them see what the writing process is like making lists in front of children, writing descriptions of children's drawings, making name cards for children in front of them and drawing children's attention whenever she is writing something)</p>	<p>Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) <i>(If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Songs, etc. can be organised).</i> Activity 32(Goal 1): Musical chairs(Plan with variations on each day. Musical Colours/Musical Letters and Musical Numbers!)</p>									
<b>Story time</b>	<p>Storytelling must be a daily activity. Encourage children to repeat or tell a new story. A set of exemplar stories is given in <b>Annexure VII</b>.</p> <ul style="list-style-type: none"> <li>• Have a quick recap of the activities that were done on that day.</li> <li>• Encourage children to talk and share about all that they have done that day with their parents and family members</li> <li>• Give some fun exploration activities to children like, “ explore the things at home that begin the initial sound “m” and share with your friends in the coming week.</li> <li>• Bid a joyful farewell so they look forward to the next day as well!</li> </ul>									
<b>Goodbye circle</b>	<ul style="list-style-type: none"> <li>• Collect and reflect on the assessment data that you have collected through various strategies (observation, checklists, worksheets done by the children, video/ audio clippings, anecdotal notes, etc).</li> <li>• Plan and modify your pedagogical practices for individual needs accordingly for the next week.</li> <li>• Reflect assessment of achievement in all three developmental goals of learning</li> </ul>									
<b>Review and Reflect</b>	<ul style="list-style-type: none"> <li>• Collect and reflect on the assessment data that you have collected through various strategies (observation, checklists, worksheets done by the children, video/ audio clippings, anecdotal notes, etc).</li> <li>• Plan and modify your pedagogical practices for individual needs accordingly for the next week.</li> <li>• Reflect assessment of achievement in all three developmental goals of learning</li> </ul>									
<b>Learning Outcomes Accomplished</b> <i>(For details, refer to Annexure V on assessment for third month)</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>Learning Outcomes achieved</b></th> </tr> <tr> <th style="width: 33%;"><b>LOs</b></th> <th style="width: 33%;"><b>Rarely</b></th> <th style="width: 33%;"><b>Sometimes</b></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Writes numerals from 1 to 10</li> <li>• Extends and creates a pattern</li> <li>• Solves complex mazes or puzzles</li> </ul> </td> <td></td> <td style="text-align: center;"><b>Always</b></td> </tr> </tbody> </table>	<b>Learning Outcomes achieved</b>			<b>LOs</b>	<b>Rarely</b>	<b>Sometimes</b>	<ul style="list-style-type: none"> <li>• Writes numerals from 1 to 10</li> <li>• Extends and creates a pattern</li> <li>• Solves complex mazes or puzzles</li> </ul>		<b>Always</b>
<b>Learning Outcomes achieved</b>										
<b>LOs</b>	<b>Rarely</b>	<b>Sometimes</b>								
<ul style="list-style-type: none"> <li>• Writes numerals from 1 to 10</li> <li>• Extends and creates a pattern</li> <li>• Solves complex mazes or puzzles</li> </ul>		<b>Always</b>								

<ul style="list-style-type: none"> <li>• Thinks and arranges objects and events in a sequence and narrates the same</li> <li>• Comprehends and answers after listening</li> <li>• Describes and retells using rich details in complete sentences</li> <li>• Engages in meaningful conversations</li> <li>• Chooses books from the book or reading area</li> <li>• Comprehends pictures and meaningful words</li> <li>• Uses tools with ease to convey meaning through drawing</li> </ul>						

Week 10 Schedule						
Play Sessions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Meet and Greet</b> (Teacher-initiated morning group activity)	Welcome Children • Warm-up activities (Clapping, jumping, fly like a bird, laugh wholeheartedly) • Health and hygiene Check-up • School Prayer					
<b>Circle Time</b> (Teacher and child-initiated morning group activity)	Activity 25 (Goal 1): let children go to their classrooms doing Kadamtal and chanting 'ek-do-ek do'. Free Conversation (Talking time for children): This is the time when children will express their ideas and feelings on their own. Let children narrate any incident or event of interest that occurred on that day which they would					
	<b>Recapitulation</b>					

<b>Recapitulation</b>	
<p>like to share with others. Make this a daily activity as it helps children to release their pent-up emotions and an opportunity for self and oral expression and vocabulary development. <i>During this circle time teacher may also do a calendar and weather-related activity.</i> <i>(See activity-2 “Rhyme: Heads, Shoulders, Knees and Toes”. You may do this activity as a follow-up of free conversation with children).</i></p>	<p>Free indoor play in activity areas:</p> <ul style="list-style-type: none"> <li>• Block Building area</li> <li>• Math’s/manipulatives’ area</li> <li>• Discovery or science area</li> <li>• Dolls area</li> <li>• Reading area/classroom library</li> <li>• Art area</li> <li>• Writing area</li> <li>• Toy and DIY area</li> </ul>
<p>Free indoor play in activity areas:</p> <ul style="list-style-type: none"> <li>• Let children choose the activity areas of their own choice</li> <li>• Keep developmentally appropriate toys and materials to create DIY in these areas</li> <li>• Observe, guide and assess children’s play and learning</li> <li>• Allow at least for daily 30 minutes of free play for exploration with toys and other play materials</li> <li>• This will enhance conversational skills, vocabulary development, math process skills, sharing, eye-hand coordination and so on.</li> <li>• Keep developmentally appropriate books in the reading area or classroom library so that children will develop <b>bonding with and love for books.</b></li> <li>• Watch and observe how children are doing <b>pretend reading as they explore books and move towards reading.</b></li> </ul>	<p>Create a literacy and numeracy-rich environment that will help children towards ‘Print awareness and meaning making’ as well as develop many cognitive skills / concepts like- observation, patterns, numeral recognition, etc. Have a display of “sight words”, “Rhyming Poem Chart”, “Number Calendar”, “Letters with their corresponding pictures” and encourage children to explore the classroom environment. Do an intentional reading of sight words as a fun activity.</p>

<b>Recapitulation</b>		<b>Recapitulation</b>	
<b>Foundational Numeracy, Environmental Awareness and Scientific Thinking</b> (Teacher initiated activity)	Activity 32 comparison of light and heavy (Goal 3)	Activity 33 Greater-lesser and equal to (Goal 3)	Activity 34 Hunt the objects (Goal 3)
<b>Creative Art and Fine Motor Skill Development</b> (Child-initiated activity)	Activity 33 A Tracing on the outline of letters (Goal 1)	Activity 33 A Tracing on the outline of letters (Goal 1)	Activity 2 Singing Songs/ Rhymes (Goal 1)
<b>Mealtime (30 min)</b>			
<b>Language Development and Foundational Literacy</b> (Teacher-initiated large group activity)	<b>Talking and Listening</b>	Activity 8 Pick and Speak (Goal 2)	Activity 3 Songs/ rhymes and poems (Goal 2)
	<b>Reading with Comprehension</b>	Activity 15 Listen to Rhyming words (Goal 2)	Activity 6 Guess the Mystery object (Goal 2)
	<b>Writing with Purpose</b>	Activity 1 Picture reading (Goal 2)	Activity 18 Picture Dictionaries (Goal 2)
	Modelled Writing (Let the teacher write in front of the children and let them see what the writing process is like making lists in front of children, writing descriptions of children's drawings, making name cards for children in front of them and drawing children's attention whenever she is writing something)	Activity 33 making Lists (Goal 2)	Activity 35 Weather Chart (Goal 2)
<b>Outdoor Free Play and organised</b> (Teacher-guided and child-initiated large group activity)	Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) (If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Songs, etc. can be organised).	Activity 36 matching the Dots and creating letters or Numbers (Goal 2)	Activity 32 shared Writing (Goal 2)

<b>Story time</b>	<b>Recapitulation</b>			
<p><b>Goodbye circle</b></p>	<p>Storytelling must be a daily activity. Encourage children to repeat or tell a new story. A set of exemplar stories is given in <b>Annexure VII</b>.</p> <ul style="list-style-type: none"> <li>• Have a quick recap of the activities that were done on that day.</li> <li>• Encourage children to talk and share about all that they have done that day with their parents and family members</li> <li>• Bid a joyful farewell so they look forward to the next day as well!</li> <li>• Plan for a nature walk next week and let children observe different types of plants. Do prior preparations accordingly.</li> </ul>			
<p><b>Review and Reflect</b></p>	<ul style="list-style-type: none"> <li>• Collect and reflect on the assessment data that you have collected through various strategies (observation, checklists, worksheets done by the children, video/audio clippings, anecdotal notes etc).</li> <li>• Plan and modify your pedagogical practices for individual needs accordingly for the next week.</li> <li>• Reflect assessment of achievement in all three developmental goals of learning.</li> </ul>			
<p><b>Learning Outcomes accomplished</b> (For details, refer to Annexure V on assessment for third month)</p>	<b>Learning Outcomes achieved</b>			
	<b>LOs</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
	<ul style="list-style-type: none"> <li>• Speaks about events, friends and festivals, etc.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Identifies texture using tactile sense</li> </ul>			
	<ul style="list-style-type: none"> <li>• Identifies and solves problems</li> </ul>			
	<ul style="list-style-type: none"> <li>• Enjoys singing rhymes/songs</li> </ul>			
	<ul style="list-style-type: none"> <li>• Recognises sound-symbol association</li> </ul>			
	<ul style="list-style-type: none"> <li>• Follows healthy food habits</li> </ul>			
	<ul style="list-style-type: none"> <li>• Follows healthy hygienic habits</li> </ul>			
	<ul style="list-style-type: none"> <li>• Participates actively in group activities</li> </ul>			

<ul style="list-style-type: none"> <li>• Takes initiatives during activities</li> <li>• Does simple non-standard measurement activities, Independently</li> <li>• Uses vocabulary such as shorter, taller, bigger, smaller, heavier and lighter</li> <li>• Reads one's drawing and explains it using simple words</li> </ul>					

Week 11 Schedule						
Play Sessions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Meet and Greet</b> (Teacher-initiated morning group activity)  <b>Nature Walk</b> (Teacher and child-initiated morning group activity) <b>followed by Circle time</b>	Welcome Children • Warm-up activities (Clapping in pattern, jumping up low and high, fly like an aeroplane, laugh wholeheartedly) • Health and hygiene Check-up • School Prayer Activity 25 (Goal 1): let children go to their classrooms doing Kadamtal and chanting 'ek-do-ek do' and get ready for the nature walk Visit nearby for 'nature walk' (see activity 37 under Goal 3). Carry basket and magnifying glass with you to bring the collections during 'nature walk'. <b>You may plan the conversation activity after the nature walk and let children share their experiences during the circle time</b>					
<b>Free Indoor Play</b> (Child-initiated small group activity preferably in designated activity areas)	Free indoor play in activity areas: <ul style="list-style-type: none"> <li>• Block Building area</li> <li>• Math's/manipulatives' area</li> <li>• Discovery or science area</li> <li>• Dolls area</li> </ul>	<ul style="list-style-type: none"> <li>• Let children choose the activity areas of their own choice</li> <li>• Observe, guide and assess children's play and learning</li> <li>• Allow at least for daily 30 minutes of free play for exploration with toys and other play material</li> </ul>				<b>Recapitulation</b>

