



सत्यमेव जयते

Directorate of Education

Govt of NCT of Delhi

Daily Lesson Plans for Kindergarten

April to August

2020-21



Development Partner:



AHVAAN
A Trust for Education

Preface

Pre-Primary School Education is a keystone for building a strong foundation for learning and developing the innate ability of every child. It is also an important time in a child's growing up years to inculcate life-long habits for gaining knowledge and practising sound values .

The Directorate of Education, Government of NCT of Delhi, recognises the need for holistic development of children, particularly in the early years. Therefore, a comprehensive two-year Pre-Primary Curriculum, for Nursery and Kindergarten, was developed by SCERT, Delhi, and introduced in the schools in 2017.

With the help of this curriculum, teachers are able to create a love for learning among children, foster a sense of belonging with the schools, develop good habits and values laying emphasis on responsible behaviour. Through effective teaching in the formative years, we aim to make young children independent learners, thereby saving them from failures caused by the inability to read and write or understand numbers. Quality teaching also helps children develop physically and emotionally to cope with the challenges life inevitably throws up. Thus, the focus is on being 'prepared' as opposed to being 'curative' or 'diagnostic'.

Keeping in view the nature of Early Childhood Education and the need to support teachers to effectively implement the newly designed curriculum, I am happy to introduce the Daily Lesson Plans. These daily plans are aligned to the weekly plans in the curriculum booklets issued last year along with the *Phulwaris* (workbooks for children). We hope the teachers will find these helpful. Our aim is that teachers will improvise on these and gradually write their own plans using their creativity, their own innovative activities according to the learning levels of their class.

I appreciate the efforts of the Ahvaan Trust for leading this initiative and involving every stakeholder, particularly the Government School Teacher, in writing more than 125 lesson plans both for the Nursery and Kindergarten.

I wish the teachers a very successful year ahead!

Binay Bhushan
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Important Guidelines for Teachers

1. Ensure that you have a class list handy at all times, comprising of the child's name, date of birth/age and parents' details. Keep a track of their birthdays and have the class wish the child on his/her birthday. This will instill a feel good factor in the child.
2. Look and feel of the classroom:
 - Label all the classroom objects in Hindi/English.
 - Display pictures at the eye level of the children.
3. The following activities are to be included in your daily schedule:
 - Counting: Announce - "Let's count how many of you are there in the class today." Then count the students by placing your hand on each child's head.
 - Paste a number strip on the classroom wall. Once you have counted the number of students, you can count using the number strip, emphasizing on numbers 1-10. The idea is to make children familiar with numerals and the quantity they represent. This can be done as a post attendance activity.
 - Months of the year, days of the week and rhymes are to be included in your daily oral routine.
 - Revise the previous concepts everyday. Instruct the children to use the blank reverse side of the Worksheet for any activity, when you reinforce a concept or for drawing.
4. Organise your daily schedule in such a way that after every structured activity, there is some movement and action through transition activities.
5. Vocabulary appearing in the worksheets and not a part of the story and have to be introduced to the children while introducing the worksheet and the initial sound of the word is to be emphasised on.
6. Interaction during the conversation time is to be done in Hindi unless it is basic instruction as mentioned under point no. 8 or specified in the lesson plan.
7. Formal writing shouldn't begin before October in Kindergarten. Before that, you may want to start with rainbow writing, air tracing, sand tracing, sand letter paper tracing, slate work etc. using crayons, chalk. No writing with pencils or in notebooks should happen in Pre- Primary years. Teachers need to ensure that children are given enough exposure to develop their fine motor skills to be ready to handle finer writing tools.
8. While creating flashcards for vocabulary enhancement, teacher must label the picture also to give exposure of print to the students
9. The following sentences are to be used in your daily interaction with the children, this will enable the children to comprehend and use it in their conversations.
 - Please stand up / Please sit down
 - Let's form a circle
 - Clap your hands
 - See you tomorrow
 - Good Morning / Good Afternoon

Day 6 in all the weeks are left free for teachers to devise their own lesson plans either to revise a difficult concept, to have fun with '*Mujhe Jaano aur Pehchaano*', or complete any left over activity /worksheet. This day would give the opportunity to the teachers to use their own creativity and practice writing a lesson plan or revising what was done during the week.

Do's and Don'ts for the Daily Plans

- Teachers must give enough opportunities to children to explore and play to help them construct their own learning.
- Teachers must follow the daily lesson plans, however, the sequence of activities can be changed if needed. Teachers must ensure that all domains of development are catered to everyday.
- Teachers must create a print rich environment by putting up flashcards of the vocabulary covered during the class. Preferably, one wall can be assigned for Math, one for Language and one for vocabulary covered under conversation /circle time.
- Teachers must follow the sequence of letters and vyanjans given in the daily plans and not change it without consulting the respective authorities in the department.
- Teachers must focus on the sounds of the letters and not just the recognition of letters while teaching language.
- Teachers must start with Hindi as the first language in Nursery and formal English language should only be introduced in Kindergarten. Teachers may give an exposure of English Language to children in Nursery in the form of rhymes, stories, vocabulary and letter - sound introduction of few alphabets etc.
- Teachers must follow the Concrete - Pictorial - Abstract approach for introducing numbers.
- All pre-number concepts need to be developed before moving to introducing numbers. Teachers need to develop the vocabulary of children for all pre-number concepts for example positional words like up, down, under, before, after, etc.
- Teachers must not start formal writing before October in Kindergarten. Before that, teachers may want to start with rainbow writing, air tracing, sand tracing, sand letter paper tracing, slate work etc using crayons, chalk etc. No writing with pencils or in notebooks should happen in Pre-primary years. Teachers need to ensure that children are given enough exposure to develop their fine motor skills to be ready to handle finer writing tools.
- Teachers must maintain portfolios and record anecdotal evidence of all his /her children in her register.
- Teachers should create a checklist of all learning indicators on a chart on the wall in her class or otherwise in his /her register.
- Teachers must inform about any deviations from the daily lesson plans to the concerned authorities in Directorate of Education.

The Importance of Phonemic Awareness in Early Years

A Note for teachers

Phonics involves the relationship between sounds and their written form. The goal of phonics instruction is to teach the students the relationship between sounds and their corresponding letters so that they can blend, read and decode words later. This ability is crucial for success in reading and writing. But before students can use the knowledge of sound-letter relationships to read or write a word, they must understand that words (whether written or spoken) are made up of sounds. Phonemic awareness is the understanding that a word is made up of discrete sounds. Without this insight, phonics instruction will not make sense to students.

Phonemic awareness is the ability to listen, identify, differentiate and manipulate the sounds in spoken words. Before introducing the formal sounds of language to children, they should be given a lot of exposure of listening to different environmental sounds, sounds of musical instruments and sounds which they make through their body. Children should be encouraged to talk about the sounds they have heard. This exposure will help children understand phonics better, as they would have already gained the ability to identify and discriminate between different sounds.

We, therefore, strongly recommend working on developing phonological awareness of children, before introducing the sounds of letters and *vyanjans*. This exposure will help them have better reading and writing skills at a later stage. The curriculum, therefore, has activities planned specially to build phonemic awareness in students including sounds in the environment, sounds made by different musical instruments, sounds made by their own body, the sounds of birds and animals, sounds of transport and sounds in the initials of student's names.

It is important that teachers spend some time everyday, doing these phonemic awareness activities, especially in the early years to make their children ready for formal reading and writing of words and finally language as a whole.

Time Table for Classes Nur and K.G.

Activities	Time
Assembly Time	10 minutes
Conversation Time / Circle Time / Happiness Curriculum	20 minutes
Language (Hindi) (It may include teaching of Hindi language skills and related activities, worksheets etc)	30 - 40 minutes
Free Play /Indoor /Art and Craft (It may include scribbling on slates, using musical instruments, puzzles, play dough, blocks, art & craft, cutting & pasting, finger-printing and worksheets etc. Every child must be given some toys /instruments /crayons etc.	20 - 30 minutes
Lunch Break /Recess	30 minutes
Early Mathematics Activity (It may include activities related to pre-number concepts, shapes, numbers, worksheets etc)	25 - 30 minutes
Outdoor Games (It may include games that must be undertaken under the supervision of the class teacher)	20 - 30 minutes
Language (English) (It may include teaching of English language skills and related activities, worksheets etc)	30 - 40 minutes
Library / Story Time (It may include use of classroom Library, Room to Read Library activities, Story dramatization, issuance /receiving books and reading out aloud by the teacher etc)	20 - 30 minutes
Closure and Bye	10 minutes

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Swaminathan, M and Daniel, P (2014). *Play Activities for Child Development*. NBT, India.

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In.pinterest. com

Pre-Primary Curriculum

Developmental Milestones

Developmental milestones are indicators that are set by early childhood experts to understand and measure the growth of a child at various ages with respect to certain areas of development. The importance of clear-cut developmental milestones is to help a teacher gauge if her/his children are growing in accordance to those parameters and the help that a child may need. It also helps to update parents about the help that the child may need at home. These milestones also help in understanding how children develop and differ from one another. By keeping these age appropriate milestones in mind, a teacher would be better equipped to deal with her children, address academics, learning gaps (if any) by selecting age appropriate activities to suit the needs of children.

Understanding Pre-School Children

- ✓ The early years are characterised by rapid growth and development. Pre-school experiences are critical for helping children achieve their full potential in school and in life.
- ✓ There are individual differences in the way children grow and develop.
- ✓ Children are naturally curious, they are eager to explore and to understand the world around them.
- ✓ Children between the ages of 2 and 6 years begin to interact with the environment in a more 'adult-like' manner as their motor and language skills develop and strengthen.
- ✓ They demonstrate a growing confidence in their own abilities to deal with situations independently.
- ✓ Children learn the social norms and expectations and increasingly demonstrate these in their interaction with adults and peers.
- ✓ Children form their understanding of the world using their senses on the basis of what they see, hear, smell, touch and feel. Each child responds to the environmental stimulation by constantly fitting new experiences into existing cognitive structures (assimilation) or by modifying these structures to manage the new data (accommodation).
- ✓ Children develop symbolic thinking skills. They are increasingly able to let one thing represent another. Symbolic thinking is a critical skill that children will need to learn to read and write and for math and science.
- ✓ Social interaction and culture impact how children develop and learn.

Understanding how Pre-School Children Learn

- ✓ Learning requires the active and constructive engagement of the children. Children need to construct their own meaning from the sensory inputs they receive from the environment.
- ✓ Children learn better when new knowledge is related to prior knowledge. They may either construct on or re-structure their prior knowledge for understanding and learning.
- ✓ Language mediates between experience and learning. It helps focus the children's attention on the task, activates their prior knowledge and is a tool for them to express their understanding.
- ✓ Learning is a social activity. Interaction, collaboration and co-operation with peers and adults are essential for learning.

- ✓ Each child is unique and brings to the classroom unique needs, interests, strengths and limitations that are typical. Classrooms must create an environment for learning, taking into consideration individual differences, to engage each child.

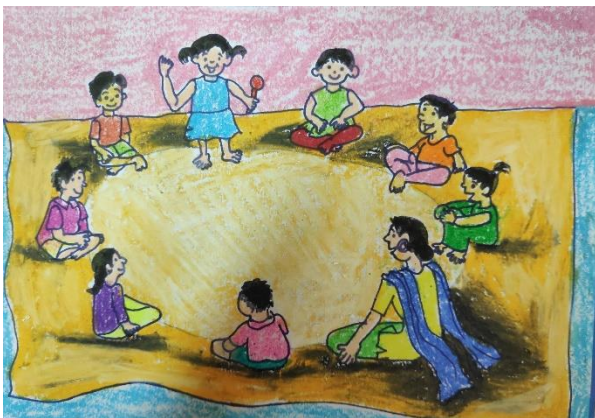
The curriculum is based on the following Principles of Child Development

Development is holistic and it comprises of seven domains that are inter-dependent. The seven domains of child development in the early years are:

- ✓ Language development
- ✓ Literacy development
- ✓ Mathematical development
- ✓ Knowledge and understanding of the world
- ✓ Physical development
- ✓ Personal, social and emotional development
- ✓ Aesthetic development

However, development in these domains is not mutually exclusive. The child develops as a whole and development cannot be compartmentalised into separate variables. In fact, development in one domain can significantly impact development in other areas. Progress or delay in one area affects other domains significantly. For example, as children gain greater hand-eye co-ordination and finger dexterity, they can manipulate and handle objects with greater competence. This expands the range of things they can explore, which, in turn, influences their knowledge and understanding of the world. Also, improved fine-motor co-ordination means that they can accomplish simple self-help chores such as buttoning a shirt. This enhances the child's sense of achievement and independence and contributes to personal, social and emotional development.

- Development and learning happen as a consequence of the active and constructive involvement of children. According to Jean Piaget, learning is a developmental cognitive process, implying that children are not passive recipients of knowledge from the environment. In fact, each child absorbs knowledge, based on her/his experiences. Thus, learning is not mere accumulation of information but involves conceptual reorganisation. Whenever a child receives any new or discrepant information from the environment, it disturbs her/his sense of cognitive harmony or equilibrium. Through the two cognitive processes of accommodation and assimilation, children construct new understanding. The goal of this activity is to restore the cognitive equilibrium. Piaget visualises learning as a continuous process of making meaning. The child is not a mere sponge that soaks in all the information that s/he receives but works on this information continuously in order to make sense of it.



- Participation in social interactions is central to all learning and development. Lev Vygotsky highlighted the importance of cultural contexts and social interactions for all learning. Parents talk with their infants, and through these repeated interactions, children learn to speak a language. Vygotsky confirms that children's social and cultural worlds include resources that facilitate their learning. Adults, peers and the things people create can all serve as learning resources. These resources can be as diverse as objects, ways of behaving and ways of thinking and representing.

Interaction with peers and adults, in the form of modelling, support and feedback, plays a significant role in children's learning and development.

- Play is an essential tool for learning and development. Play is a spontaneous and universal activity, common to all children. Play is the fundamental medium for learning because it provides a child the opportunities to develop, confirm and consolidate their current understanding. It engages the child as a whole and is an expression of her/his desire to make sense of the world. Through play, children explore, imagine, create, discuss, plan, manipulate and solve problems. All this contributes to their understanding of their world. They develop social skills such as recognising and accepting that others may have a different perspective. Children learn the use of symbols through play when they use one object to represent another. This serves as a foundation for early literacy and numeracy.
- The principle of Bruner's Constructivist Theory is that the learning experiences must be connected to the experiences and context of children which makes the learning more interesting and encourage children to learn. The learning is structured so that it can be grasped easily by children and hence, learning is not just limited to textbooks but it allows children to explore further which arises from their natural curiosity to know more. Bruner also spoke about the spiral approach to the curriculum which majorly focusses on connecting child's learning from prev experiences.
- Development is continuous and follows a definite sequence and pattern. Development is a continuous process that begins from conception. In the early years of life, development is evident in the rapid changes in body size, in functioning and in behaviour—from a new born who is entirely dependent on care givers for all her/his needs to a six-year-old child who is able to walk with co-ordination, manipulate small objects, feed and dress her/himself and engage in co-operative play. Human development follows a predictable sequence, especially in the first six years of life. Children learn to sit, crawl and then walk. Similarly, play behaviour of children moves through the stages of solitary play, in which children play alone, to parallel play which has two children playing side by side but without any interaction. This is followed by the stage of associative play, in which children join a particular play activity that has little organisation of responsibilities, to co-operative play, in which children are involved in activities with definite rules and roles.
- Development happens as a consequence of both maturation and learning. Maturation implies that children's behaviours and traits are the consequence of genetically determined characteristics. Development is the outcome of both maturation and learning. A child is predisposed to speak single word sentences around the age of one year. If s/he does not receive adequate stimulation and verbal interaction with the care givers, this may be delayed by several months. Genetic factors may predispose a child to certain behaviours or traits. However, these will emerge only if interactions with the environment support it. Whereas the general pattern or sequence for development is common to all children, the rate and quality of development varies from child to child as a result of the interplay of the child's genetic predispositions (nature) and the experiences the child has in the world (nurture).

When children begin pre-school, they bring with them a matrix of understanding, skills, values, experiences and attitudes. These are constructed with the interplay of developmental as well as social factors. The role of the early childhood educator is to plan and implement learning experiences that are developmentally appropriate and provide the social and cultural setting to support and scaffold children's learning.

The Scope and Purpose of the Pre-Primary Curriculum Framework

The purpose of this document is to understand the philosophy of the pre-primary curriculum. This document should serve as a reference to teachers, primary-in-charges and HoS to understand the following:

- Thematic approach of the curriculum
- Skills covered in different domains of development
- Approach of teaching language
- Reasons of using a particular sequence of letters /alphabets /vyanjans in language
- Values being imbibed in the curriculum
- Aligning the worksheets with the plans

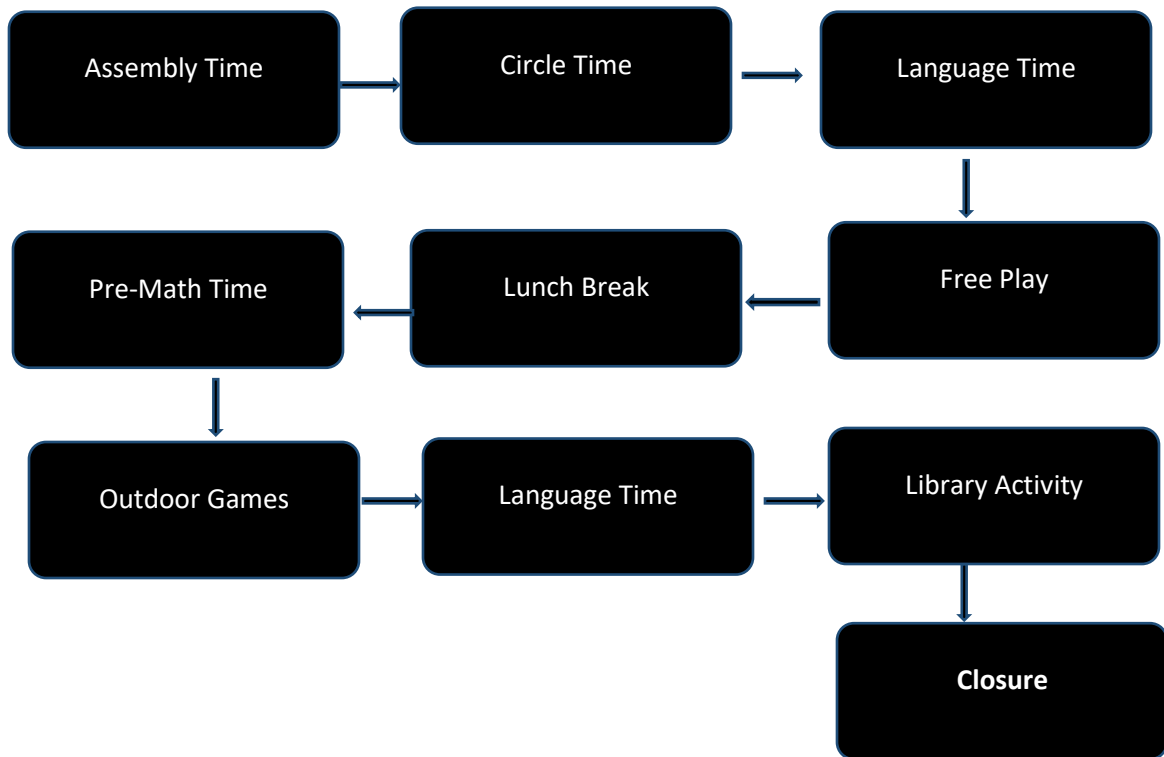
This document in addition to stating clearly the philosophy, methodology and strengths of the curriculum, should also give a ready list of resources and tools required by schools to implement the curriculum in its true spirit.

The curriculum has been developed keeping all the domains of development in mind. The Domains catered to in the curriculum are:

- ✓ Understanding of the World
- ✓ Language Development
- ✓ Literacy Development
- ✓ Cognitive Development
- ✓ Aesthetic Development
- ✓ Personal, Social and Emotional development
- ✓ Physical Development

However, development in these domains is not mutually exclusive. The child develops as a whole and development cannot be compartmentalised into separate variables. In fact, development in one domain can significantly impact development in other areas. Progress or delay in one area affects other domains significantly. For example, as children gain greater hand-eye co-ordination and finger dexterity, they can manipulate and handle objects with greater competence. This expands the range of things they can explore, which, in turn, influences their knowledge and understanding of the world. Also, improved fine-motor co-ordination means that they can accomplish simple self-help chores such as buttoning a shirt. This enhances the child's sense of achievement and independence and contributes to personal, social and emotional development.

The lesson plans are therefore divided into circle time, language time, free play and outdoor games, math time and library activities so that all the above-mentioned domains are catered to every day.



The scope of this document covers:

- ✓ Introduction to the domain
- ✓ Yearly learning outcomes
- ✓ Detailed lesson plans
- ✓ Assessment guidelines

It is a comprehensive document that covers all important aspects of pre-primary age group and ensures that the curriculum is developmentally appropriate. The lesson plans are designed in a way that they are suggestive and easy to implement. It is important to note that the plans are not required to be followed verbatim and there is enough scope for the teachers to include their own creativity, improvise upon them while ensuring that the learning outcomes are kept intact.

It is also important to note that these lesson plans were designed with the inputs from teachers of 16 Sarvodaya Schools designed over a period of one year and includes many activities that teachers tried out in their classrooms. SCERT and DoE are thankful to the teachers of these schools for their contribution.

The curriculum follows a thematic approach which means:

- ✓ All domains of development would revolve around the theme of the month
- ✓ Each domain would cater to more than one domain of development. Thus, development in one domain can significantly impact development in other areas.

Thematic approach means that various domains and areas of the curriculum are inter-connected and integrated within a theme. This allows for children to see interdependence between different disciplines and appreciate the connection between subjects. Children learn best when they see the relation between different disciplines before they actually experience subjects in isolation. It is important to have theme-based approach so that children are able to connect the concepts with their surroundings and see it in their real-life context. The themes should be sequenced as per their connection to real world and therefore the sequence used in our curriculum is...

Integrated approach at this level helps children to not feel burdened with different subjects so that they are able to see the connection between different subjects for example, English is used in every subject while Mathematics is everywhere even when we are narrating a story i.e. there were two little birds sitting on a tall tree. Thus, learning is more organized and structured and children are able to make better connections in their brain because when we learn, we make connections between new information and previous knowledge.

Thematic approach will help the children:

- ✓ See inter-dependence between disciplines /subjects
- ✓ Allows children to be engaged and involved in learning
- ✓ Feel less burdened and enjoy what they learn
- ✓ Different skills can be developed at a much faster pace because all the domains would cater to different skills

Themes Covered in the curriculum:

The themes in the curriculum are carefully sequenced keeping in mind the association of each theme with child's daily life. Hence, themes are selected keeping the focus on child's interest and immediate connect to his /her surroundings. The focus is given on the experience that each theme should provide to make the learning much stronger and more sustainable. For example: Under myself, children are taken through their body, hygiene, their school, their surrounding etc. The

sequence of themes, therefore has been decided from known to unknown i.e. starting with myself being the first one and Things around us being the last.

The sequence followed in the curriculum is:

- April: Myself
- May: Summer season
- July: Rainy Season
- August: Animals
- September: Means of transport
- October: Festivals
- November: Our Helpers and places we visit
- December: Food
- January: Winter Season
- February: Things around us – our surroundings



Skills Covered in the curriculum:

The curriculum intends to enhance the following skills in children through its experiential approach. These skills are incorporated in the curriculum through different domains. Some of the skills covered are:

- ✓ Observation
- ✓ Sorting
- ✓ Comparison
- ✓ Sequencing and seriation
- ✓ Classification
- ✓ Questioning
- ✓ Enquiring
- ✓ Exploring and experimenting
- ✓ Critical and creative thinking
- ✓ Problem solving
- ✓ Communicating (Listening and Speaking)
- ✓ Literacy (Reading and Writing)



Emphasis on Stories in the curriculum:

Storytelling is the art of telling stories where spoken words draw listeners into a world created by the teller. The storyteller uses gestures, movement, voice and

expressions to tell stories. Storytelling builds literacy, comprehension and application. Listening to stories builds comprehension and vocabulary in children. As a child begins to speak, he / she imitates that which has been heard. While oral storytelling is critical to developing listening skills, the use of appropriate children's literature in the classroom is equally important. If a teacher reads out a story from a book, the child feels a desire to look into the book, sift through the pictures. Quite naturally, the 4 steps of language skills of Listening - Speaking - Reading - Writing stems from effective storytelling. Integrating stories in the curriculum is an effective strategy to use stories to teach concepts of language, math and environment.

When you tell stories, your listeners are drawn by your words into the world you create for them. By building a definite beginning, your audience creates a visual imagery of the world you create for them. They begin to believe in the world and the characters in it.

A story should have the following elements:

Setting - Is the location of the story clearly defined? Can you identify the place, time and moment where the story happens? A story without a clear setting makes it difficult for the listener to imagine the place where it happens.

Characters - A good story will have characters like 'us' or like 'people like we know'. Children like stories about children / adults who they can identify with. Characters in a story reflect the listener's triumphs and defeats; they are real and fictional at the same time. A story without credible, believable characters makes the plot hollow. Many children stories have animal characters

Plot - The plot in a story is the central action in the film. It is what sets the story in motion taking characters from point A to point B in the story. Moreover, the plot involves the central conflict of the story that makes a listener like or dislikes a story. Stories with a simple plot work better than complex stories with multiple sub-plots. Children up to the age of 7 enjoy simple stories where there are no complex sub-plots, twists and turns.

Conflict - The most defining element in a story, the conflict is what makes a story worth listening to! Imagine a story without a conflict! The characters would lead an unchallenged life. Imagine your own life without any challenges? You wouldn't have a story at all. For a children's story conflicts similar to those faced by children themselves are interesting. Stories where characters face conflicts arising out of emotions, behavior, diverse personalities are interesting for children. Similarly, conflicts arising in families, environment, and school make for good stories for children.

Resolution - A story is ultimately about the resolution of a conflict. It is about how a character / characters choose to tackle the conflict. A resolution in a story is not meant to guide the child in doing a particular thing. The child may disagree with the behavior of character in a story and give his / her own response thereby impacting the outcome of the story and its ultimate resolution.

The importance of storytelling:

- It creates a strong bond between the teacher and the student, making the teacher likeable and approachable. If a teacher can build emotional connect through a story, or the art of telling it, the exchange is naturally more transactional than a mere teaching
- It creates the perfect connect with a lesson that enables children to warm up to the lesson ahead
- It allows teachers to weave in activities / experiments / games within a story making learning experiential
- It encourages dialogue and conversation between teacher and students
- Periodic Storytelling and Read Aloud take children closer to books and reading in the early years.
- It paves the way for imagination, role play, communication and expression in children
- It gives children the space to express their emotional needs
- It encourages children to think, internalize the problem and articulate their own response. Therefore, stories don't teach that 'stealing is bad', instead they listen to the story of a child who gets into trouble for stealing; or rather, the story of a boy who has nothing to eat and therefore has to steal bread. Stories guide children into reasoning for themselves.
- It makes children future ready with essential skills of critical thinking, logical reasoning, problem solving with innovation and creativity at the heart of it.



Keeping the importance of stories in the life of children, in mind, the curriculum is carefully designed to give as much exposure of stories to children as possible in early years. Thus, stories are used:

- For introducing a sound of an alphabet
- For introducing a number and/or any mathematical concept.
- During story time using books from the class library or different renowned publishers

- During conversation time to introduce a theme

Stories, keeping in mind the theme of the month, are written for each letter. Thus, allowing children to listen to variety of words in a story, starting with the same sound in addition to reinforcing the theme of the month. At places, stories are also used to introduce a number or other mathematical concepts like seriation or shapes. There is a separate segment in the plans dedicated to stories where different ways to tell a story are suggested for teachers to use stories either from their class library or from any other children's book publisher suggested in the curriculum.

Thus, every theme covers all the domains of development keeping strong emphasis on stories. What is extremely important to note here is that the values are also inculcated in every theme. The values are again carefully selected keeping in mind the theme of the month. For example, during the theme of Animals, the value covered is Empathy i.e. being sensitive towards animals

Kindergarten Annual Break up

Month & Theme	Values	Language and Literacy (English)	Mathematics	Language and Literacy (Hindi)	Sensory- Motor
April- Myself Exploring the surroundings My classroom My body Personal Hygiene and Cleanliness My Family and Me	Care, Self care, Respecting classroom norms	Colours- Red, blue, green, yellow, orange, pink Vocabulary- Classroom Objects, Parts of Body Rhyme- 1.head and shoulder 2. I am special 3.Brush Brush	Pre- Number concepts- Matching Sorting Concept of Similar Big/ Small	रंग- लाल ,पीला, नीला, हरा, गुलाबी, संतरी शब्दकोष- कक्षा की वस्तुएं, शरीर के अंगों के नाम कविता 1. मम्मी शीशा बड़ा नकलची 2. मेरे चारों ओर खिलोने 3. अच्छे बच्चे बनना 4. चुन्नू मुन्नू मुन्नू थे दो भाई	Sense of Hearing Auditory discrimination using environmental sounds, animal and birds sounds Sense of Sight Sense of Touch Fine Motor Clay Work, Colouring, drawing, Paper tearing, Free play with blocks, Paper folding, Gross Motor Running, jumping, Paper crushing/ crumpling, Walking on a straight/ zig-zag line, Passing the ball, Roll and kick the ball,
May - Summer Season Food Clothes Helping others Saving electricity	Help, Respecting natural resources	Vocabulary Revision of Vocabulary related to classroom objects and parts of body Rhyme- 1.Two little hands	Recap Big/small Long and Short	शब्दकोष- कक्षा की वस्तुएं और शरीर के अंगों के नाम का अभ्यास कविता 1. गर्मी आई 2. गर्मी के दिन आये	Sense of Sight Sense of Hearing Auditory discrimination using vehicle sounds, following intructions Fine Motor Drawing, clay work, Free play with apparatus, colouring Gross Motor

					Walking on a straight line, jumping, passing the ball, simple exercises
<p>July -Rainy Season Animals, Birds and Insects we see Around in this Season Keeping our body clean Things we enjoy eating on a rainy day Healthy Food Habits Problems we face during Rainy Season Keeping Surrounding Clean Diseases due to Clogging of Water</p>	<p>Self care, Cleanlines s, Courage</p>	<p>Letter-sound /S,s/, A,a/, /T,t/</p> <p>Revision of Vocabulary Parts of Body, Colour Names, Things in the Classroom</p> <p>Vocabulary Introduction- Rainy Season</p> <p>Using Sentence Structure- This is a_____.</p> <p>Sight Words- I, am, a, an, my, this</p> <p>Rhymes- 1.Rain rain go away 2. Incy Wincy spider 3. Two little hands go clap clap</p>	<p>Revision Matching, Sorting, Big/ Small, Long/ Short</p> <p>Pre- Number Concepts- Tall/ Short, Long/Short, Heavy/Light, More/Less</p> <p>Counting Experiences</p>	<p>अक्षर-ध्वनि- /क/, /प/, /ज/</p> <p>शब्दकोष अभ्यास- कक्षा की वस्तुएं, रंगों के नाम, शरीर के अंगों के नाम</p> <p>शब्दकोष- बारिश से जुड़े शब्द</p> <p>सहायक शब्द- यह, है, मैं</p> <p>चित्र पर बातचीत- दिए गए चित्र को देख कर उसके बारे में अपने विचार व्यक्त करना।</p> <p>वाक्यों का प्रयोग: मेरा नाम.... है। मुझे.... खाना पसंद है। मेरे पापा/ मेरी मम्मी का नाम___ है। मेरे पास__ है।</p> <p>कविता 1. बारिश आई छम छम छम 2. बादल के क्या जी मैं आई 3. मेरी बिल्ली काली पीली</p>	<p>Sense of Hearing Auditory discrimination using environmental sounds, sound boxes, animal and birds sounds, body parts and vehicle sounds, identifying the initial sounds of the words</p> <p>Sense of Touch</p> <p>Fine Motor Free play with apparatus, writing pattern, paper folding, Drawing, paper tearing and rolling, paper crushing, stringing beads</p> <p>Gross Motor Race, walking on a straight/ narrow line, Walking outline of a big circle, jumping, simple exercises, passing the ball</p>

<p>August- Animals, Birds & Insects Animals/ Birds and Insects around us, Characteristics of Animals, Birds and Insects, Wild and domestic animals, Big and Small Animals, Land and Water Animals</p>	<p>Respecting Animal/Birds habitat, Sensitivity towards Birds and Animals, Care, Courage</p>	<p>Letter-sound /l,i/, /P,p/, /N,n/, /C,c/, /K,k/ Vocabulary Animal and Bird Names Using Sentence Structure- It is a/an____. I see a/an____. The bird is flying. Sight Words- It, this, the, see, is Rhyme- 1. Two little dicky birds 2. Once I caught a fish alive</p>	<p>Counting Experiences Straight Edge Puzzles Pre-Number Concepts- Sequencing, Seriation,</p>	<p>अक्षर-ध्वनि- /ग/, /र/, /ब/, /घ/, /म/ शब्दकोष- जानवरों और पक्षियों के नाम कविता 1. चूं चूं चीं चीं चाचा 2. शेर निराला हिम्मत वाला 3. आज चिड़िया आज री 4. जंगल में जानवर खेलते हैं वाक्यों का प्रयोग: मेरे पास__ है। इसका रंग ____ है। चित्र पर बातचीत- दिए गए चित्र को देख कर उसके बारे में अपने विचार व्यक्त करना।</p>	<p>Sense of Hearing Auditory discrimination using environmental sounds, sound boxes, animal and birds sounds and body parts, identifying the initial sounds of the words Fine Motor Drawing, Free play with apparatus, colouring, Paper-Folding, stringing beads Gross Motor Passing the ball, Jumping, running, Race, Walk with a Glass of Water, Curve Race,</p>
<p>September- Means of Transport Land Transport Parts and their usages Traffic Rules Water Transport Safety Air Transport- Usage Safety Special Vehicles</p>	<p>Respecting Traffic Rules, Self- Care, Empathy, Help, Sensitivity towards Environment, Courage</p>	<p>Letter- Sound /H,h/, /R,r/, /M,m/, /D,d/, /G,g/, /U, u/ Vocabulary- Means of Transport Oral Blending Using Sentence Structure- It is a/an____. I have a/an____. It is_____ in colour. Sight Words- have Rhyme- 1. I am an aeroplane</p>	<p>Patterns, Counting Experiences of Numbers (1-5) Introduction of Numbers 1, 2, 3, 4, 5</p>	<p>अक्षर - ध्वनि /ख/, /च/, /स/, /ट/, /त/, /न/ शब्दकोष - यातयात के साधन के नाम अक्षरों की आवाज़ों को मिलाना वाक्यों का प्रयोग: यह _____ है। यह _____ में चलता/ उड़ता है। कविता 1. लाल बत्ती रुको रुको 2. मेरे पास एक साइकिल है 3. सड़क बानी है लम्बी चौड़ी 4. एक छोटी किशती मेरे पास</p>	<p>Sense of Hearing Identifying the end and middle sounds of the words, blending sounds Sense of Sight Fine Motor Drawing, Free play with apparatus, colouring, Paper tearing and pasting, joining the dots, Paper Folding, stringing beads Gross Motor Jumping, running, Race, Vehicle obstacle course,</p>

				चित्र पर बातचीत- दिए गए चित्र को देख कर उसके बारे में अपने विचार व्यक्त करना।	Hopscotch, Simple Exercises,
October- Festivals Festivals we Celebrate, My Favourite Festival, Festivals that Other Celebrate, National Festivals	Respecting Diversity, Sensitivity towards Environm ent, Sharing	Revision of all the sounds and vocabulary done so far Letter-Sound /L,l/ /E,e/, /F,f/ Oral Blending and Segmenting	Revision of Numbers 1-5 Introduction of Numbers- 6-10	अब तक हो चुके अक्षर- ध्वनियों की पुनरावृत्ति अक्षर - ध्वनि /ल/, /द/, /फ/ शब्दों को आवाज़ों में तोड़ना कविता 1. बच्चे और त्यौहार 2. आई दीवाली रे 3. आओ रे आओ 4. टन टन घंटी बजाता 5. सर सर उड़ी पतंग 6. लोहड़ी आई 7. तीन रंग का अपना झंडा चित्र पर बातचीत- दिए गए चित्र को देख कर उसके बारे में अपने विचार व्यक्त करना।	Sense of Hearing Identifying the end and middle sounds of the words, blending and segmenting sounds Sense of Sight Fine Motor Drawing, Free play with apparatus, colouring, Dot Printing, pasting, stringing beads Gross Motor Jumping, running, Race, balancing, Walking, Hurdle Race, Simple Exercises,
November- Our Helpers & Places Around us Concept of Help Helping Others and Getting Help from Others The Helper that I want to be How my Parents Help Others? How can we help the helpers	Help, Gratitude, Respect,	Letter-Sound /B,b/, /J,j/, /Z,z/, /W,w/, /V, v/, /O,o/ Reading of three/four letter words Sight Words- she, he, has, can Using Sentence Structure- She is _____. He is _____.	Revision of Numbers 1-10 Introduction of Numbers- 11-15 Oral Addition	अक्षर - ध्वनि - /भ/, /ध/, /ह/, /छ/, /झ/, /थ/ शब्दकोष- क्रिया शब्द दो/तीन अक्षर के शब्दों को पढ़ना वाक्यों का प्रयोग: वह _____ कर रहा / रही है। मैं _____ कर रहा/ रही हूँ। कविता	Sense of Hearing Identifying the end and middle sounds of the words, blending and segmenting sounds, Listening and following the beats Sense of Sight Fine Motor Drawing, Free play with apparatus, colouring, stringing beads,