### Recapitulation

<ul style="list-style-type: none"> <li>• Reading area/classroom library</li> <li>• Art area</li> <li>• Writing area</li> <li>• Toy and DIY area</li> </ul>	<ul style="list-style-type: none"> <li>• This will enhance conversational skills, vocabulary development, math process skills, sharing, eye-hand coordination and so on.</li> <li>• Keep developmentally appropriate books in reading area or classroom library so that children will develop <b>bonding with and love for books.</b></li> <li>• Watch and observe how children are doing <b>pretend reading as they explore books and move towards reading.</b></li> </ul>					
<p><b>Foundational Numeracy, Environmental Awareness and Scientific Thinking</b> (Teacher-initiated activity)</p>	<p>Create a literacy and numeracy-rich environment that will help children towards 'Print awareness and meaning making' as well as develop many cognitive skills /concepts like- observation, patterns, numeral recognition, etc. Have a display of "sight words", "Rhyming Poem Chart", "Number Calendar", "Letters with their corresponding pictures" and encourage children to explore the classroom environment. Do an intentional reading of sight words as a fun activity.</p>					
<p><b>Foundational Numeracy, Environmental Awareness and Scientific Thinking</b> (Teacher-initiated activity)</p>	<table border="1"> <tr> <td data-bbox="777 1188 975 1388">Activity 36 Backward number Counting (Goal 3)</td> <td data-bbox="777 982 975 1188">Activity 38 Let's know about the needs of a plant (Goal 3)</td> <td data-bbox="777 779 975 982">Activity 39 Let's know about fruits (Goal 3)</td> <td data-bbox="777 575 975 779">Activity 40 Sort the Fruits (Goal 3)</td> <td data-bbox="777 380 975 575">Activity 41 Let us know about vegetables (Goal 3)</td> </tr> </table>	Activity 36 Backward number Counting (Goal 3)	Activity 38 Let's know about the needs of a plant (Goal 3)	Activity 39 Let's know about fruits (Goal 3)	Activity 40 Sort the Fruits (Goal 3)	Activity 41 Let us know about vegetables (Goal 3)
Activity 36 Backward number Counting (Goal 3)	Activity 38 Let's know about the needs of a plant (Goal 3)	Activity 39 Let's know about fruits (Goal 3)	Activity 40 Sort the Fruits (Goal 3)	Activity 41 Let us know about vegetables (Goal 3)		
<p><b>Creative Art and Fine Motor Skill Development</b> (Child-initiated activity)</p>	<table border="1"> <tr> <td data-bbox="979 1188 1264 1388">Activity 33 A Tracing on the outline of letters (Goal 1)</td> <td data-bbox="979 982 1264 1188">Activity 33 A Tracing on the outline of letters (Goal 1)</td> <td data-bbox="979 779 1264 982">Activity 2 Singing Songs/ Rhymes (Goal 1)</td> <td data-bbox="979 575 1264 779">Activity 33 B Colouring within the letter shapes (Goal 1)</td> <td data-bbox="979 380 1264 575">Activity 36 C Stringing leaves and Flowers in a pattern (Goal 1) Let children create their pattern</td> </tr> </table>	Activity 33 A Tracing on the outline of letters (Goal 1)	Activity 33 A Tracing on the outline of letters (Goal 1)	Activity 2 Singing Songs/ Rhymes (Goal 1)	Activity 33 B Colouring within the letter shapes (Goal 1)	Activity 36 C Stringing leaves and Flowers in a pattern (Goal 1) Let children create their pattern
Activity 33 A Tracing on the outline of letters (Goal 1)	Activity 33 A Tracing on the outline of letters (Goal 1)	Activity 2 Singing Songs/ Rhymes (Goal 1)	Activity 33 B Colouring within the letter shapes (Goal 1)	Activity 36 C Stringing leaves and Flowers in a pattern (Goal 1) Let children create their pattern		

Mealtime (30 min)					
<b>Recapitulation</b>					
<b>Language Development and Foundational Literacy</b> (Teacher-initiated large group activity)	<b>Talking and Listening</b>	Activity 29 What is in the Middle (Goal 2) (Goal 2)	Activity 26 Identifying initial and end sounds (Goal 2)	Activity 3 Songs/ rhymes and poems (Goal 2)	Activity 20 Identify objects with the initial sound (Goal 2)
	<b>Reading with Comprehension</b>	Activity -18 Picture Dictionaries (Goal 2)	Activity 27 Associating <i>akshars</i> and letters to sounds (Goal 2)	Activity 11 World of labels (Goal 2)	Activity 30 Jumble it Up (Goal 2)
	<b>Writing with Purpose</b>	Activity 33 Making Lists (goal-2)	Activity 37 Creating and labelling (Goal 2)	Activity 36 Matching the Dots and creating letters or Numbers (Goal 2)	Activity 32 shared Writing (Goal 2)
	<p>Modelled Writing (Let the teacher write in front of the children and let them see what the writing process is like making lists in front of children, writing description of children's drawings, making name cards for children in front of them and drawing children's attention whenever she is writing something)</p>				
<b>Outdoor Free Play and organised</b> (Teacher-guided and child-initiated large group activity)	<p>Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) (If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Game, Songs, etc. can be organised). Select gross motor skill activities are given under Goal 1.</p>				
<b>Story time</b>	<p>Story telling must be a daily activity. Encourage children to repeat or tell a new story. A set of exemplar stories is given in <b>Annexure VII</b>.</p>				
<b>Goodbye circle</b>	<ul style="list-style-type: none"> <li>• Have a quick recap of the activities that were done on that day.</li> <li>• Encourage children to talk and share about all that they have done that day with their parents and family members</li> <li>• Bid a joyful farewell so they look forward to next day as well!</li> </ul>				

<b>Review and Reflect</b>	<b>Learning Outcomes achieved</b>			
	<b>LOs</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
<b>Learning Outcomes accomplished</b> <i>(For details, refer to Annexure V on assessment for the third month)</i>	<ul style="list-style-type: none"> <li>Collect and reflect on your assessment data that you have collected through various strategies (observation, checklists, worksheets done by the children, video/audio clippings, anecdotal notes etc).</li> <li>Plan and modify your pedagogical practices for individual needs accordingly for the next week.</li> <li>Reflect assessment of achievement in all three developmental goals of learning.</li> </ul>			
	<ul style="list-style-type: none"> <li>Demonstrates independence in carrying out classroom responsibilities and activities</li> </ul>			
	<ul style="list-style-type: none"> <li>Shows agility in Yoga stretching exercises and dance</li> </ul>			
	<ul style="list-style-type: none"> <li>Does printing with a variety of objects</li> </ul>			
	<ul style="list-style-type: none"> <li>Recognises sound-symbol association</li> </ul>			
	<ul style="list-style-type: none"> <li>Attempts to read words</li> </ul>			
	<ul style="list-style-type: none"> <li>Identifies conventions of print such as left-to-right writing, reading from top-to-bottom</li> </ul>			
	<ul style="list-style-type: none"> <li>Sorts objects based on more than one attribute (shape/colour/size)</li> </ul>			

<ul style="list-style-type: none"> <li>• Arranges objects in order (size—length/height)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and completes the pattern (AA,BB/AB,AB)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows sensitivity towards other's feelings and needs especially, children with special needs</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates fraternity and team spirit by sharing one's material</li> </ul>	<ul style="list-style-type: none"> <li>• Follows multiple instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in games, dance and yoga activities</li> </ul>	<ul style="list-style-type: none"> <li>• Kicks a ball towards a target</li> </ul>	<ul style="list-style-type: none"> <li>• Pushes tyres/ barrels</li> </ul>

Week 12 Schedule						
Play Sessions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>Meet and Greet</b> (Teacher-initiated morning group activity)</p> <p><b>Nature Walk</b> (Teacher and child-initiated morning group activity) followed by Circle time</p>	<p>Welcome Children • Warm-up activities (Clapping, jumping, fly like a bird, laugh wholeheartedly) • Health and hygiene Check-up • School Prayer Activity 25 (Goal-1): let children go to their classrooms doing Kadamtal and chanting 'ek-do-ek do'.</p>	<p>Free Conversation (Talking time for children): This is the time when children will express their ideas and feelings on their own. Let children narrate any incident or event of interest that occurred on that day which they would like to share with others. Make this a daily activity as it helps children to release their pent-up emotions and an opportunity for <b>self or oral expression and vocabulary development</b>. During this circle time teacher may also do a calendar and weather-related activity. (See activity-2 "Rhyme: Heads, Shoulders, Knees and Toes". You may do this activity as a follow-up of free conversation with children).</p>	<p>Free indoor play in activity areas:</p> <ul style="list-style-type: none"> <li>Block Building area</li> <li>Math's/manipulatives' area</li> <li>Discovery or science area</li> <li>Dolls area</li> <li>Reading area/classroom library</li> <li>Art area</li> <li>Writing area</li> <li>Toy and DIY area</li> </ul>	<p>Recapitulation</p> <ul style="list-style-type: none"> <li>Let children choose the activity areas of their own choice</li> <li>Keep developmentally appropriate toys and materials to create DIY in these areas</li> <li>Observe, guide and assess children's play and learning</li> <li>Allow at least for daily 30 minutes of free play for exploration with toys and other play materials</li> <li>This will enhance conversational skills, vocabulary development, math process skills, sharing, eye-hand coordination and so on.</li> <li>Keep developmentally appropriate books in the reading area or classroom library so that children will develop <b>bonding with and love for books</b>.</li> <li>Watch and observe how children are doing <b>pretend reading as they explore books and move towards reading</b></li> </ul>		
	<p><b>Free Indoor Play</b> (Child-initiated small group activity preferably in designated activity areas)</p>					

<p>Create a literacy and numeracy-rich environment that will help children towards 'Print awareness and meaning making' as well as develop many cognitive skills /concepts like- observation, patterns, numeral recognition, etc. Have a display of "sight words", "Rhyming Poem Chart", "Number Calendar", "Letters with their corresponding pictures" and encourage children to explore the classroom environment. Do an intentional reading of sight words as a fun activity.</p>		<b>Recapitulation</b>					
		Activity 43 Let's Talk About Animals (Goal 3)	Activity 43 C Animal Puzzles (Goal 3)	Activity 43 D Classify the Animal Pictures (Goal 3)	Activity 43 B Sound Discrimination with Animal Names (Goal 3)	Activity 42 Vegetables Under the Ground and Above the Ground (Goal 3)	
		Activity 38 Building with Bowls and Paper Cups (Goal 1)	Activity 33 A Tracing on the Outline of Letters (Goal 1)	Activity 42 Pouring Water to a Bottle Using Funnel (Goal 1)	Activity 33 B Colouring within the Letter Shapes (Goal 1)	Activity 50 A Printing with letter Stamps (Goal 1)	
<b>Mealtime (30 min)</b>							
<b>Language Development and Foundational Literacy</b> (Teacher-initiated, large group activity)	<b>Talking and Listening</b>	Activity 29 What is in the Middle (Goal 2)	Activity 15 Listen to Rhyming Words (Goal 2)	Activity 26 Identifying initial and end sounds (Goal 2)	Activity 20 Identify objects with the initial sound (Goal 2)	Activity 6 Guess the Mystery object (Goal 2)	
		<b>Reading with Comprehension</b>	Activity 18 Picture Dictionaries (Goal 2)	Activity 30 Jumble it Up (Goal 2)	Activity 28 Chunking Sentences (Goal 2)	Activity 27 Associating letters to sounds (Goal 2)	Activity 18 Picture Dictionaries (Goal 2)
		<b>Writing with Purpose</b>	Activity 33 Making Lists (Goal 2)	Activity 32 Shared Writing (Goal 2)	Activity 36 Matching the Dots and creating letters or Numbers (Goal 2)	Activity 35 Weather Chart (Goal 2)	Activity 32 shared Writing (Goal 2)
<b>Recapitulation</b>							

	<p>Modelled Writing (Let the teacher write in front of the children and let them see what the writing process is like making lists in front of children, writing descriptions of children's drawings, making name cards for children in front of them and drawing children's attention whenever she is writing something)</p> <p>Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) <i>(If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Songs, etc. can be organised).</i> Activity 43 A(Goal 3): <i>Wear the animal masks and Play as an organised game</i> Activities 20,23,24, and 29(Goal-1) <i>Plan these activities with different sizes of balls.</i></p> <p>Storytelling must be a daily activity. Encourage children to repeat or tell a new story. A set of exemplar stories is given in <b>Annexure VII</b>.</p>
	<b>Recapitulation</b>
<b>Outdoor Free Play and organised</b> <i>(Teacher-guided and child-initiated large group activity)</i>	
<b>Story time</b>	
<b>Goodbye circle</b>	<ul style="list-style-type: none"> <li>• Have a quick recap of the activities that were done on that day.</li> <li>• Encourage children to talk and share about all that they have done that day with their parents and family members</li> <li>• Bid a joyful farewell so they look forward to the next day for class-1 learning activities!</li> <li>• Check the learning outcomes, make a record and report to the parents</li> <li>• Your children are ready to learn the class-1 activities</li> <li>• Get ready to transact the class-1 programme and activities in a similar joyful manner, talk to the parents, involve them in your class-1 activities. Do the prior planning.</li> </ul>
<b>Review and Reflect</b>	<ul style="list-style-type: none"> <li>• Collect and reflect on the assessment data that you have collected through various strategies (observation, checklists, worksheets done by the children, video/audio clippings, anecdotal notes, etc.).</li> <li>• Plan and modify your pedagogical practices for individual needs accordingly for the next week.</li> <li>• Reflect assessment of achievement in all three developmental goals of learning</li> </ul>
<b>Learning Outcomes accomplished</b>	<b>See the Third Month Assessment of Vidya Pravesh and the Learning Outcomes (Annexure V)</b>

**Note**

- Begin the day with the school prayer. The prayer can include gratitude to Mother Earth, Bharat Mata, and can be followed by a shloka depicting the importance of education - like "*Asatoma Sadgamaya, Tamasoma jyotirgamaya* .....".
- The stories of great personalities, and songs and rhymes in regional languages can be included to incorporate the local flavor.

## Annexure IV

### WAYS TO IMPLEMENT DAILY OR ROUTINE ACTIVITIES

It is important to plan a daily or routine activity chart for the transaction of daily or routine activities. It should be displayed in the classroom as it gives a clear idea to children and visitors about what is going to happen throughout the day

#### 1. Meet and Greet, Morning Circle Time, and Free Expression



'Meet and Greet' is what the teacher does before the class begins. Teachers should welcome children to the class; call them by name and initiate discussion to develop a sense of belongingness, affection and security in them. During Circle Time, children sit in a circle or semi-circle leaving enough space between each other for easy movement. This helps them to participate in the activities with minimal disruption. 'Circle Time' can be planned for story-telling sessions and group activities. These should be both free and guided conversation. Guided conversation should be initiated by the teacher around a particular topic or theme, whereas in free conversation children should be encouraged to talk about anything related to their daily experiences.

By participating in conversations, children learn to listen to others, respond appropriately and express themselves. They learn to formulate ideas. The following points need to be remembered during this process:

- Ask open-ended questions to children involving 'why' and 'how'. Such questions help to stimulate their thinking.
- Conduct the following activities in an interesting manner:
- Sing a variety of songs and rhymes, repeat them and keep adding new songs.
- Make an attendance activity using name tags, where they can be asked to identify their name cards, even before they have formally learnt to read.

- Organise a calendar activity (refer to the calendar activity in the box given) to give a chance to talk about the day, date and the weather, and thus talk about what they are going to do during the day.
- Check the personal hygiene of children like their nails and hair. Also, talk about the importance of brushing ones teeth, bathing, hand washing, etc.
- Begin the school day with a prayer.
- Transition to the next daily or routine activity may be planned with a song or signal.

### Calendar Activity

Design a display board where the date, month and weather can be depicted. During 'Meet and Greet' time, point to the days of the week in the chart and get children to identify the day. Ask, "What day is it today?" "What day was it yesterday?"; or "What day will it be tomorrow?" If there are specific activities on certain days, mention these to children. Next, point to the weather chart, and encourage children to identify the picture of the weather, based on the kind of weather conditions they see outside. If feasible, take them to the window or outdoors to observe. Encourage them to think about how the weather was the day before and if it has changed. Point to the monthly chart and let children identify and name the current month. Draw attention to children's birthdays or festivals in that month. If it is a child's birthday, children of the class should be asked to wish the child. After every week or fortnight; children can be engaged in summarising the sunny, cloudy or rainy days.



## 2. Free Play in Activity Areas

Free play activities provide ample opportunities for children to make choices, take decisions and also help in understanding others' rights and perspectives. Free play helps children express their emotions and reveal their feelings. They learn the social skills of sharing, turn-taking and negotiation during free play. Children get a chance to explore different material and discover their properties and then use their knowledge of the material to play imaginatively. This activity also helps teachers engage children till all of them arrive at school and also helps in handling multiple age groups. Therefore, the classroom should have well designed learning or activity areas for endorsing play and learn. Care should be taken to design areas such that they are visible from every part of the room. This will enable teachers to see all the children and ensure that they are safe. In case there is less space in the classroom, activity areas can be created rotation-wise so that children get exposure to all kinds of areas.

Keep different materials in each activity or interest area. The following points must be kept in mind for free play:

- Facilitate children to choose the area they wish to go to.
- Move around all the areas, interact with children and observe children at play.
- Get children to wash and clean their hands after play.
- Get children to talk or exhibit their play items, if any.
- Transition to the next activity may be planned with a song or signal well in advance.

Following are the suggestive material for children related to each activity or interest area:

- Book Area: A variety of age-appropriate children's magazines, information books, picture books, storybooks, large books, local folk tales, thematic books, comics, slates, chalks, etc.
- Doll's Area or Dramatic Play Area: Various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons, etc.), pretend food (vegetables or fruits made of clay), dress-up clothes (scarf, cap, stole, jacket, small sari, long pieces of cloth, etc.), combs, mirrors, walking sticks, old spectacles, non-functional telephones or cameras, a briefcase and a lunch box, etc.

- **Discovery Area:** Materials like magnifying glasses, shells, plants, seeds, magnets, iron objects, weighing scales, weights, measuring tapes or any other locally available material.
- **Block Building Area:** Variety of blocks of different colours, shapes and sizes such as hollow blocks, interlocking blocks, foam blocks, wooden blocks, etc.
- **Manipulative Area:** Manipulative materials such as puzzles, matching cards, lacing cards, seeds, seriated shapes, inset boards, shells, material for sorting, strings and beads, small toys, such as cars, trucks, animals, toy figures, take, apart toys, number rods, abacus, and other objects from the environment such as leaves, stones, pebbles, twigs, flowers, etc.
- **Art Area:** Different types of papers (lined, unlined), crayons, pencils, washable markers, slates, coloured chalks, pieces of fabric, paints, brushes, tape, play dough or clay, rolling pins, boards, stencils, old newspapers, magazines, ice-cream sticks, and other locally available material.
- **Music and Movement Area:** *Daphali*, bells, bowls, flutes, tambourines, string instruments, rattles, utensils of different types or metals, local musical instruments, music system and a variety of DVDs of songs, poems and rhymes. There can be related material such as ribbons or scarves for the children to use as props to promote creative movement.

### **3. Art and Craft Activities for Creative and Aesthetic Development**

Development of creative and aesthetic sense through role-play, music, dance, art and craft helps foster creativity in children. These activities provide them opportunities to express their feelings and develop communication skills. It also helps develop, practice and improve coordination and motor skills and finds new ways of looking at things. This further builds children's confidence and provides a chance to practise decision-making, problem-solving and critical thinking abilities. Creative and aesthetic activities foster imagination which is an important pre-writing skill. It is important to provide opportunities for sand play, water play, clay moulding, opportunities for drawing, painting, collage making, tearing, cutting, pasting, etc., to the children. This would help them understand that real-life objects and

events may be represented in different ways. Children's art and craft work should be displayed on the walls at their eye level or on a table. This helps them remember that activity and encourages them and motivates them for greater participation. It fosters self-esteem and self-confidence as they feel their work is valued.

#### **4. Outdoor Play**

Children should be given an opportunity to engage in daily outdoor play for at least 30 minutes. This helps them explore the environment, play in groups, interact with each other and develop large muscles coordination. There should be adequate space available for outdoor play and activities. The outdoor play activities may include 'free choice of play' like climbing or playing with playground equipment, 'structured activities' like physical movement and balance, and 'practical activities' like gardening, digging and planting. The following points should be kept in mind for outdoor play:

- Ensure that the sand and water play area is clean and safe.
- Ensure that outdoor play material or equipment are adequate or enough for all children.
- Plan opportunities for group interactions during the outdoor play.
- Involve and play with children.
- Ensure active participation of all children.
- Clean up and plan the transition activities with a song or cue to the next activity.

#### **5. Meal Time**

An important component of the daily or routine activities is the 'Meal Time'. This gives children time to have their meal, relax, play and socialise. At least 30 minutes should be allocated for this. A lot of activities can be done during this time, like:

- washing hands before and after a meal, particularly for the prevention of COVID-19 and that should be reinforced by the teachers.
- having a meal together with classmates.
- having one's meal independently without spilling.
- talking about healthy food, variety in food, and healthy eating habits.

## 6. Goodbye Circle Time

‘Goodbye Circle Time’ gives children an opportunity to recapitulate the activities conducted during the day. It should be organised for 30 minutes. While doing so, children get the opportunity to share their learning, talk about their favourite activities and ask for clarification related to any of the concepts and learning, if not properly understood. ‘Goodbye Circle Time’ ensures a happy departure from the day’s activities and prepares children for the next day’s activities. The following points need to be taken care of while conducting Goodbye Circle Time activities:

- Sit at the same level or on the mat with children to facilitate the activity.
- Give each child an opportunity to ask questions and share their own day’s experience.
- Maintain a diary for each child to share the diary notes with their parents.
- Sing a goodbye song.

### **Remember!**

Foundational Literacy and Numeracy is a matter of concern in NEP 2020. Care must be taken to carefully understand related key competencies and the process.

## 7. Language and Literacy Skills

Literacy is more than just the ability to read and write. It involves the skills and abilities needed to make meaning of what is being read or spoken, think critically and express oneself effectively. Literacy is how we engage with the world around us, and make sense of it. It is a common myth that children have no language skills before they come to school. Children come to school with diverse exposure to language and possess varied abilities to communicate using gestures, words and some sentences. Knowing the use of language around helps them to make sense of the world and lead to early language development. It is the role of a teacher to create the classroom environment in such a way that provides children further exposure to different key competencies related to language learning and support their development in a structured and planned manner

(refer Annexure VIII for terminologies used for language and literacy skills).

### (a) Oral Language Development

Children learn language by listening and speaking before they learn to read and write. Even before they enter school, they acquire vocabulary from their immediate environment. In the classroom, it is important to expose children to the language through listening and speaking. Some ways to focus on the oral language development of children in early years are:

#### **Resources Needed to Develop Language Skills**

- Children's literature
  - Language areas in the classroom
  - Worksheets
  - Games and activities
  - Stories, rhymes, poems, songs
  - Print-rich environment
  - Drama and role play
- Provide opportunities for children to talk in the classroom.
  - Children think in their home language or mother tongue, and sometimes use words from their language while thinking and expressing. It is important to use the child's home language or mother tongue as a bridge to teach the language of instruction.
  - Use activities like conversations, discussions, sharing of experiences, feelings and ideas, asking and answering questions, using simple instructions, etc.
  - Sing rhymes and songs, read aloud to the children, play games, engage children in drama or role-play and dialogue.
  - Enhance children's vocabulary by teaching them newer words and ways of expression.

### (b) Emergent Reading Development

As children become ready to read, they must be familiarised with what print looks like, how print is connected to sounds, and how print has meaning.

#### **Print Awareness (Concepts of print) and Bonding with Books**

As children get ready for formal instruction in literacy, they need to develop a basic understanding of the concepts

associated with print to help them to start reading eventually. It is important to make sturdy and easy-to-handle books available to children. Some of the related concepts are as follows:

- Conventions of the print include familiarity with books. It is developed when children are given opportunities to flip pages of a book from front to back, holding a book the correct way and pretending to read. This way children develop an understanding that print and pictures carry meaning, books are for reading, and oral language can be written and then read.
- Concepts of books and print refer to the awareness of 'how books and print works'. It is developed when children are made aware that letters and words hold meaning, there is a difference between letter and words, print is what we read, illustrations correspond to the print, we read from top to the bottom, there are spaces between words and sentences, punctuation marks, logos and labels on everyday objects, identifying concepts like the book's title, author, illustrator, front page, back page, etc. These concepts can be reinforced by asking questions about books, such as: 'Where is the cover of this book?'; 'From where should I start reading this page?'; 'Where does this sentence start and finish?'
- Print awareness can only take place when the child's environment is print-rich, i.e., the child can see print around easily. This can be done by:
- Labeling on various objects in the room such as 'door', 'window' and 'almirah'. Keep letter magnets, foam letters and letter blocks available in the language area.
- Using big books (storybooks with repeated phrases and big print).
- Word wall with new words added regularly.
- Displaying theme-related labelled charts and posters at children's eye level.
- Asking children to engage with a functional print like attendance charts, calendars, etc., and changing the displays often.