<p>Places Around us</p>		<p>I can _____. She/ He has a _____.</p> <p>Vocabulary- Action words Rhyme- 1. What is my job? 2. I am a policeman</p>		<p>1. आओ मिलकर कपड़े धोएं 2. मम्मी पापा करते काम 3. देखो एक डाकिया आया</p> <p>चित्र पर बातचीत- दिए गए चित्र को देख कर उसके बारे में अपने विचार व्यक्त करना।</p>	<p>Gross Motor Jumping, running, hopping, sideways running, backward running, Frog Race, Walking on a zig-zag line, Simple Exercises, Walking on the beat, Hopscotch, kicking/throwing balls,</p>
<p>December- Food Favourite food Healthy and Junk Food Healthy eating habit Community eating Sources of Food Raw and Cooked Food</p>	<p>Self care, Value of Food, Gratitude</p>	<p>Letter- sounds- Q/q, Y/y, X/x</p> <p>Three/four letter words</p> <p>Fruit and Vegetable Names</p> <p>Rhymes- 1. Watermelon Watermelon Papaya 2. Grapes are Juicy</p>	<p>Revision of Numbers- 1-15</p> <p>Shapes Circle, Rectangle</p> <p>Pre- Number Concepts- Revision</p>	<p>अक्षर-ध्वनि /ठ/, /ड/, /व/, /ढ/</p> <p>दो/ तीन/ चार अक्षर के शब्द पढ़ना और लिखना</p> <p>चित्र पर बातचीत- दिए गए चित्र को देख कर उसके बारे में अपने विचार व्यक्त करना।</p> <p>शब्दकोष- फलों और सब्जियों के नाम</p> <p>कविता- 1. आम फलों का राजा है 2. दौड़ी दौड़ी आई पकोड़ी 3. कद्दू जी की चली बारात 4. आलू बोला मुझको खालो</p>	<p>Sense of Touch- Identifying objects by touching</p> <p>Sense of Taste- Identifying fruits by tasting.</p> <p>Fine Motor- Fingerprinting, Free Hand Drawing, Clay Work.</p> <p>Gross Motor- Walking on a zig-zag track, Hopscotch, jumping, jogging, neck/shoulder/waist rotation, knee bending, sideways stretching, running etc.</p>
<p>January- Winters Clothes we Wear in Winters Helping homeless people Food that we eat in Winters</p>	<p>- Self Care - Courage</p>	<p>Three/four letter words</p> <p>Clothes Name</p> <p>Rhyme- 1. It's winter</p>	<p>Shapes Triangle, Square</p> <p>Pre- Number Concepts- Revision</p>	<p>अक्षर-ध्वनि- /श/, /य/</p> <p>दो/ तीन/ चार अक्षर के शब्द पढ़ना और लिखना</p> <p>शब्दकोष- कपड़ों के नाम</p>	<p>Fine Motor- Free Hand Drawing, Fingerprinting, Paper Tearing, Clay Work</p> <p>Gross Motor- Running, Jumping, jogging,</p>

<p>Helping Animals</p>				<p>अपने पसंदीदा खिलौने/ वस्तु के बारे में बात करना।</p> <p>चित्र पर बातचीत- दिए गए चित्र को देख कर उसके बारे में अपने विचार व्यक्त करना।</p> <p>कविता- 1. सर्दी आई सर्दी आई 2. सर्दी की ऋतू आई 3. किट किट दात बजाने वाली</p>	<p>neck/shoulder/waist rotation, knee bending, sideways stretching, Kick and Throw Ball, Walking on Different Paths</p>
<p>February- Our Surroundings</p> <p>Plant and Trees - Importance of Plants and Trees Parts of Plants and Trees</p> <p>Water Sources of Water Uses of Water Air Importance of air, Air Around us</p>	<p>Respecting Natural Resources</p>	<p>Revision of letter-sound- /B,b/, /J, j/, /Z,z/, /W,w/, /O,o/, /X,x/, /Q,q/ and /Y,y/</p> <p>Reading of Three/Four letter words - Listen and Draw - Read and Draw - Word Search</p> <p>Reading simple sentences (with help)</p> <p>Rhymes- 1. This is Air 2. I am a Big Tree 3. Water Water Everywhere</p>	<p>Revision of Numbers 1-20</p> <p>Spatial Understanding- - Up/Down - Near/ Far - In/Out</p> <p>Addition - Concrete and Picture Addition</p>	<p>र अभ्यास - /ठ/, /ड/, /व/, /ढ/, /श/, /य/, /भ/, /ध/, /ह/, /छ/, /झ/ और /थ/</p> <p>दो/ तीन/ चार अक्षर के शब्द पढ़ना और लिखना -सुनो और चित्र बनाओ - वर्ग पहेली</p> <p>चित्र पर बातचीत- दिए गए चित्र को देख कर उसके बारे में अपने विचार व्यक्त करना।</p> <p>सरल वाक्यों को मदद के साथ पढ़ना</p> <p>कविता- 1. एक बुढ़िया ने बोया दाना 2. इनबतूता पहन के जूता 3. प्यास लगे तो पियो पानी</p>	<p>Sense of Hearing- - Chines Whisper - Listen to the beat</p> <p>Fine Motor- Cutting, Making Windsock, Collage Making, Drawing</p> <p>Gross Motor- Body Movements, Running, Long Jump, Balancing While Walking, Circuit Training, Walk on the Beat</p> <p>Experiments- 1. Air occupies space 2. Sink and Float Experiment 3. Water Does not have Shape 4. Water is Colourless</p>

April-May

**"You must be the change you wish to see in the world."
- Mahatma Gandhi**

Weekly Learning Outcomes - April and May (KG)

		Apr - Week 1	Week 2	Week 3	Week 4	May - Week 1
Domain	The student will be able to:	Activity:				
Personal, Social and Emotional Development	Describe self in terms of physical characteristics					
	<ul style="list-style-type: none"> • Talks about his /her name, body parts and other characteristics without inhibitions • Identifies close family, friends and family members 	By playing Follow the beat name game; Sharing about their best friend and what they enjoy playing and doing in class		During structured conversation about their daily routine with respect to caring for their body	During structured conversation about their family	
	Express own interests and preferences					
	<ul style="list-style-type: none"> • Expresses himself /herself without inhibitions • Expresses his/her needs /feelings /emotions 	During free conversation while experiencing nature, talking about trees, flowers, grass and swings, other things and the role they play in the school campus	Expresses about classroom objects and the role they play		During structured conversation on family time during festivals and occasions	During structured conversation about the summer season - food, clothes, games and other activities
	Expresses likes, dislikes and emotions					
	<ul style="list-style-type: none"> • Is comfortable talking about his /her likes, dislikes and emotions with the class /teacher • Expresses emotions appropriate to the situation 	Rhyme with actions: Mumme sheesha bada nakalchi, mere charo aur khilone	During structured conversations on what they like most in the classroom, school using their drawings. During discussion while making classroom agreements. Rhyme with actions: Im special, ache bache ban-na, I love my school	During free conversation about their daily schedule, kinds of games and people they play with Rhyme with action: Chunnu munnu the do bhai;Brush brush	During free conversation about how they spent their weekend and experiences about school, home and games they play with their friends During structured conversation about my favourite family member and sharing a drawing of the family Rhyme: Dadi Maa, Dadi Maa; wriggle your fingers	During free conversation about their experience in school so far During structured conversation on how they feel in summers and what do they like to do Rhyme with action: Garmi aayee, Garmi aayee; Garmi ke din aate hain, Mangoes
Demonstrate an awareness of helping, sharing, caring and taking turns in groups						

	<ul style="list-style-type: none"> • Shares toys and other resources with peers • Shows willingness to help others during group activities • Takes responsibility and makes choices based on own preferences and interests and general well being of others 					<p>During structured conversation about helping others including animals and birds and being sensitive towards them</p> <p>During structured conversation on saving electricity during summer season. Being aware of saving resources</p> <p>While doing cooperative play in pairs using rangometry</p>
	Uses all senses to observe and explore the environment					
	<ul style="list-style-type: none"> • Remembers and recalls 4-5 objects seen at a time 				During the "Memory Tray" game and "Feely Bag" activity	During the "Memory Tray" game and "Feely Bag" activity
	Enjoy working and playing with other children					
	<ul style="list-style-type: none"> • Engages in parallel play • Plays with classmates in small groups 		During free play in the play corners	During free play in the play corners		
	Demonstrate awareness about hygiene and sanitation practices and healthy eating habits					
	<ul style="list-style-type: none"> • Uses handkerchief when sneezes • Washes hands before and after having food • Washes hands after using washroom 			During structured conversation about personal hygiene and cleanliness and the effect of not keeping the body clean		
	Follow basic rules of safety at home, in school and in the playground					
	<ul style="list-style-type: none"> • Involves in forming rules for classroom and playground • Wait for his /her turn (raise hands, listens to each other etc), listens to each other during conversations • Keeps his /her bags and bottles in line • Keeps resources back in their place 		During structured conversation on taking care of belongings and things both at home and school			
Physical Development	Demonstrate gross motors skills with greater coordination					

	<ul style="list-style-type: none"> • Able to balance body while walking and running • Able to walk on straight and zig zag lines • Able to hop and jump on a fixed path • Able to hold an object while walking 	During running, jumping and hopping race, follow the leader game, duck duck goose goose activity in the outdoor games	During running, jumping and hopping race, simple PT exercises in the outdoor games During "Copy My Actions", "Blind Man's bluff" and "Water and Freeze" activity	While walking and jumping on a straight and zig-zag lines. While walking and balancing a glass of water	While rolling and kicking a ball down a path While running and catching during pakdan pakdaaiand running race Walking down a narrow path and statue game	While passing the ball and walking and jumping on straight and zig-zag lines. During free play in outdoor games and while playing "In the Eiver on the Bank" game During exercises like jumping, jogging joint rotation, bending and stretching etc While running and catching during pakdan pakdaaiand "Water and Freeze"
	Exhibit eye hand coordination					
	<ul style="list-style-type: none"> •Able to scribble and colour •Attempts to put beads through the strings •Attempts to tear and paste paper •Uses the grip to hold scissor, brushes, crayons etc •Able to throw and catch ball in a given direction •Uses the grip to tear and crush paper • Uses pincer grip to hold and manipulate tools for drawing, painting and writing 	During the paper coloring, coloring in bold shape, tearing and crushing activity	During the paper crumpling activity to make balls Doing the worksheet on writing pattern During character drawing	While coloring in a closed figure, handkerchief folding, passing the ball in a circle During the paper crusing activity to make balls During free hand drawing	While catching the handkerchief and folding a handkerchief During free hand drawing	During free hand drawing
Creative and Aesthetic Development	Demonstrate awareness of and appreciates beauty in the environment					
	<ul style="list-style-type: none"> • Loves to go for nature walk • Likes to draw objects from nature 		During nature walk in the surroundings	During nature walk in the surroundings		
	Display curiosity to draw and create					
	<ul style="list-style-type: none"> • Engages in free drawing • Make objects of his /her own choice using clay and other material • Explores & creates models, drawings using manipulatives of his /her choice 	During free play to create animals /objects of their choice with clay During free hand drawing		During free hand drawing	During free hand drawing During free play to create objects of their choice with clay Decorating objects using finger printing	During free hand drawing During free play to create objects of their choice with clay
	Explore and participate in art, music, dance and creative movements					
<ul style="list-style-type: none"> • Experiences the joy of free play by tinkering with apparatus and clay • Participates in imaginative play and role plays 				During role play of the story already done		

Language Development	Listen attentively and maintains eye contact					
	<ul style="list-style-type: none"> • Listens attentively undisturbed to stories 	Stories being narrated by the teacher, stories using rhythm and movement	While listening to a recorded story and storytelling using cards	While listening to a read aloud of a story	While listening to story with rhythm and movement, storytelling using cards and using a picture book	While listening to a read aloud of a story, storytelling using pictures and picture book
	Carry out simple instructions in English					
	<ul style="list-style-type: none"> • Understands simple instructions in Hindi and English • Follows two-three steps instructions in Hindi • Follows two-three steps instructions in English 	During learning activities and games through explanation, paraphrasing, demonstration	During learning activities and games through explanation, paraphrasing, demonstration	During learning activities and games through explanation, paraphrasing, demonstration	During learning activities and games through explanation, paraphrasing, demonstration	
	Participate in reciting long rhymes, poems and songs with comprehension					
	<ul style="list-style-type: none"> • Enjoys listening to rhymes and songs • Enjoys reciting rhymes and songs in small groups • Able to recite rhymes and songs with clarity • Able to modulate voice according to the rhythm of the rhyme and songs 	Rhyme with actions: Mumme sheesha bada nakalchi, mere charo aur khilone	Rhyme with actions: Im special, ache bache ban-naI love my school	Rhyme with action: Chunnu munnu the do bhai, Brush brush	Rhyme: Dadi Maa, Dadi Maa; wriggle your fingers	Rhyme with action: Garmi aayee, Garmi aayee, Garmi ke din aate hain, Mangoes
	Listen, identify and differentiate to a variety of sounds in the environment					
	<ul style="list-style-type: none"> • Identifies sounds in the environment, sounds of musical instruments, transport, animals, birds, body etc • Able to differentiate between the sounds in the environment, sounds of animals, birds, transport, body and musical instruments 	Based on pictures drawn on the board By listening to sounds in the environment and associating them with things	By listening to sounds in the environment and associating them with things	By listening and associating the sounds of animals	By listening and associating the sounds of birds	By listening and associating the sounds of vehicle
	Recognize sight words					
	<ul style="list-style-type: none"> • Can read sight words from the word-wall /flashcards /print rich class 	Recognizing names of colors: Laal, Neela aur Peela	Recognizing names of colors: Hara, Santari aur Gulabi, Red, Blue and Yellow, Green, Orange and Pink	Recognizing the parts of body and naming them using the rhyme head and shoulder, two little hands and playing "Simon Says" and "Body to Body"		Revising body parts using simon says
Demonstrate increase in vocabulary and interest in learning new words						

	<ul style="list-style-type: none"> • Associate words with pictures /real objects • Can associate naming words with real objects or pictures • Can identify words by looking at pictures of the words introduced in class • Learning new words through actions, translation, antonyms and synonyms and pictures Displays awareness of print present in the environment • Remembers words from word-wall or flashcards put up in class • Uses new vocabulary like names of colours, animals, fruits etc in his /her daily conversation • Shows curiosity to know the meaning of new words from a storybook • Uses learnt vocabulary with sentence structures 	While playing the miming game and musical statue, using action words While associating colors with real objects and manipulatives Recognizing names of colors: Laal, Neela aur Peela	While associating colors with real objects and manipulatives during color scavenger hunt and color game Recognizing names of colors: Hara, Santari aur Gulabi, Red, Blue and Yellow, Green, Orange and Pink	While recognizing the parts of body and naming them using the rhyme "Head and Shoulder", "Two Little Hands" and playing "Simon Says" and "Body to Body"	While recognizing the classroom objects	While revising the names of colors, classroom objects, parts of boy
	Talk in full sentence					
	<ul style="list-style-type: none"> • Responds in full sentence • Uses sentence structures of Hindi • Uses sentence structures of English using few words in English 					Talking in full sentence using the sentence structure "This is a /an ____" Talking in full sentence about colors, body parts and classroom objects in Hindi
	Participate in picture reading					
	<ul style="list-style-type: none"> • Is able to predict the story by reading the pictures 		By predicting the end of the story during story narration	Guessing the event during library activity		Guessing the event during library activity
Cognitive Development	Observe, identify and compare objects					
	<ul style="list-style-type: none"> • Can observe and compare the objects on the basis of big and small • Can observe and compare the objects on the basis of heavy and light • Can observe and compare the objects on the basis of short and long • Can observe and compare the objects on the basis of more and less 				While comparing two similar objects on the basis of big and small	Recap of comparing two similar objects on the basis of big and small While introducing long and short
	Classify a group of objects by two categories					
	<ul style="list-style-type: none"> • Able to sort a group of objects on the basis of any two characteristics like shape and size; size and colour etc 	Matching of same objects and manipulatives using size, shape and color	Matching of same objects manipulatives and pictures using size, shape and color	While sorting manipulatives on the basis of color, shape and size	During introduction of the concept of similar things	

	Shows ability to understand relationship such as part and whole, odd one out, association					
	<ul style="list-style-type: none"> • Able to match and pair parts of a picture, objects 		While matching parts and wholes of a picture, pairing objects	While matching parts and wholes of a picture, pairing objects Finding the odd one out using real objects and manipulatives on the basis of color, shape and size	Finding the odd one out using real objects and manipulatives on the basis of color, shape and size	

Class : KG
Month : April
Week : 1

Day 1

Theme: Myself

Material Required- Clay, classroom objects for matching activity, Worksheet, story book.

Assembly Time

Circle Time

Welcome:

Welcome the students to the new session with a cheerful 'Good morning'. Begin the day with an Ice Breaking Game.

Follow the Beat- Name Game :

- Let the students stand in a circle. Teach them a beat. For e.g. slap thighs twice, stomp feet twice, clap hands twice.
- The beat will be repeated throughout the game.
- Let the students practice the beat. Once they are clear with the beats, start the game.
- The first student says his/her name at the start of the beat (slapping thighs twice), the second student says his/her name on the second beat (stomping feet twice), the third student will say his/her name on the third beat (clapping hands twice) and the fourth student will begin with the first beat again and say his/her name. The beat goes on in a similar sequence until everybody gets a turn.

Rhyme 1- मम्मी शीशा बड़ा नकलची (do with actions)

Rhyme 2- मेरे चारों ओर खिलौने (do with actions)

Language (Hindi)

आवाज़ों की पहचान- आवाज़ों को सुनना- आस पास की आवाज़ें :

- यह गति विधि कक्षा के अंदर व बाहर की जा सकती है।
- विद्यार्थियों से अच्छे श्रोता के गुणों के बारे में बात-चीत करें, जैसे- शांत रहना, आँखों और कानों को सतर्क रखना। उन्हें बताएं कि ध्यान से सुनना क्यों महत्वपूर्ण है।
- विद्यार्थियों को अच्छे श्रोता बनने के लिए प्रोत्साहित करें और आस- पास की आवाज़ों को सुनने के लिए बोलें।
- अलग अलग आवाज़ों के बारे में बात करें जो विद्यार्थियों ने सुनी हैं।
- बोर्ड पर उन सभी आवाज़ों की सूची बनाएं जिन्हें वे निकाल सकते हैं।
- सूची चित्रों में हो सकती है।

Free Play/ Indoor/ Art and Craft

Free Play with Clay :

- Give the students a small lump of clay.
- Let them make animals or objects of their choice with the clay.
- Ask the students to share what they have made (only if they are comfortable).
- Appreciate every student.

Lunch Break

Mathematics

Introduction of Matching- Matching of Same Objects :

- Sit in a circle with the students.
- Keep 20 things in the classroom in pairs like 2 pencils, 2 crayons, 2 chalks, 2 slates, 2 dusters, 2 books etc.
- Keep the objects of the same size, shape and colour in a random order on the table.
- Initiate a discussion for finding a partner for each object.
- Ask the students' opinion on how to match and match one object with the help of the students.
- Provide the same material in groups and let the students find the pairs in groups.
- Tell the students to join in .

After the matching exercise, talk about the activity. Draw students' attention towards the word 'matching' and let the students focus on it.

Outdoor Games

Free Play :

- Let students play in the ground and involve them in a running, jumping and hopping race. Be a part of their game and involve yourself with them.
- Make a circle with them and sing (make a circle round and round, round and round).

Pic courtesy – Dreamstime.com



Language (English)

Name Introduction- Game :

- Get the students to stand in a circle.
- The students have to clap thrice and say their name while looking at the student standing next to him/her.
- The whole class repeats the name after the student.
- The game continues until all the students get their turn.

The teacher should start the game in order to model and set the tone of the game.

Colouring in Bold Shape- Worksheet- 1 :

Explain the worksheet to the students and provide them to complete.

Library Activity**Story Narration :**

- Narrate one appropriate story to students using voice modulation, gestures and expression.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 1

Day 2

Theme: Myself

Material Required- slates/ drawing files, crayons, concrete material for matching activity, Worksheet on colouring in bold shapes, puppets.

Assembly Time

Circle Time

Welcome :

Welcome the students to the new session with a cheerful 'Good Morning'. Begin the day with an Ice Breaking game.

Follow the Beat- Name Game :

- Let the students stand in a circle. Teach them a beat. For e.g. slap thighs twice, stomp feet twice, clap hands twice.
- The beat will be repeated throughout the game.
- Let the students practice the beat. Once they are clear with the beats start the game.
- The first student says his/her name at the start of the beat (slapping thighs twice), the second student says his/her name on the second beat (stomping feet twice), the third student will say his/her name on the third beat (clapping hand twice) and the fourth student will begin with the first beat again and say his name. The beat goes on in a similar sequence until everybody gets a turn.
- When it's the first student's turn again, have them do the beat faster. Go around the circle. When it's the first student's turn, again go even faster.
- See how many times they can go around the circle without messing up.

Rhyme 1- मम्मी शीशा बड़ा नकलची (with actions)

Rhyme 2- मेरे चारों ओर खिलौने (with actions)

Language (Hindi)

आवाज़ों की पहचान- आवाज़ों को सुनना- आस पास की आवाज़ें :

- यह सुनने की गतिविधि कक्षा के अंदर या बाहर हो सकती है।
- विद्यार्थियों को उन चीजों के बारे में याद दिलाएं जो अच्छे श्रोता करते हैं (जैसे चुप रहें, कान और आंखें तैयार हों)।
- विद्यार्थियों को प्रोत्साहित करें कि वे सुनने में बहुत अच्छे हैं और इस बारे में बात करें कि ध्यान से सुनना क्यों महत्वपूर्ण है।
- विद्यार्थियों को अपने आस-पास की ध्वनियों को ध्यान पूर्वक सुनने के लिए प्रोत्साहित करें।
- विभिन्न ध्वनियों के बारे में बात करें जो वे सुन सकते हैं।
- कक्षा के अंदर या बाहर विभिन्न ध्वनियों को सुनने के बाद उन सभी ध्वनियों की सूची बनाएँ जिन्हें वे सुन पाए।
- सूची शब्दों या चित्रों में हो सकती है।

Free Play/ Indoor/ Art and Craft

Free Hand Drawing :

- Distribute sheets and crayons and have the students draw and colour anything of their choice.
- Appreciate their drawing and encourage them to speak about their drawing to their partner.
- Label the pictures of students if possible and display the work in the classroom.

Lunch Break

Mathematics

Revision of Matching- Matching of Same Objects :

- Provide each student an object.
- The material is distributed in such a way that 2 similar objects are available in the classroom for matching like pencils, erasers, chalk, dusters, notebooks, books, story books.
- The focus is on giving the same objects on the basis of size, shape and colour.
- The teacher can add as many objects as possible depending on her class strength.
- Later, the students will be asked to find their partners from within the class.

Outdoor Games

Let's Race :

- Let the students play on the ground and involve them in a running, jumping and hopping race.

Let's Sing and Play :

- Be a part of their games and involve yourself with them. Make a circle along with them and sing (make a circle round and round, round and round).

Language (English)**Name Game :**

- Get the students to stand in a circle.
- The students have to clap three times and say their name while looking at the student standing next to him/her.
- The whole class repeats the name after the student.
- The game continues until all the students get their turn.
- The teacher should start in order to demonstrate and set the tone of the game.

Colouring in Bold shape- Worksheet- 2 :

Explain the worksheet to the students and give it to them to complete.

Library Activity**Storytelling Using Puppets :**

- Choose a story to narrate using puppets.
- Take the puppets as the characters of the story.
- Also, involve students by giving them puppets to handle (if possible) while narrating the story.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 1

Day 3

Theme: Myself

Material Required- लाल, नीले और पीले रंग की वस्तुयें, रंगों के नाम के कार्ड, newspaper, bowls, slates, chalk, concrete material for matching activity, picture book, Worksheet on colouring in bold shape.

Assembly Time

Circle Time

Free Conversation :

- Find a comfortable place outside the classroom and conduct the class there.
- Let the students sit in a circle. Begin with the rhyme -

Rhyme 1- मम्मी शीशा बड़ा नकलची (with actions)

Rhyme 2- मेरे चारों ओर खिलौने (with actions)

- Let the students experience nature.
- Talk to them about trees, flowers, grass, swings (if there are any).
- Under your supervision, let them move around and observe the trees, plants, etc.
- Take them around the school and introduce the school structure to them, such as the school building, ground, washroom, etc.

Language (Hindi)

आवाज़ों की पहचान- आवाज़ों को सुनना- आस पास की आवाज़ें सुनने का वक्रत :

- यह सुनने की गतिविधि कक्षा के अंदर या बाहर हो सकती है।
- विद्यार्थियों को उन चीजों के बारे में याद दिलाएं जो अच्छे श्रोता करते हैं (जैसे चुप रहें, कान और आंखें तैयार हों)।
- विद्यार्थियों को प्रोत्साहित करें कि वे सुनने में बहुत अच्छे हैं और इस बारे में बात करें कि ध्यान से सुनना क्यों महत्वपूर्ण है।
- विद्यार्थियों को अपने आस-पास की ध्वनियों को ध्यान पूर्वक सुनने के लिए प्रोत्साहित करें।
- विभिन्न ध्वनियों के बारे में बात करें जो वे सुन सकते हैं।
- जब विद्यार्थी आँख बंद कर के बैठे हों तो अलग-अलग तरह की आवाज़ निकले जैसे पत्तियों की सरसराहट, कागज़ की आवाज़, दरवाज़े की दस्तक आदि ।

- आवाज़ें सुनने के अनुभव के बाद कुछ विद्यार्थियों को आवाज़ निकालने को कहें और बाकि विद्यार्थी आंखें बंद कर के आवाज़ों को पहचानने की कोशिश करेंगे।

लाल, पीले और नीले रंग का परिचय :

- ऐसी वस्तुओं / चित्रों को रखें जो लाल, पीले और नीले रंग में हों (ब्लॉक, रंगोमेट्री, वस्तुएँ / वस्तुओं के फ्लैश कार्ड)
- विद्यार्थियों को वस्तुओं की पहचान करने और उनके हिंदी नाम बताने को कहें।
- विद्यार्थियों से पूछें- क्या वे रंगों के नाम जानते हैं?
- लाल, पीले और नीले रंगों के नाम की ओर उनका ध्यान आकर्षित करें और विद्यार्थियों के साथ पढ़ें।
- विद्यार्थियों से कक्षा की कुछ चीजों के नाम पूछें जो लाल, नीले और पीले रंग की हैं।
- विद्यार्थियों को देखने के लिए कक्षा की दीवारों में फ्लैशकार्ड लगा दें।
- एक बार तीनों रंगों के नाम विद्यार्थियों के साथ दोहरा लें।
- रंगों के नाम दीवार पर लगा लें और उन्हें विद्यार्थियों के साथ दोहराएं।

गृह कार्य- विद्यार्थियों को प्रोत्साहित करें कि वे अपने आस पास या अपने घर में मौजूद चीजों का निरीक्षण करें और देखें कि कौन कौन सी वस्तु लाल / पीले / नीले रंग हैं।

Free Play/ Indoor/ Art and Craft

Preparation for Paper Crushing :

- Distribute newspaper cutouts to the students along with red and green colours.
- Let them colour these cutouts on both sides. One side red and the other green.
- Demonstrate it to the students first.

Note - Collect the coloured newspaper pieces and keep them safe for the next day's activity.

Lunch Break

Mathematics

Revision of Matching- Matching Similar Objects :

Matching on the basis of colour-

- The students are divided into groups of 5 and 6.
- Give few objects in a bowl like pencils, crayons, erasers, sharpners etc.(two objects of the same colour) to each group.
- The students have to pick up similar looking objects(on the basis of colour) from the bowls.
- After finding the correct partner, provide students slates and encourage them to draw their objects on their slates.
- After completing the activity, ask students- how did they find their partners? Draw their attention on the term 'matching' done on the basis of colour.

Outdoor Games

Game - Follow the Leader :

- Do some physical exercises with students like jumping, hopping, running, jogging etc.
- Tell students that they have to follow the teacher.
- Give students a chance to become the leader and encourage others to follow the leader and follow the actions.

Language (English)

Game- What are you doing?

- Let all the students stand in a circle.
- One student goes to the center and mimes/performs an action.
- Encourage other students to ask- 'What are you doing?'
- The student in the centre says something different to what he/she is doing like if the child is jumping, he/she would say- "I am sleeping/dancing."
- Then, the rest of the students guess the action and the student in the center tells the correct answer.
- The game continues.

The teacher should start in order to demonstrate and set the tone of the game.

Colouring in Bold Shape- Worksheet- 3 :

Explain the worksheet to the students and give it to them to complete.

Library Activity

Picture Book :

- Use a picture book in the class.
- Let students look at the pictures and predict the story using the pictures.
- Later narrate the story in your own words.

Closure and Bye

Recall the day in sequence and also give the students a brief about the activities coming up the next day.

Class : KG
Month : April
Week : 1

Day 4

Theme: Myself

Material Required- रंगों के नामों के कार्ड, rangometry pieces, newspaper pieces, props for library activity.

Assembly Time

Circle Time

Free Conversation :

- Begin the day with rhymes.
- After the rhymes, initiate a free conversation with the students.
- Ask each student to name a friend they have in the class and share- 'what they enjoy playing and doing with them?'

Rhyme 1 - मम्मी शीशा बड़ा नकलची (with actions)

Rhyme 2- मेरे चारों ओर खिलौने (with actions)

Language (Hindi)

सुनने का वक़्त :

- यह सुनने की गतिविधि कक्षा के अंदर या बाहर हो सकती है।
- जब विद्यार्थी आँख बंद कर के बैठे हों तो अलग-अलग तरह की आवाज़ निकले जैसे पत्तियों की सरसराहट, कागज़ की आवाज़, दरवाज़े की दस्तक आदि ।
- आवाज़ें सुनने के अनुभव के बाद कुछ विद्यार्थियों को आवाज़ निकलने को कहें और बाकि विद्यार्थी आँखें बंद कर के आवाज़ों को पहचानेंगे ।
- विद्यार्थियों को सुनने का अनुभव दें ।

लाल, पीला और नीले रंगों का अभ्यास :

- पिछले दिन के फ्लैशकार्ड का प्रयोग करें ।
- विद्यार्थियों को पिछले दिन में इस्तेमाल की गई वस्तुओं के नाम और उनके रंगों के नाम बताने के लिए कहें।
- उनसे पूछें कि लाल / पीले / नीले रंगों की कितनी चीजें उन्होंने कल अपने आस- पास या अपने घर में जाते हुए देखी थीं।
- बोर्ड पर विद्यार्थियों के द्वारा बताये गए शब्दों के चित्र बनाएं या नाम लिखें।
- प्रत्येक विद्यार्थी को एक रंगोमेट्री का टुकड़ा(केवल उपरोक्त लिखित रंगों के ही) दें और उन्हें अपने टुकड़े के रंग को देखने के लिए कहें।
- उन्हें उन चीजों को ढूढ़ने के लिए कहें जो (कक्षा के अंदर या बाहर) जो उनके रंगोमेट्री के टुकड़े के रंग के जैसी हैं।

- विद्यार्थियों को उन चीजों के नाम बताने के लिए कहें और बोर्ड पर उनके चित्र बनाएं या नाम लिखें।
- अंत में एक बार विद्यार्थियों के साथ मिलकर रंगों के नाम पढ़ लें।

Free Play/ Indoor/ Art and Craft

Paper Tearing :

- Distribute newspaper pieces to the class.
- Instruct the students to tear the paper in a straight line.
- Demonstrate first with slow hand movements, for students to see.
- Let them tear as many pieces as they can.



Pic courtesy – wordpress.com/Youtube.com

Lunch Break

Mathematics

Revision of Matching- Matching Similar Shapes :

- The students would be given rangometry for free play for 15 minutes.
- Let the students play with rangometry pieces the way they want.
- Take the rangometry back from the students.
- Provide each student with a piece of rangometry. (Distribute pieces of similar shapes).
- Ask the students to find the partner without telling that they have to match their piece on the basis of shape.
- Help students wherever required.
- Later, discuss the way students found their partners and focus on matching things on the basis of similar shapes.

Outdoor Games

Duck. Duck. Goose !

- Make the students sit in a circle and let one of them be the “goose” while the rest are “ducks”.
- The student (Goose) will then have to walk around the circle tapping everyone on the shoulder and saying “duck”.
- The goose should randomly tap someone and say “goose” instead of Duck.
- The student (New Goose) who got called a goose will have to then chase the Goose around before he/she sits in the empty spot.

Language (English)

Game- What are you doing?

- Let all the students stand in a circle.
- One student goes to the center and mimes/performs an action.
- Encourage other students to ask-‘What are you doing?’
- The student in the centre says something different to what he/she is doing.
- Then, the rest of the students guess the action and the student in the center tells the correct answer.
- The game continues.

The teacher should start in order to demonstrate and set the tone of the game.

Library Activity

Story Narration :

Narrate one appropriate story to students using voice modulation, gestures and expression.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student’s level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 1

Day 5

Theme: Myself

Material Required- रंगों की Worksheet, green sheets for paper crushing, Worksheet-matching, slates, chalk.

Assembly Time

Circle Time

Structured Conversation :

- Begin the day with rhymes. Ask the students to name the things they see in the school.
- Create a scene on the board about the things they share. Encourage them to speak about the uses of these things, such as tree/पेड़ (हम पेड़/tree से क्या करते हैं? कहाँ कहाँ पर पेड़/trees देखे हैं?)
- Also, talk about other things like- school gate, classroom etc.
- Give an opportunity to students to share their views.

Rhyme 1 - मम्मी शीशा बड़ा नकलची (with actions)

Rhyme 2- मेरे चारों ओर खिलौने (with actions)

Language (Hindi)

ध्वनि भेद :

आँखें बंद करो और सुनो :

- विद्यार्थी अपनी आँखें बंद कर लेंगे और ध्यान से निम्नलिखित स्थानों से आने वाली विभिन्न आवाज़ों को सुनेंगे-
 - कक्षा
 - खेल का मैदान
 - सड़क
- उन्हें उन आवाज़ों को पहचानने और उनके बारे में बात करने को कहें, जैसे कि -आवाज़ कहाँ से आ रही है ? (कक्षा के अंदर से थी या कक्षा के बाहर से)
- विद्यार्थी इन आवाज़ों को निकाल कर देख सकते हैं।

लाल, नीले और पीले रंग का अभ्यास + Worksheet- 4 :

- चित्रों और वस्तुओं का उपयोग करके रंगों को अभ्यास करें।
- प्रत्येक विद्यार्थी को रंगों का डिब्बा दें।

- उनकी समझ को जाँचने के लिए उन्हें लाल, नीला और पीला रंग उठाने को कहें।
- विद्यार्थियों को वर्कशीट को रंग करने का तरीका बताएं।
- उन्हें तीन रंगों का उपयोग करके तस्वीर में रंग भरने के लिए निर्देश दें।
- विद्यार्थियों के साथ मिलकर, रंगों के नामों का अभ्यास कर लें।

Free Play/ Indoor/ Art and Craft

Paper Crushing :

- Get the green coloured newspaper pieces into the class.
- Demonstrate and show the students how to make a ball by crushing the paper.
- Give them the newspaper pieces to make balls.
- Tell the students to crush it till they get a circular shape.



Note - Keep the paper balls safe for next week's activity.