**Phonological Awareness:** Phonological awareness is the recognition that language is made up of words, syllables, rhymes and sounds (phonemes). Phonemic awareness refers to a child's ability to manipulate, classify and listen to each speech sound or phoneme. This knowledge occurs initially in oral language; children need not know how to name letters

**Awareness of words and syllables:** Counting or separating words or syllables

**Children can tell which word is longer:** Elephant or Cat?

**Rhyming:** Being able to rhyme monosyllabic words, e.g., cat-bat-rat; *makdi-kakdi-lakdi* (listening to the words that rhyme the same and create new words)

**Blending and Segmenting:** The child can put together sounds to make a word, e.g., 'खा' + 'ना' is 'खाना', or break a word into its different sounds, e.g., 'खाना' is broken into 'खा' and 'ना'

**Identifying beginning, middle and end sounds:** Identifying words that begin with the same sound. Which of the following begins like the initial sound of Balloon? — Rain, Sun, Bat/पानी, बंदर, जहाज

**Manipulating sounds and syllables:** Making new words by removing or replacing sounds in a word, e.g., 'मकान' without 'म' becomes 'कान', by replacing the first letter we can make words like 'जल'-'फल'-'कल', etc.

or their corresponding sounds to demonstrate phonological awareness (refer to the box for the classroom activities on phonemic and phonological awareness).

**Sound-Symbol Association and Word Recognition:** The sound-symbol association helps children in decoding explicitly and supports the process of deciphering print. Children also learn to visually identify frequently used words without decoding them. This kind of reading is known as logographic reading where they learn to read words called 'sight words'. Sight words are used in common speech and the child has exposure to them even before learning to decode, e.g., the

children will learn to decode a word like क-म-ल, but will be able to identify words like तीन, पाँच, मम्मी, बिस्कुट, simply by looking at them as they are present in children's immediate environment.

**Literary Awareness:** It is important to expose children to good literature from an early age. Through books, stories and rhymes, children get glimpses of the world around them. Even the simplest picture book helps children to learn to comprehend in a variety of ways. Comprehension is the ability to understand and make meaning from spoken and written language. The meaning of a text does not lie only in its words, but also in the process of meaning-making.

### (c) Emergent Writing

Writing begins when children scribble, draw and invent spellings to represent the physical and social world around them. This developmental aspect of children learning to write is emergent writing. Expressing oneself in written forms is an important milestone for children to become effective communicators. It is a common misconception that children begin to write only when they have learnt to write and spell accurately.

An emergent writer talks about their writing by making connections and communicating their experiences with others. The teacher can support children's emergent writing attempts in the following ways:

- Ask children about what they have scribbled, drawn or written.
- Model the process of writing for children by showing them what the teacher thinks.
- Encourage children to use appropriate tools such as crayons, chalks, pencils, thick markers, etc.
- Allow children to mix drawing with scribbling and talking.
- Suggest topics of their interest to write about.
- Over time, scribbles may resemble letter-like forms, and even have some 'invented' spellings, e.g., they may write 'KT' to represent the word 'cat', or 'BK' for 'book', or 'मेला' for 'मैला'. Encourage their writing attempts in all forms.
- Teachers need to understand that it might take years before children begin to write 'conventionally'.

### **Strategies to Support Development of Foundational Language and Literacy Skills**

Language and literacy skills can be supported and developed in children using a variety of teaching-learning strategies in the classroom. Each strategy requires a different level of involvement from the teacher and children. These can be divided into:

- **Teacher-led:** The teacher conducts these activities, either with the whole class or when providing individual support to children. Activities are used to demonstrate various skills for children to observe, participate in and learn from.
- **Shared-learning:** The teacher and children perform these activities together. The teacher actively supports children's attempts in speaking, reading or writing during such shared activities.
- **Child-led:** These activities can be performed independently, with a peer or in small groups. The teacher can observe children from a distance and provide support only if necessary.

### **Storytelling**

Children love listening to their favourite stories repeatedly. So, some stories can be told again and again for repeated

exposure. There are various ways to tell a story and a few considerations to keep in mind during storytelling:

- Keep the stories brief and the language simple.
- The incidents narrated in the story should be taken from children's immediate surroundings, something that they relate to.
- If the story is being narrated using a picture or props such as puppets, then sit on a slightly elevated seat and hold the picture or prop so that all children can see.
- After telling a story to the class, leave a copy of the book in the 'Book Area', so that children get an opportunity to revisit the book and the story.
- Encourage children to retell the story in their own words, or to draw the story or 'write' something about it.
- Encourage children to create the story themselves, or guess the next events as the teacher continues giving clues to keep the interest of children alive.
- Let children enact the story by playing different characters from the story and use real or pretend objects to role play or dramatise.

### **Role-play or Dramatise the Story**

Role-play or dramatisation is a good way for children to demonstrate different things they do and know. Such activity can be fostered through a dramatic play areas in the classroom. Let children enact, use words and gestures, and show the role they are playing in the role-play or drama.

#### **Remember!**

Storytelling and role play or dramatisation are the activities which support learning of different competencies. However, both are specifically given under this section to promote and support language and literacy.

### **Modelled Reading**

Teachers use 'modelling' to demonstrate the strategies used by the skilled language learners for children to observe and learn. Teachers think aloud while using different reading or writing strategies, like:

- When reading aloud, the teacher 'model's reading by
- Moving their finger just under the words, moving from left to right and pausing at a comma, full stop, etc., and drawing children's attention to question mark, etc.

- The teacher can model how to use a book, how to read a sentence, how to write using different writing tools, etc.

### **Read Aloud**

'Read aloud' is a teaching strategy where teachers, parents or caregivers read books aloud to the children. This allows children to understand how the language sounds when it is read, along with voice modulation and expression. Reading aloud exposes children to quality literature, new ideas, vocabulary, language use and meaning-making. When we read aloud to children, we also pause to show them how we think as we read. When reading aloud, keep in mind the following points:

Use age-appropriate big books that are engaging in terms of characters, events and language, and have vivid illustrations (Do not use textbooks).

- Plan read-aloud ahead and decide where to pause for emphasis, where to ask questions and elicit children's responses.
- Conduct the read-aloud in an open, quiet space and ensure that children can see the book and the teacher.
- Allow time for children to observe the illustrations, ask questions and make comments to think about what is happening or what might come next followed by the discussion about the story.

### **Shared Reading**

In 'shared reading', both the teacher and the children read the text together. A big book is generally used for shared reading. The teacher reads the text while children join when they recognise a word from the illustrations, sight words or memory. Children start developing the concept of print through this activity. The following points need to be considered during shared reading:

- The chosen text must have a large-sized print, readable even from a distance.
- Big books, poems, short stories or children-generated writing can be read during shared reading.
- While reading, point to each word of the text using a finger.
- Read each text aloud multiple times so that children can participate.

### **Shared Writing**

Children gain knowledge of and interest in writing as they are continually exposed to print in their environment, and

activities related to writing such as making lists, marking attendance, etc. In 'shared writing', the teacher and children together create a written text by following the processes given:

- Children can decide what they would like to write and the teacher can write it on the board or a big poster. The shared writing activity can be used to write a story, make a list, describe an event or a festival, etc.
- The teacher can act as a scribe, prompting, questioning and drawing from children's inputs to create a meaningful text.
- The teacher can also draw children's attention to the punctuation marks like full stop, comma, question mark, etc., while writing.
- The purpose of such writing is to get children engage with the written word and to support them with writing beyond their current level.

### **Guided Reading**

In guided reading, the children read while the teacher supports them. Guided reading allows for reinforcement and practice of the strategies and techniques that the teacher may have modelled during read-aloud or shared reading. To successfully guide the children in their reading journey, the teacher should do the following:

- Make small groups of children who are at the same reading levels, e.g., children who can do only 'picture reading' may be grouped, and the children who can 'identify some common words' may be grouped, etc.
- Select a text that the children are already familiar with and which is at their reading level, i.e., the text which children can read with little support.
- Encourage all the children in the same group to read the same text at the same time.

### **Independent Reading**

Children can be encouraged to read pictures or illustrations from the story books. Providing children with picture books that show a sequence of actions or events will be useful. Single pictures with lots of interesting activities in them can also help children generate stories.

Opportunities to read independently, help children develop the habit of silent reading and for themselves. Children start reading for pleasure and start reflecting and experiencing the text.

#### **Picture Reading**

Children can be encouraged to read pictures or illustrations from the story books. Providing children with picture books that show a sequence of actions or events will be useful. Single pictures with lots of interesting action in them can also help children generate stories.

### **Modelled Writing**

Modelled writing is the process of writing for children. The teacher asks the children what they have scribbled or drawn, and then writes it below or beside their writing. This helps in showcasing how one writes using different print conventions such as writing from left to right or using a full stop at the end of the sentence. By doing this, the teacher is modelling how to compose and write text describing the child's experience and thoughts. The following steps should be followed for modelled writing:

- The teacher and children can have a conversation around the child's topics of interest.
- The teacher can ask children questions related to their writing.
- Give time and space to the children to observe how the teacher writes and how their writing can look in the conventional sense.

### **Independent Writing**

Children create their texts from beginning to end, drawing upon skills and knowledge gained in other emergent literacy experiences. The teachers provide space, materials and writing inspiration or stimulus. The teacher can ask children about their drawings or writings, and add annotations if required. In these experiences, teachers can model and support children at different levels according to the needs of each child.

## **8. Foundational Numeracy Development, Environmental Awareness and Scientific Thinking**

### **(a) Activities for Foundational Numeracy Development**

Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. To have this ability, a young person needs to be able to think and communicate quantitatively, make sense of data, have a spatial awareness, understand patterns and sequences, and recognise situations where mathematical reasoning can be applied to solve problems. Children must also develop a set of important thinking and reasoning skills. These skills include problem-solving, reasoning, communication, connections and representation. Before children start counting objects or develop an understanding of numbers,

they need to be able to classify, order, set up one-to-one correspondence and know the number names. It is therefore essential that children should be provided a lot of activities involving matching, sorting, classifying, ordering, arranging in one-to-one correspondence, pattern making with concrete material, play cards, etc. Counting should be introduced by involving children in meaningful counting like counting the leftover name tags, counting how many children are present, counting through rhymes (one, two, buckle my shoe....) and stories, etc. (refer Annexure I for key competencies related to numeracy).

### **How to Create a Numeracy-rich Environment?**

It is important to plan the daily routine and transaction plan for an early numeracy programme to make it vibrant, engaging and full of play and activities. An appropriately designed classroom arrangement will be essential for this, which should have:

- A well-resourced mathematics and numeracy area having stackable equipment; variety of items for children to sort and match; objects of different shapes, sizes, colours, measuring tapes; pens; paper; rulers; calculators and magnetic numbers, etc.
- An interactive numeracy display related to the current 'experience and outcome' in the classroom.

#### **(b) Activities for the Development of Environmental Awareness and Scientific Thinking**

Children are born with natural curiosity and the innate potential to interpret and respond to the world. This gets strengthened through direct experience and interactions with the physical, social and natural environment. Early learning gets strengthened when they communicate with adults and interact with the immediate environment. Language also plays a very important role in helping children form concepts. Cognitive skills like matching, seriation or classification based on comparisons, help to refine the concepts and help children to form a sound foundation for higher-order cognitive skills. This promotes critical thinking, logical reasoning, memory and problem-solving, which are the basis of developing scientific temper and this later helps in learning Environmental Studies (EVS) as a subject. In Grades I and II, environmental concepts are integrated with the language and mathematics (refer Annexure I for the key competencies related to environmental awareness).

## Annexure V

### MONTH-WISE ASSESSMENT FRAMEWORK

#### (Tracking of Children's Preparedness for Schools)

#### First Month

**Objective:** To develop an interest in the school programme and to help children make adjustments in the school environment and learning.

#### Height and Weight Measurement

Weight: \_\_\_\_\_ Height: \_\_\_\_\_

#### Personal Cleanliness (Neat or Needs Improvement)

Clothes: \_\_\_\_\_ Nails: \_\_\_\_\_ Teeth: \_\_\_\_\_

Eyes: \_\_\_\_\_ Ears: \_\_\_\_\_ Nose: \_\_\_\_\_ Hair: \_\_\_\_\_

Adjustment and Following Routine/ Rules	Rarely	Sometimes	Always
Comes to school happily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greet teachers and peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes care of own and other's belongings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares material with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cares for others and the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Waits for one's turn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates actively in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys playing with objects and with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express their emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes initiatives during activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involves self in dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows the rules of the game and routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows simple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in Outdoor Play Activities	Needs help	Can do with difficulty	Can do
Involves self in sand and water play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balances body (walks forward and backward on curved or zig-zag line)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Runs slow and fast according to the need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Throws and catches the ball with two hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jumps over the hurdles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Participation in Art Activities for Creative; Aesthetic and Fine Motor Development</b>	<b>Needs help</b>	<b>Can do with difficulty</b>	<b>Can do</b>
Make curves in the sand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Print stamps with ease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strings beads according to the colour and sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does freehand drawing with ease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does tearing and pasting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does clay or dough moulding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstration of Numeracy Skills and Environmental Awareness</b>	<b>Needs help</b>	<b>Can do with difficulty</b>	<b>Can do</b>
Shows curiosity and vigor to explore things in the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies objects using senses (touch, smell, taste, sight and sound)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matches objects with one attribute (shape/ colour/size)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finds differences by comparing two pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matches, identifies, names and sorts basic colours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates understanding of part and whole relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the concept of empty and full	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstration of Oral Expression</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Talks freely with adults and children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses feelings, needs and shows interest (through verbal and non-verbal gestures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks clearly in complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen attentively to stories and rhymes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys singing rhymes and songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstration of Emergent Reading Skills</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Explores and engages with pictures, books and other print material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens attentively to stories and rhymes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Names objects in the picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies words in a sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies rhyming words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demonstration of Emergent Writing Skills	Rarely	Sometimes	Always
Holds pencil properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does tracing on sand and air, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scribbles or draws to represent thoughts, situations, events, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Uniqueness of the Child

- Special interests: \_\_\_\_\_.
- Talents of the child: \_\_\_\_\_.
- Strengths: \_\_\_\_\_.

Attendance: Regular: Yes/No      Punctual: Yes/No

General Remarks: \_\_\_\_\_.

Signature of the Teacher with Date

Signature of the Headmaster with date

Signature of the Parent(s) with date

### Second month

**Objective:** To develop basic foundational learning skills

### Height and Weight Measurement

Weight: \_\_\_\_\_      Height: \_\_\_\_\_

**Personal Cleanliness** (Neat or Needs Improvement)

Clothes: \_\_\_\_\_      Nails: \_\_\_\_\_      Teeth: \_\_\_\_\_

Eyes: \_\_\_\_\_      Ears: \_\_\_\_\_      Nose: \_\_\_\_\_      Hair: \_\_\_\_\_

Adjustment and Following Routine/Rules	Rarely	Sometimes	Always
Maintains proper health and hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows healthy food habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows healthy hygienic habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates actively in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes initiatives during activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses feelings appropriate to the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies other's emotions as well as emotions in stories and pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explores social relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows rules of the game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows rules of classroom behaviour and routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows multiple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demonstrates independence in carrying out classroom responsibilities and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows increased attention span and persistence to complete the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involves self in dance and drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Participation in Outdoor Play Activities</b>	<b>Needs help</b>	<b>Can do with difficulty</b>	<b>Can do with ease</b>
Throws a ball in a particular direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catches a ball from a short distance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involves self in sand and water play activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kicks a ball towards a target or direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows agility in Yoga stretching exercises and dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hops forward and backward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crawls with ease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Participation in Art Activities for Creative/Aesthetic and Fine Motor Development</b>	<b>Needs help</b>	<b>Can do with difficulty</b>	<b>Can do with ease</b>
Does simple origami or paper folding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crumples and pastes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draws with finer details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colours within smaller spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paints with thick brushes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does printing using fingers and blocks, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does printing with a variety of objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes basic shapes with clay or dough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstration of Numeracy Skills and Environmental Awareness</b>	<b>Needs help</b>	<b>Can do with difficulty</b>	<b>Can do with ease</b>
Compares length of different objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observes/explores simple natural phenomena with guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sorts objects based on more than one attribute (shape/colour/size)			
Arranges objects in order (size—length/height)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and completes the pattern (AA,BB/AB,AB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognises and names shapes (circle, square, triangle, rectangle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solves complex mazes with 2 to 4 barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identifies mistakes or missing parts if a part is hidden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranges objects in order based on size (length and height)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does simple non-standard measurement activities, independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses vocabulary such as shorter, taller, bigger, smaller, heavier and lighter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses social relationship with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express feelings appropriate to the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks about events, friends and festivals, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies texture using tactile sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and solves problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstration of Oral Expression</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Comprehends short texts by listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes and retells any event or visual in short sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies, blends and segments syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies beginning and end sounds of common words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses creatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys singing rhymes and songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstration of Emergent Reading Skills</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Identifies rhyming words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognises sound-symbol association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to read words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies conventions of print such as left-to-right writing, reading from top-to-bottom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstration of Emergent Writing Skills</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Holds writing or colouring tools with better grip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses writing tool appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads one's drawing and explains it using simple words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Uniqueness of the Child**

- Special interests: \_\_\_\_\_.
- Talents of the child: \_\_\_\_\_.
- Strengths: \_\_\_\_\_.

Attendance: Regular: Yes/No      Punctual: Yes/No

General Remarks: \_\_\_\_\_.

Signature of the Teacher with Date

Signature of the Headmaster with date

Signature of the Parent(s) with date

### Third Month

**Objective:** To develop basic foundational learning skills

#### Height and Weight Measurement

Weight: \_\_\_\_\_ Height: \_\_\_\_\_

#### Personal Cleanliness (Neat or Needs Improvement)

Clothes: \_\_\_\_\_ Nails: \_\_\_\_\_ Teeth: \_\_\_\_\_

Eyes: \_\_\_\_\_ Ears: \_\_\_\_\_ Nose: \_\_\_\_\_ Hair: \_\_\_\_\_

Adjustment and Following Routine and Rules	Rarely	Sometimes	Always
Demonstrates understanding of good touch and bad touch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tries to build social relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suggests solutions to problems and makes adjustments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies between right and wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discusses ways to resolve conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps adults, teachers or children in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows sensitivity towards other's feelings and needs especially, children with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates fraternity and team spirit by sharing one's material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows multiple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arrange things in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cares for plants and animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in Outdoor Play Activities	Needs help	Can do with difficulty	Can do
Aims at a target with a ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catches ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hops on the spot or participates in a hopping race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbs stairs and rope confidently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in games, dance and yoga activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kicks a ball towards a target	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushes tyres and barrels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bounces a ball with ease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows agility in yoga, stretching exercise and dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Participation in Art Activities for Creative or Aesthetic and Fine Motor Development</b>	<b>Needs help</b>	<b>Can do with difficulty</b>	<b>Can do with ease</b>
Draws simple pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colors the picture within lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traces object properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cuts pictures using scissors and pastes them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does fingertip printing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joins dots and colours the picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes a collage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes different patterns using strings or laces, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstration of Numeracy Skills and Environmental Awareness</b>	<b>Needs help</b>	<b>Can do with difficulty</b>	<b>Can do with ease</b>
Observes, explores and describes simple natural phenomena	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recites 1 to 10 in a sequence when asked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates understanding of increase in numbers from 1 to 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts forward from a number (up to 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determines quantity as more or less when grouped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forms shapes of numerals using material, such as buttons, beans, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes numerals from 1 to 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extends and creates a pattern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solves complex mazes or puzzles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks and arranges objects and events in a sequence and narrates the same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively participate in experiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observes/explores simple natural phenomena with guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to participate actively in festivals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand parts of a plant and what elements are required for its growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to recognise fruits and vegetables by colour, texture and taste.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to differentiate between domestic and wild animals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the physical changes during day and night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Demonstration of Oral Expression</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Comprehends and answers after listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes and retells using rich details in complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in meaningful conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the beginning, middle and end sounds of words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes new words by adding or substituting syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses answers or asks questions creatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstration of Emergent Reading Skills</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Identifies punctuation marks like full stop and commas in the print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independently reads simple text in full sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retells a familiar story with the beginning, middle and end events in a sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chooses books from the book or reading area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehends pictures and meaningful words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstration of Emergent Writing Skills</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Tries to express ideas in words and drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to write alphabets and numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses tools with ease to convey meaning through drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Uniqueness of the Child

- Special interests: \_\_\_\_\_.
- Talents of the child: \_\_\_\_\_.
- Strengths: \_\_\_\_\_.

Attendance: Regular: Yes/No      Punctual: Yes/No

General Remarks: \_\_\_\_\_.

Signature of the Teacher with Date

Signature of the Headmaster with date

Signature of the Parent(s) with date

## ***Annexure VI***

### **TOPICS FOR GUIDED CONVERSATION DURING CIRCLE TIME**

1. Festivals
2. Toys
3. Places
4. Dresses
5. Parts of body, parts of plants, etc.
6. Healthy Food Habits: Drinking milk every day, including fresh fruits in diet, eating sprouts at least twice a week, eating leafy vegetables, eating vegetables every day, avoiding junk food, chewing food properly, drinking sufficient water, and washing hands before and after the meal.
7. Healthy Hygienic Practices: Brushing teeth twice a day, bathing every day, washing hands with soap and water after going to the toilet, flushing the toilet after use, rinsing the mouth after a meal, trimming nails of hand and feet, covering mouth while coughing and sneezing, keeping ears clean, not biting nails, not putting finger inside the nose, combing hair every day, wearing clean clothes every day, keeping the surrounding clean.
8. Good habits/values: Importance of praying, taking blessings from parents and elders, offering water to guests, arranging things in place, being punctual to school, keeping water outside for birds, sleeping at least 10 hours a day, playing outdoor and exercising regularly, taking care of pets, taking care of siblings, following proper etiquettes.
9. Road Safety.
10. Signs and Symbols: Traffic light, police station, schools, toilets.
11. Emergency numbers: Police station, fire station, ambulance, hospital, etc.
12. Good touch and Bad touch.
13. Disaster management
14. Visit to places of worship, monuments, theme parks, etc.
15. Environment awareness: Using bucket and mug for bathing, reuse water, closing the taps, watering plants regularly, planting trees, etc.
16. Stories of great personalities.