Pic courtesy – studyvillage.com /youtube.com

Lunch Break

Mathematics

Revision of Matching- Matching Similar Size + Worksheet-5 :

- Sit with the students in circle.
- Keep some material in the centre of class like beads, rangometry pieces, counters etc. of different sizes (keep each object in pairs for matching, keeping 'similar size' as the criteria).
- Call the students randomly and ask them to pick one object and call another child to find the partner for the object. Do the same with other objects.
- Focus on the size of the object while matching.
- After matching, demonstrate the worksheet to students by clearly instructing them about what they are supposed to do.
- Provide the worksheet to students to match and colour.
- After the worksheet, discuss with students that today the focus was on matching things that were similar in size.

Outdoor Games

Duck. Duck. Goose !

- Make the students sit in a circle and let one of them be the “goose” while the rest becoming “ducks”.
- The student(goose) will then have to walk around the circle tapping everyone on the shoulder and saying “Duck”.
- The student (goose) would then randomly tap someone and say “goose” instead of “duck”.
- Then, the student who got called a “goose” will have to then chase the other student before he/she sits in the empty spot.

Language (English)

Game- Musical Statues :

- All the students to perform the actions as per the teacher ‘s instructions (statue, move around, jump, run, jog, etc.)
- The teacher may also explains them how to be a statue and do a few practice rounds with them.
- When the teacher says ‘Statue’, everyone must keep absolutely still.
- The students who move would be ‘out’ and participate in making others move and laugh (without touching).
- The students can play as many rounds as they want to.
- At the end, the teacher may draw students’ attention on the action words.

Library Activity

Storytelling with Movement :

- Narrate a story using rhythm and movement.
- Play a music in the background according to the theme of the story.
- Involve students in the story while you are narrating.

Closure and Bye

Recall the day in sequence and also give the students a brief about the activities coming up the next day.

Class : KG
Month : April
Week : 1
Day - 6

Provide 'Mujhe Jano aur Pehchano' book (Page No.-1) to students to complete.

Class : KG
Month : April
Week : 2

Day 1

Theme: Myself

Material Required- drawing files, slates, chalk, crayons, चार्ट पेपर -3, हरे, संतरी और गुलाबी रंग की वस्तुएँ/चित्र , material for play corners, newspaper pieces, story book.

Assembly Time

Circle Time

Structured Conversation- Classroom Norms :

- Initiate a discussion about how are students finding their school/ classroom.
- Let students share their views in pairs first.
- Then, ask students to share what they discussed in pairs.
- Give sheets/drawing files to students and tell them to draw things they like the most in their classroom/school.
- Give opportunities to students to talk about their drawings.

Rhyme 3- I am special (using actions)

Rhyme 4- अच्छे बच्चे बनना (using actions)

Language (Hindi)

ध्वनि भेद :

वातावरण में ध्वनियों को सुनना और पहचानना :

- अलग-अलग चीजों का उपयोग करने से आने वाली आवाज़ों को याद करें, जैसे- दरवाज़े/ मेज को खटखटाने की आवाज़, चाबियों की आवाज़ आदि ।
- विद्यार्थियों से उन आवाज़ों के बारे में पूछें जो वे अपने आसपास सुनते हैं।
- उन्हें विभिन्न आवाज़ों को सुनने का अनुभव दें , जैसे-दरवाज़ा खोलना और बंद करना, पंखे की आवाज़, डस्टर को मेज़ पर थपथपाना, प्लेटों को पीटना आदि।

रंगों का परिचय - हरा, सन्तरी और गुलाबी :

- प्रत्येक रंग की कुछ वस्तुएँ लें और उन्हें एक साथ मेज़ पर रखें।
- कुछ विद्यार्थियों को बुलाकर उन वस्तुओं को रंग के आधार पर अलग करने और रंगों को नाम देने के लिए कहें। हिंदी में नाम दोहराएँ।
- विद्यार्थियों को रंगों के डब्बे दें और उनसे हरे, गुलाबी और संतरी रंग दिखाने को कहें।
- तीनों रंगों के लिए एक-एक चार्ट ले और हर चार्ट पर एक बड़ा गोला बनाए (गोले का रंग भी उसी विशिष्ट रंग का हो जिसके लिए वह चार्ट है)।
- हर गोले के नीचे रंग का नाम लिख दें ।
- कक्षा में प्रत्येक चार्ट को अलग-अलग दीवारों पर चिपकाएँ।
- गतिविधि को कर के दिखाएं - हरा रंग बोले और हरा रंग उठाकर चार्ट पर बने गोले में थोड़ा सा हरा रंग कर दें ।
- प्रत्येक रंग के लिए ऐसा करें।
- एक छात्र को बुलाकर उसे हरा रंग उठाने को कहें ।
- विद्यार्थी को हरे रंग के गोले में थोड़ा सा रंग करने के लिए कहें।
- अब अन्य विद्यार्थियों को भी अवसर दें।
- सभी रंगों के गोलों में रंग भरने का अवसर विद्यार्थियों को दें।
- बच्चों का ध्यान फिर से रंगों के नाम पर दिलाएं और विद्यार्थियों के साथ पढ़ें।

ध्यान दें- रंगों के नाम , शब्दों की दीवार पर लगा दें।

Free Play/ Indoor/ Art and Craft

Play Corners :

Set different centers in your classroom.

- Block center (block of different types).
- Pretend centre (waste material- boxes, toilet rolls etc.).
- Art centre (clay, crayons, sheets, chalk, slates etc).
- Reading centre (storybooks for pretend reading).

Let students play in any centre she/he wants to.

Lunch Break

Mathematics

Revision of Matching -Matching real picture with shadow/outline-

- The teacher starts the class by narrating a story to give a context-

Story-

There is a girl named Arnika. Arnika is 4 years old. She goes to school like you all do. She loves going to school. Everyday she goes to school with her mother. One day, while returning from school, she saw that something black was following her mother and her. Everytime she tried catching it, it went far away. Then, she asked her mother what was that black thing following both of them. The mother said that it was nothing but our shadows. Mummy added that when we come in contact with sunlight or any light, our shadow is formed. That day, Arnika formed shadows of many objects. She saw the shadow of her pencil, sharpener, pencil box, bag etc. The next day, she made shadows with her friends.

- End the story by telling students that they are going to make shadows.
- Students take out a few things from their bags and make shadows in the sunlight.
- Give opportunities to students to explore.
- After all the students have done the activity, provide slates to students and ask them to draw any object (which they used to make shadows in the sunlight) and its shadow.

Outdoor Games

Let's Race :

- Take the students out into the ground for free play. Let them play and involve them in running, jumping and hopping race, etc.

Water and Freeze :

- Choose a student to be the "Seeker". The Seeker will have to chase the students and tap somebody and say "freeze".
- The student who is touched will have to freeze and wouldn't move from his/her place until another student taps him/her and says "water". The student can then start running once again.
- Change the Seeker as per your will.

Language (English)

Introduction of Red, Blue and Yellow :

- Keep crayons red, blue and yellow colour on the table.
- Show the crayons to students and ask the name of the colours in English.
- Let students respond first followed by introducing the names of the colours in English.
- Give newspaper pieces to students which would be already divided into three parts by the teacher.
- Instruct the students to colour the newspaper in red, blue and yellow colour.
- Demonstrate the work before giving newspaper pieces to students.
- Read the colour names with students.
- Put the colour names on the word wall.

Library Activity**Story Prediction :**

- Narrate a story and pause before the end of the story.
- Ask students to predict the other half of the story.
- Give some time to students to think.
- Divide the class into small groups and let students share their version of the story in their respective groups.
- Ask the students to share their 'predicted endings' with the whole class.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 2

Day 2

Theme: Myself

Material Required- Rhymes- classroom objects, newspaper pieces,
Worksheet-matching, colour flashcards, Worksheet- colours, recorded story.

Assembly Time

Circle Time

Structures Conversation-Classroom Norms -My Classroom- (Respecting each other) :

- Get the students to sit in a circle.
- Initiate free conversation using questions like- 'What do you like the most in your classroom?'
- Refer to the drawing made by students, the previous day.
- Ask them- 'How their classroom should be?'
 - Use prompts like
 - How should it look like?
 - Should it be clean?
 - How can we keep it clean?

With the help of students' responses make the following classroom agreements –

- We will keep our bags and bottles in its place.
- We will use the dustbin to throw litter.
- We will listen to each other and take turns to talk.
- We will keep the toys back in their place after play.
- We will take care of our classmates.

Rhyme 3 - I am special (using actions)

Rhyme 4- अच्छे बच्चे बनना (using actions)

Language (Hindi)

ध्वनि भेद- आसपास की आवाज़ों की पहचान करना :

गतिविधि - कुछ आवाज़ करें :

- विद्यार्थी उन ध्वनियों की बात कर सकते हैं जो वे बना सकते हैं। उदाहरण के लिए-
 - कागज़ या कार्ड बोर्ड - फड़फड़ाना, फाड़ना, कुचलना
 - रंग और पेंसिल - मिलाते हुए हिलना, किसी सतह पर बजाना
 - प्रकृति की सामग्री - पत्तियों को हिलना या मसलना, पत्थर और सिपीयो को हिलना, बीजो को खड़खड़ाना, टहनियों को आपस में रगड़ना या तोड़ना
 - गणित के उपकरण - रूलर और रबर बैंड से आवाज़ निकालना, क्यूब्स या ब्लॉक को हिलना या गिरा कर आवाज़ निकालना, बोतल के ढक्कनों को बजाना, कंचों को हिलना या गिरा कर आवाज़ निकालना
 - पानी की बोतलें - पानी को हिलाकर आवाज़ निकालना

रंगों का अभ्यास - हरा, सन्तरी और गुलाबी :

लुका छुप्पी :

- शिक्षिका विद्यार्थियों को आँखें बंद करने का निर्देश देगी ।
- शिक्षिका बच्चों से पूछ सकती है - कक्षा में कुछ है जो हरा/ संतरी/ गुलाबी है?
- विद्यार्थी आँखें खोल कर आस पास हरी/ संतरी/ गुलाबी चीजें ढूँढ़ने की कोशिश करेंगे है और नाम बताएंगे।
- शिक्षिका विद्यार्थियों द्वारा बोली गयी चीजों के नाम बोर्ड पर लिखेगी, जैसे- हरा पेड़, सन्तरी फूल आदि।
- सारे जवाब लिखने के बाद शिक्षिका विद्यार्थियों के साथ सारे शब्दों को पढ़ेगी और ज्यादा ध्यान रंगों के नाम पढ़ने पर देगी।
- रंगों के नाम एक साथ पढ़े जैसे हरा, सन्तरी और गुलाबी, उन्हें अक्षरों में तोड़कर न पढ़ें ।
- विद्यार्थियों का ध्यान दीवार पर लगे रंगों के नाम की ओर ले जाएं ।

Free Play/ Indoor/ Art and Craft

Paper Crumpling :

- Distribute the coloured newspaper among the students.
- Demonstrate how to make a ball by crumpling the paper.
- Instruct the students to crumple it until they get a circular shape.
- Let the students play with play material of their choice.

Lunch Break

Mathematics

**Revision of Matching -Matching real picture with shadow/outline-+
Worksheet-6 :**

- Let students talk about their experience of making shadows of the objects.
- The teacher draws/put flashcards of objects in one row and the shadows in another row in a random order.
- The students look at the pictures on the boards and try to match them with their shadows.
- Students would come and match it on the board.
- Explain the worksheet to students .
- Demonstrate the worksheet to the students.
- Provide worksheets and crayons to the students.
- After completing the worksheet, let the students talk about the focus of this class (objects and their shadow matching).



Pic Courtesy- www.pinterest.com

Outdoor Games

Nature Walk :

- Take the students out on a nature walk, to a nearby park or a school ground. Instruct them 'Do not pluck the flowers or leaves from the plants'.
- Draw their attention towards the colours in nature. For eg,- blue sky, green leaves, red and yellow flowers, etc.
- Once back in class, encourage the students to share their experiences.

Language (English)

Revision of Colours- Red, Blue and Yellow :

Reading Colour Names :

- Show objects to students and ask the name of the colours of these objects.
- Put the colour flashcards on the board and write the names of the colours under the flashcards.
- Read the names of colours with students using the word wall.

Note- Read the names of the colours as a whole, do not break them into sounds or spellings.

Worksheet- 7 :

- Show the worksheet to students.
- Ask the name of the picture in English.
- Demonstrate them how to colour the worksheet- water bottle and bag using the colours.
- Provide a worksheet to students to colour.

Library Activity

Recorded Story :

- The teacher can play an audio/ recorded story in the class
- Let students listen to the story without any props, gestures, book etc.
- After the story, talk about students' experiences of listening to a recorded story.

Note- The teacher can record the story on her own or can take any recorded story.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 2

Day 3

Theme: Myself

Material Required- रंगों के नाम के कार्ड, रंगों के नाम के कार्ड (बच्चों की संख्या अनुसार),
Worksheet- writing pattern, cards for matching parts and whole(according to groups), Worksheet- colours, water colours, story cards.

Assembly Time

Circle Time

Structured Conversation- My Classroom :

- Talk to the students about various classroom objects such as: almirah, toys, board, chairs, tables, fans, lights, switchboard, windows, doors, slates, colors, paper, chalk, etc.
- Ask the students to list things they have at home.
- Let them tell you the uses of these things also .

Rhyme 3- I am special (with actions)

Rhyme 4- अच्छे बच्चे बनना (with actions)

Language (Hindi)

ध्वनि भेद- पर्यावरण में ध्वनियों की पहचान करना :

गति विधि- आवाजें करें :

- विद्यार्थी उन ध्वनियों की बात कर सकते हैं जो वे बना सकते हैं। उदाहरण के लिए-
 - कागज या कार्डबोर्ड - फड़फड़ाना, फाड़ना, कुचलना
 - रंग और पेंसिल - मिलाते हुए हिलना, किसी सतह पर बजाना
 - प्रकृति की सामग्री - पत्तियों को हिलना या मसलना, पत्थर और सिपीयो को हिलना, बीजों को खड़खड़ाना, टहनियों को आपस में रगड़ना या तोड़ना
 - गणित के उपकरण - रूलर और रबर बैंड से आवाज़ निकालना, क्यूब्स या ब्लॉक को हिलना या गिरा कर आवाज़ निकालना, बोतल के ढक्कनों को बजाना, कंचों को हिलना या गिरा कर आवाज़ निकालना
 - पानी की बोतलें - पानी को हिलाकर आवाज़ निकालना

रंगों का अभ्यास - हरा, सन्तरी और गुलाबी :

- विद्यार्थियों को रंगों के नाम के कार्ड दिखाएं और पढ़ें।
- पढ़ते समय हाथ शब्द के नीचे रखें और विद्यार्थियों का ध्यान रंगों के नाम पर ले जाएं।
- कार्ड को ज़मीन पर रख कर विद्यार्थियों को रंगों के नाम की कार्ड दें।
- विद्यार्थियों को कार्ड पढ़कर और चित्र देख कर, सही कार्ड के साथ अपना कार्ड रखने को कहें।
- गतिविधि खत्म होने के बाद एक बार मिलकर दीवार पर लगे रंगों के नाम पढ़ें।

Free Play/ Indoor/ Art and Craft

Copy Me :

- Get the students to stand in a circle or let them stand at their places.
- Instruct the students to copy your actions.
- Simply do a series of exercises or silly actions.
- Call any student to do the actions and let others repeat after him/her.

Writing Pattern Worksheet-8 :

- Demonstrate the worksheet to students.
- Provide worksheet and crayons to students to complete the writing pattern.

Lunch Break

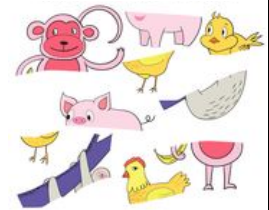
Mathematics

Matching- Matching Parts and Wholes :

- Narrate the story to students to give them a context:

Story-

One day Pooja was playing with her friends. Her teacher had given her cards of the classroom objects. She was reading them with her friends. All of them were feeling thirsty so they left the cards and went to the kitchen to get some water. In the meantime, Pooja's younger brother Golu came into her room and started playing with those cards. When Pooja and her friends came back, they saw the cards were torn and Golu was sitting there innocently. They were very sad because the pieces of the cards were mixed up. They didn't know how to fix it.



- Stop the story and ask students, would you like to help Pooja and her friends by matching the parts and completing the pictures.
- Show the cards and mixed pieces to the students (sample is attached).
- Divide the class into groups and give each group a set to match.
- Help students wherever required.
- After completing the task, ask students, how did they do it?
- Talk about the basis on which they matched their cards for ex. shape, size, colour, pattern of the objects etc. to match parts with the wholes.

Pic Courtesy- www.canstockphotos.com

Outdoor Games

Blind Man's Bluff :

- Take the students out to the playground. Mark a boundary and tell them they need to play just within that boundary.
- Choose one student as the 'seeker', blindfold him and have him/her catch the other students.
- Ensure that you play this game in a safe area, free from obstructions.

Language (English)

Introduction of Green, Orange and Pink + Worksheet -9 :

- Show the crayons of green, orange and pink colour to students.
- Ask the names of the colours in English.
- After taking the students' responses, introduce the names in English.
- Let the students speak after you.
- Show the objects to students which are green, orange and pink in colour and let the students name the objects like- green leaf, orange flower, pink pencil etc.
- Now, let the students name as many objects of these colours as they can, from their classroom.
- Put the flashcards of the colours on the board and write the names of the colours.
- Read the names of the colours with the students without breaking them into spellings or sounds.
- Demonstrate the worksheet to students in which they have to do finger printing on the flower using pink, green and orange colour.

Library Activity

Storytelling using Cards :

- Make 4 or 6 cards of the main scene of the story.
- Narrate the story using the cards.

Post Activity :

- Call 4 or 6 students and give them story cards randomly.
- Ask the whole class to arrange the cards in sequence.
- Let the students revise the story using these cards.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 2

Day 4

Theme: Myself

Material Required- रंगों के नाम के कार्ड (कक्षा अनुसार), newspapers for tearing, colour names flashcards, paper bags with colour names written (according to groups).

Assembly Time

Circle Time

Structured Conversation- My Classroom :

- Recap the previous day's talk and recall classroom objects for 5 minutes.
- Take the students on a walk around the school and show them different places such as the playground, washroom, stairs, library, etc. Encourage them to express their views on these places. Ask them which is their favourite place.
- Let the students think about the use of these places and encourage them to express their thoughts.

Rhyme 3- I am special (with actions)

Rhyme 4- अच्छे बच्चे बनना (with actions)

Language (Hindi)

ध्वनि भेद- आसपास की आवाज़ों की पहचान करना :

- डस्टर, पत्तियों, पत्थरों, प्लेट, स्टील प्लेट जैसी चीजों की आवाज़ों को दोहराएं और इन ध्वनियों को नाम दें।
- विद्यार्थियों को इन आवाज़ों का नाम देने दें जैसे - पत्तियों की सर सर या सरसराहट।
- बच्चे जो भी नाम दें उन्हें स्वीकार करें।

रंगों का अभ्यास- (हरा, नीला, लाल, संतरी, गुलाबी, पीला) + Worksheet-10 :

- सभी रंगों के नाम बोर्ड पर लिखें और विद्यार्थियों के साथ मिलकर पढ़ें।
- कक्षा में हर रंग की चीजों के बारे में बात करें जैसे, -लाल कलम, पीला आम का चित्र, हरा पेड़ का चित्र आदि।
- एक बार अभ्यास के बाद हर विद्यार्थी को वर्कशीट दें।
- बच्चों को वर्कशीट में दिए चित्रों में रंग करने को कहें।
- गतिविधि के पश्चात, विद्यार्थियों के साथ मिल कर दीवार पर लगे रंगों के नाम पढ़ लें।

Free Play/ Indoor/ Art and Craft

Paper Tearing :

- Distribute newspaper pieces to the class.
- Instruct the students that they have to tear the paper in a straight line.
- Demonstrate first with slow hand movements, for students to see.
- Let them tear as many pieces as they can.

Lunch Break

Mathematics

Revision of Matching- Matching Parts and Wholes + Worksheet- 11 :

- Let students talk about the previous day's experiences of matching the pieces of cards.
- Ask them, how they matched the pieces together to complete the picture?
- Draw a few 'parts and wholes' of different objects on the board.
- Call students randomly to come and match the parts with their whole.
- Talk about the strategies that students used and discuss about them.
- Explain the worksheet to students and provide it to them.
- Let students discuss the worksheet and how they completed it.

Outdoor Games

Let's Get Fit :

- Let the students stand in a circle with you and make them do simple exercises with joint movements such as jumping, jogging, neck/shoulder /waist rotation, knee bending, sideways stretching, etc.
- Do the exercise along with the students with repetitions. Play music if possible (avoid bollywood songs).

Language (English)

Revision of Colours- Red, Blue, Yellow, Green, Pink and Orange :

- Show the flashcards of colour names to students, written with the same colour.
- Read the names of the colours with students.

Color Scavenger Hunt :

- Prepare paper bags with colour names written on it (in that color).
- Divide the students into smaller groups and give each group a paper bag.
- Set a time limit and tell the class that you want them to find things in the classroom/outside (under supervision) that are of the same color as written on their paper bag (written with the same colour).
- Keep objects of the same colour in the classroom.

- First go around the circle and let each group say what colour the group gets.
- Lead the discussion about different things. Students can think of those that are of the same color as the bag they have.
- Let students put the maximum objects with same colour in their paper bag.
- Discuss at the end what each bag contains.

Library Activity

Story Narration :

Narrate one appropriate story to students using voice modulation, gestures and expression.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 2

Day 5

Theme: Myself

Material Required- रंगों के नाम कार्ड(विद्यार्थियों के अनुसार), concrete material for pairing, slates, chalk, colour names circular cutouts, drawing files, crayons.

Assembly Time

Circle Time

Structured Conversation: My Classroom- Taking Care of Things - Care :

Initiate a conversation by asking the following questions-

- Where do you keep your toys at home?
- Where does your mother keep the utensils/masalas etc. in the house?
- Where do your grandparents keep their medicines?

- Listen to their responses carefully. Draw their attention to the fact that there is a place for everything and therefore, we should always keep the things back in their place after use.
- Tell them that this would help in finding those things without wasting time and would keep them safe.
- Ask them how do they take care of their belongings, how do they keep their things back and things they use at home or in class.
- Talk to the students on how they can take care of their belongings and how they should keep their things and toys back in their place.
- Show them the respective places in the classrooms for keeping things.
-

Rhyme 3- I am special (with actions)

Rhyme 4- अच्छे बच्चे बनना (with actions)

Rhyme 5- I love my school (with actions)

Language (Hindi)

ध्वनि भेद- आसपास की आवाज़ों की पहचान करना :

- विद्यार्थियों को ज्यादा से ज्यादा आवाज़ों को सुनने का मौका दें।
- विद्यार्थियों को अपनी आँखें बंद करने दें और उन्हें अलग-अलग ध्वनियों की पहचान करने दें।
- शुरुआत में उन वस्तुओं का इस्तेमाल करें जिन्हें वे पहले से जानते हैं।
- विद्यार्थियों से पूछें कि डस्टर की आवाज़ और कुर्सी को धकेलने या खींचने की आवाज़ अलग कैसे है।
- एक स्टील प्लेट पर विभिन्न वस्तुओं जैसे स्टील चम्मच, प्लास्टिक चम्मच, डस्टर, आदि से आवाज़ करें।
- विद्यार्थियों को अंतर सुनने और पहचानने दें।

रंगों का अभ्यास- (हरा, नीला, लाल, संतरी, गुलाबी, पीला) :

- विद्यार्थी शिक्षिका के साथ मिलकर रंगों के नाम का अभ्यास करेंगे।
- शिक्षिका फ्लैशकार्ड की मदद से रंगों के नाम पढ़ेगी और उन्हें विद्यार्थियों में बाँट देगी ताकि विद्यार्थी पास से रंगों के नाम पढ़ पायें।
- हर रंग के एक से ज्यादा कार्ड हो सकते हैं ताकि सब विद्यार्थियों को कार्ड मिल पाए।
- विद्यार्थियों से कहें की पढ़ते समय हाथ रंगों के नाम पर फेरें।
- विद्यार्थी पढ़ने के बाद उन्हें अपने दोस्तों से बदल कर दूसरे रंगों का भी अभ्यास करेंगे।
- विद्यार्थियों के साथ मिलकर सारे रंगों के नाम पढ़ लें।

Free Play/ Indoor/ Art and Craft

Copy Me :

- Let the students stand in a circle or let them stand at their places.
- Instruct them to copy your actions.
- Simply do a series of exercises or silly actions.
- Call any student to do the actions and let others repeat after him/her.

Lunch Break

Mathematics

Matching- Pairing :

- Keep real objects /material ready for the activity in the centre like- lock, key, shoes, socks, brush, colgate, cup, soccer etc.
- Let the students sit around the material.
- Tell the students to observe the material and think which two objects make a pair.
- Call students randomly and ask them to match the objects.
- Do the same activity on the board and call students who are left.
- Discuss what did we do in the activity at the end.
- Provide slates to students and draw one object on the board.
- Tell the students to draw their pair on the slates.

Outdoor Games

Let's Get Fit:

- Let the students stand in a circle with you and make them do simple exercises such as jumping, jogging, neck/shoulder /waist rotation, knee bending, sideways stretching, etc.
- Do the exercise along with students with repetition. Play music if possible(avoid bollywood songs).

Language (English)

Revision of Colours- Red, Blue, Yellow, Green, Pink and Orange :

Color Game :

- First, read the names of the colours with students.
- Arrange enough circular cutouts of the above mentioned colours with their names written on it with the same colour.
- Read the names with students.
- Place all the cutouts in a circle.
- Play some music/ play a musical instrument and let the students march around the circle.
- Stop the music and all the students must sit down next to a colour.
- Pick a colour and sing (to the tune of "Twinkle Twinkle Little Star"): "Who's beside the color (insert name of color)? Please stand up, if it's you."
- At that point, all the students next to the color mentioned will stand up.
- Continue until all the students get a turn.
- Read colour names with students using the word wall.

Library Activity

Story Narration :

- Narrate one appropriate story to students using voice modulation, gestures and expression.

Post Activity- Character Drawing :

- After the story narration, ask students to draw their favourite character from the story.

Closure and Bye

Recall the day in sequence and also give the students a brief about the activities coming up the next day.

Class : KG
Month : April
Week : 2

Day 6

Provide 'Mujhe Jano aur Pehchano' book (Page No.-2) to students to complete.

Class : KG
Month : April
Week : 3

Day 1

Theme: Myself

Material Required- जानवरों के चित्र, Worksheet- closed figure, cards of body parts, Worksheet- pairing, slates, chalk, story book.

Assembly Time

Circle Time

Free Conversation :

- Talk about the previous day's schedule - आपने कल क्या- क्या किया?
- आपने घर में कौन कौन से खेल खेले और किसके साथ खेले ?
- Identify students who need extra motivation to speak; encourage them to come forward and express their views in the discussions.
- Talk to the students about their daily schedule, kinds of games they play and people with whom they play, their friends, etc.

Rhyme 5- I love my school (with actions)

Rhyme 6- चुन्नू मुन्नू थे दो भाई (with actions)

Language (Hindi)

ध्वनि भेद- जानवरों की आवाज़ों को पहचानना :

- जानवरों के चित्र कार्ड दिखाए जैसे- बिल्ली, कुत्ता, शेर, गाय, हाथी, भेड़ आदि और विद्यार्थियों को जानवरों के नाम बताने के लिए कहें।
- विभिन्न जानवरों के बारे में पूछे जिनकी आवाज़ उन्होंने पहले सुनी है। उन्हें जानवरों की आवाज़ के बारे में बोलने के लिए और उनकी नकल करने के लिए प्रोत्साहित करें।
जानवरों की आवाज़े- <https://youtu.be/h8Q-jlHBcXM>
- विद्यार्थियों को जानवरों की आवाज़ सुनने दें और उनकी पहचान करने दें।
- विद्यार्थियों को आपने साथ जानवरों की आवाज़ों की नकल करने दें ।

शब्दकोष विकास- शरीर के अंगों के नाम (कान, नाक, मुँह, पैर , हाथ, आँख) :

खेल- नक़ल उतारो :

- विद्यार्थियों के साथ ये खेल खेलें ।
- विद्यार्थियों से कहें कि मैं जो- जो करूँ आप भी मेरे पीछे -पीछे करें ।
- अपने कान, नाक, मुँह, पैर, हाथ, आँख पर हाथ रखें/ छुएं।
- थोड़ी देर के बाद विद्यार्थियों से पूछें कि अभी हमने क्या किया ।
- विद्यार्थियों को मौका दें कि वे शरीर के अंगों के नाम लें ।
- सभी विद्यार्थियों के साथ मिलकर शरीर के अंगों के नाम दोहरायें।
- शरीर के अंगों के नामों को दीवार पर लगा दें और विद्यार्थियों का ध्यान उनकी ओर ले जाएं ।

Free Play/ Indoor/ Art and Craft

Colouring in a Closed Figure-Worksheet-12 :

- Show a worksheet to students and ask the name of the object in English.
- Demonstrate the worksheet to students and share that they have to colour in the confined space.
- Give a worksheet to students to colour.
- Help the students wherever required.

Lunch Break

Mathematics

Revision of Matching- Pairing + Worksheet- 13 :

- Draw a few objects on one side of the board and the matching objects on the other side of the board in random order.
- Call the students to match the objects.
- Explain the worksheet to students and give it to them to complete it.
- Let the students do it independently as an assessment.
- Provide crayons to the students to colour the objects.
- Discuss at the end about what did we do in the activity.

Outdoor Games

Walk on a Straight Line :

- Make multiple straight lines on the floor according to the strength of the class. Divide the class into groups of 5-6 students.
- Ask the class to form a train and walk on these lines. Instruct them that they cannot place their feet outside the line else the train will fall.

Walk and Jump :

- Make straight lines on the floor with little gaps after a few centimeters.
- Make a number of lines according to your class strength.
- Instruct the students that they have to walk on the straight line and everytime they see a gap, they have to cross that path by jumping on it.

Note- The gap should be realistic so that the students can jump easily.

Language (English)

Vocabulary Development- Parts of the Body :

Focused Vocabulary- eyes, ears, nose, mouth, hands, legs

Riddles :

- Use riddles to introduce body parts.
- Tell the students that you are going to ask riddles about body parts and they have to guess the name of the parts.
- Keep the riddles simple and easy for the students to comprehend. For eg,- like- this body part is very useful, it helps us to eat and speak and sing, which part of the body is this?
- Keep flashcards ready for the parts of the body.

Teach the Body Vocabulary :

- Keep the flashcards handy.
- Show each flashcard one by one and let your students touch their body part (so, when you show the "hand" flashcard, get everyone to touch their hands).
- Say each word in chorus and then do the rhyme.
- Read the names using the word wall.

Rhyme 7- Head and shoulder (with actions)

Library Activity

Read Aloud :

- Do a read aloud of a story.
- Choose a relevant book.

Note- During storytimes, through repetition students are repeatedly exposed to the concepts of Title, Author, and illustrations. They will see proper book handling and gain exposure to concepts of print that we read from left to right and top to bottom.

Closure and Bye

Class : KG
Month : April
Week : 3

Day 2

Theme: Myself

Material Required- जानवरों के चित्र कार्ड, शरीर के अंगों के कार्ड, newspaper, rangometry, cards of body parts, story books.

Assembly Time

Circle Time

Structured Conversation Time- My Body- Care :

- Ask the students about their morning routine.
- Give opportunities to the students to share what they do in the morning
- Focus students' attention towards brushing teeth, washing face, combing hair, taking a bath and having breakfast.
- Show flashcard of morning routine to the students.

Rhyme 6- चुन्नू मुन्नू थे दो भाई (with actions)

Rhyme 8 -Brush brush (with actions)

Language (Hindi)

ध्वनि भेद- जानवरों की आवाज़ें :

- विद्यार्थियों को जानवरों के चित्र कार्ड दिखाएं।
- उन्हें जानवरों के नाम बताने और उनकी आवाज़ की नकल करने के लिए कहें।
- जानवरों की आवाज़ का ऑडियो चलाएं और विद्यार्थियों को जानवरों की अलग-अलग आवाज़ें सुनने दें।
- विद्यार्थियों को उनके ध्वनि ऑडियो सुनने के बाद जानवरों के नाम का अनुमान लगाने दें।

शब्दकोष विकास -शरीर के अंगों के नाम- (कान, नाक, मुँह, हाथ, पैर , आँख) :

- पिछले दिन की गयी गतिविधि को दोहराएं।
- विद्यार्थियों से उनके अनुभव के बारे में पूछें।
- विद्यार्थियों को निर्देश दें की अब जो फ्लैशकार्ड आप दिखाएँगी उन्हें उसी अंग पर हाथ रखना है ।
- फ्लैशकार्ड जल्दी जल्दी दिखाएं और इसे खेल की तरह खेलें ।
- फ्लैशकार्ड विद्यार्थियों को दें ताकि वे पास से उन्हें देख पाएं ।
- शरीर के अंगों के उपयोग के बारे में बात करें ।
- फ्लैशकार्ड को बोर्ड पर लगा कर उनके नाम लिखें और विद्यार्थियों का साथ मिलकर पढ़ें ।

Free Play/ Indoor/ Art and Craft

Paper Folding/Handkerchief Folding :

- Give newspaper pieces to students in case they aren't carrying a handkerchief.
- Demonstrate and show how it is to be folded.
- Give instructions slowly and clearly.
- Once the students have folded the first few steps right, tell them how to fold it further.

Lunch Break

Mathematics

Free Play- Rangometry :

- Provide rangometry to students to play with.
- Give opportunities to students to explore.
- Help students wherever required.

Introduction of Sorting- Size :

- After a free play, provide rangometry pieces, beads and blocks to students in small groups.
- Ask the students to keep the objects in groups on the basis of similar size.
- Do not help the students.
- Let them categorise on the basis of size.
- At the end, discuss with students how they categorised the objects on the basis of size.

Outdoor Games

Walk on a Straight Line :

- Make multiple straight lines on the floor according to the strength of the class. Divide the class into groups of 5-6 students. Ask them to form a train and walk on these lines.
- Instruct them that they cannot place their feet outside the line else the train will fall.

Walk on Zigzag Lines :

- Make zig-zag lines on the floor.
- Make multiple lines according to the class strength.
- Ask the students to form a train and walk on these lines. Instruct them that they cannot place their feet outside the line else the train will fall.

Language (English)

Vocabulary Development- Parts of the Body :

Rhyme 7- Head and shoulder

Practice the Vocab :

- Lay the flashcards of body parts (the parts you have taught) on the floor or put them up on board.
- Randomly touch each card and let your students touch that part of their body and say the name of the body part on the card.
- Do a final round with the cards (in any order).
- Also refer to the word wall.

Game- Teacher Says :

- This game is to be played just like 'Simon Says', but instead the students can use the word 'Teacher Says'. Also, share that they have to follow an action only when it begins with 'Teacher Says....' else they are not supposed to do that action.
- Start the game by saying 'Teacher says, touch your..... . (name of the body part)'.
'
- Do the action and make sure everyone else follows along.
- Do a few more rounds like 'Touch your eyes, touch your toes', etc.
- Then, at some point, give a command without the 'Teacher Says' part (e.g. 'Touch your mouth'). In the first round, if students touch their mouth, remind them that they shouldn't do this if you don't say "teacher says".
- After a while your students will get the hang of it.
- Play the game faster and faster.
- After doing it a few times, play the game with flashcards and show the cards and say pull your (cards of ears).
- Make sure that the cards have the names written under it in a big font.

Library Activity

Picture Reading in Pair :

- Provide an age appropriate story book to students in pairs for picture reading.
- Let students discuss with their partner.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the students' level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 3

Day 3

Theme: Myself

Material Required- जानवरों के चित्र कार्ड, material for play corners, rangometry, beads, blocks, ball, action word cards(according to class strength), picture book.