## ***Annexure VII***

### **EXEMPLAR STORIES FOR CHILDREN**

Children love listening to stories, especially if they are their favourite stories. So, some stories can be told again and again for repeated exposure. Storytelling and role play or dramatisation are the activities, which support the learning of different competencies in children. Stories help inculcate values and ethics, kindness, courage, humility, teamwork, respect, and also help in developing imagination. Children try to connect with them. There are various ways to tell a story. Some considerations should be kept in mind during storytelling:

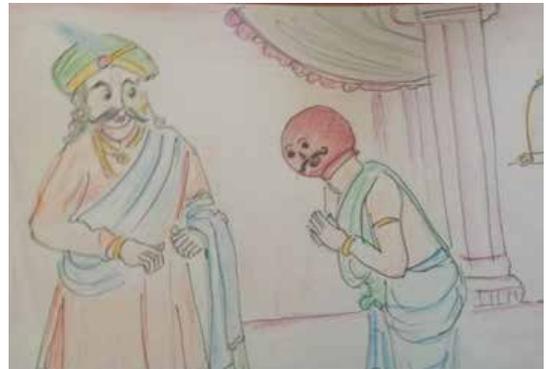
- Select the stories which are meaningful, brief and use simple language.
- Ensure that every story has some moral values as a takeaway at the end.
- Discuss what have the children learnt from the story; every child will have a new perspective.
- If the story is being narrated using a picture or props such as puppets, masks, etc., then sit on a slightly elevated seat and hold the picture or prop so that all children can see them.
- After telling a story to the class, leave a copy of the book in the 'Book Area', so that children get an opportunity to revisit the book and the story, whenever they wish to do so.
- Encourage children to retell the story in their own words, or to draw the story or write something about it.
- Encourage children to create stories themselves, or guess the next events as the teacher continues giving clues to keep the interest of children alive.
- Let children enact the story by playing different characters from the story and use real or pretend objects to role play or dramatise.

For your reference, a few stories are given here as exemplars and they are suggestive. However, you may choose other stories in the local language or the language of your school, keeping in view the above points.

1.	<p><b>The Pigeons and the Hunter</b></p> <p>Once upon a time, there lived a hunter in a small village. The hunter sets out to catch birds. He lays a net and spreads rice all over it. Shortly, a flock of pigeons comes by and start eating the rice and get caught in the net. They struggle and gradually start to lose hope. Just then their leader asks them to fly together up in the sky. They do as told and fly carrying the net with them. The hunter runs after them but is not able to catch them. The pigeons fly to their friend a mouse, for help. The mouse cuts the net into pieces and frees all the pigeons.</p>
2.	<p><b>The Great Elephant</b></p> <p>A lone elephant walked through the forest, looking around for friends. She saw a monkey and asked, "Can we be friends, dear monkey?" The monkey quickly replied, "You are big and can't swing on trees as I do, so I cannot be your friend." The elephant continued the search until it stumbled across a rabbit and asked him, "Can we be friends, dear rabbit?" The rabbit looked at the elephant and replied, "You are too big to fit inside my burrow. You cannot be my friend." Then, the elephant continued until she met a frog. She asked, "Will you be my friend, dear frog?" The frog replied, "You are too big and heavy; you cannot jump like me. I am sorry, but you can't be my friend." The elephant continued to ask the animals she met on her way, but always received the same reply. The following day, the elephant saw all the forest animals run in fear. She stopped a bear to ask what was happening and was told the tiger was attacking all the small animals. The elephant wanted to save the other animals, so she went to the tiger and said, "Please, leave my friends alone. Do not eat them." The tiger didn't listen. He merely told the elephant to mind her own business. Seeing no other way, the elephant kicked the tiger and scared him away. Upon hearing of the brave tale, all the animals said, "You are just the right size to be our friend".</p>
3.	<p><b>Honeybee and the Bird</b></p> <p>Once a bird and the honeybee were friends. One day the honeybee fell into the pond. The bird helped the bee by throwing a leaf in the water. The Honeybee climbed up the leaf and swam across to the land. One day a bird hunter was aiming to hit the bird. The Honeybee saw this. The Honeybee stung the hunter. The hunter ran away. The two friends had helped each other and were happy once again.</p>
4.	<p><b>The Lion and the Mouse</b></p> <p>A lion lay asleep in the forest, his great head resting on his paws. A timid little mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the lion's nose. Roused from his nap, the lion laid his huge paw angrily on the tiny creature to kill her. "Spare me!" begged the poor mouse. "Please let me go and someday I will surely repay you." The lion was much amused to think that a mouse could ever help him. But he was generous and finally let the mouse go. Some days later, while stalking his prey in the forest, the lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The mouse knew the voice and quickly found the lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the lion was free. "You laughed when I said, I would repay you," said the mouse. "Now you see that even a mouse can help a lion."</p>

5. **Face Saving**

Tenali Rama was held in high regard by king Sri Krishnadevaraya and his courtiers. This made the chief priest envious, and he wanted to tarnish Rama's reputation in front of the king. One day, he went to the king and made false accusations against Tenali Rama. He also told the king that Rama had been slandering the king's name. The king believed the chief priest and called Rama to his court. Before Rama could speak, the king yelled, "Never show me your face again, or I will behead you." "But, your majesty, what did I..." asked Rama. "Enough! I do not want to listen to anything you have to say. You have to follow my orders," the king roared. Even though Rama tried to explain, the king was too enraged to listen. So, Rama left the court in sorrow. After a few days, the king came to know from his courtiers that Rama was innocent, and the chief priest had misrepresented him. The king realised his mistake and scolded the chief priest. He then ordered the guards to fetch Rama. To his surprise, Rama stepped in with his face covered with a pot. The king asked him, "Why are you covering your face with a pot, Rama?" Tenali Rama replied, "Your majesty, as a citizen of Vijayanagara, it is my duty to follow your orders, but I couldn't stay away from my royal duties. That is why, I took the help of this pot to hide my face from you, and at the same time, fulfill my royal duties." The king burst out laughing and asked Rama to remove the pot. He then embraced him and apologised for his hasty decision.

6. **A Good Boy**

Nandan was a very rude boy. He was rude to his parents, teachers and classmates. He had no friends. He played and studied alone. He even sat alone at the school. One day the teacher said "No studying today. All of you go out and play". All the children were happily playing. But Nandan sat alone. The teacher asked Nandan "Why are you not playing?" Nandan replied "Nobody wants to play with me". The teacher wanted to help Nandan. She thought; "If only Nandan was not rude, he would have a lot of friends to play with". She brought two glasses of water. "Nandan come here, drink water from both the glasses", she said, Nandan obeyed the teacher. He drank water from the first glass, it tasted very sweet. Then he drank the water from the second glass, he spat out the water. "Why did you spit out the water?" asked the teacher. "It's too salty" said Nandan. The teacher smiled. She said, all of us like to drink water. All of us need friends. If you are sweet, people will like you. If you are rude, nobody will like you. Everyone drinks water from ponds and lakes. Nobody drinks water from the sea as it is too salty". Nandan now understood why he had no friends. He changed himself. He was nice to everyone. Soon he had a lot of friends. He was very happy. His teacher was happy and his parents were happy too.

7.	<p><b>Lion and the Rabbit</b></p> <p>A long time ago, there lived a ferocious lion in a dense forest that was a home to a number of animals. The lion used to hunt the other animals in the forest, kill them and eat their flesh for fulfilling his hunger. One fine day, all the worried animals in the forest had a meeting. One animal spoke, "Come on, think smart and come up with a solution for our problem. One timid little animal said, "The Lion is the King of the Jungle and we have to bow down to him. "NO", said the other. Because he is the King it doesn't mean that we should blindly obey him. We too have our self-respect." "Stop arguing and come up with solutions," said an elderly animal. A wise animal spoke, "As we are destined to be killed by the lion one day or the other, let's be prepared to meet our fate. Let's have a bargain with the lion king. Instead of the lion hunting us, each day let's voluntarily offer ourselves as food to the lion by going to his den. Let the lion stay in his den. In this way, at least each day only one animal will be killed by the lion instead of mass killing." "What's your say, dear animals!" said the wise animal. The other animals thought the solution was good and agreed for the same. All the animals went to meet the lion king and present their plea. The lion agreed for the same. According to the proposal, each day one animal was taking the responsibility of getting into the lion's den to offer themselves as food for the lion king. Now the lion was too happy with this arrangement and was enjoying the delicious food without getting himself running, chasing and getting tired. One fine day, it was the turn of a small timid rabbit to go to the lion's den and offer himself to the lion. This little rabbit did not want to end his life and started thinking. Finally, 'Idea!' shouted the little rabbit. According to his plan, the rabbit slowly made his way to the lion's den and he was unusually late in reaching the den. On seeing the little rabbit walking slowly, the lion became too angry and was about to pounce on his prey (the rabbit). At this crucial moment, the rabbit acted smartly and told the lion, "Hail! To the King of the Jungle. Today, I am late as I was stopped by another ferocious lion on my way to your den. And this lion seemed to be your rival. But, somehow I dared to tell him that I have to be on time as food for our king, otherwise, he would be angry. If you kill me now and eat me, our king will surely have a fight with you." The rabbit continued saying, "O! King, the other lion told me that if there is any king let him come to me and prove his power. Somehow, I could escape from him and came here to keep my promise." The lion was too angry with hunger and on top of that he got a jolt on listening about his rival. The ferocious hungry lion wanted to get rid of his rival and told the rabbit, "You little one! where is the other lion? Come on. Take me to him at once, so that I will fight with him and kill him". The rabbit felt too happy as he thought that his plan was working out. The rabbit led the lion to a spot where there was a well. Reaching the spot, the rabbit said, "O! King, the other lion who wanted to kill me was in this well only." The lion peeped into the well and saw his reflection in the well water. The ferocious lion which was very angry and hungry too, lost his thinking power and did not understand that he was seeing his own reflection in the water. The lion roared in anger which echoed in the entire forest and without thinking SPLASH!!, jumped the lion into the well. The lion's head dashed against the walls of the well and he died in the well. Hurrah! jumped the brave and victorious little rabbit happily and ran to his friends to announce the happy and good news.</p>
8.	<p><b>The Loyal Mongoose</b></p> <p>Once there was a farmer who lived with his wife and his infant son in a village. The farmer and his wife loved their son very much. One day, while returning from the fields, the farmer found a little mongoose lying near the road. It looked pale and hurt. The farmer picked it up and brought it to his home. He told his wife that the little mongoose would be a pet for their son. His wife did not like the idea of having a mongoose near their son but accepted reluctantly. The farmer tendered to the wounds of the mongoose and gave it food</p>

and water. The mongoose recovered very quickly. The farmer's son and the mongoose started growing together. One day the farmer's wife had to go to the market. She put her son to sleep and told her husband to look after him. She told him not to let the mongoose go near their son. She somehow felt that it is not safe to let the animal go near their son. The husband assured her that he would look after the baby. Soon after his wife had left for the market, the farmer was called by the local moneylender. The moneylender wanted his money to be returned that he had lent to the farmer, some time back. The farmer had a good harvest that season and had the money ready with him. The baby was sleeping and thus the farmer could not take the child with him. He placed the child in his cradle and left him with the mongoose. He believed that the mongoose was an intelligent animal and could take care of their son. After some time, the farmer's wife came back with a basketful of vegetables. She found the mongoose waiting for her outside the house. She looked at the mongoose and realised that something was not right. The face and paws of the mongoose were covered with blood. She was dumbstruck. "You dirty creature, you have killed my son!" she cried and struck the mongoose on the head with her basket full of vegetables. She ran inside and was relieved to find the baby sleeping peacefully in his cradle. But on the floor lay a black snake, torn into pieces and bleeding. It was a poisonous snake. The farmer's wife realised what had happened. The mongoose must have seen the snake and realised that it might harm the baby, the mongoose would have torn the snake into pieces. But what had she done! She rushed back to the mongoose. With tears in her eyes, she lifted the heavy basket and bent down to look at him. The 'loyal' mongoose was dead.

9. **Tenali Rama and the Great Pundits**

One day, a great scholar came to Vijayanagara and requested an audience in the court of Sri Krishnadevaraya. The scholar bragged that he had mastered all the subjects and also defeated many scholars in a battle of wits across India. There was no pundit (a learned person) in India who could beat him. Saying so, he challenged Sri Krishnadevaraya for a battle of wits with his esteemed eight poets. The king accepted the challenge and started the battle of wits. All the poets were getting defeated one after the other, and the scholar seemed to know every subject. Rama laughed and removed the silk cloth. To everyone's surprise, it was not a book, but a bundle of twigs tied with a rope to appear like a book. Rama then said, "Oh great king, '*til*' means sesame; '*kastha*' is stick, and '*tilakastha*' means 'sticks of mustard plants; "This rope is used to tie oxen, which makes it '*mahisha bandhana*' as '*mahisha*' means ox and '*bandhana*' means to bind." "I just used the Sanskrit names of all these things, and the pandit got scared thinking that this was some unknown piece of literature." The whole court burst out laughing, and Sri Krishnadevaraya praised Tenali Rama for his wit and humor.

10. **Wisdom of the Lord Buddha**

Once Buddha was travelling with his followers. It so happened that they had to pass through a lake. They stopped and Buddha told one of his disciples that he is thirsty and asked him to get some water from the lake. The disciple walked up to the lake to get water. But when he reached there, he noticed that some people were washing clothes in the water and a bullock cart was crossing the lake. As a result, the water became very muddy. The disciple came back and told Buddha that he couldn't get the water as it was muddy. After some time, Buddha told the disciple to get the water from the lake. By that time the lake water was clear, so he collected some water in a pot and gave it to Buddha. Buddha told the disciple that he let the water-free, and the mud settled down and you got the clear water without any effort. It is the same with our mind too; when it is disturbed give it little time to calm down and do not disturb it. We can then take the best decision in life.

11.	<p><b>The Fox and the Crow</b></p> <p>Once upon a time, there was a crow. He had a piece of meat. A hungry fox came there. His mouth watered when he saw the piece of meat. He thought of a plan to get it. He praised the voice of the crow. The fox asked him to sing a song. As soon as the crow opened its mouth to sing, the piece of meat fell. The fox ate it and went away.</p>
12.	<p><b>The Boy Who Cried Wolf...Wolf</b></p> <p>A boy had a duty to look after a flock of sheep. One day he started shouting, wolf, wolf, wolf for the sole purpose of fun. On hearing him the villagers rushed to help him. What started as a figment of his imagination, became his hobby and he started fooling the villagers. One day, when a wolf came, nobody came and as a result, the boy was eaten up. There was no one to blame but him.</p>
13.	<p><b>Make a Difference</b></p> <p>Once upon a time, there lived a wise, old writer beside the sea. One day as he was walking along the beach, he saw many starfish stranded on the beach. At a distance he saw a little girl, picking something up and throwing at the sea. He went up to the girl and asked 'what are you doing, child?' These starfish have been washed to the beach during the storm last night. When the sun rises in the sky, the heat would kill them. So I'm throwing them back into the sea'. The old man was surprised. 'There are thousands of starfish here! What difference can you make?' he said. The girl threw another starfish into the sea. I made a difference to that one! She smiled and looked at the old man.</p>
14.	<p><b>The Ant and the Grasshopper</b></p> <p>Once upon a time, there lived an ant and a grasshopper in a grassy meadow by the river. It was during the hot summer season when the ant was toiling hard by collecting wheat grains from the farmer's field. The ant would work hard all day long from dawn to dusk collecting the heavy grain well balanced on her back. She would then put the wheat grain in her larder carefully and rush back to the field to collect another grain. She would scurry back and forth between the field and her larder, often doing this task the whole day. On the other hand, there was a grasshopper in the grassy meadow who would spend all his time singing and dancing. He would often scorn at the ant for toiling so hard the entire day in collecting the grains. He would frequently call the ant to join him in singing, dancing and making merry of the present time. However, the ant would ignore him and continue with her work. This would make the grasshopper laugh even louder and he would often ridicule the ant stating that they have enough food to sustain themselves during the summer. Hearing this, the ant said that she was saving some food for the cold season and recommended the grasshopper to follow the same. The grasshopper didn't pay heed to her words and continued singing and dancing. Soon summer faded to autumn and autumn to winter. It became cold outside due to snowfall and the sun was barely visible and the nights were long and dark. Out of cold, the grasshopper lost his interest in singing and making merry. He was cold and hungry and had no place to take shelter from the snow outside. He wondered how to save himself from this tough situation. Suddenly he remembered about the ant and visited her for some food and shelter. He went to her place and knocked at her door for help. When she opened the door, the grasshopper offered to sing for her in return for some food and shelter. To this, the ant replied that she had toiled hard in summer to save enough food for winter and the grasshopper had mocked her then. She gently asked him to sing somewhere else and earn his food and shelter. It is then, the grasshopper realised that he should have saved up enough for the winter instead of wasting his time being lazy during summer in singing and dancing around.</p>

15.	<p><b>One Seed</b></p> <p>A long time ago there was a seed, blowing about in the desert. It flew with the wind and sand, in a different directions. One day the seed decided to settle down and grow. All the other seeds shouted as they went spinning by, "It can't be done, No, you can't do that." "Yes, I can." said the seed "Just watch me". The seed took no notice of what all the other seeds said and it planted itself firmly in one spot. It opened itself and sent up a little shoot, then sent down a little root. Still, the wind blew and sand swirled around. Soon the shoot grew above the surface of the sand. It was green and little spikes at the top. All the other seeds shouted as they went spinning by," It can't be done, you'll not survive, you will never grow." "Yes, I can." said the seed "Just watch me." And the shoot grew taller and taller until it grew into a tree. It stood majestic against the bright yellow sand and the brilliant blue sky. All the seeds were amazed and surprised.</p> <p>Years went by and the tree just grew bigger and stronger and started dropping seeds to the ground. Pretty soon those new seeds opened up and sent little shoots up to the sky and little roots down into the sand. It wasn't long before there were several little trees growing around the big trees.</p>
16.	<p><b>The Hare and the Tortoise</b></p> <p>A Hare was making fun of the Tortoise one day for being so slow. "Do you ever get anywhere?" he asked with a mocking laugh. "Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it." The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off. The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare. Meanwhile, the Hare thought to lay down beside the course to take a nap until the Tortoise should catch up. The Tortoise meanwhile kept going slowly but steadily and after some time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.</p>
17.	<p><b>The Honest Wood Cutter</b></p> <p>Once upon a time, two woodcutters named Ram and Gopal lived in a village near a forest. Ram was a hardworking and honest man. On the other hand, Gopal was a lazy and shrewd man. One day, while Ram was cutting a tree on the bank of a river, the axe slipped out of his hand and fell into the river. "Oh no! How will I work without an axe? That was the only axe I had" cried Ram and sat depressed on the bank of the river and started praying. Suddenly a Goddess appeared from the river and asked him "Ram, why are you so sad?" "My axe fell into the river" replied Ram. "Don't worry, I can help you." said the Goddess and disappeared deep into the river and appeared with a golden axe in her hand. "Is this your axe?" asked the Goddess. "No, this is not my axe" replied Ram. Goddess again went into the water and appeared with a silver axe in her hand. "Is this your axe?" asked the Goddess. "No, this is not my axe," said Ram again. The Goddess disappeared into the river again and appeared with an axe made of iron. "Is this your axe?" asked the Goddess again. "Yes, this is my axe" replied Ram happily and thanked the Goddess. Goddess said "Ram, I am pleased with your honesty. Keep all the three axes as a reward for your honesty". Ram returned home happy with all the three axes. Next day, Ram went and sold the golden axe in the market and got a lot of money. Meanwhile, his neighbour Gopal became curious to know how Ram became rich overnight. One day, Gopal overheard Ram narrating the story to his children. Next day, Gopal went to the same river bank, deliberately dropped his axe into the river and started praying. Goddess appeared to Gopal also. "Why are you crying Gopal?" asked</p>

the Goddess. He replied, "I lost my axe in the river". The Goddess understood that he was trying to play a trick with her. Goddess went into the river and came back holding a golden axe and asked: "Is this your axe?". Gopal replied, "Yes, this is my axe". The Goddess became furious. She said "I know this is not your axe. You know it too. Now you will not get even your axe because of your dishonesty" and the Goddess disappeared. Thus, Gopal had to return home empty-handed.

18. **The Rabbit and the Falling Sky**

Once upon a time there was a jungle. That jungle had a lot of trees and animals. One windy day; strong winds blew so hard that there was a hissing sound throughout the forest. A rabbit was living in that forest. He was so frightened with the sound of wind and the hissing that he thought to himself that the world is about to come to an end. He ran here and there looking for shelter. He ran and hid beneath a big tree. All of a sudden he felt that something has fallen on his back and he got very scared. He thought to himself "The sky is falling; it is coming on my back oh! I have to run; the sky is falling." So, he started running, thinking that the sky had fallen on his back. He met a Deer. the Deer asked him, "Oh! Rabbit, why are you running?" The Rabbit answered, "Don't stop me; I have to run; I have to run; sky is falling; sky is falling; Don't you hear the sound the sky is falling." Hearing Rabbit saying this even the Deer got scared and without really checking the truth, the Deer also started running. As both kept running there came a Zebra. When he saw that both of them are running he stopped them and asked them "Why are you both running" The Deer said "Ohh! Run don't stop us run; run; Zebra, the sky is falling run run run as much you can run; the sky is falling." Listening to the Deer, even the Zebra started running. As the three of them started running similarly, all the other animals like the Giraffe, the Jackal, the Fox and the Wolf, everybody joined them and all of them started running. When a Bear saw them, he asked them, "Why are all of you running? What is the problem? What is the matter?" The Giraffe said to him "Run, run Bear run Bear; the sky is falling; the sky is falling. Please run otherwise all of us will get killed run, run, run Bear". After listening to this even the Bear started running. Ultimately all of them came to the Lion. Lion, the king of the jungle, stopped all of them and said "Why are all of you running? Let me know what is the problem in my kingdom of the jungle? Who is scaring you? Let me know." The Rabbit said to the Lion "Oh King lion, the sky is falling. Don't stop us, we will have to run, you too run as the sky is falling; sky is falling; run". Listening to this answer Lion said, "Little Rabbit I don't see the sky is falling how do you know the sky is falling?" The Rabbit said, "Ohh! there is something on my back it must be the sky which has fallen. Let me run". Listening to what Rabbit said lion laughed heavily. All the animals were surprised to see the Lion laughing. Everybody said "why are you laughing king? we are so scared." King Lion said, who said the sky is falling? The Bear said that the Giraffe said this. The Giraffe said that the Deer said this. The Deer said that the Fox said this, but ultimately nobody knew why all of them were running. Everybody looked at the Rabbit and the Rabbit said, "Ohh! there is sky falling I could feel it on my back I have to run." Then the lion stopped all of them and said, ha "ha ha ha ha ha ha ha all of you are so foolish cannot you see just a simple small leaf on the back of the Rabbit not the sky, but the leaf has fallen on the back of the Rabbit and without understanding he started running and he made all of you run. All of you are so foolish." Everybody looked at the Rabbit and they realised it was not the sky but a small leaf on the back of the Rabbit. They also realised how foolish they were just to believe the Rabbit and follow him unthinkingly.