Assembly Time

Circle Time

Structured Conversation- Personal Hygiene and Cleanliness :

- Initiate a discussion with students by telling, "मेरे parts of body, अलग अलग काम करने में, मेरी बहुत मदद करते हैं, मैं भी इनके सफ़ाई का अच्छे से ध्यान रखती/रखता हूँ।", जैसे- नहाना, नाखून काटना, brush करना, bathroom जाना और उसके बाद हाथ धोना, खाने से पहले और खाने के बाद हाथ धोना (stop for a while and ask students, और कैसे रख सकती/सकता हूँ अपने आपको साफ़। कोई बताएगा ?)
- Ask students, how do they keep themselves clean?
- Talk to them about the importance of personal hygiene
- Tell them you are going to check their nails every day and they have to keep their nails cut and clean always
- Make this a practice in the class

Rhyme 6- चुन्नू मुन्नू थे दो भाई (with actions)

Rhyme 7 -Brush brush (with actions)

Language (Hindi)



ध्वनि भेद- जानवरों की आवाज़े :

- पिछले दो दिनों की गतिविधियों का अभ्यास करें।
- विद्यार्थियों को जानवरों के चित्र कार्ड दें।
- एक-एक करके विद्यार्थियों को बुलाएँ और उनसे उस जानवर की आवाज़ करने को कहें।
- अन्य विद्यार्थियों को जानवर के नाम का अनुमान लगाने दें।
- उसके पश्चात विद्यार्थी जानवर का चित्र सभी विद्यार्थियों को दिखाएगा और बाकी विद्यार्थी साथ में उस जानवर की आवाज़ निकालेंगे।

शब्दकोष विकास- शरीर के अंगों के नाम - (आँख, कान, नाक, मुँह, हाथ, पैर) :

- शरीर के अंगों के नाम दोहराएं।
- चित्र दिखाकर अंगों के उपयोग के बारे में बात करें।
- विद्यार्थियों को बोलने का मौका दें।

- विद्यार्थियों के साथ मिलकर शरीर के अंगों के नाम पढ़ें (शब्दों को तोड़कर नहीं पढ़ें)।
- बोर्ड पर शरीर के अंगों के नाम लिखें और विद्यार्थियों को पढ़ने के लिए प्रोत्साहित करें।
- बोर्ड पर शरीर के अंगों के नाम कुछ इस प्रकार लिखें और विद्यार्थियों को अलग नाम पर गोला

लगाने को कहें। जैसे - 1. कान कान नाक कान  2.. हाथ पैर हाथ हाथ 

- विद्यार्थियों को पढ़कर गोला लगाने के लिए प्रोत्साहित करें।

Free Play/ Indoor/ Art and Craft

Play Corners :

Set different centers in your classroom -

- Block center (blocks of different types).
- Pretend centre (waste material- boxes, toilet rolls etc.).
- Art centre (clay, crayons, sheets, chalk, slates etc).
- Reading centre (storybooks for pretend reading).

Let the students play in a different centre than where she/he was the last time.

Lunch Break

Mathematics

Sorting- Colour :

- Provide rangometry pieces, beads and blocks to students in small groups.
- Assign 2 to 3 colours to each group.
- Ask the students to keep the objects in groups on the basis of given colours.
- Do not help the students.
- Let them sort on the basis of colour.
- Provide opportunities to students to share how they have grouped objects.
- At the end, discuss with students how did they sort the objects on the basis of the colours.

Outdoor Games

Passing the Ball :

- Take the students out and let them make a circle with a little gap in between each student.
- Ask one student to start the game by passing the ball to his/her friend standing next to him/her by saying his/her name aloud.
- Demonstrate first and then begin the game. The game continues until all students get their turns.

Walk and Jump :

- Draw straight lines on the floor with a little gap after every few centimetres. Make number of lines according to your class strength.
- Instruct the students that they have to walk on the line and everytime they see a gap, they have to cross that path by jumping.

Note- The gap should be realistic so that the students can jump easily.

Language (English)

Vocabulary Development- Parts of the Body :

Rhyme 7- Head and Shoulder

Game- Teacher Says :

Play the game with flashcards and focus on the names of body parts this time.



Flashcard Exercises :

- Get everyone to sit on the floor facing the front of the class.
- Give the body flashcards so that each student has at least one card (even better is for each student to have two cards).
- Shout out a random flashcard word (e.g. "ears") along with an action (e.g. "ears - hands up!").
- All students with the ears' flashcards have to do that action.
- Continue with the other words and different actions (e.g. jump up and sit down, run on the spot, turn around, stand up / sit down, wiggle, touch your ears, etc.)
- Focus on reading of the names of body parts using the word wall.

Pic. courtesy- www.eslkidstuff.com

Library Activity

Picture Book :

- Use a picture book in the class.
- Let students look at the pictures and predict the story using the pictures.
- Later, narrate the story in your own words.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 3

Day 4

Theme: Myself

Material Required- जानवरों के चित्र कार्ड, शरीर के अंगों के कार्ड (विद्यार्थियों के अनुसार), newspapers, rangometry, glasses, cards of body parts (according to class strength).

Assembly Time

Circle Time

Structured Conversation- Personal Hygiene and Cleanliness :

- Revise the previous day's discussion.
- Ask the students about how do they keep themselves clean? How do they feel after bathing, brushing, washing their mouth/hands, cutting nails, etc.
- Ask the students why there is a need to keep our body clean.
- Let students respond.
- Talk about the effects of not keeping the body clean.

Rhyme 6- चुन्नू मुन्नू थे दो भाई (with actions)

Rhyme 8- Brush brush (with actions)

Language (Hindi)

ध्वनि भेद- जानवरों की आवाज़ें :

ध्वनि क्रम :

- फ्लैशकार्ड का उपयोग कर जानवरों की आवाज़ों का अभ्यास करें।
- विद्यार्थियों को फ्लैशकार्ड देखकर जानवरों की आवाज़ें निकालने दें।
- क्रम में किसी भी तीन जानवरों की आवाज़ करें जैसे कि पहले बिल्ली, फिर कुत्ता, फिर गधा। विद्यार्थियों को ध्वनि का क्रम दोहराने दें।
- विद्यार्थियों को जानवरों की आवाज़ के क्रम को बताने को कहें।
- अब विभिन्न जानवरों की आवाज़ों का प्रयोग कर एक और आवाज़ों क्रम बनाएं।

शब्दकोष विकास- शरीर के अंगों के नाम (आँख, नाक, कान, हाथ, पैर, मुँह) :

- शरीर के अंगों के नाम विद्यार्थियों के साथ पढ़ें।
- शरीर के अंगों के नाम फ्लैशकार्ड (चित्र व नाम दोनों) कक्षा में अलग अलग दीवारों पर लगा दें और विद्यार्थियों के साथ पढ़ें।
- विद्यार्थियों को शरीर के अंगों के नाम के कार्ड दें जिसमें चित्र भी बने होंगे।

- विद्यार्थियों को प्रोत्साहित करें कि वे चित्र के साथ साथ कार्ड पर लिखे नाम पढ़ें।
- विद्यार्थियों को नाम पढ़कर सही फ्लैशकार्ड के पास खड़े होने को कहें।
- गतिविधि खत्म होने बाद सभी नाम विद्यार्थियों के साथ मिलकर पढ़ें।

Free Play/ Indoor/ Art and Craft

Crushing Paper :

- Provide newspaper pieces to the students. Instruct them to crumple the paper and then crush it hard.
- Now, instruct them to open the paper. Make the paper straight. Now ask them to crush the paper again and make a paper ball.
- Make the students to do it as many times as they enjoy doing the activity.

Lunch Break

Mathematics

Sorting- Shape :

- This is a group activity.
- Keep the rangometry ready for each group.
- Keep the number of students in groups according to the number of shapes in rangometry.
- Assign one shape to each member of the group in their respective groups.
- Provide rangometry pieces to the students in small groups.
- Ask the students to collect the pieces of the same shape assigned to them.
- Do not help the students.
- Let the students discuss with the whole class.
- At the end, discuss with the students how they categorised the objects on the basis of size.

Outdoor Games

Walk with a Glass of Water :

- Make several paths on the floor according to your class strength.
- Give a glass full of water to each student. Instruct students that they have to cross the path without spilling a single drop of water.

Nature Walk :

- Take the students for a nature walk, to a nearby park or school ground. Tell them 'Do not pluck the flowers or leaves from the plants.'
- Draw their attention towards the colours in nature. For eg.,-blue sky, green leaves, red and yellow flowers, etc.

- Once back in the class, encourage students to share their experience.

Language (English)

Vocabulary Development- Parts of the Body :

Rhyme 9- Two little hands (with actions)

Game- Body to Body :

- Instruct the students to sit in pairs.
- Start the game with individuals playing like- put your hand on your nose, hands on your eyes etc.
- Now play the game in pairs.
- Tell the students to touch each other eyes, join hands etc.



Pic. Courtesy- www.eslkidstuff.com

Flashcard Exercises :

- Get everyone to sit on the floor facing the front of the class.
- Give out body flashcards so that each student has at least one card (even better is for each student to have two cards).
- Shout out a random flashcard word (e.g. 'ears') with an action (e.g. 'ears - hands up!').
- All students with the ears flashcards have to do that action.
- Continue with other words and different actions (e.g. jump up and down, run on the spot, turn around, stand up / sit down, wiggle, touch your ears, etc.)
- Focus on the reading of the names of body parts using the word wall.

Library Activity

Guessing the Events :

- Draw some images on the board related to the story. Let the children think about what is happening in the picture and come up with their version.
- Put all the thoughts together and weave a story.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 3

Day 5

Theme: Myself

Material Required- Teddy bear, comb, mug, nail cutter, जानवरों के कार्ड, शरीर के अंगों के चित्र कार्ड, शरीर के अंगों के नाम के कार्ड, slates, chalk, material for odd one out, ball, chart(body outline drawn), card of body parts.

Assembly Time

Circle Time

Structured Conversation - My Body- Taking Care of It :

- Bring a teddy to the classroom which is dirty.
- Keep a few things in the classroom like- a comb, a mug of water, nail cutter etc.
- Show it to students and ask how the teddy is looking.
- Take the students' responses and then ask how can we make it clean.
- Do as students say and with the help of students clean the teddy.

Rhyme 6- चुन्नू मुन्नू थे दो भाई (with actions)

Rhyme 8- Brush brush (with actions)

Language (Hindi)

ध्वनि भेद- जानवरों की आवाज़ें :

ध्वनि क्रम :

- फ्लैशकार्ड का उपयोग कर जानवरों की आवाज़ों का अभ्यास करें।
- विद्यार्थियों को फ्लैशकार्ड देखकर जानवरों की आवाज़ें निकालने दें।
- क्रम में किसी भी तीन जानवरों की आवाज़ करें जैसे,- कि पहले बिल्ली, फिर कुत्ता, फिर गधा। विद्यार्थियों को आवाज़ों का क्रम दोहराने दें।
- विद्यार्थियों को जानवरों की आवाज़ के क्रम को याद करने का निर्देश दें।
- अब विभिन्न जानवरों की आवाज़ों का प्रयोग कर के कुछ और आवाज़ क्रम बनाएँ।

शब्दकोष विकास- शरीर के अंगों के नाम (आंख, नाक, कान, हाथ, पैर, मुँह) :

- शरीर के अंगों के नाम विद्यार्थियों के साथ पढ़ें।
- शरीर के अंगों के नाम फ्लैशकार्ड (चित्र और नाम) कक्षा में अलग अलग दीवारों पर लगा दें और विद्यार्थियों के साथ पढ़ें ।
- विद्यार्थियों को शरीर के अंगों के चित्र के कार्ड दें जिस पर केवल अंगों के नाम लिखे होंगे ।

- विद्यार्थियों को प्रोत्साहित करें कि वे कार्ड पर नाम पढ़ें ।
- विद्यार्थियों को नाम पढ़कर सही फ्लैशकार्ड के पास खड़े होने को कहें।
- गतिविधि खत्म होने बाद सभी विद्यार्थियों के साथ मिलकर सारे नाम पढ़ें ।

Free Play/ Indoor/ Art and Craft

Free Hand Drawing :

- Distribute coloured chalks and slates to the students.
- Let the students draw anything of their choice. Help them only if needed. Encourage them to talk about their drawings with their friends.
- Label students' pictures.

Lunch Break

Mathematics

Sorting- Odd One Out :

- Introduce the concept to the students using concrete objects.
- Keep a few objects in front of the class in sets like-
 - three pencils and one eraser.
 - three books and one notebook.
 - three chairs and one table etc.
- Ask the students to identify the odd objects in each set.
- Give objects or cards to each member of the group out of which one is odd.
- Tell the students to sit in their groups and find out which one is odd.
- Invite each group in front of the class and let the others discuss about it.

Note- Initially, try to keep objects that are easy for students to identify as 'odd'.

Outdoor Games

Passing the Ball :

- Take the students out to the ground.
- Let them stand in a circle with a little gap in between each student.
- Instruct the students to pass the ball to his/her friend standing next to him/her by calling out their friend's name aloud.
- Demonstrate and then begin the game.
- The game continues until all the students get their turns.

Walk on Zig-Zag Line:

- Make several zig-zag lines on the floor as per your class strength.

- Form trains as before and instruct them to walk on the zigzag lines.

Language (English)

Vocabulary Development- Parts of the Body :

Rhyme 9- Two little hands (with actions)

Game- Body to Body :

Play the game with students

Naming Body Parts :

- Bring a body outline drawn on the chart or draw it in front of the students.
- Place it on the floor for students to see.
- Instruct the students that we are going to name these body parts by reading the slips.
- Give each student one body part name written (more than one student can have the same body part name) in the slip.
- Now, the teacher puts her set of cards.
- Tell the students to read their slips and put it on the right place on the body outline.
- Help students wherever required.

Library Activity

Story Narration :

Narrate one appropriate story to students using voice modulation, gestures and expression.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 3

Day 6
Provide 'Mujhe Jano aur Pehchano' book (Page No.-3 and 4) to students to complete.

Class : KG
Month : April
Week : 4

Day 1

Theme: Myself

Material Required- पक्षियों के चित्र, handkerchief, newspapers, Worksheet- odd one out, ball, cards of classroom objects, dafla.

Assembly Time

Circle Time

Free Conversation :

- Initiate free conversation and encourage students to speak about their weekend or about any new experiences they had.
- Provide opportunities for students to share their experiences about school, home, games they play with their friends etc.
- Motivate the students to share.

Rhyme 1 - मम्मी शीशा बड़ा नकलची

Rhyme 5- I love my school

Language (Hindi)

ध्वनि भेद- पक्षियों की आवाज़े :

- विद्यार्थियों को कौआ, मुर्गा, बत्तख, मोर, कोयल आदि जैसे कुछ पक्षियों के चित्र कार्ड दिखाएं और उन्हें उनका नाम बताने के लिए कहें।
- विद्यार्थियों को प्रोत्साहित करें किसी की वह आगे आये और किसी भी पक्षी की आवाज़ की नकल करे।
- दूसरों को उस पक्षी का अनुमान लगाने का प्रोत्साहित करे।
- विद्यार्थियों को पक्षियों की ऑडियो सुननाये -link <https://youtu.be/mfF1dO-B8vE>
- विद्यार्थियों को अपने साथ पक्षियों की आवाज़ दोहराने को कहें और प्रत्येक पक्षी का नाम लें।

शब्दकोष विकास - कक्षा का सामान (मेज, कुर्सी, खिड़की, दरवाज़ा, अलमारी, कूड़ेदान) :

- कक्षा की वस्तुओं पर उनके नाम की चिट लगाए।

खेल :

- विद्यार्थियों के साथ खेल खेलिए-
शिक्षिका- आइये आइये !
विद्यार्थी - आपको क्या चाहिए?
शिक्षिका- आइये आइये !

विद्यार्थी - आपको क्या चाहिए? (जिस सुर/ताल/आवाज़ में शिक्षिका बोले, विद्यार्थी उसकी नक़ल करने की कोशिश करेंगे)

शिक्षिका- मुझे चाहिए _____ (कक्षा की वस्तु का नाम) ।

- खेल खेलते समय आप किसी भी वस्तु का नाम ले सकते हैं।
- खेल को तब तक खेलिए जब तक विद्यार्थियों को मज़ा आ रहा हो।
- खेल के बाद विद्यार्थियों का ध्यान वस्तुओं पर लगी चिट की ओर दिलाएं (केवल 6 ही वस्तु)।
- विद्यार्थियों से पूछें की ये क्या लिखा है और फिर विद्यार्थियों के लिए ये नाम पढ़ें।
- विद्यार्थियों को भी बोलने का मौका दें।
- सभी नामों के कार्ड को दीवार पर लगा दें ।

Free Play/ Indoor/ Art and Craft

Handkerchief Game :

- Let students stand in a circle while keeping yourself in the middle.
- Throw a handkerchief up and call out a student's name.
- The student whose name is being called out will have to come forward quickly and catch the handkerchief as it comes down. He/She then has to throw it up and call out another student's name and get back to his/her place. The second student will come forward and the game goes on.

Paper/ Handkerchief Folding- (2 folds) :

- Instruct the students to take out their handkerchief.
- Give newspaper pieces to the students who are not carrying a handkerchief.
- Demonstrate how to fold the handkerchief/paper.
- Give instructions clearly and one at a time. Once, the students have folded it right, tell them how to fold it further.

Lunch Break

Mathematics

Revision of 'Odd One Out' + Worksheet - 14 :

- Use classroom objects to revise with the concept of 'odd one out'/different with students.
- Draw things on the blackboard and randomly call the students to find out what is different/odd one out.
- After revising the concept of 'odd one out', demonstrate Worksheet to students. Let the students do the worksheet independently.
- Help those who need help.

Outdoor Games

Roll a Ball :

- Divide the students into two groups
- Draw several paths on the floor. One group stands at one end of the path and the other group at the other end.
- Let the students take turns to roll the ball between the boundaries of the path.
- Tell them the ball should not roll out of their path.

Kick the Ball :

- Divide the students into two groups.
- Let one group stand at one end of the path drawn on the floor and the other group at the other end.
- Let the students kick the ball randomly at each other.

Language (English)

Vocabulary Development- Classroom Objects :

Vocabulary words: table, chair, door, window, dustbin, cupboard

Introduce the Vocabulary :

- Talk about things which are there in the classroom.
- Talk about classroom objects by telling students to look around and observe the things in the class.
- Touch the objects and ask them to name it.
- After the students talk about it, point out to the objects and say- “a big table”, “a big chair”, “a cupboard”, “a dustbin”, “a window” “a door” etc.
- Students say the names of the objects in English using ‘a’ for eg- a chair.
- Show flashcards to the students and let them focus on the names of the object.
- Give flashcards to the students to hold and see.
- Read the words with students one more time.
- Put all the words on the word wall.

Library Activity

Role play :

- Let students do a role play of any story which the teacher has done before in the class.
- Help students wherever required.
- Let students create their own dialogues according to the situation.
- Appreciate students frequently.

Closure and Bye

Recall the day in sequence and also give the students a brief about the activities coming up the next day.

Activity - Namaste, Hello, How are You?

- Plays some music or a drum/dafla. Instruct the students to move around in the class. When you stop playing the music each student has to say Namaste to another student.
- Play the music again and have the students move around in class. When you stop the music then the student has to find the friend who he/she said Namaste to and say Hello. Repeat again for the students to say how are you?

Class : KG
Month : April
Week : 4

Day 2

Theme: Myself

Material Required- पक्षियों के चित्र, कक्षा की वस्तुओं के कार्ड (विद्यार्थियों के अनुसार), tray ,classroom objects, concrete material for concept- similar, cards of classroom objects(pictures with names), music for storytelling.

Assembly Time

Circle Time

Structured Conversation- My Family and Me :

Initiate a conversation about family members. Pose questions such as-

- आप के घर में कितने लोग रहते हैं?
- परिवार में सबसे अच्छा कौन लगता है और क्यों?
- बाहर घुमाने कौन ले कर जाता है?
- काम करने में कौन मदद करता है? आदि
- आपको स्कूल छोड़ने और लेने कौन आता है?

Speak about your family and family members so that it will encourage students to speak about theirs.

Rhyme 1 - मम्मी शीशा बड़ा नकलची

Rhyme 5- I love my school

Language (Hindi)

ध्वनि भेद- पक्षियों की ध्वनि :

- विद्यार्थियों को पक्षियों के चित्र कार्ड दिखाएं।
- उन्हें पक्षियों का नाम बताने के लिए कहें।
- एक बार फिर विद्यार्थियों को पहले से दिए गए लिंक(link) से अलग-अलग पक्षियों की आवाज़ सुनने दें।
- प्रत्येक ध्वनि को सुनने के बाद उन्हें पक्षी के नाम का अनुमान लगाने के लिए कहें।

शब्दकोष विकास - कक्षा की वस्तुएँ (मेज, कुर्सी, कूड़ेदान, अलमारी, दरवाज़ा, खिड़की) :

- बच्चों के साथ मिलकर, कक्षा की वस्तुओं के नाम दोहरा ले ।
- कक्षा की वस्तुओं के फ्लैशकार्ड बोर्ड पर लगा ले ।
- किसी भी क्रम में उन पर उँगली रखें और बच्चों को शब्दों का अनुमान लगा के पढ़ने दे ।
- फिर एक बार और उन फ्लैशकार्ड को बच्चों के सामने पढ़ें।
- हर विद्यार्थी को एक कार्ड दे जिस पर वस्तु बनी हो और उसका नाम लिखा हो।

- बच्चों से कहें की वो उन वस्तुओं का नाम पढ़कर उनमें अपनी पसंद के रंग कर ले। (कार्ड थोड़ा बड़े आकार का ले ताकि विद्यार्थी आराम से चित्र में रंग कर पाए) ।
- बच्चों के रंग करने के बाद कार्ड वापस ले और वापस लेते समय उन्हें एक बार नाम पढ़ने का मौका दे ।
- कार्ड को अगले दिन की गतिविधि के लिए संभालकर रख लें ।

Free Play/ Indoor/ Art and Craft

Memory Tray :

- Arrange few things in a tray such as a duster, spoon, hanky, bottle cap, pencil, chalk, etc.
- Instruct the students to see and name these things.
- Give the English names for the objects.
- Ask students to observe the objects carefully.
- Now, ask the students to close their eyes. Remove one thing from the tray. Ask students to see the tray carefully and tell which object is missing. Let them think and respond.

Note- You can add a few more things after doing it once or twice with the students.

Lunch Break

Mathematics

Introduction of Concept – Similar :

- Bring concrete material to your classroom such as: pencils, erasers, sharpeners, chalk boxes, pens, etc. to the class. For eg.-keep two pencils and one eraser on your table.
- Call any student and ask him/her to pick similar objects.
- Do it a few times with different materials.

Pair Work :

- Let the students sit in pairs. Provide them with materials (chalk, pencils, notebooks, pebbles, Rangometry pieces).
- Instruct them to keep similar things together. Move around in the class and help students during the activity, if required.
- Let few students explain how they have categorised the material.

Outdoor Games

Pakdam Pakdai :

- This is a common game where one student becomes the 'seeker' and must catch all the other students.
- When a student is caught, she/he becomes the 'seeker'. The game can be continued for as long as the students want to play



Pic courtesy - shutterstock

Running Race :

- Divide the class into groups of 5 or 10.
- Let them stand at the starting line of their tracks.
- When the whistle is blown, the students must run to the other end.
- Continue the game until all the students get their turn.

Language (English)

Vocabulary Development- Classroom Objects (table, chair, dustbin, door, window, cupboard) :

Activity-Name the Flashcards :

- Before class, prepare enough flashcards of each of these words for each student in your class as well as yourself.
- Start off by getting everyone seated on the floor in front of you. For eg.-Hold up the flashcard of 'table'.
- Proceed as follows:



Teacher: What's this?

Students: Table

Teacher: Yes, It is a table. (let students repeat after you)

Can you see a table in the classroom? Point to the table.

Students: (Point to tables)

Teacher: Yes! Good job!

- Lay the flashcard on the floor. Then, do the same for the other 5 flashcards.
- Next divide the class into groups and give each student the same flashcards and have them look at the cards.
- While looking at the cards, students should name the object.
- Make more than one set of flashcards so that all students can see and pass the cards to their friends.

Pic. Courtesy- www.eslkidsstuff.com

Library Activity

Storytelling with Movement :

- Narrate a story using rhythm and movement.
- Play the music in the background according to the theme of the story.
- Involve students in the story while you are narrating.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 4

Day 3

Theme: Myself

Material Required- पक्षियों के चित्र, feely bag, objects for feely bag, Worksheet- what is similar, concrete objects of classroom objects, slips of classroom objects (according to class strength), puppets.

Assembly Time

Circle Time

Structured Conversation - My Family :

- Let the students sit in pairs and talk about their family members according to the sequence of their age. For e.g., the student will have to first speak about the eldest in the family, and then the next and so on with the youngest one being spoken about at last.
- Let the students think for a while and then start speaking to their partners.
- After all the students have finished talking about their families, call a few students to come forward and talk about what they shared with their partners, if they are comfortable to share it with the whole class.

Note- Students may be not able to differentiate members as per age. So, the teacher talks about the eldest family member to the youngest family members in brief to give clarity to the students.

Rhyme 1 - मम्मी शीशा बड़ा नकलची

Rhyme 5- I love my school

Language (Hindi)

ध्वनि भेद- पक्षियों की ध्वनि :

- पिछले दो दिनों की गतिविधियों पर चर्चा करें ।
- सभी विद्यार्थियों को पक्षियों के चित्र कार्ड बांटें।
- उन्हें एक-एक करके बाहर बुलाएं और उन्हें कार्ड पर बने पक्षी की आवाज़ की नकल करने दें।
- बाकी विद्यार्थी पक्षी के नाम का अनुमान लगाएंगे ।
- विद्यार्थी को कार्ड पर पक्षी दिखाने के लिए कहें और पूरी कक्षा के साथ उस पक्षी की आवाज़ निकालने के लिए प्रोत्साहित करें।

शब्दकोश विकास- कक्षा की वस्तुएँ (मेज, कुर्सी, कूड़ेदान, अलमारी, दरवाज़ा, खिड़की) :

- विद्यार्थियों के साथ मिलकर सारे शब्द पढ़ लें ।
- पढ़ते समय ध्यान दें कि विद्यार्थी चित्र के साथ उसका नाम भी देख रहें हो।
- कल के रखे हुए कार्ड विद्यार्थियों को दें।
- विद्यार्थियों से मिले हुए चित्र के बारे में बात करने को कहें जैसे-
मेरे पास _____ है।
यह _____ रंग की है।
इसका इस्तेमाल _____ में करते है।
- विद्यार्थियों को मौका दें के वे चित्र के बारे में बात कर पाएँ ।
- पहले खुद विद्यार्थियों को बोल कर दिखाएं ।

Free Play/ Indoor/ Art and Craft

Feely Bag :

- Create a feely bag with different things in it such as: Rangometry pieces, erasers, leaves, keys, hairpin etc.
- Let the students put their hands inside the bag and guess what the contents of the bag are(one at a time).
- Ask them to take out a few things and
- show it to the students.
- The activity would continue till all the students get their turns.



Pic courtesy – smarkkids.co.uk/guiltfreehomeschooling.com

Lunch Break

Mathematics

Revision of What is Similar +Worksheet- 15 :

- Revise what is similar by bringing some concrete objects to the classroom and ask the students to look at these things clearly, such as - two sharpeners- one red and one yellow and show it to the students and ask, “Are they the same? Yes, because these are sharpeners.”
- Pick out the third red one and ask the same question, “Are these three same?” Then, make the students realise that two are the same and one is different because the two have the same colour.
- Show other objects and ask them to find similarities based on the shapes, sizes and colours.

- Keep the concrete material in the basket such as pencils, erasers, sharpeners, chalk boxes, pens etc. Keep all the things together in a basket.
- Call the students randomly and tell them to pick things that are similar. Ask them to explain how the things are similar- shape, size, height, etc.
- Show a few examples on the board.
- Demonstrate **Worksheet- 15** to the students and give them to complete it.
- Revise the concept one more time using the worksheet.

Outdoor Games

Walk on a Narrow Path :

- Let the students stand in a straight line. Make a few narrow paths according to the class strength.
- Instruct the students to walk on the narrow path carefully, without getting off the path. The path needs to be narrow to just fit in one foot.
- Students will have to walk placing their feet one by one. Also, give them two balls to hold in their hands with the hands stretched out.



Statue :

This game is for body coordination and body control:

- Choose one student to be the 'seeker'. Let the rest of the students stand behind him/her. The students standing behind the 'seeker' can sing/dance, play or do anything.
- Instruct the 'seeker' to wait for a while and shout 'statue' loudly and quickly and turn towards the students.
- All the students on hearing 'statue' will have to freeze and not move at all. If the seeker finds anyone moving, he/she will be the next seeker and the game continues.
- You have to be the seeker first and demonstrate the game.

Language (English)

Vocabulary Development- Classroom Objects:

Stick the flashcards onto the classroom objects :



- Revise the name of the classroom objects with the students.
- Read with students and focus on the limited vocabulary for reading.
- Give the slips of classroom objects to the students (2 slips per student).
- Bring the focus of the class back to yourself and demonstrate the activity- hold up the door flashcard, pull off a bit of Blue-Tack/tape and stick it to the back of the card. Then, walk over to a door in the classroom and stick the card to the door. Say 'Door' as you do so.
- Hold up the next flashcard and encourage students to point to the object (act as if you have no idea where it is). Then, walk over and stick the card to the object, again saying the name. Do this for all 6 flashcards.
- Now your students can do the same thing.
- Say an object (e.g. 'table') and the students who have the same slip will go to stick their flashcards onto the object, whilst saying the word. Do for all 6 objects.

Pic Courtesy- www.eslkidstuff.com

Library Activity

Storytelling Using Puppets :

- Choose a story to narrate using the puppets.
- Take the puppets as the characters of the story.
- Also involve students by giving them puppets to handle if possible while narrating the story.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 4

Day 4

Theme: Myself

Material Required- sheets, crayons, पक्षियों के चित्र, कक्षा की वस्तुओं के कार्ड, drawing files, classroom objects for big and small introduction, ball, cards of classroom objects, cards for storytelling.

Assembly Time

Circle Time

Structured Conversation- My Favourite Family Member :

- Encourage the students to speak about their family members. Pose the following questions-
 - Whom do you spend your time with at home?
 - Who helps you in your homework?
 - Which family member do you like the most and why?

Activity: Distribute paper and crayons to the students and ask them - अगर हम आपके घर जाएं तो हमको वहां पर कौन कौन दिखाई देगा? उनके चित्र बनाओ । Label their drawings and paste it on the wall. Let the students look at all the pictures.

Rhyme 1 - मम्मी शीशा बड़ा नकलची

Rhyme 5- I love my school

Language (Hindi)

ध्वनि भेदभाव -पक्षियों की ध्वनि :

ध्वनि क्रम :

- पिछले दो दिनों की गतिविधियों पर चर्चा करें।
- विद्यार्थियों को फ्लैशकार्ड देखने के बाद पक्षियों की आवाजें करने दें ।
- किसी भी तीन पक्षियों की आवाज़ करें, जैसे कि- सबसे पहले एक कौआ, फिर मोर और फिर कोयल।
- विद्यार्थियों के साथ भी यही क्रम कही बार दोहराएं।
- उन्हें पक्षियों की आवाज़ के क्रम को याद करने के लिए कहें।
- विभिन्न पक्षियों की आवाज़ों का प्रयोग कर नया ध्वनि क्रम बनाये ।

शब्दकोश विकास- कक्षा की वस्तुएँ (मेज, कुर्सी, कूड़ेदान, अलमारी, दरवाज़ा, खिड़की) :

- कक्षा की वस्तुओं के नाम विद्यार्थियों के साथ मिलकर पढ़ें ।
- फ्लैशकार्ड या बोर्ड पर लिखकर दोहराएं ।
- विद्यार्थियों को 6- 6 के समूह में बाँट दे और हर समूह में कक्षा की वस्तुओं के कार्ड दे जिन पर चित्र के साथ नाम लिखा होगा ।
- विद्यार्थियों को एक दूसरे की सहायता लेकर अपने कार्ड के शब्द पढ़ने को दें ।
- शिक्षिका कक्षा में घूमकर ध्यान देगी की हर समूह ने शब्द पढ़ लिए हों ।
- जब सभी समूह अपने अपने शब्द पढ़ ले तो विद्यार्थी अपने शब्दों के बारे में बात करेंगे जैसे -
मेज- मेरे पास मेज है ।
हम मेज पर अपना सामान रखते हैं।
हमारी कक्षा में नीले मेज है ।

Free Play/ Indoor/ Art and Craft

Free Hand Drawing :

- Distribute sheets and colours to all the students. Involve them in distributing the material. Thank them after they have distributed.
- Instruct the students to draw anything of their choice and then later speak about their drawing with their partners.
- Label these drawings and keep it safe.

Lunch Break

Mathematics

Introduction of Big/Small :

- Introduce the concept of big/small using the story "Lion and Mouse" then show concrete material of classroom objects like, erasers, notebooks, tiffin boxes, pictures of animals, flowers, pictures of trees and plants etc.
- Show two similar objects/pictures at one time like balls, eraser etc. one big and one small to the students and ask them which one is big (use same object for comparison).
- Use different materials to differentiate between big and small.
- After doing it several times with concrete objects, do it on the board.
- Make two similar objects (one big and one small) and ask the students to come over. and encircle the big/small object.

Outdoor Games

Roll a Ball :

- Divide the students into two groups. Draw several paths on the floor.
- One group stands at one end of the path and the other group at the other end. Let students take turns to roll the ball between the path.
- Tell them the ball should not roll out of their path.

Kick the Ball :

- Divide the students into two groups. Let one group stand at one end of the path drawn on the floor and the other group at the other end. Let the students randomly kick the ball at each other.

Language (English)**Vocabulary Development- Classroom Objects :****Retrieve the Flashcards from the Classroom Objects :**

- The teacher gives individual instructions for students to go and get a different object flashcard and give it to the teacher.
- Get everyone up to retrieve different cards at the same time, for example:
 - Teacher: Rahul, bring back the door card, please.
 - (Rahul stands up and goes towards the door)
 - Teacher: Lalita, bring back the cupboard flashcard, please.
 - (Lalita stands up and goes towards the cupboard) etc.
- This would be a fun activity and a little hectic. When everyone has collected the items and given to the teacher, they sit down.
- Put all the flashcards on the board and read the words with the students.

Library Activity**Storytelling using Cards :**

- Make 4 or 6 cards of the main scene of the story.
- Narrate the story using the cards.

Post Activity :

- Call 4 or 6 students and give them story cards randomly.
- Ask the whole class to arrange the cards in sequence.
- Let students revise the story using the cards.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.

Class : KG
Month : April
Week : 4

Day 5

Theme: Myself

Material Required- पक्षियों के चित्र, कक्षा की वस्तुओं की Worksheet, Worksheet-fingerprinting, concrete material- big/small, sheets, classroom object cards(only names written), balls, basket, picture book.

Assembly Time

Circle Time

Structured Conversation- Family Time/Family Get-Together :

- Encourage the students to speak about festivals and occasions when all the family members meet or come together to do some activities.
- Tell them about your family experiences.
- Give the students time to think. Once, they share their responses probe further using whatever they have shared.
 - कौन कौन से त्यौहार आप साथ में मनाते हो?
 - कौन कौन आपके साथ होता है?
 - कौन क्या काम करता है?
 - आप कैसे वह त्यौहार मानते हो?

Rhyme- दादी माँ दादी माँ (with actions)

Language (Hindi)

ध्वनि भेदभाव -पक्षियों की ध्वनि :

ध्वनि क्रम :

- पिछले दो दिनों की गतिविधियों पर चर्चा करें।
- विद्यार्थियों को फ्लैशकार्ड देखने के बाद पक्षियों की आवाजें करने दें।
- किसी भी तीन पक्षियों की आवाज़ करें, जैसे कि; सबसे पहले एक कौआ, मोर और कोयल।
- विद्यार्थियों के साथ भी यही क्रम कुछ बार दोहराएं।
- उन्हें पक्षियों की आवाज़ के क्रम को याद करने के लिए कहें।
- विभिन्न पक्षियों की आवाज़ों का प्रयोग कर नया ध्वनि क्रम बनाये।

शब्दकोष विकास- कक्षा की वस्तुएँ + Worksheet- 16 :

- विद्यार्थियों के साथ मिलकर शब्दों को पढ़ें ।
- उन्हें वर्कशीट दिखाएं और समझाएं की उन्हें पढ़कर चित्र में रंग करना है ।

- विद्यार्थियों को एक बार बोर्ड पर कर के दिखाएं ।
- सभी विद्यार्थियों को वर्कशीट दे ।
- जिन विद्यार्थियों को मदद की जरूरत हो उनकी मदद करें ।
- विद्यार्थियों को चित्रों में रंग करने को कहें और चित्रों के नीचे लिखे नामों की ओर ध्यान देने को कहें ।

Free Play/ Indoor/ Art and Craft

Free Play- Play Dough/Clay :

- Let the students indulge in free play using the play dough.
- Let the students make anything of their choice. Help the students if needed. Encourage them to speak about their creation.

Finger Printing- Worksheet-17 :

- Introduce the worksheet to students. Ask them to name the picture and tell them the English word for the same.
- Explain and show how to decorate the object using finger painting.
- Give them the worksheet and water colours to complete the activity.

Lunch Break

Mathematics

Recap of Big/Small :

- Recap big/small using concrete material.
- Keep the same object in 3 sets with different sizes of classroom objects. Show concrete material- two objects at a time and ask which one is big / small (blocks, beads, boxes, chairs, tables, etc.).
- Now, make the students realise that big and small is a relative term, that a big box can be small if we have a bigger box than that box.