19.	<p><b>Kaaga and Ranga</b></p> <p>One day, Kaaga the crow was hungry and looked for food. There was a tall coconut tree close by. He flew to the tree and with his beak pecked the coconut. The coconut fell. He tried to break the coconut but it was too hard. He tried to lift the coconut but it was too heavy. "Ouch..." screamed Kaaga, "I wish, I were strong enough to break this coconut," said Kaaga. Just then Ranga the baby elephant came near the tree. He too was very hungry. He looked at the coconut tree and shook the tree with his trunk. Not a single coconut fell. "I wish I could climb the tree, said Ranga. Kaaga gave the coconut to Ranga. He pecked a few more coconuts. Ranga broke all the coconuts with his foot. Both of them ate the coconut pieces and went away happily.</p>
20.	<p><b>The Crow and the Pigeon</b></p> <p>Once there was a crow that lived near a farm house. The owner of the farm had kept some pigeons and he fed them with grains regularly. The crow looked at the pigeons and envied them every day. Deciding to share the feed, the crow painted his body like that of pigeons and joined the pigeons as one of them. Thus, he enjoyed the feed daily. The pigeons never suspected anything foul. One day, during the feed, the crow couldn't control himself and started eating all the grains. His stomach was so full that he felt very happy. He started to sing. The pigeons came to know that he was not one of them. They all got together and shooed him away. The crow flew away to save his life and went straight to his brethren-the crows. But, because of his painted body, they refused to accept him. Even they turned him away. He was forced to flee and became a homeless wanderer. The crow lost the friendship of his own kind, trying to imitate the pigeons. Finally he was left with nobody.</p>
21.	<p><b>Courage to stand for Truth</b></p> <p>Lokmanya Bal Gangadhar Tilak was a bright and very talented student. Once, in primary school during lunch interval some students ate groundnuts in the class and threw the shells on the floor. After the lunch break, the teacher entered the class and found groundnut shells scattered in the classroom. He asked the students, "Who has thrown these groundnut shells in the class?" There was silence in the classroom. No one spoke. This angered the teacher. He asked again firmly, "Speak up, who ate the groundnuts?" No one confessed. The teacher decided to punish the entire class. He asked everyone to stand up; all stood up except Bal Gangadhar Tilak. When the teacher asked him to stand, he said, "I did not eat the groundnuts. So, I will not stand. "Bal's straight-forwardness and truthfulness made the teacher very uncomfortable. He became very annoyed and asked him to go out of class. Immediately Tilak said, though respectfully, "I feel this is neither fair nor just. What I told you about our innocence is the truth. I don't want to see the innocent ones punished. So, please allow me to go out of the class." Before the teacher could say a word, Tilak picked up his books and walked out of the classroom. All the boys admired Tilak's courage and love for justice and truth. Even the teacher could not help praising Tilak. He looked at the class and said; "Tilak is no ordinary boy. If every student is as truthful and disciplined as he is, our country will have a great future."</p>
22.	<p><b>Siddharth and Devdatta</b></p> <p>Devadatta was a son of Koliya King Supabuddha. He was a friend of Siddharth, son of Shakya King Shuddhodhana. Although Siddharth and Devadatta were friends, they had opposite temperaments. Siddharth was a kind-hearted and compassionate, whereas Devadatta was aggressive and ruthless. One day when Devadatta was practising archery he aimed at a swan flying above. He shot his arrow and hit the swan. The injured swan fell on Siddharth's lap. Siddharth felt bad seeing the pain of the injured swan. He cajoled the bird and gently pulled the arrow from the swan's body. He cleaned the wound and held the swan with love. The swan started feeling better. Devadatta</p>

	<p>asked him to return the swan. Siddharth felt Devadatta will hurt the swan again, so he refused to give it back to him. Devadatta argued that he had shot the swan, so it belongs to him. The matter went to the king. The elders felt that the swan belongs to a person who has saved its life. They agreed that a person who saves a life has the right to own than a person who tries to kill or destroy a living being. Siddharth took care of the swan, the wound healed and the bird fully recovered. Siddharth then went out and let the bird go, he said that the bird is now free, and no one can own it.</p>
23.	<p><b>Guru-Shishya</b></p> <p>Aruni of Panchala was a dedicated student of the ancient sage Dhoumya. In the days of yore, a student had to stay with the teacher and help in the teacher's daily chores to receive the knowledge he sought. It was a day of cold winter. Aruni was carrying the firewood he had collected for the sage's household. As he was passing by a field, which belonged to the sage, he noticed a breach in the embankment that was holding water in his teacher's field. He realised that the water would seep away and the field's crops would die with no water.</p> <p>"What should I do? If I stop to build the embankment I will be delayed and there is no firewood at the hermitage to keep the place warm. I better rush to the hermitage with the firewood and then come back to take care of the breach." Meanwhile, the sage and his disciples had assembled for the day's lesson. Aruni was missing. Soon Aruni rushed in, dropped the firewood in the courtyard, and informed the teacher about the breach of the embankment. Then he quickly rushed out. Sage Dhoumya felt proud of his disciple, "It is hard to get such a responsible disciple." Aruni ran back to the troubled spot and tried to stop the leakage of water by putting some logs and mud. However, this did not stop the leak. The heavy pressure of water washed away the dam Aruni made. He felt helpless. It seemed impossible for him to stop the leakage without help. He thought for a while and then made a plan. It was getting dark and the teacher became worried. He called his disciples and set out looking for Aruni. As he called out for Aruni, he heard a faint voice, "Here I am master!" The teacher and his disciples rushed to the spot and saw Aruni lying on the breach, in order to hold the water in the field. The disciples quickly pulled Aruni out from the freezing water. He was repeatedly muttering, "The water is flowing out, the crops will die ---." "Don't worry Aruni! We will take care of the breach," said the disciples. "Never mind my son! You are more precious than the crops," said the teacher. Aruni was covered in a blanket and brought home. Sage Dhoumya himself tended to Aruni. The sage then blessed his disciple with pride, "You shall, forever, be renowned for your unmatched devotion and obedience to your guru. "</p>

## Annexure VIII

### TERMINOLOGIES USED UNDER DIFFERENT DEVELOPMENTAL GOALS

Terms used in Activities	Details
<b>Blending</b>	Blending is connecting sounds to create words where beginning and end sounds can be put together, e.g., /bl/ and /ack/ is black.
<b>Comprehension</b>	It is the ability to understand what you are reading.
<b>Conventions of Print</b>	These conventions are related to a generally accepted usage or practice of print like understanding that printed word has meaning or how a sentence is made up of words and words are made up of letters.
<b>Conventions of Speech</b>	These conventions are related to a generally accepted usage or practice of a particular language, such as making eye contact during a conversation and appropriate use of certain words, etc.
<b>Conventional Writing</b>	Writing directionally (front to back page, top to down, etc.) using letters/ <i>aksharas</i> to convey meaning. Emergent writers make some attempts to write conventionally.
<b>Creative Self Expression</b>	This is the ability to draw, scribble, or tell about one's feelings and thoughts to peers and adults around them.
<b>Demonstrate</b>	This is a teaching strategy wherein children are shown how an action is done.
<b>Directionality</b>	Directionality is the understanding that written language moves in a certain direction. For instance in English and Hindi, it moves from left to right and down the page. The directionality in certain languages may be different as in the case of Urdu.
<b>Emergent Literacy</b>	The term Emergent Literacy is used to describe the reading and writing experiences of young children before they learn to read and write conventionally.
<b>Emergent Reading</b>	At Emergent Reading Stage, a child is interested in books but cannot yet read them independently or may be able to read some words but requires continued support to make meaning from print. An emergent reader engages with books and different types of texts by reading pictures or flipping the pages, who later develops more conventional reading skills.
<b>Emergent Writing</b>	At the Emergent Writing stage, a child uses a combination of scribbling, drawing, narrating and writing for a variety of purposes and demonstrates the understanding that writing can be used to express one's experiences or ideas.
<b>Factual Details</b>	This is a reading comprehension strategy that supports literary awareness where readers identify important details about the story (such as characters, settings, plot) and answer the questions from them.

Terms used in Activities	Details
<b>Fine Motor Skills</b>	Fine motor skills are activities in which we use the small muscles in our hands and wrists to make precise movements. This skill involves the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, and construction with lego, etc.
<b>Gross Motor Skills</b>	Gross motor skills are abilities that let us do tasks that involve large muscles in our torso, legs, and arms. They involve whole-body movements. Gross motor skills are used for all sorts of physical activities, from running to collecting leaves.
<b>Inferencing</b>	This is a reading comprehension strategy that supports literary awareness. This strategy requires readers to evaluate or draw conclusions from information in a text.
<b>Invented Spelling</b>	This is young children's attempts to use letter and word knowledge to invent unconventional spellings of words they encounter, e.g., flors for flowers and prpul for purple, etc.
<b>Sound Symbol Association</b>	The ability to recognise a letter shape and connect it to the sound that the letter makes, e.g., /B/ says /b/.
<b>Making Connections with the Text</b>	Readers make various connections of what they see in a story to their own lives (text to self-connection) and they find similarities of the text in other stories (text-to-text connections) as well as in the word (text to world connection).
<b>Meaning-Making</b>	Meaning-making is the process of how readers interpret, understand, and make sense of events happening during reading or listening to the stories.
<b>Mixed Language Codes</b>	Children can converse in a mixture of languages as well as switch the use of languages based on the situation, e.g., speaking Wagdi at home, but Marathi in school. Mixed Language Codes allow children to use multiple languages together, based on their comfort and requirement.
<b>Modelled Writing</b>	In a modelled writing activity, children scribble, draw and narrate their writing. The teacher acts as a 'scribe' and writes down what the child talks about in their writing.
<b>Narrating</b>	The ability to orally describe a story or a sequence of events that the child has observed.
<b>One-to-One Correspondence</b>	One-to-one correspondence is to pair each object counted with a number word.
<b>Phonological Awareness</b>	The ability to identify and play with individual sounds in spoken words and the ability to recognise that spoken words are made up of individual sound parts. Phonological awareness develops children's understanding of how letters and groups of letters link to sounds to form letter-sound associations and spelling patterns. It includes work with rhymes, words and syllables.

Terms used in Activities	Details
<b>Prediction</b>	This is a reading comprehension strategy that supports literary awareness. During reading, good readers make predictions about what is going to happen next in the story, and they can focus on what clues is the writer giving to find out more about the story.
<b>Print Awareness</b>	Understanding of the relationship between written and spoken language and how print is organised on a page.
<b>Prompts</b>	Teaching-learning material, such as story prompts or picture prompts are designed to help children to apply their knowledge of oral language development to develop their own stories and participate in discussions.
<b>Read Aloud</b>	It is the practice where the teacher orally reads a text to large or small groups while showing parts of the text and illustrations to the children, whose primary role is to listen and view the illustrations. Reading aloud is much more than simply reading from a book. The teacher must choose the right text, plan where she/he will pause for effect, or questions, decide which questions to ask to check children's engagement as well as comprehension.
<b>Retelling</b>	This involves the ability of children to listen to a story or a real-life event and retell it to peers and adults around them in a sequence and with proper details.
<b>Scribbling</b>	Children make squiggles, dots, straight lines, and wavy lines running from left to right on the page. Their motions change from gross motor (large muscle) to fine motor (small muscle, pincer grasp). Emergent writers also gradually start to scribble to convey a message.
<b>Segmenting</b>	Segmenting is learning to break a word into sounds. Children can break up a sentence into words like 'I love my school'; and also identify sounds in a word like, What sound does the word 'home' start with?; What is the last sound in the word 'milk'; and 'What are the three sounds in the word 'bat'?
<b>Sequencing</b>	This is a reading comprehension strategy that supports literary awareness. This involves the ability to identify and retell the events (in a story or real-life event) in proper order for their occurrence.
<b>Shared Reading</b>	Shared reading is an interactive reading experience when children and the teacher share the reading of a book while guided and supported by a teacher. In shared reading, a teacher shows the book to the children and points at the word she/he is reading. The teacher models the skills of reading effectively in shared reading.
<b>Shared Writing</b>	In a shared writing activity, the teacher and the children compose a written text together. Together, they decide a common topic to write on and the teacher asks the children to add their views on the topic, which she writes on the blackboard or a big chart paper.
<b>Syllable</b>	A unit of speech, either a word or part of a word, containing a vowel/svara or vowel sound, e.g., Kamala has three syllables: ka-ma-la.

<b>Terms used in Activities</b>	<b>Details</b>
<b>Visualisation</b>	This is a reading comprehension strategy that supports literary awareness that involves the ability of readers to make mental images of a text as a way to understand processes or events they listen to during 'Read Alouds'.
<b>Vocabulary</b>	Knowing what words mean and how to say and use them correctly. Vocabulary development is a process by which children learn and use new words meaningfully.
<b>Word Recognition</b>	Word recognition is the act of seeing a word and recognising its pronunciation immediately and without any conscious effort. Emergent readers recognise logos or common words, even if they do not recognise all the letters of the word.

## Notes

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