Activity :

- Give half sheet of paper to the students on which an object is already drawn (a circle, ball, leaf etc etc.) is drawn in the middle. The sheet should have enough space for students to draw another object.
- Tell them to do it with a few objects like classroom objects.
- Students to draw a big object and a small object on the same sheet. Give one instruction at a time.
- Let the students draw the way they can, do not comment on any student's drawing. Help them if needed.

Outdoor Games

Pakdam Pakdai :

- This is a common game where one student is chosen to be the seeker; he/she must catch all the other students.
- When a student is caught, she/he becomes the Seeker. The game can be continued as long as the students want to play.

Statue:

This game is for body coordination and body control.

- Choose one student to be the 'Seeker'. Let the rest of the students stand behind him/her. The students standing behind the seeker can sing/dance, play or do anything.
- Instruct the seeker to wait for a while and shout 'statue' loudly and quickly and turn towards the students.
- All the students on hearing 'statue' will have to freeze and not move at all. If the seeker finds anyone moving, he/she will be the next seeker and the game continues.
- You have to be the seeker first and demonstrate the game.

Language (English)

Vocabulary Development- Classroom Objects :

Vocabulary Basketball :

- Let's finish the week with a fun game which will recap vocabulary from this activity.
- You will need a basket (a wastepaper basket) and 2 balls (2 pieces of A4 paper scrunched up into a ball).
- Also, flashcards for the classroom objects (only names written on it).
- Form 2 teams (or more than 2 if class strength is high) and line them up so that two players from each team are facing the front with the basket in front of them.
- Let both players throw their ball - if they get their ball into the basket they can try and win a point by saying the correct word of the flashcard (with pictures) you hold up.
- Then, they go to the back of the line.
- Play until all of the flashcards have been answered correctly.
- Read all the words using the word wall.



Library Activity

Picture Book :

- Use a picture book in the class.
- Let students look at the pictures and predict the story using the pictures.
- Later, narrate the story in your own words.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : April
Week : 4

Day 6

Provide 'Mujhe Jano aur Pehchano' book (Page No.-5 and 7) to students to complete.

Class : KG
Month : May
Week : 1

Day 1

Theme: Summer Season

Material Required- टोकरी, कार्ड- कक्षा की वस्तुएं, शरीर के अंग, रंगों के नाम (चित्र व नाम), drawing files, crayon, Worksheet-big/small, ball, cards of colour, classroom objects, parts of body(names and pictures), story book.

Assembly Time

Circle Time

Free Conversation :

- Initiate a free conversation by asking about their experience in school so far.
- Talk to the students about - how they are feeling in the school?, What do they like to do in school? etc.,
- Give opportunities to students to talk in smaller groups.
- You may observe the groups and help them, if required.

Structured Conversation- Summer Season :

- Initiate a conversation about the weather outside.
- Let students come up with the words like- गर्मी, धूप, सूरज, पसीना etc.
- Tell students that this is the summer season.
- Give opportunities to students to talk about this season.

Rhyme 10 - गर्मी आई (with actions)

Language (Hindi)

ध्वनि भेद - वाहनों की आवाज़ :

- विद्यार्थियों से उन वाहनों के बारे में बात करें जिन्हें उन्होंने देखा है, या उसमें यात्रा की है।
- आवाज़ों के बारे में बात करें, जैसे -हवाई जहाज़ की आवाज़ कैसी आती है?, ट्रेन की, मोटर साइकिल की आवाज़ कैसी है?, हॉर्न कैसे सुनाई देता है?
- विद्यार्थियों को वाहनों द्वारा की गई अलग-अलग आवाज़ें सुनाने का अवसर दें।
- कृपया आवाज़ों के लिए नीचे दिए गए लिंक को देखें-
[//www.youtube.com/watch?v=ZcTdNaikO58](https://www.youtube.com/watch?v=ZcTdNaikO58)
- विद्यार्थियों इन आवाज़ों को ध्वनियों की पहचान करने के लिए कहें।

शब्दकोष विकास - रंगों के नाम, कक्षा की वस्तुएँ, शरीर के अंगों के नाम : टोकरी का खेल :

- कक्षा में कराये गए शब्दों को विद्यार्थियों के साथ मिलकर पढ़ें ।

- विद्यार्थियों को प्रोत्साहित करें की वे चित्रों के साथ उनके नाम भी पढ़ें ।
- कराये गए शब्दों के फ्लैशकार्ड (चित्र व नाम) टोकरी में डाल दें।
- विद्यार्थियों के साथ गोले में बैठ जाएं।
- संगीत /डफली बजाएं और टोकरी को एक दूसरे को देते रहे ,जैसे ही संगीत या आवाज़ रुके, जिस विद्यार्थी के हाथ में टोकरी हो उस विद्यार्थी को टोकरी में से एक कार्ड उठाकर उसका नाम पढ़कर(चित्र की सहायता से) उस शब्द के बारे में बात करनी होगी।

Free Play/ Indoor/ Art and Craft

Free Hand Drawing :

- Distribute drawing sheets and crayons and let students enjoy exploring their creativity. Appreciate their efforts.
- Encourage the students to talk about their drawings with their partner.

Simon Says :

- Let the students play 'Simon says' with actions.
- Give the instructions first.
- Later, students can give instructions to other students.

Lunch Break

Mathematics

Recap Big/Small :

- Take the students out, let them make a circle. Now, instruct them to make a small circle and then a big circle.
- Then, tell them to look around at the trees, plants and flowers. Draw their attention to their varied sizes.
- Ask them to imitate things from nature like make big tree/ small, tree, big flower/small flowers, etc.

Worksheet- 18 :

- Introduce the worksheet to the students.
- Ask them to name the pictures in the worksheet. Mention the English names for it.
- Explain the worksheet to students. Help them, if needed.
- At the end, discuss the worksheet and reinforce the term 'big and small'.

H.W.- Ask students to bring material like leaves, stones, bottle caps etc.

Outdoor Games

Passing the Ball :

- Take the students out in the playground.
- Let them stand in a circle, with a little gap in between each student.
- Instruct one student to start the game by passing the ball to his/her friend standing next to him/her, by calling out his/her friend's name loudly.
- Demonstrate first and then begin the game.
- The game continues until all the students get their turn.

Walk and Jump :

- Make straight lines on the floor with a little gap after every few centimeters.
- Make the number of lines according to your class strength.
- Instruct the students to walk on the straight line. Also, tell them that everytime they see a gap in the line, they would have to cross that path by jumping over the gap.

Note- The gap should be realistic so that the students can jump easily.

Language (English)

Vocabulary Development- Colour Names, Parts of the Body and Things in the Classroom :

- Revise all the vocabulary words with the students using flashcards and the board.
- Give opportunities to students to hold and read the flashcards.
- Play a 'rapidfire'(showing the cards one after the other without giving much wait time) with the students to revise vocabulary.
- Motivate the students to read on their own.
- Divide the students into groups and provide vocabulary cards(pictures with names) to each group.
- Tell the students to read the words with the help of each other.
- Conclude the class by asking the question-
 - What is this?
- Motivate the students to respond using the sentence structure- 'This is a_____.' (While using colours, use crayons)

Library Activity

Read Aloud :

- Do a read aloud of a story.
- Choose a relevant book.

Note- Through repetition during storytimes students are repeatedly exposed to the concepts of Title, Author, and illustrations. Also, they will see proper book handling and gain exposure to concepts of print.

Closure and Bye

Class : KG
Month : May
Week : 1

Day 2

Theme: Summer Season

Material Required- cards of summer food, वाहनों के कार्ड, टोकरी , कार्ड- कक्षा की वस्तुएं, शरीर के अंग, रंगों के नाम (चित्र व नाम), clay, Worksheet- big/small, cards of colour, classroom objects, parts of body(names and pictures).

Assembly Time

Circle Time

Structured Conversation- Summer Season- Food :

- Talk about the weather outside.
- Initiate a discussion on what kind of food we eat in the summer season.
- Give opportunities to students to think and share.
- Talk about the seasonal fruits and vegetables.
- Show flashcards to students, if possible.
- Teacher to start sharing about the food she likes to eat in Summers, using the sentence structure-
मुझे गर्मी में _____ खाना अच्छा लगता है।
- Also, encourage the students to respond using the same sentence structure.

Rhyme 10- गर्मी आई (with actions)

Rhyme 11- गरमी के दिन आते हैं (with actions)

Language (Hindi)

ध्वनि भेदभाव- वाहनों की आवाज :

- विद्यार्थियों को फिर से वाहनों की आवाज सुनने का अवसर दें।
- वाहनों के फ्लैशकार्ड दिखाएं और विद्यार्थियों को अपने मुंह से इसी तरह की आवाजें निकालने की कोशिश करने के लिए कहें।

खेल- देखो गाड़ी आई देखो :

यह खेल ध्वनियों और नाटक का संयोजन है।

गीत- 'देखो देखो साइकिल, साइकिल ने घंटी बजाई टिन-टिन, छुक- छुक ट्रेन आई, ज़ोर से इंजन ने आवाज़ लगाई। बच्चों को रेलगाड़ी की आवाज़ (छुक- छुक) कर के दिखाएं। विभिन्न वाहनों के नाम लें और विद्यार्थियों को वह आवाज़ करने दें।

शब्दकोष विकास - रंगों के नाम, कक्षा की वस्तुएँ, शरीर के अंगों के नाम :

टोकरी में शब्द :

- कक्षा में कराये गए शब्दों को कार्ड की मदद से पढ़ें।
- विद्यार्थियों को प्रोत्साहित करें की वे चित्रों के साथ उनके नाम भी पढ़ें।
- कराये गए शब्दों के फ्लैशकार्ड(नाम व चित्र) टोकरी में डाल दें।
- विद्यार्थियों के साथ गोले में बैठ जाएं।
- संगीत बजाएं/डफली बजाएं और टोकरी को एक दूसरे को देते रहे, जैसे ही संगीत या आवाज़ रुके, जिस विद्यार्थी के हाथ में टोकरी हो उस विद्यार्थी को टोकरी में से एक कार्ड उठाकर उसका नाम पढ़कर उस शब्द के बारे में बात करनी होगी।

Free Play/ Indoor/ Art and Craft

Free Play- Play Dough/Clay :

- Demonstrate various techniques of playing with play dough such as- rolling, patting, tearing, pinching, joining etc.
- Let students make anything of their choice. Help them, if needed.
- Encourage the students to speak about what they have made.

Simon Says :

- Get the students to play the game of 'Simon Says.'
- Give instructions based on parts of the body such as- Simon says, touch your eyes, touch your nose, touch your tongue, touch your lips, etc.

Lunch Break

Mathematics

Recap of Big/Small :

Big Fish, Small Fish :

- Instruct the students that they need to jump up with their hands and legs spread 'like a star' when you call out 'Big Fish'. And, they have to sit down and hide/close themselves, when you call out 'Small Fish' .
- Demonstrate the game once. Play it along with the students. Later, you may also replace 'Big Fish/Small Fish' with other things like big/small chair, big/small tree etc.



Pic . Courtesy- www.clipart.email.com

Worksheet – 19 :

- Use concrete objects to recap the concept of 'big and small'.
- Keep a variety of objects in three different sizes (three balls in three different sizes, bottle caps etc.).
- Use the same object of different sizes to compare like bag with a bag, tiffin box with tiffin box etc. Use two sizes at a time to compare (each time using a different size).
- Draw different things on the board of different sizes and ask the students to

- compare.
- Explain the worksheet **Worksheet - 19** to the students and let them complete it.

Outdoor Games

Free Play :

Let students indulge in free play under your supervision.

Language (English)

Revision of Vocabulary Words :

Basket Game :

- Revise all the words using the sentence structure- 'What is this?'
- Motivate the students to also respond in a full sentence- 'This is a ____.'
- Keep all the vocabulary cards(pictures with names) in the basket for help.
- Make students sit in a circle.
- Play music and let students pass the basket amongst themselves.
- As soon as the music stops, the student holding the basket would take out a card, read the word and talk about the picture.
- Play the game till half of the students get their turn.

Library Activity

Guessing the Events :

- Draw some images on the board related to the story. Let the children think about what is happening in the picture and come up with their version of the story.
- Put all the thoughts together and weave a story.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the students' level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : May
Week : 1

Day 3

Theme: Summer Season

Material Required- cards of summer clothes, वाहनों के चित्र, शब्दकोष के शब्द (चित्र सहित) rangometry, concrete material for long/short, basket, cards- vocabulary done so far (with pictures), story book.

Assembly Time

Circle Time

Structured Conversation- Summer Season- Clothes :

- Repeat the previous day's discussion on food.
- Put flashcards of summer, rainy and winter clothes on the board.
- Ask students to identify the clothes we can use in the current weather.
- Let students explain their answers in their language.
- Summarise the discussion by sharing- in this season we wear cotton and light coloured clothes because they keep us cool by allowing the air to pass through them.

Rhyme 10- गर्मी आई (with actions)

Rhyme 11- गरमी के दिन आते हैं (with actions)

Language (Hindi)

ध्वनि भेद- वाहन :

- विद्यार्थियों को फिर से वाहनों की विभिन्न आवाज़ों को सुनाये ।
- उन्हें अपने मुंह से ये आवाज़ें निकालने के लिए कहें। वाहनों के फ्लैशकार्ड दिखाएं और विद्यार्थियों को उनकी आवाज़ निकालने के लिए कहें ।
- 'नो हॉर्किंग ' और 'साइलेंस' का फ्लैशकार्ड दिखाएं। इन चित्रों का अर्थ स्पष्ट कीजिए।



खेल- देखो गाड़ी आई देखो :

- यह खेल आवाज़ों और नाटक का संयोजन है।
- **गीत-** 'देखो देखो साइकिल, साइकिल ने घंटी बजाई टिन-टिन, छुक- छुक ट्रेन आई, ज़ोर से इंजन ने आवाज़ लगाई। रेलगाड़ी की आवाज़ (छुक- छुक) कर के दिखाएं ।
- विभिन्न वाहनों के नाम लें और विद्यार्थियों को वह आवाज़ निकालने के लिए कहें।
- विद्यार्थियों के लिए खेल का प्रदर्शन करें और शुरुआत में विद्यार्थियों के साथ खेलें।

- खेल में 'नो हॉकिंग' प्रतीक का उपयोग करें।
- विद्यार्थियों को उनकी पसंद के वाहन बनने दें और उन्हें उस वाहन की आवाज़ की नकल करने के लिए कहें।

शब्दकोष विकास - रंगों के नाम, कक्षा की वस्तुएँ, शरीर के अंगों के नाम :

- विद्यार्थियों के साथ मिलकर सारे शब्द पढ़ें।
- विद्यार्थियों को मौका दे की वे शब्दों के बारे में वाक्य बना पाएं।
- हर विद्यार्थी को एक कार्ड दें (चित्र सहित)।
- विद्यार्थियों को अपनी मर्जी के वाक्य बनाने दें।
- विद्यार्थियों द्वारा बोले गए वाक्यों को बोर्ड पर विद्यार्थियों के नाम के साथ लिखें और पढ़ें।

Free Play/ Indoor/ Art and Craft

Activity - Play with Rangometry :

Let the students play with Rangometry sets. Involve the students in 'cooperative play' by having two students share the same set of Rangometry.

Activity - Simon Says :

- Let the students play the game "Simon says."
- Give instructions involving the other parts of the body that were introduced. For e.g., "Simon says, touch your neck, touch your shoulders, touch your hands touch your fingers, etc.

Lunch Break

Mathematics

Introduction of Long and Short :

- Show some concrete objects like pencils, crayons, pens, paint brushes etc. (two in number) having different lengths.
- Ask the students to see and tell the difference in both the objects.
- Let students come to the conclusion that one is long and the other is short.
- Share the vocabulary of 'long' and 'short' with the students.
- Give one object to every student. And, assign separate spaces for long and short in the classroom.
- Call students having same objects together, tell them to compare (long/ short) and stand at the assigned places.
- Continue the game until all the students get their turn.
- Now provide drawing files to students in which one object is already drawn, let students to draw an objects longer/shorter than this.

- Conclude the class by discussing- when we compare objects on the basis of their length we use the concept of long and short.

Outdoor Games

Activity - Walk on the Line :

Draw a line on the floor and ask students to walk on it.

Activity - Free play :

Free play under your supervision.



Pic courtesy – khomloymontessori.blogspot

Language (English)

Revision of Vocabulary Words :

Basket Game :

- Revise all the vocabulary words using the sentence structure- 'What is this?'
- Motivate the students to respond in a full sentence- 'This is a_____.'
- Keep all the vocabulary cards(with pictures) in the basket.
- Make students sit in a circle.
- Play music and let students pass the basket to the next.
- As soon as the music stops, the student holding the basket would take out a card, read the word and talk about the picture.
- Play the game till all the students get their turns.

Library Activity

- Retell any story as per your choice using story book.
- Let the students look through the pictures.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : May
Week : 1

Day 4

Theme: Summer Season

Material Required- हिंदी की Worksheet, material for long/short, slips of vocabulary words(name with picture), Worksheet for colouring, big book.

Assembly Time

Circle Time

Free Conversation- Summer Season :

- Use the previous day's discussion and let students talk about what they like to do in this weather.
- This could be anything like -the games they play, the food they eat, etc.

Structured Conversation- Helping Others :

- Do a discussion on the weather outside.
- Ask the students how they feel in summer.
- Ask the students how would the animals and birds feel in the summer.
 - What do they do to protect themselves in summer?
- Show the pictures to students and ask students about what is happening in each picture.
- Initiate a discussion on helping others which includes humans as well as animals. And, this could be done by- keeping water for animals and birds in the summer season, etc.

Note- Pictures are attached at the end of the plan.

Rhyme 10- गर्मी आई (with actions)

Rhyme 11- गरमी के दिन आते हैं (with actions)

Language (Hindi)

शब्दकोष विकास - रंगों के नाम, कक्षा की वस्तुएँ, शरीर के अंगों के नाम + Worksheet- 20 :

- विद्यार्थियों के साथ मिलकर सारे शब्द दोहरा ले।
- विद्यार्थियों को बुला कर बोर्ड पर लिखे शब्द पढ़ा लें।
- विद्यार्थियों को वर्कशीट दें और समझाएं की उन्हें दिए गए चित्रों में रंग करना है और उनका ध्यान चित्रों के नीचे लिखे नामों की ओर ले जाएं।
- विद्यार्थी शब्दों को पढ़ने ले लिए दीवार पर लगे शब्दों की सहायता ले सकते हैं।
- गतिविधि हो जाने के बाद वर्कशीट के सारे शब्द पढ़ें।

Free Play/ Indoor/ Art and Craft

Game- In the River/On the Bank :

- Let the students hold hands and form a circle. Draw a circle around them. Ask them to follow the following instructions.
- When you call out “In the river” they should jump inside the circle (holding hands) and when you call out “on the bank”, they have to jump out of the circle.
- Randomly switch between the two instructions to make the game interesting. Throughout the game, the students are supposed to be holding hands.

Colouring in Bold Shape- Worksheet- 21 :

Explain the worksheet to the students and provide it to them to complete.

Lunch Break

Mathematics

Revision of Long and Short :

- Revise the concept of long and short using pictures/concrete materials like thread, snake/caterpillar, erasers, scales, twigs, comb spoon etc.
- Call the students and ask them to come and compare things.
- Tell the students they can also use long and short with time, books, words/sentences, hair, and legs.
- Call a boy and girl and compare their hair.
- Tell the students to take out the material from their bags like pencil, pencil boxes and other things and tell them to compare them in groups.
- Conclude at the end that today we compared things on the basis of their length and found out which one was long and short. Focus on the vocabulary.

Outdoor Games

Let's Get Fit :

- Let the students stand in a circle with you and make them do simple exercises of the joints such as- jumping, jogging, neck /shoulder/waist rotation, knee bending, sideways stretching etc.
- Do the exercises along with students with repetition. Play music if possible (avoid bollywood songs).

Statue:

This game is for body coordination and body control.

- Choose one student to be the 'Seeker'. Let the rest of the students stand behind him/her. The students standing behind the 'seeker' can sing/dance, play or do anything.
- Instruct the Seeker to wait for a while and shout "statue" loudly and quickly, and turn towards the students. All the students on hearing "statue" will have to freeze and not move at all. If the 'Seeker' finds anyone moving, he/she will be the next seeker and the game would continue.
- You have to be the 'seeker' first and demonstrate the game.

Language (English)

Revision of Vocabulary Words :

- Read all the vocabulary words with students.
- Give them opportunities to read each word using the sentence structure-' This is a/an _____.'
- Divide the students into groups and give slips of vocabulary words(names with pictures) to them, along with their slates.
- Ask students to read their words and draw a picture of that word on their slates.
- The students can exchange the slips with their friends.
- Observe the groups and help wherever required.

Library Activity

Big Book :

- Narrate a story using the big book having some repetitive text.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : May
Week : 1

Day 5

Theme: Summer Season

Material Required- domino cards, tray, material for memory game, Worksheet-long/short, Worksheet- vocabulary words, picture book.

Assembly Time

Circle Time

Structured Conversation- Saving Electricity- Respect :

पूजा अपनी मम्मी पापा के साथ रहती थी। पूजा को बहुत अच्छा लगता था जब वो अपने खिलौनों के साथ खेलती। अक्सर वो जिस कमरे में जाती, उस कमरे में लाइट और पंखा चला देती। वो जब भी कमरों से बाहर निकलती, पंखा और लाइट बंद नहीं करती। पूजा के मम्मी पापा उसे खूब डाँट लगाते हुए कहते थे - “बिजली बर्बाद मत किया करो” । लेकिन, वो किसी की नहीं सुनती थी।

Ask students-

- पूजा के मम्मी पापा उसे क्यों डाँटते थे?
 - पूजा को क्या करना चाहिए था ?
 - आपको क्या लगता है, बिजली बहुत सारी है या खत्म हो सकती है?
 - आप पूजा की जगह होते तो क्या करते ?
-
- Let the students talk about it and summarise that electricity it is not unlimited. Further, encourage them to think about ways of saving it by asking- “हम बिजली कैसे बचा सकते है?”
 - Summarise by discussing- we should switch off the lights, fan, cooler etc. when we are leaving the room.
 - Also, talk about the same in the context of the school. Tell students to always switch off the electronic appliances, after use.

Rhyme 10- गर्मी आई (with actions)

Rhyme 11- गरमी के दिन आते हैं (with actions)

Language (Hindi)

शब्दकोष विकास - रंगों के नाम, कक्षा की वस्तुएँ, शरीर के अंगों के नाम :

डोमिनो कार्ड :

- विद्यार्थियों के साथ सभी शब्द दोहरा लें।
- विद्यार्थियों को 'डोमिनो कार्ड' समझाएं कि जहां से तीर है वह से शुरू होता है और हमें तीर के साथ बने चित्र को देख कर अगले चित्र को ढूँढ़ना है और इसी प्रकार मिलते जाना है। विद्यार्थियों को कार्ड दे-दें, और उनको आगे आकर मिलाने दें।
- बच्चों को खेलने का तरीका समझाएं।
- शिक्षिका घूम घूम कर चेक कर सकती हैं, की विद्यार्थियों सही कर पा रहे है या नहीं।
- खेल तब तक चलेगा जब तक सारे विद्यार्थियों का न हो जाये।
- कक्षा के अंत में सभी शब्दों का अभ्यास कर लें।



Free Play/ Indoor/ Art and Craft

Memory Game :

- Arrange a few objects different from the ones you have used before, on a tray. Start with 4-5 objects first.
- Ask the students to see and name the things.
- Mention the English vocabulary for these objects.
- Instruct the students to close their eyes. Remove one thing from the tray.
- Now, ask them to look at the tray carefully and identify the missing object. Let students think and respond.
- You can add a few more things after a couple of rounds.

Lunch Break

Mathematics

Revision of Long and Short + Worksheet-22 :

- Revise the concept of long and short using concrete examples from your classroom.
- Do the same on the board and tell students to compare.
- Demonstrate the worksheet to students.
- Provide the worksheet to students to complete.

Outdoor Games Games

Pakdam Pakdai :

- This is a game where one student is chosen to be the 'Seeker' ,who is supposed to catch all the other students.
- When a student is caught, she/he becomes the 'Seeker'.
- The game can be continued for as long as the students want to play.

Water and Freeze :

- Choose a 'Seeker'. The 'Seeker' will have to chase the players. If he/she taps anybody and says 'freeze', that student will stop there and will not run. The other students must try to touch the frozen student and say 'water'" only after which the frozen student can run.
- Change the 'Seeker' as per your choice.

Language (English)**Revision of Vocabulary Words + Worksheet- 23 :**

- Read the vocabulary words with students using the sentence structure- 'This is a/an_____.'
- Write the words with pictures on the board in different rows.
- Tell the students that today we are going to colour the pictures.
- Provide worksheet to students to colour.
- The teacher may help the students, wherever required.

Library Activity**Picture Book :**

- Use a picture book in the class.
- Let students look at the pictures and predict the story using the pictures.
- Later, narrate the story in your own words.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : May
Week : 1

Day 6

Provide 'Mujhe Jano aur Pehchano' book (Page No.-9 and 11) to students to complete.

Reflections



Pic Courtesy- www.watchingbackyardbirds.com Pic Courtesy- www.atbreak.com

July

"The best way to find yourself is to lose yourself in the service of others."

- Mahatma Gandhi

Weekly Learning Outcomes - July (KG)					
		Jul - Week 1	Week 2	Week 3	Week 4
Domain	The student will be able to:	Activity:			
Personal, Social and Emotional Development	Describe self in terms of physical characteristics				
	<ul style="list-style-type: none"> Talks about his /her name, body parts and other characteristics without inhibitions Identifies close family, friends and family members 		During structured conversation on keeping our body clean and self care including daily morning routines	During structured conversation on cleanliness during rainy season	
	Express own interests and preferences				
	<ul style="list-style-type: none"> Expresses himself /herself without inhibitions Expresses his/her needs /feelings /emotions Expresses ideas / thoughts /feelings 	During free conversation about experiences about holidays and how they are feeling in school During structured conversation on their experience of rainy season including animals, birds and insects they see	During free conversation about things of their interest During picture talk on morning routines using flashcards During structured conversation on things they enjoy eating on a rainy day	During free conversation about anything you like to share	During free conversation about anything they like to share and things they want to do During structured conversation on diseases because of clogging of water
	Express likes, dislikes and emotions				
	<ul style="list-style-type: none"> Is comfortable talking about his /her likes, dislikes and emotions with the class /teacher Expresses emotions appropriate to the situation 	During structured conversation on what they like during rainy season Rhymes with actions: Barish aayee, baarish aayee, rain - rain go away	During structured conversation on healthy food habits Rhymes with action: Rain - rain go away and Badal ke kya jee me aayee ji	During structured conversation on problems we face during rainy season Rhyme with action: Incy wincy spider, Meri Billi Kaali Peeli	During structured conversation on the importance of storage, conservation and reuse of water. To respect our natural resources Rhyme with action: Incy wincy spider, Meri Billi Kaali Peeli
	Uses all senses to observe and explore the environment				
	<ul style="list-style-type: none"> Remembers and recalls 4-5 objects /pictures seen at a time 		During the feely bag activity using touch and tactile discrimination and "Sensory Scavenger Hunt" During touch activity using textured items	While doing touch activity involving shapes of sandpaper While doing sensory touch with "Mystery Boxes" activity	During touch activity using cardboard shapes and shapes of sandpaper
Demonstrate awareness about hygiene and sanitation practices and healthy eating habits					

	<ul style="list-style-type: none"> • Uses handkerchief when sneezes •Washes hands before and after having food •Washes hands after using washroom 	During structured conversation on revisiting the classroom norms and hygiene habits			
Physical Development	Demonstrate gross motors skills with greater coordination				
	<ul style="list-style-type: none"> • Able to balance body while walking and running •Able to walk on straight and zig zag lines •Able to hop and jump on a fixed path •Able to hold an object while walking 	During running, jumping and hopping race and walking on a straight line foot to foot While passing the ball; walk and jump in circle and in straight lines During exercises like jumping, jogging joint rotation, bending and stretching etc While walking on a narrow path	While passing the ball and walk and jump, knocking plastic bottles during bowling activity During exercises like jumping, jogging joint rotation, bending and stretching etc	During exercises like jumping, jogging joint rotation, bending and stretching etc While playing statue game While walking on outlines of a large circle Hopping in and out of shapes Duringpakdan pakdaian and "Hot Potato Race"	While playing "Hot Potato Race", run, jump and walk on straight and zig - zag lines While rolling and kicking a ball
	Exhibit eye hand coordination				
	<ul style="list-style-type: none"> •Able to scribble and colour •Attempts to put beads through the strings •Attempts to tear and paste paper •Uses the grip to hold scissor, brushes, crayons etc •Able to throw and catch ball in a given direction •Uses the grip to tear and crush paper •Uses pincer grip to hold and manipulate tools for drawing, painting and writing 	During free play and Doing the worksheet on writing pattern While throwing and catching the handkerchief game During folding a paper and handkerchief		During the paper tearing, crushing and rolling During worksheet on writing pattern During drawing of a character	During the paper tearing and crushing During drawing of a character
Creative and Aesthetic Development	Demonstrate awareness of and appreciates beauty in the environment				
	<ul style="list-style-type: none"> • Loves to go for nature walk •Likes to draw objects from nature 	While drawing a rainy scene after discussion on nature and rainy day			
	Display curiosity to draw and create				
	<ul style="list-style-type: none"> • Engages in free drawing •Make objects of his /her own choice using clay and other material •Explores & creates models, drawings using manipulatives of his /her choice 	During free play with manipulatives	During free play to create objects of their choice with clay		During free play with manipulatives During free hand drawing

Language Development	Listen attentively and maintains eye contact				
	<ul style="list-style-type: none"> • Listens attentively undisturbed to stories 	Stories being narrated by the teacher using picture book	While storytelling using picture book, props etc While listening to letter sound stories of /S s/ in English and क in Hindi	While listening to a read aloud of a story, storytelling using props While listening to letter sound stories of /A a/ in English and ँ in Hindi	While listening to a read aloud of a story, storytelling using props While listening to letter sound stories of /T t/ in English and त in Hindi
	Carry out simple instructions in English				
	<ul style="list-style-type: none"> • Understands simple instructions in Hindi and English • Follows two-three steps instructions in Hindi • Follows two-three steps instructions in English 	During learning activities and games through explanation, paraphrasing, demonstration	During learning activities and games through explanation, paraphrasing, demonstration	During learning activities and games through explanation, paraphrasing, demonstration	During learning activities and games through explanation, paraphrasing, demonstration
	Participate in reciting long rhymes, poems and songs with comprehension				
	<ul style="list-style-type: none"> • Enjoys listening to rhymes and songs • Enjoys reciting rhymes and songs in small groups • Able to recite rhymes and songs with clarity • Able to modulate voice according to the rhythm of the rhyme and songs 	Rhymes with actions: Barish aayee, baarish aayee, Rain - rain go away	Rhymes with action: Rain - rain go away and Badal ke kya jee me aayee ji	Rhyme with action: Incy wincy spider, Meri Billi Kaali Peeli	Rhyme with action: Incy wincy spider, Meri Billi Kaali Peeli
	Listen, identify and differentiate to a variety of sounds in the environment				
	<ul style="list-style-type: none"> • Identifies sounds in the environment, sounds of musical instruments, transport, animals, birds, body etc • Able to differentiate between the sounds in the environment, sounds of animals, birds, transport, body and musical instruments 	By listening and associating the sounds in the environment using sound boxes, animal sounds, birds sounds, sounds of vehicles and sounds created using the body	By listening and associating the sounds in the environment using sound boxes, animal sounds, birds sounds, sounds of vehicles and sounds created using the body		
	Recognize sight words				
	<ul style="list-style-type: none"> • Can read sight words from the word-wall /flashcards /print rich class 	While revising the names of parts of body using rhyme "Two Little Hands Go Clap - Clap - Clap" and "Mirror My Action" activity	I, am, a, an, my, this		
Recognize most letters/ vyanjans and their corresponding sounds					
<ul style="list-style-type: none"> • Is able to identify Hindi Vyanjans and their sounds • Is able to identify English letters and their sounds • Can differentiate between the letters of common sounds like /a/ and /e/ 		While recognizing the letter sound introduction of /S/ in english and क in Hindi	While recognizing the letter sound introduction of /A a/ in english and ँ in Hindi	While recognizing the letter sound introduction of /T t/ in English and त in Hindi	
Identify beginning and end sound of words					

<ul style="list-style-type: none"> • Can identify only the beginning sound in words in Hindi • Can identify the beginning and end sound in words in Hindi • Can identify only the beginning sound in words in English • Can identify the beginning and end sound in words in English 	By isolating the first sound in names, parts of body and other common objects both in Hindi and English	While identifying the initial sound of flashcards related to letter sound /S s/ in English and क in Hindi	While identifying the initial sound of flashcards related to letter sound of /A a/ in English and आ in Hindi	While identifying the initial sound of flashcards related to letter sound introduction of /T t/ in English and ट in Hindi
Demonstrate increase in vocabulary and interest in learning new words				
<ul style="list-style-type: none"> • Associate words with pictures /real objects • Can associate naming words with real objects or pictures • Can identify words by looking at pictures of the words introduced in class • Learning new words through actions, translation, antonyms and synonyms and pictures Displays awareness of print present in the environment • Remembers words from word-wall or flashcards put up in class • Uses new vocabulary like names of colours, animals, fruits etc in his /her daily conversation • Shows curiosity to know the meaning of new words from a storybook • Uses learnt vocabulary with sentence structures 	Revising the names of colors in English	While learning the words and meanings related to rainy season in both Hindi and English While identifying the initial sound of flashcards related to letter sound /S s/ in English and क in Hindi	While learning the words and meanings related to rainy season in both Hindi and English While identifying the initial sound of flashcards related to letter sound of /A a/ in English and आ in Hindi	While identifying the initial sound of flashcards related to letter sound introduction of /T t/ in English and ट in Hindi
Know print patterns				
<ul style="list-style-type: none"> • Is aware of left to right and top to bottom patterns in a book • Shows interest in flipping through the pages and observing pictures • Likes to talk about the pictures from picture books 	While a demonstration of holding a book and turning the pages		While holding a book and understanding the orientation from top to bottom and left to right	While exploring story books
Talk in full sentences				
<ul style="list-style-type: none"> • Responds in full sentence • Uses sentence structures of Hindi • Uses sentence structures of English using few words in English 	While giving Mera Parichay While using the names of classroom objects in simple sentences in Hindi	While using simple sentences on myself "I can see..." (using rainy season vocabulary)		
Retell a story in sequence and answer questions				
<ul style="list-style-type: none"> • Could talk about main events of the story /any other activity • Could add details while retelling the story in his /her own words • Could answer comprehension questions based on the story 	While sequencing the daily routine picture cards			
Participate in picture reading				

	<ul style="list-style-type: none"> • Is able to predict the story by reading the pictures 	While predicting the pictures using picture book	By predicting the end of the story during story narration	During picture talk using picture of a classroom	
	Independently form many letters independently				
	<ul style="list-style-type: none"> • Able to form letters correctly • Able to form invented spellings 		Letter formation of letter S in English and ङ in Hindi using crayons	Letter formation of letter S, A in English and ष, ङ in Hindi using crayons	Letter formation of letter S, A, T in English and ष, ङ, ज in Hindi using crayons
Cognitive Development	Observe, identify and compare objects				
	<ul style="list-style-type: none"> • Can observe and compare the objects on the basis of big and small • Can observe and compare the objects on the basis of heavy and light • Can observe and compare the objects on the basis of short and long • Can observe and compare the objects on the basis of more and less 	While revising the concept of big and small, long and short by comparing two similar objects	While introduction and application of tall and short	While introduction and application of heavy and light by using a weighing scale	While introduction and application of more, less and equal
	Classify a group of objects by two categories				
	<ul style="list-style-type: none"> • Able to sort a group of objects on the basis of any two characteristics like shape and size; size and colour etc 	By applying the concept of similar things During revising sorting using manipulatives			
	Develop number sense up to 10				
	<ul style="list-style-type: none"> • Is able to count a given set of objects • Associate quantity with pictures up to 5 • Associates quantity with numerals up to 5 		While playing "Hum Bazaar Jaayenge" to count upto 5	During "Sher Ke Mooh Me Ladoo" activity of relating number of dots with quantity upto 5	While playing "Fire on the Mountain" to count upto 5 using rhyme "Jamuna ke kinaare kitni...."

Class : KG
Month : July
Week : 1

Day 1

Theme: Rainy Season

Material Required- Beads, Rangometry, puzzles, blocks for free play, Worksheet on writing pattern, flashcards of rainy seasons, flashcards of body parts.

Assembly Time

Circle Time

Welcome :

Begin the day by greeting the class with a cheerful “Welcome” and “Good morning”. Initiate free conversation about the holidays. Pose questions such as-

- What did you do during your holidays?
- Where did go during the holidays?
- What did you enjoy the most during the holidays?
- Encourage them to share their vacation’s experiences with the class.
- Tell them about your experiences too.
- Reinforce the norms of the classroom and hygiene habits like,-
 - Wash hands
 - Brush teeth
 - Take bath everyday
 - Sit on lines
 - Put your bag and bottle on the place

Rhyme 12- बारिश आई छम छम छम (using actions)

Rhyme 13- Rain Rain go away (using actions)

Language (Hindi)

मेरा परिचय :

अपना परिचय देकर विद्यार्थियों को अपना परिचय देने को कहें ।

- मेरा नाम _____ है।
- मुझे _____ खाना अच्छा लगता है।

वातावरण की आवाज़ें :

- वातावरण की आवाज़ों को विद्यार्थियों के साथ दोहराएं ।
- विद्यार्थियों को अलग अलग आवाज़ों को सुनने का मौका दें जैसे- चाबी की आवाज़, दरवाज़े का ठकठकाना, मेज़ को बजाना, कागज़ को रगड़ना आदि ।
- विद्यार्थियों को आँखें बंद कर के आवाज़ सुनकर पहचानने के लिए प्रोत्साहित करें ।

आवाज़ों की पहचान :

- विद्यार्थियों का ध्यान उनके नाम की पहली आवाज़ की और ले जाएं ।

- गतिविधि की शुरुआत अपने नाम की पहली आवाज़ बताकर करें, जैसे-
 - मेरा नाम बबीता है, ब -बबीता ।
 - मेरा नाम मनीष है, म-मनीष।
- इसी तरह विद्यार्थियों को अपना नाम बोलने को कहें ।
- विद्यार्थियों को जरूरत पड़ने पर संकेत दें और मदद करें ।

Free Play/ Indoor/ Art and Craft

Free Play :

- Let the students indulge in playing with the play material.
- Stimulate play by demonstrating different ways of using the play material: beads, Rangometry, puzzles, blocks, etc.

Writing Pattern Worksheet- 24 :

- Demonstrate the worksheet to students.
- Provide worksheet and crayons to students to complete the writing pattern.

Lunch Break

Mathematics

Revision of Matching- Matching Similar Things :

- Show the flashcards of rainy seasons to students to match like umbrella with umbrella, gumboot with gumboot etc.
- Use cards like umbrellas, gumboots, raincoats, clouds, raindrops, rainbows, peacock, frog etc.
- First, do the matching on board by taking students' help.
- Provide flashcards/slips to students (slips/flashcards should be given in pairs).
- Ask students to find their partners.
- If you are giving more than one pair of each picture, do colour coding so that every pair is different than the others like 1 set of umbrellas with red colour and another with blue colour.
- Revise the concept with students at the end.

Outdoor Games

Race :

Let the students indulge in simple running, jumping, hopping races.

Walk on a Straight Line :

Draw a line on the floor and students walk on that line foot to foot.

Language (English)

Rhyme 9-‘Two little hands go clap clap clap’
Recite the rhyme using actions and let students follow.

Revise- Parts of the Body- eyes, nose, ears, lips, hands and legs :

- Touch the parts of the body and ask the students to name it.
- Encourage the students to say their English names.
- Further, probe students by asking questions such as- how many eyes, ears, nose etc., do you have?
- Display the flashcards in the class, let the students see the names of the parts of the body.

Mirror my Action :

Instruct the students to follow your actions using different parts of the body. For e.g., clap, clap, clap! (for hands). students can do the same with other parts of the body like tap feet, blink eyes, nodding head, etc.

Note – Get the students to read the sight words related to parts of the body every day.

Library Activity

Big Book :

- Use any big picture book.
- Show the pictures to the students and encourage them to predict what is happening in the pictures.
- Narrate the story

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 1

Day 2

Theme: Rainy Season

Material Required- Rainy season flashcards, Handkerchief, Rainy season flash cards in sets of two (for matching activity), Worksheet for revision of matching, Ball, flashcards of colour names, colour name slips, flashcards of objects of specific colours.

Assembly Time

Circle Time

Free Conversation :

- Greet everyone, “Good Morning” and let students talk about how they are feeling in school.
- Reinforce Classroom agreements
 - Sit in lines.
 - Keep your bag and bottle in its place.
 - Use the dustbin.

Structured Conversation- Rainy Season :

- Ask about the weather outside.
- Ask students how are they feeling.
- Do talk about the rainy season.
- Introduce vocabulary of the theme using flashcards बादल ,बारिश ,बरसाती ,छाता , कीचड़ , केचुआ ,मेंढक , इंद्रधनुष
- Give opportunities to students to hold the flashcards and talk about the pictures in a circle.

Rhyme 12- बारिश आई छम छम छम (using actions)

Rhyme 13- Rain Rain go away (using actions)

Language (Hindi)

आवाज़ों का अभ्यास - शरीर से होने वाली आवाज़ें :

- विद्यार्थियों से पूछें की वे अपने शरीर के अंगों का इस्तेमाल कर किस प्रकार की आवाज़ें कर सकते हैं ।
- विद्यार्थियों को बताने का मौका दें ।
- विद्यार्थियों को बारी बारी अपने शरीर के अंगों का प्रयोग कर आवाज़ बनाने दें जैसे हाथों से ताली बजाना पैरों को पटकना, आदि।

आवाज़ों की पहचान :

- विद्यार्थियों का ध्यान उनके नाम की पहली आवाज़ की और ले जाएं ।

- गतिविधि की शुरुआत अपने नाम की पहली आवाज़ बताकर करें जैसे-
 - मेरा नाम बबीता है ब -बबीता,।
 - मेरा नाम मनीष है ,म-मनीष।
- इसी तरह विद्यार्थियों को अपना नाम बोलने को कहें ।
- विद्यार्थियों को जरूरत पड़ने पर संकेत दें और मदद करें ।

मेरा परिचय :

अपना परिचय दें और विद्यार्थियों को अपना परिचय देने का मौका दें

- मेरा नाम _____ है।
- मुझे _____ खाना अच्छा लगता है।

ध्यान दें- विद्यार्थियों को हिंदी और अंग्रेजी में भेद करने में मदद करें!

Free Play/ Indoor/ Art and Craft

Handkerchief Game :

- Have the students stand in a circle along with you. Throw a handkerchief up and call out a child's name.
- The child whose name is being called has to step forward and catch the handkerchief and throw it up again.
- Now call for another child and the game goes on.

Pre Writing Skills - Standing Line Pattern + Worksheet-25 :

- Introduce **Worksheet-25** to students. Explain and demonstrate it for them.
- Give the worksheet to the students to complete using crayons.

Lunch Break

Mathematics

Revision of Matching- Worksheet- 26 :

- Revise the concept of matching on the board using rainy season's vocabulary using flashcards like matching umbrella with umbrella, cloud with cloud etc.
- Demonstrate the worksheet to the students.
- Ask the students to match and colour the worksheet.
- After the worksheet, ask the students, how did they complete the worksheet and revise the concept with the students.

Outdoor Games

Passing the Ball :

- Take the students out, have them stand in a circle with a little gap in between each child.
- Ask one child to start the game by passing the ball to his/her friend standing next to him/her by saying his/her name aloud.
- Demonstrate first and then begin the game.
- The game continues until all the students get their turns.

Walk and Jump :

- Make straight lines on the floor with a little gap after every few centimeters.
- Make number of lines according to the class strength.
- Instruct students that they have to walk on the straight line and every time they see a gap, they have to cross that path by jumping over it.

Note- The gap should be realistic so that the students can jump easily.

Language (English)

Revision of Vocabulary- Colour Names :

- Show the flashcards of colour names to students.
- Ask students to name the colours.
- Provide colour names slips(writing name with the same colour) to students.
- Tell them to read the slips and make groups on the basis of the colour names like all red together, all blue together etc

Sound Association- Identifying Initial Sounds :

- Show the flashcards of objects with the colours done so far like red apples, green grass, blue sky etc.
- Ask the students to name the objects.
- Focus on the initial **sounds** of the objects like /a/... apple, /g/...grass etc.

Library Activity

Picture Book :

- Use a picture book in the class.
- Let students look at the pictures and predict the story using the pictures.
- Later narrate the story in your own words.

Closure and Bye

Class : KG
Month : July
Week : 1

Day 3

Theme: Rainy Season

Material Required- newspaper, beads, rangometry, blocks, sound boxes, cards- things in the class, slates, chalk, picture cards of daily routine.

Assembly Time

Circle Time

Structured Conversation- Rainy Season :

- Do talk about the rainy season.
- Revise vocabulary of the theme using flashcards बादल ,बारिश ,बरसाती ,छाता , कीचड़ , केचुआ ,मेंढक , इंद्रधनुष, गड्ढे
- Give opportunities to students to hold the flashcards and talk about the pictures.
- Let the students talk about what they like in this season.

Rhyme 12- बारिश आई छम छम छम (using actions)

Rhyme 13- Rain Rain go away (using actions)

Language (Hindi)

मेरा परिचय :

- मेरा नाम _____।
- मुझे _____ खाना अच्छा लगता है।
- मेरी मम्मी का नाम _____ है।
- मेरे पापा का नाम _____ है।

आवाज़ों का अभ्यास- जानवरों की आवाज़ें :

खेल - अनुमान लगाओ :

- विद्यार्थियों को आँखें बंद कर के बैठने का निर्देश दें।
- ऑडियो का प्रयोग कर विद्यार्थियों को जानवरों की आवाज़ सुनाएं।
- विद्यार्थियों को आवाज़ सुनकर सही जानवर का नाम का अंदाज़ा लगाने को कहें।
- विद्यार्थियों को जानवरों के नाम की पहली आवाज़ बताने के लिए प्रोत्साहित करें।

शब्दकोष अभ्यास- कक्षा की वस्तुएं :

- कक्षा की वस्तुओं के नाम उनकी पहली आवाज़ के साथ दोहरा लें जैसे-अ - अलमारी , म- मेज, क- कुर्सी।
- कक्षा की वस्तुओं के ऊपर लिखे नाम की ओर विद्यार्थियों का ध्यान ले जाएं।
- विद्यार्थियों को वाक्यों का प्रयोग करने को कहें- - यह पंखा है। यह अलमारी है। यह कुर्सी है।

Free Play/ Indoor/ Art and Craft

Paper Folding/Handkerchief Folding :

- Give newspaper pieces to students if they are not carrying handkerchiefs.
- Demonstrate how to fold the handkerchief/ paper.
- Give instructions clearly, telling one step at a time.
- Once the students have folded it right, tell them how to fold it further.

Lunch Break

Mathematics

Revision- Sorting :

- Provide different materials (beads, rangometry pieces, blocks, pebbles, leaf) to students.
- Divide the class into groups and ask the students to sort the material on any basis (size, colour shape).
- Help students wherever required.
- After the activity, discuss with students about what and how they did.
- Use the term sorting.

Outdoor Games

Let's Get Fit :

- Have students stand in a circle with you and make them do simple exercises such as jumping, jogging, neck /shoulder/waist rotation, knee bending, side ward stretching, etc.
- Do the exercise along with students with repetitions.
- Play music if possible (avoid Bollywood songs).

Language (English)

Sound Association- Sound Boxes :

- Make sound boxes using 3 opaque boxes with different materials in it. For e.g., beads, stones, chalk, etc.
- Use these boxes to compare and identify the loud sound, similar sound, etc.
- Allow the students to play with these boxes.

Revision of Vocabulary- Things in the Classroom :

- Let students see and read the words using flashcards.
- Pass flashcards to students to hold and read.
- Write the words on the board with pictures.
- Provide slates to students.
- Let them read the words from the board and draw the pictures.

Library Activity

Daily Routine :

- Make picture cards for daily routine activities and ask the students to arrange it in a sequence.
- Ask students to predict what would happen if the child will not brush her/his teeth or wash her/his hands before eating food.
- Help students to do a role play using the pictures.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 1

Day 4

Theme: Rainy Season

Material required- picture of rainy season, शरीर के अंगों के कार्ड (चित्र सहित), newspaper, material for free play, concrete material for big/small, sound boxes, vocabulary cards(vocabulary done so far), recorded story.

Assembly Time

Circle Time

Structured Conversation- Rainy Season- Picture Reading :

- Put the picture (drawn on a chart) on the board so that all of the students can see it.
- Let students observe the picture for some time.
- Give students an opportunity to talk about the picture.
- Ask questions such as-
 - What can you see in this picture?
 - Who all are there in the picture?
 - What is happening in this picture?
 - On the basis of the picture, encourage students to predict- what would happen next?

Picture is attached at the end of the plan.

Rhyme 12- बारिश आई छम छम छम (using actions)

Rhyme 13- Rain Rain go away (using actions)

Language (Hindi)

मेरा परिचय :

- मेरा नाम.....है।
- मुझे ___ खाना अच्छा लगता है।
- मेरी मम्मी का नाम..... है।
- मेरे पापा का नाम.....है।
- मेरे स्कूल का नाम.....है।
- मेरी टीचर का नाम.....है।

आवाज़ों का अभ्यास- पक्षियों की आवाज़ें :

- फ्लैशकार्ड तथा ऑडियो की मदद से पक्षियों की आवाज़ें दोहरा लें।
- किसी भी विद्यार्थी को बुलाकर उसको किसी पक्षी की आवाज़ निकालने को कहें और बाकि विद्यार्थी उस पक्षी का नाम बताएँगे

- यदि विद्यार्थी खुद से पक्षी की आवाज़ नहीं सोच पा रहा है, तो शिक्षक विद्यार्थी के कान में पक्षी का नाम बता सकते हैं

शब्दकोष विकास- शरीर के अंगों के नाम :

- चित्रों का इस्तेमाल कर सभी नाम दोहरा लें
- विद्यार्थियों से सभी अंगों के नाम की पहली आवाज़ बताने को कहें, जैसे- ह- हाथ, क- कान, म- मुँह आदि।
- विद्यार्थियों को स्वयं अंगों के नाम उसकी पहली आवाज़ के साथ बताने के लिए प्रोत्साहित करें।

Free Play/ Indoor/ Art and Craft

Paper Folding :

- Ask the students to fold their handkerchief/ a square paper.
- The square paper should be about 6 inches wide.
- Ask them to fold it into a rectangle and then fold it further into a square.

Free Play :

- Let the students indulge in free play with play material.
- Stimulate play by demonstrating different ways of using the play materials(beads, Rangometry, puzzles, blocks).

Lunch Break

Mathematics

Revision- Big/Small + Worksheet- 27 :

- Show various materials related to rainy season to revise the concept of big/small, like- pictures of big and small gumboots, umbrellas, clouds etc.
- Use flashcards or board to revise.
- Ask students to come and circle big/small objects.
- Put some flashcards on different classroom walls and instruct students (4 or 5 in one time) to go and touch small/big objects.
- Demonstrate the worksheet to students.
- Give a worksheet to students to complete.
- After completing the worksheet, revise the concept with students.

Outdoor Games

Free Play :

Let students indulge in free play under your supervision.

Language (English)

Sound Association- Sound Boxes :

- Make sound boxes using 3 opaque boxes with different materials in it. For e.g., beads, stones, chalk, etc.
- Ask students to listen to the sounds of the material carefully and guess the name of the material.
- Show the material to students.
- Add a few more sound boxes in the list and continue the game.

Revision of Vocabulary Words (parts of the body, colour names and things in the classroom) :

Basket Game :

- Using flashcards, revise all the words and do the reading of the words.
- Play the basket game with students.
- Sit in a circle with students.
- Use the dafli to play music and let students pass the basket to each other.
- When you stop playing dafli, the child having the basket would take out the card and read the word by referring to the picture drawn on the flashcard.
- Continue the game until all students get their turn.

Library Activity

Recorded Story :

- The teacher can play an audio/ recorded story in the class
- Let students listen to the story without any props, gestures, book etc.
- After the story, talk about student's experience listening to a recorded story.

Note- The teacher can record the story on her own or can take any recorded story.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 1

Day 5

Theme: Rainy Season

Material Required- pictures for circle time, वाहनों के कार्ड, drawing files, crayons, material for long/short, sound box, basket, vocabulary cards- done so far (with pictures), storybooks.

Assembly Time

Circle Time

Structured Conversation- Animals /Birds /Insects they see around in this Season :

- Ask students what happens when it rains.
- Let students talk about the rainy season, like muddy puddles, clouds, thunder claps etc.
- Ask students about the animal/worms(like- frog, peacock, earthworm etc. they see and hear around them, during this season.
- Have a discussion about animals and birds that are seen mostly during the rainy season. For eg. peacock, frog etc..
- Show some videos if possible.
- Show pictures of all these.

Rhyme 12- बारिश आई छम छम छम (using actions)

Rhyme 13- Rain Rain go away (using actions)

Language (Hindi)

आवाज़ों का अभ्यास- वाहनों की आवाज़ें :

- विद्यार्थियों को ऑडियो सुनकर यातायात के साधनों के नाम बताने को कहें।
- विद्यार्थियों को वाहनों के चित्र दिखायें और उसके बारे में बात करें।
- फ्लैशकार्ड को कुछ विद्यार्थियों में बाँट दें।
- जिन विद्यार्थियों को फ्लैशकार्ड मिले हैं, वो आगे आकर फ्लैशकार्ड पर बनी चीज़ों की आवाज़ निकालेंगे।
- बाकी विद्यार्थी आवाज़ पहचान कर सही वाहन का नाम बताएंगे है।
- जरूरत पड़ने पर विद्यार्थियों की मदद करें।

शब्दकोष अभ्यास- रंगों के नाम :

- विद्यार्थियों के साथ सभी रंगों के नाम पढ़ लें।
- विद्यार्थियों को वाहनों के चित्र दिखाएं और उनके नाम रंगों के साथ बताने को कहें जैसे- लाल गाड़ी, हरा ट्रक, नीली साइकिल आदि।

Free Play/ Indoor/ Art and Craft

Drawing a Rainy Scene :

- Tell students to close their eyes for a few seconds and tell them to imagine a rainy scene.
- Provide drawing files and colours to students.
- Let students draw a rainy scene.
- Motivate students to share what they have drawn with their friends.
- Give 5 minutes to students to do the sharing activity and let students share why they chose the particular objects in the scene or what made them draw that particular scene.
- Label and display students' drawing.

Lunch Break

Mathematics

Revision- Long/Short :

- Revise the concept of long/short with students using the relevant material like pictures of different things, like long umbrella with short umbrella , long bus with short bus and long car with short car etc.
- Tell students to share things which are there in the classroom and help students to compare(use same objects for comparison).
- Provide slates to students and tell them to draw long and short objects.
- Let students share with the whole class.
- At the end, reinforce the concept using material used above.

Outdoor Games

Walk on a Narrow Path :

- Draw two parallel lines or place two ropes on the floor to make a slightly narrow path (just to fit a foot).
- Have the students run within the lines.

Language (English)

Sound Association- Sound Boxes :

- Make sound boxes using 3 opaque boxes with different materials in it. For e.g., beads, stones, chalk, etc.
- Ask students to listen to the sounds of the material carefully and guess the name of the material.
- Now, fill 2 boxes using the same material and 1 with a different material.
- Let students tell which 2 boxes have the same material.

Revision of vocabulary words (parts of the body, colour names and things in the classroom)

Basket Game :

- Using flashcards revise all the words and do the reading of these words.
- Play the 'basket game' with the students.
- Sit in a circle with the students.
- Use the dafli to play music and let students pass the basket to each other.
- When you stop playing dafli, the child having the basket would take out the card and read the word by referring to the picture drawn on the flashcard.
- Continue the game until all students get their turn.

Library Activity

Book Holding :

- Show a book to the children.
- Demonstrate how to hold the book and turn the pages.
- Give each child a book to hold and go through.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Pic Courtesy- www.drawingpen99.com



**Class : KG
Month : July
Week : 1**

Day 6

Theme: Rainy Season

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 10) to students to complete.

Class : KG
Month : July
Week : 2

Day 1

Theme: Rainy Season

Matreial Required- बारिश से जुड़े शब्द कार्ड(चित्र सहित), feely bag, material for activity, material for tall/short, ball,/s/ pictures cards, picture book.

Assembly Time

Circle Time

Free Conversation :

Start the day with free conversation where students are talking about things of their interest.

Structures Conversation- Keeping Our Body Clean- Self Care

- Initiate a conversation about hygiene by asking questions like- How do we keep our body clean?
- Let the students talk about brushing teeth, washing hands, taking bath etc.
- Ask direct questions if needed.

Rhyme 12- बारिश आई छम छम छम (using actions)

Rhyme 13- Rain Rain go away (using actions)

Rhyme 14- बादल के क्या जी में आई (using actions)

Language (Hindi)

आवाज़ों की पहचान :

- विद्यार्थियों का ध्यान आस पास की वस्तुओं की ओर ले जाएं।
- विद्यार्थियों को उन वस्तुओं के नाम की पहली आवाज़ बताने को कहें।
- गतिविधि की शुरुआत खुद से करें।
- फिर वस्तुओं के नाम बोलें और विद्यार्थियों को पहली आवाज़ बताने को कहें।

शब्दकोश विकास- बारिश, इंद्रधनुष, छाता, बादल :

- विद्यार्थियों से पूछें की बारिश के वक़्त उन्हें आस पास क्या दिखाई देता है।
- विद्यार्थियों का ध्यान शब्दों की ओर ले जाएं और उन्हें फ्लैशकार्ड दिखाएं - बारिश, इंद्रधनुष, छाता
- विद्यार्थियों को चित्र देखकर नाम बोलने को कहें।
- फ्लैशकार्ड को बोर्ड पर चिपका लें और चित्रों के नीचे उनके नाम लिख लें।
- शब्दों का प्रयोग वाक्यों में करें , जैसे-
यह छाता है।
यह बारिश है
मैं बादल देख सकता/सकती हूँ।

- आसमान में इंद्रधनुष है।
- वाक्यों को बोर्ड पर लिख लें और विद्यार्थियों को दिखाकर पढ़ें।
- ध्यान दें - सभी शब्दों को दीवार पर लगा दे और विद्यार्थियों को दिखा कर पढ़ें !**

Free Play/ Indoor/ Art and Craft

Touch/ Tactile Discrimination- Feely Bag :

- Have students put their hand in the feely bag which has objects like key, pencil, ball, paper, cotton, spoon, etc. and identify the object.
- Only 3 objects to be put in the box at one time.
- Give opportunities to all the students to do the activity.

Lunch Break

Mathematics

Introduction of Tall and Short :

- Call two students in the front and ask the class to observe both of them.
- Focus students' attention towards the height of both the students.
- Tell the students to compare.
- Give the vocabulary of 'tall and short' to students and show the flashcards of 'tall and short'.
- Put the names on the word wall to refer.
- Call two students in front and ask the rest of the students to compare their height.

How Tall am I?

- Give some time to students and tell them to compare each others' height in small groups.
- Let them compare.
- Ask the students to stand according to their height in their groups.
- When one group is comparing the height, the rest of the groups will observe them.
- Help students wherever required.

Note- At the end of the class, talk about what we did today. Tell them that we compared objects/ ourselves on the basis of height and reinforce vocabulary tall/short.

Outdoor Games

Passing the Ball :

- Take students outside the class. Make them stand in a circle with a little gap in between each child.
- Tell one child to start the game by passing the ball to his/her friend standing next to him/her by saying his/her name aloud.
- Demonstrate first and then begin the game.
- The game continues until all the students get their turns.

Walk and Jump :

- Make straight lines on the floor with a little gap after every few centimeters.
- Make a number of lines according to your class strength.
- Instruct the students that they have to walk on the straight line and every time they see a gap, they have to cross that path by jumping.

Note: The gap should be realistic so that the students can jump easily.

Language (English)

Introduction of Letter- Sound /S,s/ :

- Narrate the story.
-

Squelch, squelch.....Aachoo.....!

There were many clouds in the **sky**. The **sun** was hiding behind them. After **school**, **Sonam** and her friends Maya, **Seema**, Rajat and **Saleema** were playing in the playground. Maya was on a **swing** and Sonam was pushing her. Seema was on the other swing. Saleema was running about and Rajat was on the **slide**. Suddenly, it started to rain.

Sonam's mummy called them, "students come home quickly, you will get wet." They all ran to Sonam's house but still got wet. There was a puddle in the playground and Rajat's foot went into it. The water **splashed**. His **sandals** got wet.

When they reached home, mummy said, "Sit in the verandah, I'll get some towels."

"Squelch, squelch **squelch**....." Rajat's sandals started making a **sound**. Everyone started laughing. Rajat opened his sandals and kept it on the **stairs** to dry.

"Aachoo, aachoo, aachoo..." Sonam started **sneezing**.

Mummy brought the towels and said, "Oho! you all have got very wet and are now sneezing. Dry yourself fast or you will catch a cold."

Everyone dried themselves and then **sat** on the verandah to **see** the rain falling. Maya started **singing songs** on rain. Everyone also sang along with her. What an enjoyable evening they all had!

- What were the names of the children mentioned in the story?
- Where were the clouds?

- What was hiding behind the clouds?
 - Where was Maya?
 - Where was Rajat?
 - What got wet?
 - Where did Rajat keep the sandals to dry?
 - What did Maya do sitting on the verandah?
-
- Once the story is narrated, ask questions to derive the target words from the story.
 - Show the flashcards to the students and encourage them to identify the initial sound. Prompt them initially if required.
 - Draw the pictures of target words on the board and ask the students to suggest more examples.
 - Prompt them to think of objects or names that begin with the sound that is introduced.
 - Introduce the letter using the letter card followed by letter formation through air tracing and sand tracing.
 - Tell the students that when we have to write the words that have the target sound, we use this letter.
 - Label the pictures. Stress on the initial sound.
 - Let the students draw pictures of the words for the sound introduced.
 - Revise all the vocabulary words and initial sounds of the words.

Note: While the students are drawing, move around in the classroom and let the students practice letter formation by tracing the letter on the sandpaper. Also, note that the questions are being asked only to help the students focus on the target words and the students do not have to learn the answers.

Library Activity

Picture Book :

- Use a picture book in the class.
- Let students look at the pictures and predict the story using the pictures.
- Later narrate the story in your own words.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 2

Day 2

Theme: Rainy Season

Material Required- /क/ के कार्ड, clay, material for tall/short, cards related to rainy season(with pictures), ball, bottles, props for storytelling.

Assembly Time

Circle Time

Structures Conversation- Keeping our Body Clean :

Talk about the hygiene and pose questions such as:

- Did you wash your hands?
- Did you brush your teeth and comb your hair?
- Why is it important to clean yourself daily?
- What would happen if we do not:
 - Comb our hair.
 - Brush our teeth.
 - Wash our hands.
 - Have a bath.
- Give opportunities to students to think and share their responses.

Rhyme 12- बारिश आई छम छम छम (using actions)

Rhyme 13- Rain Rain go away (using actions)

Rhyme 14- बादल के क्या जी में आई (using actions)

Language (Hindi)

अक्षर- ध्वनि परिचय- /क/ :

- विद्यार्थियों को कहानी सुनाएं।

कविता ने बनाया हवाई घोसला

कविता अपने बरामदे में बैठी थी। वह अपनी मनपसंद **किताब** पढ़ रही थी। उसका **काला कुत्ता** भी उस के बगल में बैठा था। कविता ने उसका नाम **कालू** रखा था।

रिमझिम बारिश हो रही थी। कविता कभी किताब पढ़ती कभी बारिश देखती। बारिश के मौसम में उसका बाग़ हरा-भरा लगने लगा था। बारिश से साफ़ होकर पेड़-पौधे चमक रहे थे। लेकिन कालू चुप-चाप बैठा था। उसे बाग़ में घूमना पसंद था। बारिश के कारण वह बाहर नहीं जा पा रहा था। दौड़-भाग करके **कसरत** नहीं कर पा रहा था।

तभी कविता ने पेड़ पर एक **कौए** को बारिश के कारण दुबक कर बैठा देखा। वह बारिश से बचने की **कोशिश** कर रहा था लेकिन फिर भी उसके पंख भीग रहे थे।

कविता सोचने लगी ...शाम को जब पापा आएं तो उनकी मदद से चिड़ियों के लिए एक लकड़ी का घर बनाएगी। उसमें एक दरवाज़ा और खिड़की रखेगी। उसको सफेद रंग करेगी।...

भों..भों..भों..

कालू के भौंकने की आवाज़ सुनकर कविता चौंक गयी और हड़बड़ा के उठी। उसकी **कुर्सी** लड़खड़ाई और पलट गयी। कविता धड़ाम से ज़मीन पर गिर गयी। उसने देखा कालू एक बड़े से **कीड़े** को देखकर ज़ोर-ज़ोर से भौंक रहा है। कविता को ज़ोर से हँसी आ गयी।

- कहानी में लड़की का क्या नाम है?
- कविता क्या पढ़ रही थी?
- उसके बगल में कौन बैठा था? कुत्ता किस रंग का था?
- कविता ने कुत्ते का क्या नाम रखा था?
- कालू क्या नहीं कर पा रहा था?
- पेड़ पर कौन बैठा हुआ था?
- क्या लड़खड़ा कर पलट गयी?
- कालू किसको देखकर भौंक रहा था?
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें।
- विद्यार्थियों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें।
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें।
- विद्यार्थियों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें।
- यदि विद्यार्थी न बता पाएं तो उन्हें संकेत दे कर शब्द निकलवा लें।
- विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर बना लें।
- विद्यार्थियों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर करवाएं।
- विद्यार्थियों को बताएं की जब भी उन्हें इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो वे इसी अक्षर का प्रयोग करते हैं।
- बोर्ड पर बनाये गए सारे गये चित्रों के नाम लिख लें।
- विद्यार्थियों को निर्धारित आवाज़ के चित्र बनाने को दें।

ध्यान दें- जब विद्यार्थी चित्र बना रहे हों तो शिक्षिका कक्षा में घूम- घूमकर सैंडपेपर पर बने से विद्यार्थियों को अक्षर का अभ्यास करवा लें। विद्यार्थियों से कहानी के बाद सवाल पूछने का उद्देश्य

केवल विद्यार्थियों को अक्षर की आवाज़ से शुरू होने वाले शब्दों की ओर ध्यान दिलाना है न की विद्यार्थियों को सवालों के जवाब याद करवाना है।

Free Play/ Indoor/ Art and Craft

Free play- Play Dough/ Clay :

- Give students play dough/clay.
- Let them make different things of their choice. (Since they are still learning they will begin with ball, roti, snake, etc.)
- Help them whenever required.

Lunch Break

Mathematics

Revision of Tall/Short :

- Revise the concept of tall and short with students using pictures of different objects like- bat, sticks, flag, twigs etc.
- Ask students to tell tall/ short in each pair.

Pair work :

- Place students in pairs.
- Give students 10 to 15 blocks per pair.
- Instruct one person in the pair to build a tall tower and the other to make a short tower.
- Have students compare the sizes of the towers.
- Instruct pairs to switch roles, that is, building a tower of the opposite height.

Note- Summarise the activity and ask students to share what they did in the activity and refer to the word wall.

Outdoor Games

Bowling :

- Make a lane by drawing 2 parallel lines
- Take a few plastic bottles (used) and arrange it at the end of the lane.
- Have the students stand at one end of the lane and roll a plastic ball through the lane to knock the bottles down.
- Give each child at least 2 chances.



Pic courtesy – learnathome.com

Let's Get Fit :

- Have the students stand in a circle with you and make them do simple exercises, such as jumping, jogging, neck /shoulder/waist rotation, knee bending, side ward stretching, etc.
- Do the exercises along with students with repetition.
- Play music if possible (avoid Bollywood songs).

Language (English)

Myself :

- Introduce yourself, “My name is”
- Have the students introduce themselves using the same sentence structure.

Vocabulary Building- Rain, rainbow, umbrella, clouds :

- Ask students to think of the things that come to their mind when they hear the word ‘rain’ or things they see in the rainy season. Focus on the vocabulary words and show the flashcards of rain, rainbows, umbrella, clouds.
- Tell the students to repeat the name with correct pronunciation.
- Write the names on the flashcard and ask them to match it with the word wall.
- Use the words in sentences such as:
 This is an umbrella.
 It is raining.
 I see clouds in the sky.

Write the sentences on the board and read for students.

Sight Words- I, am, a, an, my, this

Note- Put the sight words and vocabulary words on the word wall.

Library Activity

Storytelling Using a Prop :

- Get a doll to the class, introduce the doll to the students.
- Tell the students that it was the doll’s first day at school.
- Use the doll as a prop to narrate a story on children’s first day at school.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 2

Day 3

Theme: Rainy Season

Material Required- picture for circle time, /क/ के कार्ड, slates, chalk, feely bag, material for feely bag, Worksheet- self care, Worksheet - tall/short, concrete material for tall/short, /s/ cards.

Assembly Time

Circle Time

Structured Conversation - Keeping Our Body Clean- Self Care :

- Talk about your daily morning routine with the students, for e.g. after waking up, I wash my face first, then I brush my teeth and so on.
- Make students sit in pairs and talk about their daily routine with their partners. Ask a few students to share their partner's morning routine.

Picture Talk :

- Show picture cards of morning routine.
- Give them time to explore those pictures.
- Encourage the students to speak about what is happening in the picture.
- Probe students to talk about each picture in detail.

Note-Pictures are attached at the end of the plan.

Rhyme 12- बारिश आई छम छम छम (using actions)

Rhyme 13- Rain Rain go away (using actions)

Rhyme 14- बादल के क्या जी में आई (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास - /क/ :

- /क/ की कहानी/कविता विद्यार्थियों के साथ मिलकर दोहराएं।
- चित्रों की सहायता से शब्दों का अभ्यास करें।
- विद्यार्थियों को अक्षर से शुरू होने वाले और शब्द बताने को कहें।
- सभी चित्रों को बोर्ड पर बना लें।
- विद्यार्थियों को स्लेट या कागज़ दें और अपनी पसंद के /क/ के चित्र बनाने को कहें।
- चित्र बनाने के बाद सभी शब्दों का अभ्यास पहली आवाज़ के साथ कर लें।

शब्दकोष अभ्यास -बारिश ,इंद्रधनुष ,छाता ,बादल :

- विद्यार्थियों के साथ मिलकर सभी शब्द पढ़ लें।
- कुछ विद्यार्थियों को शब्दों की पर्ची दे दें जिसमें चित्र भी बना हो।
- उन विद्यार्थियों को आगे बुलाकर, उनके नाम पढ़ने को कहें।
- बाकी विद्यार्थियों को उन शब्दों से वाक्य बनाने को कहें।
 - यह छाता है।
 - यह बारिश है।
 - मैं बादल देख सकता/सकती हूँ।
 - आसमान में इंद्रधनुष है।

सहायक शब्द- यह, मैं, है

ध्यान दें -वाक्यों को बोर्ड पर लिख लें और विद्यार्थियों को पढ़कर सुनाए। सभी सहायक शब्दों और शब्दकोष के शब्दों को दीवार पर लगा दें।

Free Play/ Indoor/ Art and Craft

Touch/ Tactile Discrimination- Feely Bag :

- Have the students put their hand in the feely bag which has objects like key, pencil, ball, paper, cotton, spoon, etc., and identify the object.
- Only 3 objects to be put in the box at one time.
- Give opportunities to all the students to do the activity.

Keeping our Body Clean- Self Care + Worksheet-28 :

- Talk about the importance of keeping our body clean.
- Let students talk about the ways of keeping our body clean.
- Explain the worksheet to students and let them match it independently.

Lunch Break

Mathematics

Revision of Tall/Short- Worksheet- 29 :

- With the help of concrete objects revise the concept of tall and short.
- Draw a few objects on the board and call students randomly to come and draw short/tall objects on the board.
- Refer to the word wall and show tall/short to students.

- Ask the students to draw taller /shorter objects on their slates as per the given instruction. Supervise the students and help them wherever required.
- After some experience, provide worksheets to students.
- After explaining, give worksheets to the students to circle and colour.
- Revise the concept one more time using the worksheet and refer to the word wall.

Outdoor Games

Sensory Scavenger Hunt :

- Collect items you're sure to find around the ground (wood chips, dandelions, leaves, pebbles).
- Paste the objects on a piece of paper using tape.
- Keep the sheets in front of the class and let students collect all the things from the ground.
- Later, talk about each object collected by students.

Language (English)

Reinforce Letter- Sound /S,s/ :

- Retell the story of 'S/s'.
- Recap words using flashcards and encourage students to think of more words with 'S/s'.
- Provide them drawing files and ask them to practice letter formation through rainbow writing and draw pictures related to 'S/s'.

Revise Vocabulary- rain, rainbow, umbrella, clouds :

- Focus on the vocabulary words and show the flashcards of rain, rainbow, umbrella, clouds.
- Tell the students to repeat the name with correct pronunciation.
- Provide the slips of vocabulary words to some students and ask them to match it with the word wall.
- Let others talk about the words.
- Use the words in sentences such as:
 This is an umbrella.
 I can see rainbow.
 I can see clouds.

Note- Write the sentences on the board and read the sentences for students. Refer to the word wall for the sight words and vocabulary words.

Library Activity

Show and Tell :

- To set the tone of the activity, the teacher does a show and tell of her favourite toy.
- Let students observe it.
- Provide opportunity to students to do a show and tell of their favourite toys/objects.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the child's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : July
Week : 2

Day 4

Theme: Rainy Season

Material required- /क/ के कार्ड, बारिश के शब्दों के कार्ड(चित्र सहित), material for touch activity, Worksheet- /s/, big book.

Assembly Time

Circle Time

Structured Discussion - Things we Enjoy Eating on a Rainy Day :

- Initiate a discussion by narrating your experience of a rainy day, related to something that you love to eat.
- Tell them about the taste and how you felt after eating it?
- Ask the students to share similar experiences, what would they like to eat on a rainy day and how does it taste etc.

Rhyme 12- बारिश आई छम छम छम (using actions)

Rhyme 13- Rain Rain go away (using actions)

Rhyme 14- बादल के क्या जी में आई (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास /क/ :

- विद्यार्थियों के साथ मिलकर अक्षर के शब्दों का अभ्यास करें।
- ऐसे चित्र भी विद्यार्थियों को दिखाएं जिनकी पहली आवाज़ अलग हो।
- विद्यार्थियों को इनकी पहली आवाज़ पहचानने को कहें।
- विद्यार्थियों से अक्षर के और शब्द बताने को कहें।
- शब्दों की पहली आवाज़ पर विद्यार्थियों का ध्यान दिलाएं।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बनाएँ।
- विद्यार्थियों के साथ मिलकर सभी शब्दों और उनकी पहली आवाज़ का अभ्यास करें।

ध्यान दें - विद्यार्थियों को शब्दों की पहली आवाज़ बताने में वक़्त लगता है, विद्यार्थियों को थोड़ा वक़्त दें।

शब्दकोष अभ्यास -बारिश ,इंद्रधनुष ,छाता ,बादल :

- विद्यार्थियों को छोटे छोटे समूहों में बाँट दें।
- हर समूह को फ्लैश कार्ड दे दें।
- विद्यार्थियों को चित्रों की सहायता से नाम पढ़कर उनकी पहली आवाज़ पहचानने को कहें।
- विद्यार्थियों को शब्दों का इस्तेमाल कर उनसे वाक्य बनाने को कहें।
- विद्यार्थियों द्वारा बोले गए वाक्यों को बोर्ड पर लिखें और जिस विद्यार्थी ने वाक्य बोला है उसका नाम भी वाक्य के साथ लिख दें।
- विद्यार्थियों को दिखा कर सभी वाक्य पढ़ें।
- यदि हर समूह के लिए फ्लैश कार्ड पूरे नहीं हों तो फ्लैश कार्ड को पूरी कक्षा को दिखा सकते हैं।

- कक्षा के अंत में दीवार पर लगे शब्दों से अभ्यास करवाएं।

Free Play/ Indoor/ Art and Craft

Touch Activity :

- Share five different textured items (strip of different fabric, sandpaper, and for the “bumpy” texture etc.) with the students and invite some of them to glue a sample of each item on a printout of a hand.
- Give opportunity to each student to come and touch the sample of each piece and encourage students to describe what they felt.
- Once, the students have revisited the material, allow them to touch once again.
- Label the hands according to the descriptions/feelings shared by students.



Pic. Courtesy- www.stayathomeeducator.com

Lunch Break

Mathematics

Counting Experience :

Rhyme- जमुना के किनारे कितनी बुलबुल होंगी। (with actions)

Game- हम बाज़ार जाएँगे, ढेर जलेबी लाएँगे !

- Have the students stand in a circle around you. Sing - हम बाज़ार जाएँगे in a tone/ pattern/ rhythm and students will have to reply ढेर जलेबी लाएँगे in the same tone/ pattern/ rhythm while moving in the circle.
- Change the tone/ pattern/ rhythm every time, add actions with it and the students will have to answer using the same action or rhythm.
- After some time say हम बाज़ार जाएँगे 1/2/3/4/5 (one number at a time) जलेबी लाएँगे and students have to make groups of that number.
- After making groups, ensure that students also count the number of people in their groups.

Outdoor Games

Let the students indulge in free play under your supervision.

Language (English)

Recap Letter- Sound /S,s/ + Worksheet-30 :

- Show the flashcards to the students.
- Ask them the name the objects and talk about it too.
- Stress on the initial sound.
- Use one flashcard that doesn't have the 'S/s' sound to make sure students have begun identifying the sound.
- Show the letter to the students, practice air tracing.
- Demonstrate the worksheet and let them colour.
- Allow students to do the rainbow writing.
- Focus students' attention on the names of the pictures written on the worksheet.

Note: The students take time to learn the sounds and vocabulary. Give them the time.

Library Activity

Big Book :

- Use any big picture book.
- Show the pictures to the students and encourage them to predict what is happening in the pictures.
- Narrate the story

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 2

Day 5

Theme: Rainy Season

Material Required- /क/ के कार्ड, /क/ की Worksheet, material for touch activity, clay, cards of vocabulary related to rainy season.

Assembly Time

Circle Time

Structured Conversation- Healthy Food Habits :

- Revise the food students like/dislike eating during the rainy season. Direct the conversation towards food habits by asking questions like, “हम बहुत सारी चीज़ें खाते हैं! खाने से पहले या उसके बाद हम अपने खाने का ध्यान कैसे रख सकते हैं?”
- Use “hand washing” signs and revise it.
- Talk to the students about the importance of covering the food, washing hands before and after eating, etc.



Pic. Courtesy- www.pinterest.com

Rhyme 13- Rain Rain go away (using actions)

Rhyme 14- बादल के क्या जी में आई (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास 'क' + Worksheet-31 :

- विद्यार्थियों के साथ अक्षर का अभ्यास करें।
- विद्यार्थियों को चित्र दिखाएं और चित्र के नाम की पहली आवाज़ बताने को कहें।
- विद्यार्थियों को वर्कशीट समझाएं।
- वर्कशीट करते समय विद्यार्थियों का ध्यान चित्रों साथ लिखे नामों की ओर ले जाएं।
- वर्कशीट खत्म करने के बाद, सभी शब्दों को विद्यार्थियों मिलकर पढ़ें।

Free Play/ Indoor/ Art and Craft

Touch Activity :

- As students are already familiar with the material, call students randomly.
- Tell them to close their eyes and touch the material.
- Give an opportunity to each student to come and touch the sample of each piece, again encouraged the students to describe what they felt.

Pic. Courtesy- www.stayathomeeducator.com



Lunch Break

Mathematics

Counting Experience :

Rhyme - जमुना के किनारे कितनी बुलबुल होंगी (with actions)

Game- हम बाज़ार जाएँगे ढेर जलेबी लाएँगे

- Have the students stand in a circle around you. Sing - हम बाज़ार जाएँगे in a tone/ pattern/ rhythm and students will have to reply ढेर जलेबी लाएँगे in the same tone/ pattern/ rhythm while moving in the circle.
- Change the tone/ pattern/ rhythm every time; add actions with it and the students will have to answer using the same action or rhythm.
- After some time say हम बाज़ार जाएँगे 1/2/3/4/5 जलेबी लाएँगे and students have to make groups of that number.
- After making groups ensure that students count the number of people in their groups.

Outdoor Games

Sensory Scavenger Hunt :

- Collect items you're sure to find on the ground (wood chips, dandelions, leaves, pebbles).
- Paste them on a piece of paper using tape.
- Keep the paper in front of the class.
- Let students see, touch and feel the objects pasted.
- Instruct the students to find those items on the ground.
- At the end, talk about the objects brought by students.

Language (English)

Revision of Letter Sound /S,s/ - Clay Activity :

- Give clay to the students.
- Let the students make things with letter-sound /s/.
- Appreciate students every time when there is a possibility.
- Ask what have they made.
- Revise the sentence structure -'This is a_____.'

Revision of Vocabulary - rainbow, rain, umbrella, clouds :

- Focus on the vocabulary and show the flashcards of rainbow, rain, umbrella, clouds.
- Tell the students to repeat the name with correct pronunciation.
- Also, write the name on the flashcard for sight reading.
- Use them in sentences like:
 - I can see rain.
 - I can see clouds.
 - I can see rainbow.
- Motivate students to speak after you.
- Give flashcards to students to read and talk about it.

Note- Revise the vocabulary words and sight words using the word wall.

Library Activity

Show and Tell :

- To set the tone of the activity, the teacher does a show and tell of her favourite toy.
- Let students observe it.
- Provide opportunity to students to do a show and tell of their favourite toys/objects.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 2

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 6) to students to complete.



Pic Courtesy- www.cbc.ca



Pic. Courtesy- www.pinterest.com

Class : KG
Month : July
Week : 3

Day 1

Theme: Rainy Season

Material Required- /प/ के कार्ड, slates, chalk, material for touch activity, dot dice, balls, phulwari, cards related to rainy season, puppets.

Assembly Time

Circle Time

Free Conversation :

Initiate free conversation with students. Let them talk about anything they feel like sharing. For eg- things they did at their home, the games they like to play, things they like to eat, etc.

Rhyme 15- Incy-wincy spider(using fingerplay)

Rhyme 16- मेरी बिल्ली काली पीली (using actions)library

Language (Hindi)

अक्षर- ध्वनि परिचय - /प/ :

- विद्यार्थियों को कहानी सुनाएं।

गीले हुए पैर

अगस्त के महीने में राखी का त्यौहार था। परम जल्दी उठ गया था। उसने खिड़की खोलकर बाहर देखा तो धूप निकली हुई थी और बारिश नहीं हो रही थी। नहा-धो कर उसने फटाफट पीले रंग का कुर्ता और सफेद रंग का पजामा पहन लिया। अपनी बहन पल्लवी के लिए जो तोहफा लिया था वो अलमारी से निकाल कर अपने पास रख लिया। उसकी बहन भी लहंगा पहन कर आयी। पल्लवी ने परम के हाथ में राखी बाँधी और परम ने उसे तोहफा दे दिया। पल्लवी को अपना तोहफा बहुत पसंद आया। फिर दोनों गरम-गरम पकौड़े खाने लगे। परम को पालक के पकौड़े पसंद हैं और पल्लवी को पनीर के। दोनों अपनी-अपनी पसंद के पकौड़े खाने लगे।

तभी ज़ोरो से बारिश शुरू हो गयी। परम को याद आया कि उसके कमरे की खिड़की खुली हुई है। वह भागकर अपने कमरे में गया। पानी अंदर आ रहा था। परदा भी गीला हो चुका था। उसने झट से खिड़की बंद कर दी। लेकिन बारिश इतनी तेज़ थी कि परम का पजामा गीला हो गया। उसके पैर भी गीले हो गए क्योंकि जल्दी-जल्दी में परम चप्पल पहनना जो भूल गया था।

- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें।
 - इस कहानी में दो विद्यार्थी कौन हैं?
 - परम ने किस रंग का कुर्ता पहना? उसने सफेद रंग का क्या पहना?
 - राखी के बाद दोनों गरम-गरम क्या खाने लगे?
 - परम को किसके पकौड़े पसंद हैं और पल्लवी को किसके?
 - खिड़की से क्या अंदर आ गया था?
 - क्या गीला हो चुका था?
 - परम का पजामा और क्या गीले हो गए?

- विद्यार्थियों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें।
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें।
- विद्यार्थियों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें।
- यदि विद्यार्थी न बता पाएं तो उन्हें संकेत दे कर शब्द निकलवा लें।
- विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर बना लें।
- विद्यार्थियों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर कराएं।
- विद्यार्थियों को बताएं की जब भी उन्हें इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो वे इसी अक्षर का प्रयोग करते हैं।
- बोर्ड पर बनाये गए सारे चित्रों के नाम लिख लें।
- विद्यार्थियों को निर्धारित आवाज़ के चित्र बनाने को दें।

ध्यान दें- जब विद्यार्थी चित्र बना रहे हों तो शिक्षिका कक्षा में घूम- घूमकर सैंडपेपर पर बने अक्षर से विद्यार्थियों को अक्षर का अभ्यास करवा लें। विद्यार्थियों से कहानी के बाद सवाल पूछने का उद्देश्य केवल विद्यार्थियों को अक्षर की आवाज़ से शुरू होने वाले शब्दों की ओर ध्यान दिलाना है न की विद्यार्थियों को सवालों के जवाब याद करवाना है।

Free Play/ Indoor/ Art and Craft

Touch Activity- Can you Find It?

- Paste a few shapes of sandpaper on the cardboard (any shape like star, circle, oval, rectangle etc).
- Keep one shape twice (keep 8 cards at one time).
- Give cards to students to touch and feel with open eyes.
- Now, call students one by one, close their eyes and tell them to find similar shapes by touching them.



Pic Courtesy- www.giftofcuriosity.com

Lunch Break

Mathematics

Counting Experience :

Rhyme- जमुना के किनारे कितनी बुलबुल होंगी। (with actions)

Sher ke Muh mein laddu

One day a girl Himmat was visiting her grandmother. Her mother gave her some laddoos for her grandmother. To reach the grandmother's house one had to cross a dense forest where wild animals lived. While crossing the forest, the girl met a sher and, he said, "I am hungry, I will eat you." To save her life, the girl said "Please don't eat me! I will give you some laddoos." Sher had never eaten a laddu before so he agreed. The girl asked the sher to open his mouth and threw a few laddoos into the sher's mouth from a distance. The laddoos were so tasty that he demanded a few more.

- After narrating the story, tell the students that now it's their turn to give laddoos to sher. Say, And, the number of laddoos will be decided by the dice.
- One by one, have the students come and roll the dice and according to the number, he/she will throw the laddoos to the sher.
- Use the dot dice for the activity.
- After the activity, ask students the numbers of laddoos they fed the sher.

Note - Keep a box as sher and use paper balls as laddoos.

Outdoor Games

Let's Get Fit :

- Have the students stand in a circle with you and make them do simple exercises such as jumping, jogging, neck/shoulder/waist rotation, knee bending, side ward stretching, etc.
- Do the exercise along with students with repetitions.
- Play music if possible (avoid Bollywood songs).

Statue :

This game is for body coordination and body control.

- Choose one child to be the seeker.
- Have the rest of the students stand behind him/her. The students standing behind the seeker can sing/dance, play or do anything.
- Instruct the seeker to wait for a while and say "statue" loudly and quickly, and turn towards the students. All the students on hearing "statue" will have to freeze and not move at all. If the seeker finds anyone moving, that person will be the next seeker and the game would continue.
- You have to be the seeker first and demonstrate the game.

Language (English)

Revision of Vocabulary - Rainy Season :

- Read all the words with the students.
- Show the flashcards to the students.
- Write the same words on the board and focus the students' attention to the words.
- Do not break the words while reading.
- Provide slates to the students.
- Write the words on the board and tell the students to draw a picture of each word on their slate by reading the words.
- Use three words at a time and assign numbers to the words to ensure that students are drawing after reading the words.
- Use the word wall to revise the vocabulary words.

Library Activity

Story on Value :

- Use any story which is catering value of the month.
- Narrate the story using puppets.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 3

Day 2

Theme: Rainy Season

Material Required- /प/ की Worksheet, newspaper pieces, material for the concept of heavy and light, /a/ lets-sound cards, drawing files, crayons, slates, chalk.

Assembly Time

Circle Time

Structured Conversation- Rainy Season- Cleanliness :

Initiate a conversation about the rainy season. Pose questions such as:

- What happens to our clothes during rains?
- How do the roads look?

Ask the students if they have had any experience of getting drenched in the rain, the fun they have during the season or if they have seen water logged roads. If so, encourage them to share their experience. Also, talk about the importance of cleanliness during the rainy season.

Rhyme 15- Incy-wincy spider(using fingerplay)

Rhyme 16- मेरी बिल्ली काली पीली (using actions)library

Language (Hindi)

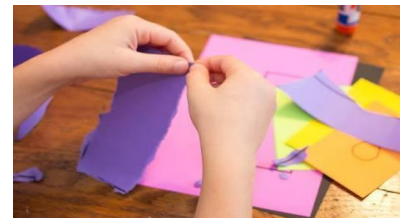
अक्षर- ध्वनि अभ्यास /प/ + Worksheet-32 :

- अक्षर की कहानी विद्यार्थियों के साथ दोहराएं।
- चित्रों की सहायता से सभी शब्दों का अभ्यास करें।
- विद्यार्थियों को अक्षर से शुरू होने वाले शब्द बताने को कहें।
- विद्यार्थियों को वर्कशीट समझाएं और कर के दिखाएं।
- विद्यार्थियों को वर्कशीट रंग करने को दें।
- विद्यार्थियों का ध्यान चित्रों के साथ लिखे नाम की और ले जाएं।
- सभी शब्दों और उनके नाम की पहली आवाज़ का अभ्यास कर लें।

Free Play/ Indoor/ Art and Craft

Paper Tearing and Rolling :

- Get newspaper pieces. Instruct the students to tear it into small bits.
- Then, show them how to roll it into tiny paper balls using their fingers.
- Provide newspaper pieces to students.
- Do it along with the students. Make them do it many times as they can.



as

Pic courtesy – [wordpress.com](https://www.wordpress.com/)/[Youtube.com](https://www.youtube.com/)

Lunch Break

Mathematics

Introduction of Heavy/Light :

Story-

Bhola owns a donkey called Khandya. Bhola is a very tolerant and kind master. The donkey is lazy and is always finding ways to avoid work.

Once, while returning with loads of salt on his back, Khandya falls in the river. He realizes that the fall has lessened the weight of the sacks as the salt has dissolved in the water.

The next few days, Khandya purposely falls into the water everyday. Bhola is unhappy at the way Khandya is behaving because he is losing money in the process. He decides to teach Khandya a lesson.

The next day, instead of salt bags he loads Khandya with bags of cotton. Khandya is unaware of the change. As planned, he falls into the water and gets the bags wet. He is surprised to find the load unbearable.

- After narrating the story, pose questions such as-
 - Why was the load less when Khandya fell in the river with salt?
 - Why was the load more when the donkey fell with the cotton bag in the river?
- Give opportunities to students to think and reason out.
- Summarise the discussion on the term heavy and light with concrete objects like eraser and bottle, an empty and filled bottle.
- Show the flashcards of heavy and light to the students and put them on the word wall.
- Ask the students to compare two things at one time and tell which is heavy and light.

Outdoor Games

Let's Get Fit :

- Have the students stand in a circle with you and make them do simple exercises such as jumping, jogging, neck/shoulder /waist rotation, knee bending, side ward stretching, etc.
- Do the exercise along with students with repetition. Play music if possible (avoid Bollywood songs).

Walk on the Outlines of a Large Circle :

- Take the students out and draw a few big circles on the floor.
- Divide the class into groups and allot one circle to one group.

- Instruct the students to walk /run /hop /jump on the outline of a big circle one after the other. Demonstrate it first for the students.

Language (English)

Introduction of Letter sound /A,a/ :

- Narrate the story.

Antony as Astronaut

Antony loved **acting**. He wanted to be an **actor** when he grew up. After school, at home he would just pretend to be someone or the other and start acting like them. One day, he would pretend to be a king, taking a bow and **arrow** in his hands. The next day, he would **act** like a monkey in the jungle jumping from one tree to another or a woodcutter, chopping logs of wood into small pieces with his **axe**.

His school organised a fancy dress show and Antony decided to take part in it. His mother dressed him up like an **astronaut**. He wore a helmet and big boots. His dress was white and loose. Antony was very excited and wanted to reach the school quickly. He hopped along with his mother on the way to school. But, it had been raining for a few days. There was lots of water on the road. There were puddles and the ground had become slippery. As soon as they reached the school gate Antony twisted his **ankle**, slipped and fell down. His dress became dirty.

Antony started to cry, "My dress is dirty now. How will I take part in the show? Boohoo!"

His class teacher heard him and brought him inside. She and his friends consoled him. After sometime, Antony stopped crying and saw all his friends dressed in their favourite characters. Everyone was very excited. Seeing their excitement, Antony forgot his dirty dress.

Finally, they had the fancy dress show. Antony and his friends performed very well in the show and they enjoyed a lot.

- Once the story is narrated, ask questions to derive the target words from the story.
 - What is the name of the boy in the story?
 - What did he love doing?
 - What did he want to be when he grew up?
 - When he would act like a king what would he take up in his hands with the bow?
 - With what did he cut wood as a woodcutter?
 - What did he dress up as for the fancy dress show?
 - What did he twist and fell down?
- Show the flashcards to the students and encourage them to identify the initial sound. Prompt them initially if required.

- Draw the pictures of target words on the board and ask the students to suggest more examples.
- Prompt them to think of objects or names that begin with the sound that is introduced.
- Introduce the letter using the letter card followed by letter formation through air tracing and sand tracing.
- Tell the students that when we have to write the words that have the target sound, we use this letter.
- Label the pictures. Stress on the initial sound.
- Let the students draw pictures of the words for the sound introduced.
- Revise all the vocabulary words and initial sounds of the words.

Note: While the students are drawing, move around in the classroom and let the students practice letter formation by tracing the letter on the sandpaper. Also, note that the questions are being asked only to help the students focus on the target words and the students do not have to learn the answers.

Library Activity

Story Narration :

- Narrate one appropriate story to students using voice modulation, gestures and expression.

Post Activity- Character Drawing :

- After the story narration, ask students to draw their favourite character from the story.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 3

Day 3

Theme: Rainy Season

Material Required- /प/ और /क/ के कार्ड, picture, Worksheet- writing pattern, concrete objects for the concept of heavy and light, weighing scale(made by the teacher), drawing files, crayons, props.

Assembly Time

Circle Time

Structured Conversation- Problems we Face during Rainy Season :

- Revise the conversation on rainy season.
- Talk about the fun they have during this season.
- Pose questions such as-
 - While we have lots of fun during rains, do you also face any problems during the rainy season?
 - Do you think other people might face any problem?
- Let students talk about the problems they face.
- After the students' responses focus their attention towards the problem of blocked drains and blocked roads with rain water.
- Show relevant pictures and ask what is happening in this picture.
- Talk about the main causes, like throwing garbage on the roads and streets.

(Picture is attached at the end of the plan)

Rhymes- Incy-wincy spider(using fingerplay)

- मेरी बिल्ली काली पीली (using actions)

Language (Hindi)

/प/ और /क/ वर्णों का अभ्यास :

- फ्लैशकार्ड की सहायता से अक्षरों का अभ्यास करे।
- विद्यार्थियों को चित्र दिखाते रहे और विद्यार्थियों को उनके नाम और पहली आवाज़ बोलने को कहे।
- विद्यार्थियों द्वारा बताये गए शब्दों के भी चित्र बना कर रख ले।
- फ्लैशकार्ड को विद्यार्थियों में बाँट दें (15 फ्लैशकार्ड)।
- विद्यार्थियों से कहें के दिए गए शब्द का नाम बताएं और उस से आने वाली आवाज़ को भी बताएं।
- विद्यार्थी अपनी बात को वाक्य में कहेंगे जैसे-
 - मेरे पास कबूतर है ! कबूतर के नाम में पहली आवाज़ /क/ की आती है !

कक्षा के अंत में विद्यार्थियों से बात करें की आज हमने /प/ और /क/ अक्षर का अभ्यास किया और सभी शब्दों को विद्यार्थियों के साथ मिलकर दोहराएं।

शब्दकोष अभ्यास- बारिश के शब्द :

- विद्यार्थियों के साथ मिलकर सारे शब्द पढ़ें।
- विद्यार्थियों का ध्यान लिखे हुए नामों की ओर ले जाये।
- शब्द पढ़ते समय अपनी ऊँगली शब्द के नीचे रखें ताकि विद्यार्थी शब्दों पर ध्यान दे पाएं।
- शब्दों को तोड़कर न पढ़ें।
- दीवार पर लगे शब्दों की सहायता से शब्दकोष का अभ्यास करवाएं।

Free Play/ Indoor/ Art and Craft

Picture Talk (attached with the plan) :

- Show a picture of a classroom to the students. (pic courtesy – dreamstime.com)
- Ask them, what is happening in the picture?
- Label the picture in front of the class and say it loudly.

Writing Pattern + Worksheet- 33 :

- Show and explain the worksheet to students.
- Demonstrate it and have them complete the writing pattern.

Lunch Break

Mathematics

Revision of Heavy/Light :

- Revise the concept using the story.
- Bring three objects in the classroom like- potato, cotton ball and plastic ball.
- Keep it on the table.
- Ask the students to estimate which object would be heavy or light.
- Let the students guess and hold and compare objects.
- Keep more than one object so that all students get opportunities to explore.
- Talk about the term heavy/light that it is a relative term, that is, one thing can be heavy if we compare it with a lighter object but the same object would be lighter if we compare it with a heavier object.

Measuring Objects :

- Take out the weighing scale (make a simple weighing scale using strings and paper cups) and ask students what they think it is.
- Explain that scales are used to measure weights. Ask students if they've ever been weighed at the doctor's clinic before. Have them compare the scales that they are weighed on, with the one you have in the classroom.
- Demonstrate how to measure two objects using the balance scale. Tell students that the scale doesn't tell you the exact weight of the objects, but instead tells you which one is heavier.
- Put two objects on the scale and let students observe that the heavier object drops towards the ground while the lighter object moves upwards.

Note- At the end discuss with students that today we measured things on the basis of their weight. Some things were light and some things were heavy.

Outdoor Games

Hop In and Out of the Shapes :

- Make few big shapes on the ground.
- Have the students stand outside the shapes.
- Instruct them to jump in/out, 'hop in/hop out" etc.

Language (English)

Revision of Letter Sound /A,a/ :

- Retell the story of 'A/a'.
- Recap words using flashcards and encourage students to think of more words with 'A/a'.
- Provide them drawing files and ask them to practice letter formation through rainbow writing and draw pictures related to 'A/a'.
- Revise all the words related to the sound.

Library Activity

Storytelling Using a Prop :

- Get a doll to the class, introduce the doll to the students.
- Tell the students that it was the doll's first day at school.
- Use the doll as a prop to narrate a story on children's first day at school.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 3

Day 4

Theme: Rainy Season

Material Required- /क/ और /प/ के चित्र कार्ड, mystery box, material for mystery box, Worksheet- heavy/light, Worksheet of letter-sound A/a, story book.

Assembly Time

Circle Time

Structured Conversation- Problems we Face During Rainy Season- Courage :

- Revise the conversation done the previous day.
- After the students' responses focus students' attention towards the problem of blocked drains and roads.
- Show relevant pictures and ask what is happening in this picture.
- Talk about the main causes.
- Ask students what can we do to avoid such situations.
- Focus on the ways to keep the surrounding clean.

(Picture is attached at the end of the plan)

Rhyme 15- Incy-wincy spider(using fingerplay)

Rhyme 16- मेरी बिल्ली काली पीली (using actions)library

Language (Hindi)

/क/ और /प/ का अभ्यास :

- कल वाली गतिविधि का कुछ विद्यार्थियों के साथ अभ्यास करें।
- अभ्यास के बाद, बोर्ड पर /क/ और /प/ के शब्द बनाये।
- बच्चों को बुलाकर उनसे /क/ और /प/ शब्दों पर गोला लगाने को कहे।
- विद्यार्थियों को /क/ और /प/ के चित्र वाले कार्ड दें (एक शब्द के दो कार्ड हो सकते हैं) ।
- कक्षा में /क/ और /प/ अक्षर के कार्ड दो दीवारों पर लगा दें।
- विद्यार्थियों से कहें की सही अक्षर के पास आ कर खड़े हो जाएं।
- गतिविधि पूरी होने के बाद हर विद्यार्थी को मौका दें की वे चित्र का नाम बताये व उसकी आवाज़ बताये-

- यह _____ है। इस से _____ की आवाज़ आती है।

ध्यान दें- दीवार पर लगे शब्दों की मदद से सहायक शब्दों का अभ्यास करें !

Free Play/ Indoor/ Art and Craft

Exploring the Sense of Touch with Mystery Boxes :

- Keep material of different textures (like- clothes, clay, pom poms etc.) in each box.
- Place one sample in each box and invite the students, one by one, to feel the contents of the box.
- Ask students to describe the texture of an item and then try to identify the material by using the sentence structure- "It Feels..."
- Keep the same material on the table.
- Students point to the item kept on the table, which they think is inside the box.



Pic. Courtesy- www.stayathomeeducator.com

Lunch Break

Mathematics

Revision of Heavy/Light :

- Revise the concept of heavy and light with students.
- Bring a few objects like- umbrella, water bottle, ball, etc. in front of students and ask them to compare two objects at a time on the basis of their weight.
- Tell students to sit in groups and take out things from their bag.
- Encourage them to compare things by keeping them in their hand.
- The students have to compare things and do the entries by drawing the objects.
- Teacher can suggest things for comparison:
 - eraser/pencil box, filled bottle/lunch box, duster/chalk etc.
- Summarise the class by revising the concept and refer to the word wall.

Outdoor Games

Pakdam Pakdai :

- This is a common game where the child who is the seeker, must catch all the other students. When a child is caught, she/he becomes the seeker.
- The game continues as long as the students want to play.

Simple Race :

Make ten students stand on the starting line of their track.

When the whistle is blown, the students must run to the other end.

Continue the game until all the students get their turn .

Language (English)

Reinforce Letter Sound / A,a/ + Worksheet-34 :

- While narrating the story, ask students to clap whenever they hear 'á' sound.
- Help students initially.
- Once you are done with the game, encourage students to make sentences such as:
 - I can see an ant.
 - I can see an aeroplane.
 - This is an ambulance.
 - This is an arrow.
- Explain the worksheet to the students and support them wherever required.
- Focus students' attention on the names written.

Library Activity

Book Holding :

- Show a book to the children.
- Demonstrate how to hold the book and turn the pages.
- Give each child a book to hold and go through.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 3

Day 5

Theme: Rainy Season

Material Required- /क/ और /प/ की Worksheet, material for mystery box, Worksheet-heavy/light, material for race, cards of letter sound- /s/ & /a/, clay, big book.

Assembly Time

Circle Time

Structured Conversation- Keeping Surrounding Clean- Care :

- Ask what happens when we face problems like blocked drains /roads, street etc
- Show previously used pictures and talk about what happens when water remains stagnant/collected for a longer period of time.
- Do talk about mosquitoes and flies.Share that it multiplies in the water/ when the place is not clean.
- Also, talk about how it affects us.

Rhymes- Incy-wincy spider(using fingerplay)

- मेरी बिल्ली काली पीली (using actions)

Language (Hindi)

/क/ और /प/ का अभ्यास + Worksheet-35 :

- विद्यार्थियों के साथ दोनों अक्षरों का अभ्यास कर लें।
- विद्यार्थियों से कहें की वे इन अक्षरों से कुछ शब्द बताएं।
- विद्यार्थियों को वर्कशीट समझाएं की उन्हें क की वस्तुओं को एक रंग से और/प/ की वस्तुओं को दूसरे रंग से भरना है।
- विद्यार्थियों से कहें के वे रंग भरने से पहले एक बार अपने सहपाठी से बात कर के सुनिश्चित कर लें कि उन्होंने सही पहचाना है या नहीं।
- जरूरत के अनुसार विद्यार्थियों की मदद करे।

Free Play/ Indoor/ Art and Craft

Exploring the Sense of Touch with Mystery Boxes :

- Keep some material of a different texture (like- clothes, clay, pom poms etc) in each box.
- Invite the students, one by one, to feel the contents of a box.
- Ask the students to describe the texture of



an item and then try to identify the material by using the sentence structure-
“It Feels...”

- Keep the same material on the table.
- Ask students to point to the item kept on the table, they think is inside the box.

Pic. Courtesy- www.stayathomeeducator.com

Lunch Break

Mathematics

Revision of Heavy/Light + Worksheet-36 :

- Revise the concept using the pictures of rainy vocabulary like- umbrella of different sizes, frog and peacock etc.
- Tell the students to think which would be heavy/light.
- Use pictures of other objects/animals.
- Draw objects on the board for students to compare.
- Call students randomly on board to circle heavy/light pictures.
- Explain and demonstrate the worksheet to students.
- Tell them that they have to colour the heavy objects with one colour and light objects with another colour.
- Revise the concept using pictures and refer to the word wall for names.

Outdoor Games

Hot Potato Race :

- Divide the class in groups of ten. Draw ten tracks and place different objects at a regular distance on each track.
- Make 10 students stand at the starting point of their respective tracks.
- When the whistle is blown, the students must run to the first object, pick it up and run back to the starting line and place it. Then, they must run and pick up the next object and run back to the starting line.
- In this manner, each child has to pick up all the objects kept on the track and bring them to the starting line.
- Let the race continue until all students have brought all the objects to the starting line.

Language (English)

Revision of Letter Sound /S,s/ and /A,a/ + Clay Work in Pairs :

- Show the flashcards of related vocabulary of 's' and 'a' to students.
- Motivate the students to make sentences using sentence structure:
 - This is a/an _____.
- Provide flashcards to students and tell them to name the vocabulary.
- Demonstrate first, and let the other students speak in the same manner.
- Let students sit in pairs.
- Provide clay to the students and tell them to make things starting with 's' and 'a' sound, using clay.
- Revise the vocabulary at the end of the class.

Library Activity

Big Book :

- Use any big picture book.
- Show the pictures to the students and encourage them to predict what is happening in the pictures.
- Narrate the story

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 3

Day 6



Pic courtesy – vectorstock.com

Class : KG
Month : July
Week : 4

Day 1

Theme: Rainy Season

Material Required- ज के कार्ड, material for touch activity, material for race, Worksheet of /s/ & /a/, picture book.

Assembly Time

Circle Time

Free Conversation :

- Provide opportunities for students to talk about the things they want to do.
- Appreciate students wherever required.

Structures Conversation- Diseases with Clogging of Water- Courage :

- Begin by talking about the conversation done last week on the issue of clogging of water.
- Talk about how we can help in such situations.
- Let the students share their responses using talking object.
- Summarise the responses by telling them to throw the garbage in dustbins and encouraging them to motivate others to do the same.
- Share that diseases also happen because of the mosquitoes and flies.
- Do talk about how can we protect ourselves by:
 - Covering the food.
 - Washing vegetables and fruits before eating.
 - Washing hands before and after food.
 - Protecting yourself from mosquitoes by the use of coils and other repellents.
- Later, motivate students to generate awareness amongst others.

Rhyme 15- Incy-wincy spider(using fingerplay)

Rhyme 16- मेरी बिल्ली काली पीली (using actions)library

Language (Hindi)

अक्षर- ध्वनि परिचय- /ज/ :

- विद्यार्थियों को कहानी सुनाएं।

जगमगाते जुगनू

जुलाई का महीना था। बारिश हो रही थी। **जया** और **ज्योति** बारिश के मज़े लेते हुए गरम-गरम **जलेबी** खा रही थीं। दोनों बहने जलेबी खाने में इतनी मस्त थीं कि उन्हें पता ही नहीं चला कि बारिश बंद हो गयी

और रात हो गयी।

जब उन्होंने बाहर देखा तो पेड़ों के पास उन्हें रोशनी दिखाई दी। कुछ देर में रोशनी **जगह- जगह** दिखाई देने लगी। उन्हें लगा कई लोग पेड़ों के पास टोर्च की रोशनी में कुछ ढूँढ रहे हैं।

जया माँ को बताने गयी, "माँ पेड़ों के पास कई लोग टोर्च लेकर कुछ ढूँढ रहे हैं। लगता है उनका कुछ खो गया है। क्या हम भी मदद करने जाएँ। आप आकर देखों ना।"

वह माँ का हाथ पकड़कर ले आई और उन्हें वह रोशनियाँ दिखाई। माँ हंस पड़ी और कहा कि यह **जुगनू** हैं जो **जगमगा** रहे हैं। दोनों बच्चे पेड़ों की तरफ जुगनुओं को देखने के लिए भागे।

- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें।
 1. कौन सा महीना था?
 2. दोनों बहनों का नाम क्या था?
 3. दोनों क्या खा रहे थे?
 4. पेड़ों के पास क्या थे?
 5. जुगनू क्या कर रहे थे?
- विद्यार्थियों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें।
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें।
- विद्यार्थियों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें।
- यदि विद्यार्थी न बता पाएं तो उन्हें संकेत दे कर शब्द निकलवा लें।
- विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर बना लें।
- विद्यार्थियों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर करवाएं।
- विद्यार्थियों को बताएं की जब भी उन्हें इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो वे इसी अक्षर का प्रयोग करते हैं।
- बोर्ड पर बनाये गए सारे चित्रों के नाम लिख लें।
- विद्यार्थियों को निर्धारित आवाज़ के चित्र बनाने को दें।

ध्यान दें- जब विद्यार्थी चित्र बना रहे हों तो शिक्षिका कक्षा में घूम- घूमकर सैंडपेपर पर बने अक्षर से विद्यार्थियों को अक्षर का अभ्यास करवा लें! विद्यार्थियों से कहानी के बाद सवाल पूछने का उद्देश्य केवल विद्यार्थियों को अक्षर की आवाज़ से शुरू होने वाले शब्दों की ओर ध्यान दिलाना है न की विद्यार्थियों को सवालों के जवाब याद करवाना है!

Free Play/ Indoor/ Art and Craft

Touch Activity- Can you Find It :

- Paste a few shapes of sandpaper on the cardboard(any shape like star, circle, oval, rectangle etc).
- Keep one shape twice (keep 8 cards at one time).
- Give cards to students to touch and feel with open eyes.
- Now, call students one by one, close their eyes and



tell them to find similar shapes by touching them.
Pic Courtesy- www.giftofcuriosity.com

Lunch Break

Mathematics

Rhyme- जमीन के किनारे कितनी बुलबुल होंगी (with actions)

Counting Experience- Fire on the Mountain :

- Have the students play the game of 'fire on the mountain' and ask the students to make groups as per the number you call out.
- Tell the students to count the members in their group after making groups, each time you call out a number.
- Reinforce numbers with students using fingers or counters.

Outdoor Games

Hot Potato Race :

- Divide the class into groups of ten. Draw ten tracks and place different objects at regular distance on each track.
- Make 10 students stand at the start line of their respective tracks.
- When the whistle is blown, the students must run to the first object, pick it up and run back to the starting line and place it. Then, they must run and pick up the next object and run back to the starting line.
- In this manner, the child has to pick up all the objects kept on the track and bring them to the starting line. Let the race carry till all the students have brought all the objects to starting line.

Language (English)

Revision of /S,s/ and /A,a/ Letter Sound + Worksheet-37 :

- With the help of flashcards, revise all the related vocabulary and initial sounds of the letter .
- Demonstrate the worksheet to students that they have to match the letter with the correct vocabulary.
- Provide worksheet to students to complete it.
- Colour the relevant vocabulary words after matching it.
- Revise all the vocabulary words and their initial sound using the worksheet.

Library Activity

Picture Book :

- Use a picture book in the class.
- Let students look at the pictures and predict the story using the pictures.
- Later, narrate the story in your own words.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 4

Day 2

Theme: Rainy Season

Material required- बारिश के शब्दों, /ज/ के चित्र, newspaper pieces, crayons, picture cards of letter sound /t/.

Assembly Time

Circle Time

Free Conversation :

- Initiate free conversation on water.
- Talk to them about various sources from where we get water and the ways of storing it.

Structured Conversation- Storage of Water- Respecting Natural Resource :

Referring to the conversation above, ask students where and how can we store water followed by why should we store water.

Rhyme 15- Incy-wincy spider(using fingerplay)

Rhyme 16- मेरी बिल्ली काली पीली (using actions)library

Language (Hindi)

शब्दकोष अभ्यास- बारिश के शब्द :

- विद्यार्थियों के साथ मिलकर सभी शब्द दोहरा लें।
- विद्यार्थियों को मौका दें की वे फ्लैशकार्ड पर लिखे शब्दों को पढ़ें।
- विद्यार्थियों को प्रोत्साहित करें की वे शब्द पढ़ें।
- बोर्ड पर सभी शब्द लिखें और उनके चित्र बनाएं।
- विद्यार्थियों से कहे कि शब्द पढ़कर उनके चित्र स्लेट पर बनाएं।
- दीवार पर लगे शब्दों की सहायता से सारे शब्दों का अभ्यास कर लें।

अक्षर- ध्वनि अभ्यास - /ज/ :

- विद्यार्थियों के साथ मिलकर कहानी दोहराएं।
- विद्यार्थियों को /ज/ से बने शब्दों के चित्र दिखाएं और विद्यार्थियों को उनके नाम और पहली आवाज़ बताने के लिए प्रोत्साहित करें।

Free Play/ Indoor/ Art and Craft

Preparation for Paper Crushing :

- Get old newspapers and tear it into squares.

- Instruct the students to colour the newspaper from both sides (revise green and red colour). Demonstrate it first.
- Give newspapers and crayons to the students and ask them to colour.

Note - Collect the students' coloured newspaper pieces and keep them safe for the next day's activity.

Lunch Break

Mathematics

Rhyme - जमुना के किनारे कितनी बुलबुल होंगी।

Counting Experience- Fire On the Mountain :

- Have the students play the game of 'fire on the mountain' and ask the students to make groups as per the number you call out.
- Tell students to count the members in their group after making the groups, each time you call out a number.
- Reinforce numbers with students using fingers or counters.

Outdoor Games

Active Participatory Play :

- Draw big zig-zag (Z) lines on the ground.
- Have the students run, jump, walk, etc. on these lines by turns.

Note- Draw multiple lines at one time according to the class strength.

Language (English)

Introduction of Letter Sound- /T, t/ :

- Narrate the story.

Tinku and Tillu

Tinku and Tillu are **two** brothers. You would always find them **together**. One day, it was raining all day long. They could not go outside to play. They thought of playing hide and seek inside the house. Tinku **told** Tillu to find a hiding place before he counts to **ten**. Tinku closed his eyes and counted loudly 1, 2, 3.....**10!** Tillu ran to find a place.

"Ready or not, here I come" Tinku said loudly. Tinku looked around, it was all quiet. He looked for Tillu everywhere, in the bathroom, kitchen, cupboards, but he was not there. After a long time, he saw a shoe peeking out from under the **table**. He slowly walked towards it and lifted the **table-cloth**. Oh! it's just a shoe and their **teddy bear**. He picked it up and kept it in the **toy-box**. He saw his **toy train** in the toy-box. He

began playing with it. “kooo....chuk, chuk chuk!, my train is going inside a **tunnel**, kooo....chuk, chuk chuk!”

He moved his train under the table, then took it towards the stairs, saying “koo....chuk, chuk chuk! now it is going to the mountains.”

Finally, he then took the train to the **terrace**. It was still raining. There he saw the **tent**, that he and his brother had made together. He ran **towards** the tent.

“There he is,” Tinku thought. He found his brother sleeping inside the tent. He was holding a paper boat. It was dry and cosy inside. He could hear the pitter-patter, pitter-patter....rain drops falling on the tent. He found a paper and made a boat.

“Let the rain stop, then I’ll put the boat in the rain water collecting on the terrace,” he thought. He lay next to his brother and waited for the rain to stop.

- Once the story is narrated, ask questions to derive the target words from the story.
 - How many brothers are there in the story? Name them.
 - Till what number did Tinku count?
 - Where was the shoe?
 - What did Tinku lift?
 - What did he find with the shoe?
 - Where did he put the teddy bear?
 - What did he see in the toy-box?
 - Tinku’s train went inside what?
 - Where did he finally take the train?
 - What did he see on the terrace?
- Show the flashcards to the students and encourage them to identify the initial sound. Prompt them initially if required.
- Draw the pictures of target words on the board and ask the students to suggest for more examples.
- Prompt them to think of objects or names that begin with the sound that is introduced.
- Introduce the letter using the letter card followed by letter formation through air tracing and sand tracing.
- Tell the students that when we have to write the words that have the target sound, we use this letter.
- Label the pictures. Stress on the initial sound.
- Let the students draw pictures of the words for the sound introduced.
- Revise all the vocabulary words and initial sounds of the words.

Note: While the students are drawing, move around in the classroom and let the students practice letter formation by tracing the letter on the sandpaper. Also, note that the questions are being asked only to help the students focus on the target words and the students do not have to learn the answers.

Library Activity

Story on Value :

- Use any story which is catering value of the month.
- Narrate the story using puppets.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 4

Day 3

Theme: Rainy Season

Material Required- /क/, /प/ और /ज/ के कार्ड, newspaper pieces, material for more/less, Worksheet of /t/, drawing files, crayons.

Assembly Time

Circle Time

Structured Conversation- Conservation of Water- Respect :

- Initiate a conversation on ways of saving water and the need to save it.
- Draw their attention towards ways in which we misuse water, such as- using showers, leaving the tap open while brushing etc.
- Ask the students to think of other possible ways where we misuse water.
- Ask them, how according to them can we save water in our day to day activities. Tell them to apply it in their daily lives and also ask their family members to do the same.

Rhymes- Incy-wincy spider(using fingerplay)

- मेरी बिल्ली काली पीली (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास - /क/, /प/ और /ज/ - रेल का खेल :

- तीनों अक्षरों से जुड़े शब्दों का विद्यार्थियों के साथ मिलकर अभ्यास कर लें।
- विद्यार्थियों से उन शब्दों की पहली आवाज़ पर ध्यान देने को कहें।
- विद्यार्थियों को अक्षरों से जुड़े कार्ड दे दें। हर विद्यार्थी को एक कार्ड दे।
- कक्षा में विद्यार्थियों की संख्या के अनुसार एक चित्र की एक से ज्यादा प्रति हो सकती है।
- कक्षा में तीन विद्यार्थियों को अक्षर के कार्ड पकड़ने को दे-दें और वे विद्यार्थी रेल का इंजन बनेंगे।
- बाकी विद्यार्थियों को शब्द की सही आवाज़ पहचान कर सही अक्षर के पास खड़ा होना है और रेल के डिब्बे बन जाना है।
- शिक्षिका हर डिब्बे की जांच करेगी की वे सही इंजन के साथ है या नहीं।
- सभी रेल बारी बारी बाहर का चक्कर लगाकर आएगी।
- खेल खत्म हो जाने के बाद, वापस बैठते समय हर विद्यार्थी को उसके पास वाले कार्ड का नाम बताने (नीचे लिखे वाक्यों का प्रयोग करते हुए) को कहें। उन्हें इन शब्दों से आने वाली पहली आवाज़ भी बताने के लिए प्रोत्साहित करे -
- मेरे पास _____ है !
- इसकी पहली आवाज़ _____ है !

Free Play/ Indoor/ Art and Craft

Paper Crushing :

- Get a coloured newspaper. Demonstrate how to crush the paper into balls.
- Give the newspaper pieces to students to make a ball. Tell them to crush it till they got a round shape. Keep the paper balls safe for next week's activity.

Pic courtesy: studyvillage.com/youtube.com



Exploring Story Books :

- Provide picture books or picture books with less text for students to explore the books.
- Look at how students hold the book.
- Let them flip the pages of the books and read the pictures.

Lunch Break

Mathematics

Introduction of More/Less :

- The teacher narrates a story to introduce the concept-

Story- *In a village there was a girl named Gauri. Gauri lived with her mother, father, brother, grandmother and grandfather. One day, they were going out to a party and as they were about to leave, it started to rain. They waited for some time for the rain to stop but it did not. So, they thought they should leave otherwise they would be late for the party. Show the flashcards of family to students where all the members were drawn. Now, Gauri's mother said we should leave and she went inside to get the umbrellas. Show the pictures of four umbrellas. When all of them saw the umbrellas, Gauri's brothers said "the umbrellas were less and we need more umbrellas. We are more in number."*

- Stop the story and ask students what they think about Gauri's brother's statement.
- Show them the pictures of the family and umbrella and let them compare.
- Ask them which is less and which is more.
- Give vocabulary of more and less to the students using flashcards.

Post Activity :

- Invite 8 students to come to the front of the class.
- Split them into 2 groups.
- The first group should have 3 students, and the other should have 5.
- Ask the class which group has more people and which one has less people.
- Get a box of blocks, and create two groups of blocks, one with more than the other.
- Explain to your students that **equal** means that there is the same quantity in each group, **greater** means more, and **less** means fewer.

- Put flashcards of less, more and equal on the word wall to reference.
- Call out students to compare the 2 groups using the above mentioned terms.
- Change the quantity of the blocks, and repeat this activity multiple times.

Outdoor Games

Walk on a Straight Line :

Make multiple straight lines on the floor according to your class strength. Instruct the students to walk on the straight line.

Walk on Zigzag Lines :

- Make multiple zig-zag lines on the floor according to your class strength.
- Instruct students to walk on the zig-zag lines.

Language (English)

Revision of Letter Sound- /T, t/ + Worksheet -38 :

- Retell the story of /T, t/.
- Revise words using flashcards and encourage the students to think of more words with 'T/t'.
- Give them the worksheet after demonstrating it.
- Make students do rainbow writing of 'T/t' on the worksheet.
- Focus students' attention on the names written with pictures.
- Revise vocabulary words and the initial sound.

Note: The students take time to learn the sounds and vocabulary. Give them the time.

Library Activity

Story Narration :

Narrate one appropriate story to students using voice modulation, gestures and expression.

Post Activity- Character Drawing :

After the story narration, ask students to draw their favourite character from the story.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 4

Day 4

Theme: Rainy Season

Material Required- /ज/ की Worksheet, material for free play, Worksheet- more/less, slates, chalk, props.

Assembly Time

Circle Time

Structured Conversation- Conservation and Reuse of Rainwater :

- Initiate a conversation about how rainwater can be stored and used for different purposes.
- Discuss ways of conserving water on a day to day basis and tell the students to follow it.

Rhymes- Incy-wincy spider(using fingerplay)

- मेरी बिल्ली काली पीली (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /ज/ + Worksheet-39 :

- अक्षर के सभी शब्द विद्यार्थियों के साथ मिलकर दोहरा लें।
- /ज/ से बने शब्दों पर विद्यार्थियों का ध्यान ले कर आएं।
- विद्यार्थियों को वर्कशीट समझाएं व उन्हें विद्यार्थियों को करने को दें।
- विद्यार्थी /ज/ से बने शब्दों में रंग कर, /ज/ का इंद्रधनुषी लेख करेगा।
- वर्कशीट के दौरान, विद्यार्थियों का ध्यान चित्रों के लिखे हुए नामों की ओर ले जाएं।
- शब्दों के नाम की पहली आवाज़ दोहरा लें।

Free Play/ Indoor/ Art and Craft

Free Play :

- Give students play material. While the students are playing, take the opportunity to connect with them one on one.
- Talk to different students every day.
- Ask them to explain what they are playing and how.

Lunch Break

Mathematics

Revision of More/Less + Worksheet- 40 :

- Using the story, revise the concept with students.
- Show picture for references.
- Bring material in the classroom like- buttons, blocks, beads, stones, rangometry, pencil, eraser etc.
- Call students randomly to come and compare the quantity of things without counting.
- Demonstrate the worksheet to students to colour less/more quantities as per the instructions.
- Refer to the names pasted on the word wall.
- Help students wherever required.

Outdoor Games

Fire On the Mountain :

Have the students play the game of 'fire on the mountain' and ask the students to make groups as per the numbers called out by you.

Language (English)

Revision of Vocabulary- Rainy :

- Read the words with students.
- Show flashcards to students in which only words are written.
- Motivate students to read words by sight.
- Provide slates to students.
- Then, write words on the board (any 3).
- Encourage the students to read those words and draw their pictures on slates.
- At last draw the words on the board and motivate students to self correct,
- Read all the vocabulary words with students.

Library Activity

Storytelling Using a Prop :

- Get a doll to the class, introduce the doll to the students.
- Tell the students that it was the doll's first day at school.
- Use the doll as a prop to narrate a story on children's first day at school.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : July
Week : 4

Day 5

Theme: Rainy Season

Material required- फुलवारी, /क/,/ज/ और /प/ की Worksheet, drawing files, crayons, material for more/less, ball, Worksheet- rainy season's vocabulary, story book.

Assembly Time

Circle Time

Structured Conversation :

- Ask the students if they have already started applying measures for conserving water at homes.
- If so, what measures are they following?

Rhyme 15- Incy-wincy spider(using fingerplay)

Rhyme 16- मेरी बिल्ली काली पीली (using actions)

Language (Hindi)

शब्दकोष अभ्यास- बारिश के शब्द :

- विद्यार्थियों के साथ सभी शब्द दोहरा लें।
- दीवार पर लिखे शब्दों की ओर विद्यार्थियों का ध्यान ले जाएं।

अक्षर- ध्वनि अभ्यास- /क/, /ज/ और /प/ + Worksheet- 41 :

- विद्यार्थियों को फ्लैशकार्ड दिखाकर सभी शब्दों और उनकी पहली आवाज़ का अभ्यास कर लें।
- विद्यार्थियों को वर्कशीट दिखाएं और हर अक्षर के लिए एक रंग निर्धारित कर लें।
- विद्यार्थियों को निर्धारित रंग सही चित्रों में करना है।
- शिक्षिका विद्यार्थियों की मदद करेगी जहां पर भी जरूरत हो।

Free Play/ Indoor/ Art and Craft

Free Hand Drawing :

- Let the students indulge in free hand drawing on drawing sheets.
- Give them crayons to colour.
- Appreciate their drawing and encourage them to talk about their drawings with their partners.

Lunch Break

Mathematics

Revision of More/Less :

- Revise the concepts using different quantities.
- Ask students to compare.
- Refer to the word wall.

Creating More/Less :

- Divide students into pairs.
- Provide material to students and instruct them to create more or less quantities as per the material shown.
- Show some quantity and students would create the quantity more/less accordingly with their partner.
- Later, make the students do it independently in the pairs in which one of them would take out some quantity and the other child would take out more/less objects.
- Encourage students to count the objects.
- Observe the students and help wherever required.

Outdoor Games

Roll a Ball :

- Divide the students into two groups.
- Have one group stand at one end of the path drawn on the floor and the other group at the other end.
- Let students take turns to roll the ball between the lines.

Kick the Ball :

- Divide the students into two groups.
- Have one group stand at one end of the path drawn on the floor and the other group at the other end.
- Let the students randomly kick the ball at each other.

Language (English)

Revision of Vocabulary- Rainy + Worksheet- 42 :

- Read the words with students.
- Show flashcards to students in which only words are written.
- Motivate students to read words by sight.
- Provide a worksheet to the students to colour.
- Revise all the vocabulary words using the worksheet.

Library Activity

Book Holding :

- Show a book to the children.
- Demonstrate how to hold the book and turn the pages.
- Give each child a book to hold and go through.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the child's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.



Class : KG
Month : July
Week : 4

Day 6



Pic Courtesy- www.kashmirreader.com



Pic Courtesy-www.dtnext.in

Extension Activities - Art and Craft

1. Photo Frame

- Give 4 ice-cream sticks to students to colour.
- Let them dry it.
- Let them make a base for the photo frame by cutting the sheet to a relevant size.
- Help students to paste the ice-cream sticks, a photo which they have brought from home and the base of the photo frame.

Source- <http://www.elmers.com>



2. Hand and foot printing

- Instruct the students to work in pairs and draw each other's hands.
- Help them cut out these shapes and let them colour and decorate it.
- The cutouts can be finally be used to make a joint collage for example a tree or a peacock.

Source – iheartcraftythings.com
munchkinsandmayhem.bolgspot.com



3. Thumb Printing

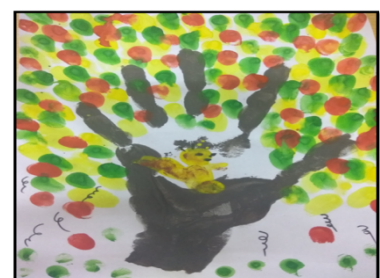
- Get the students to do thumb printing or on a paper by applying ink or paints.
- Develop these prints into different objects or animals by adding lines and details using a sketch pens.

Source- Pinterest



4. Hand and Finger Printing - Tree

- Distribute a sheet of paper and colours to each child.



- Instruct them to print their hand to form the trunk of a tree and then make the leaves by finger painting.

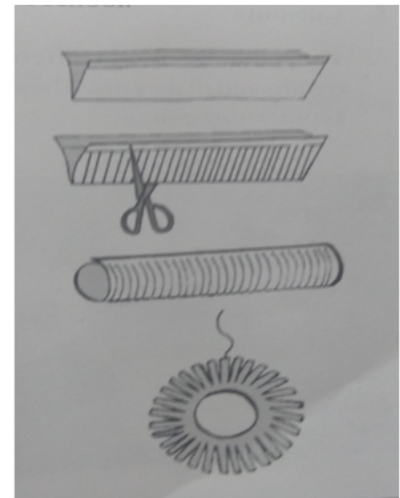
5. Fingerprinting - Flowers

- Distribute a sheet and a colour to each child.
- Instruct them to make flowers using finger painting.
- Demonstrate one for them.



6. Flower making using paper:

- Fold a piece of paper in half.
- Fold a crease about 1 cm from the top.
- Make parallel cuts as far as the crease.
- Put the two edges together and paste to make a cylinder. The two ends can then be pasted together.
- Use thread to hang the flower.
- Demonstrate these steps and then let students make their flowers independently.
- Draw parallel lines on the paper to help students in cutting.



Source: Sahi J and Sahi R (2008). *Learning Through Art*. Eklavya. Bhopal

7. Cone Puppets:

- Let students make a cone using paper/chart and help them to staple it.
- Let students add facial features and arms from waste coloured paper, thread and bits of cloth.

Source – easypeesyfun.com

8. Stick Puppets:

- Help students to cut out two identical figures on the cards.
- Colour them to form the back and front of the figure.
- Paste the two figures together around the edges, leaving a space for a stick to be inserted.
- Insert a bamboo or icecream stick between the two layers and secure with tape

Source- www.momcaster.com



August

"What is really needed to make democracy function is not knowledge of facts, but right education."

- Mahatma Gandhi

Weekly Learning Outcomes - August (KG)					
		Aug - Week 1	Week 2	Week 3	Week 4
Domain	The student will be able to:	Activity:			
Personal, Social and Emotional Development	Describe self in terms of physical characteristics				
	<ul style="list-style-type: none"> •Talks about his /her name, body parts and other characteristics without inhibitions •Identifies close family, friends and family members 				
	Express own interests and preferences				
	<ul style="list-style-type: none"> •Expresses himself /herself without inhibitions •Expresses his/her needs /feelings /emotions •Expresses ideas / thoughts /feelings 	<p>During free conversation on a topic they like</p> <p>During structured conversations on their surroundings, animals around us, characteristics of animals: wild and domestic, big and small.</p>	<p>During free conversation on what they did on a weekend</p> <p>During structured conversations on animals and birds around us, water animals, land animals and birds.</p> <p>During structured conversations on experiences with animals</p>	<p>During free conversation on what they did on a weekend</p> <p>During structured conversations on animals and birds around us, water animals, land animals and birds and their natural habitat.</p> <p>During structured conversations on caring for animals and birds and protecting them.</p>	<p>During free conversation on a topic of their interest</p> <p>During structured conversations on insects and their types</p> <p>During structured conversations on problems that arise due to insects</p>
	Express likes, dislikes and emotions				
	<ul style="list-style-type: none"> •Is comfortable talking about his /her likes, dislikes and emotions with the class /teacher •Expresses emotions appropriate to the situation 	<p>While sharing how animals are like us and different from us.</p> <p>Rhymes with actions: Chu chu chi chi cha cha, Ghadi pe chuha nacha, Sher niral himmat wala, hum bhalu ko ginti sikhayenge</p>	<p>While sharing how animals are like us and different from us</p> <p>Rhymes with actions: Aaja chidiya aaja ri, Jungle me jaanwar khelte hain, Once I caught a fish alive</p>	<p>While sharing how birds and animals feel in captivity and being sensitive towards them</p> <p>Rhymes with actions: Aaja chidiya aaja ri, Ullu ji ne ped par khola ek school, Two little dicky birds</p>	<p>While sharing experiences about insects and how to be careful towards them</p> <p>Rhymes with actions: Ullu ji ne ped par khola ek school, Aaja chidiya aaja ri, Titli, Teddy Bear, Two little dicky birds</p>
	Uses all senses to observe and explore the environment				
	<ul style="list-style-type: none"> •Remembers and recalls 4-5 objects /pictures seen at a time 		Distinguish experiences on the basis of sensory perceptions using the sense of sight during sensory scavenger hunt		
	Enjoy working and playing with other children				
	<ul style="list-style-type: none"> •Engages in parallel play •Plays with classmates in small groups 	Engages in parallel play during free play	Engages in parallel play during free play.	Engages in parallel play during free play.	Engages in parallel play during free play Works with classmates to solve riddle
	Follow basic rules of safety at home, in school and in the playground				

	<ul style="list-style-type: none"> •Involves in forming rules for classroom and playground •Wait for his /her turn (raise hands, listens to each other etc), listens to each other during conversations •Keeps his /her bags and bottles in line •Keeps resources back in their place 	Waits for his /her turn, raise hands, listens to each others during free and structured conversations.	Waits for his /her turn, raise hands, listens to each others during free and structured conversations.	Waits for his /her turn, raise hands, listens to each others during free and structured conversations.	Waits for his /her turn, raise hands, listens to each others during free and structured conversations.
Physical Development	Demonstrate gross motors skills with greater coordination				
	<ul style="list-style-type: none"> •Able to balance body while walking and running •Able to walk on straight and zig zag lines •Able to hop and jump on a fixed path •Able to hold an object while walking 	Balance body while walking/ running/ jumping/ hopping during "Let's be Monkeys", "Race of Animals" and on straight paths Hold an object while walking during walk with a glass of water race	Balance body while walking/ running/ jumping/ hopping during "Catch Me if You Can"	Balance body while walking/ running/ jumping/ hopping during listen and "Do in a Circle, long jump and "Monkey Tag".	Balance body while walking/ running/ jumping/ hopping during "Hot Potatoes with a Twist", "Cat and Bird" game and moving on zig- zag lines
	Exhibit eye hand coordination				
	<ul style="list-style-type: none"> •Able to scribble and colour •Attempts to put beads through the strings •Attempts to tear and paste paper •Uses the grip to hold scissor, brushes, crayons etc •Able to throw and catch ball in a given direction •Uses the grip to tear and crush paper •Uses pincer grip to hold and manipulate tools for drawing, painting and writing 	Scribbles and colours drawings of things associated with the letters introduced, worksheets and face masks of animals. Uses the grip to hold, roll, pinch, tear, join clay during free play. Uses the grip to hold paper and fold it according to instructions to make a dog. Throws and catches ball in a given direction while passing the ball in a circle. Completes writing pattern.	Scribbles and colours drawings of things associated with the letters introduced, worksheets and on animals. Uses the grip to hold paper and fold it according to instructions to make a fox. Throws and catches ball in a given direction while passing the ball standing in lines	Scribbles and colours drawings of things associated with the letters introduced, worksheets and on animals and birds. Throws and catches ball in a given direction while passing the ball standing in lines. Uses grip to tear, cut, paste, pinch and hold while tearing and pasting to make animal puzzle, making paper balls and "Fishing with Magnets".	Scribbles and colours drawings of things associated with the letters introduced, worksheets and on letters introduced and birds. Uses grip to tear, cut, paste and press while tearing and pasting during paper craft and pick up objects during "Hot Potatoes Race"
Creative and Aesthetic Development	Demonstrate awareness of and appreciates beauty in the environment				
	<ul style="list-style-type: none"> •Loves to go for nature walk •Likes to draw objects from nature 	Loves to go for nature walk to explore their surroundings.			
	Display curiosity to draw and create				

	<ul style="list-style-type: none"> Engages in free drawing Make objects of his /her own choice using clay and other material Explores & creates models, drawings using manipulatives of his /her choice 	Engages in free drawing Make objects of his /her own choice using clay during free play.		Make objects of his /her own choice using clay during free play	Engages in free drawing
	Explore and participate in art, music, dance and creative movements				
	<ul style="list-style-type: none"> Experiences the joy of free play by tinkering with apparatus and clay Participates in imaginative play and role plays 		Experiences the joy of free play During role play on the story being narrated earlier	Participates in imaginative play while imitating birds	Participates in imaginative play while doing pretend play in play corners and during flying birds
Language Development	Listen attentively and maintains eye contact				
	<ul style="list-style-type: none"> Listens attentively undisturbed to stories 	Stories being narrated by the teacher using puppets, story cards and read aloud During the letter sound introduction of ऋ in Hindi and /I i/ in English.	Stories being narrated by the teacher using techniques like read aloud, narration etc During the letter sound introduction of र in Hindi and /P p/ in English.	Stories being narrated by the teacher using puppets, story cards and read aloud During the letter sound introduction of ऋ in Hindi and /N n/ and /C c/ in English.	Stories being narrated by the teacher using puppets and read aloud During the letter sound introduction of क in Hindi and /K k/ in English
	Carry out simple instructions in English				
	<ul style="list-style-type: none"> Understands simple instructions in Hindi and English Follows two-three steps instructions in Hindi Follows two-three steps instructions in English 	During learning activities and games through explanation, paraphrasing, demonstration	During learning activities and games through explanation, paraphrasing, demonstration	During learning activities and games through explanation, paraphrasing, demonstration	During learning activities and games through explanation, paraphrasing, demonstration
	Participate in reciting long rhymes, poems and songs with comprehension				
	<ul style="list-style-type: none"> Enjoys listening to rhymes and songs Enjoys reciting rhymes and songs in small groups Able to recite rhymes and songs with clarity Able to modulate voice according to the rhythm of the rhyme and songs 	Rhymes with actions: Chu chu chi chi cha cha, Ghadi pe chuha nacha, Sher niral himmat wala, hum bhalu ko ginti sikhayenge	Rhymes with actions: Aaja chidiya aaja ri, Jungle me jaanwar khelte hain, Once I caught a fish alive	Rhymes with actions: Aaja chidiya aaja ri, Ullu ji ne ped par khola ek school, Two little dicky birds	Rhymes with actions: Ullu ji ne ped par khola ek school, Aaja chidiya aaja ri, Titli, Teddy Bear, Two little dicky birds
	Listen, identify and differentiate to a variety of sounds in the environment				
	<ul style="list-style-type: none"> Identifies sounds in the environment, sounds of musical instruments, transport, animals, birds, body etc Able to differentiate between the sounds in the environment, sounds of animals, birds, transport, body and musical instruments 	While differentiating between the sounds in the environment and sounds of animals.	While differentiating between the sounds in the environment and sounds of animals.		

Recognize sight words				
<ul style="list-style-type: none"> •Can read sight words from the word-wall /flashcards /print rich class 	Sight words introduced during letter sound introduction in English and Hindi like veh, yeh	Sight words introduced during letter sound introduction in English and Hindi	Sight words introduced during letter sound introduction in English and Hindi	Sight words introduced during letter sound introduction in English and Hindi
Recognize most letters/ vyanjans and their corresponding sounds				
<ul style="list-style-type: none"> •Is able to identify Hindi Vyanjans and their sounds •Is able to identify English letters and their sounds •Can differentiate between the letters of common sounds like /a/ and /e/ 	While recognizing the letter sound introduction of ग, क, ज़ in Hindi and /I i/ in English	During the letter sound introduction of ग in Hindi and /P p/ in English.	During the letter sound introduction of ब in Hindi and /N n/ and /C c/ in English.	During the letter sound introduction of घ, म in Hindi and /K k/ in English
Identify beginning and end sound of words				
<ul style="list-style-type: none"> •Can identify only the beginning sound in words in Hindi •Can identify the beginning and end sound in words in Hindi •Can identify only the beginning sound in words in English •Can identify the beginning and end sound in words in English 	While recognizing the letter sound introduction of ग, क, ज़ in Hindi and /I i/ in English	During the letter sound introduction of ग in Hindi and /P p/ in English.	During the letter sound introduction of ब in Hindi and /N n/ and /C c/ in English.	During the letter sound introduction of घ, म in Hindi and /K k/ in English
Demonstrate increase in vocabulary and interest in learning new words				
<ul style="list-style-type: none"> •Associate words with pictures /real objects •Can associate naming words with real objects or pictures •Can identify words by looking at pictures of the words introduced in class •Learning new words through actions, translation, antonyms and synonyms and pictures Displays awareness of print present in the environment •Remembers words from word-wall or flashcards put up in class •Uses new vocabulary like names of colours, animals, fruits etc in his /her daily conversation •Shows curiosity to know the meaning of new words from a storybook •Uses learnt vocabulary with sentence structures 	While recognizing the letter sound introduction of ग, क, ज़ in Hindi and /I i/ in English	During the letter sound introduction of ग in Hindi and /P p/ in English.	While revising letter sounds र ग ज प ब घ म and /I i/, /T t/, /P p/, /N n/, /K k/ and /C c/ During the letter sound introduction of ब in Hindi and /N n/ and /C c/ in English.	During the letter sound introduction of घ, म in Hindi and /K k/ in English
Know print patterns				

	<ul style="list-style-type: none"> •Is aware of left to right and top to bottom patterns in a book •Shows interest in flipping through the pages and observing pictures •Likes to talk about the pictures from picture books 	While demonstrating how to hold a book and flip the pages			While demonstrating how to hold a book and flip the pages
	Talk in full sentences				
	<ul style="list-style-type: none"> •Responds in full sentence •Uses sentence structures of Hindi •Uses sentence structures of English using few words in English 	Uses learnt vocabulary in Hindi and English using sentence structure "It is a/an.....", "I see a/an" structures in English	Uses learnt vocabulary in Hindi and English using sentence structure "It is a/an.....", "I see a/an" structures in English	Uses learnt vocabulary in Hindi and English using sentence structure "It is a/an.....", "I see a/an" structures in English	Uses learnt vocabulary in Hindi and English using sentence structure "It is a/an.....", "I see a/an" structures in English
	Retell a story in sequence and answer questions				
	<ul style="list-style-type: none"> •Could talk about main events of the story /any other activity •Could add details while retelling the story in his /her own words •Could answer comprehension questions based on the story 	Could answer comprehension questions based on the letter introduction stories.	While retelling a story during Library activity Could answer comprehension questions based on the letter introduction stories.	Could answer comprehension questions based on the letter introduction stories.	Could answer comprehension questions based on the letter introduction stories.
	Participate in picture reading				
	<ul style="list-style-type: none"> •Is able to predict the story by reading the pictures 		Predicting a story by picture reading during Library activity	Predicting a story by picture reading during Library activity	Predicting a story by picture reading during Library activity
	Independently form many letters independently				
	<ul style="list-style-type: none"> •Able to form letters correctly •Able to form invented spellings 	Letter Formation of अ, क, ज in Hindi and /I i/ in English	Letter Formation of र in Hindi and /P p/ in English.	Letter Formation of ब in Hindi and /N n/ and /C c/ in English.	Letter formation of घ, ङ in Hindi and /K k/ in English
	Enjoy participation in shared reading				
	<ul style="list-style-type: none"> •Loves to take turns to read /pretend read /picture read with the partner •Associating words with pictures or start reading few simple words 	Loves to take turns to pretend read /picture read with the partner			
	Independently form many letters independently				
	<ul style="list-style-type: none"> •Able to form letters correctly •Able to form invented spellings 	Letter formation of अ, क, ज in Hindi and /I i/ in English	Letter formation of र in Hindi and /P p/ in English.	Letter formation of ब in Hindi and /N n/ and /C c/ in English.	Letter formation of घ, ङ in Hindi and /K k/ in English
Cognitive Development	Observe, identify and compare objects				

<ul style="list-style-type: none"> •Can observe and compare the objects on the basis of big and small •Can observe and compare the objects on the basis of heavy and light •Can observe and compare the objects on the basis of short and long •Can observe and compare the objects on the basis of more and less 		Can observe and compare the objects on the basis of small, medium, large	Can observe and compare the objects on the basis of small, medium, large	Can observe and compare the objects on the basis of small, medium, large
Solve complex problems				
<ul style="list-style-type: none"> •Is able to complete 4-5 piece puzzle or complex maze etc •Is able to answer complex riddles 		Is able to complete 4-5 piece straight edged puzzle cards.	Is able to complete 4-5 piece straight edged puzzle cards.	Is able to complete 4-5 piece straight edged puzzle cards.
Identify a pattern, extends it and create new patterns				
<ul style="list-style-type: none"> •Observes and identify a given pattern or a sequence •Identify and create patterns using colours, sounds, objects and /or pictures 	Observes and identify a given pattern or a sequence using concrete objects and pictures like story cards. Identify and create patterns using colours, sounds, objects and /or pictures	Observes and identify a given pattern or a sequence using concrete objects and pictures like story cards Identify and create patterns using colours, sounds, objects and /or pictures	Observes and identify a given pattern or a sequence using concrete objects and pictures like story cards. Identify and create patterns using colours, sounds, objects and /or pictures.	Observes and identify a given pattern or a sequence using concrete objects and pictures like story cards. Identify and create patterns using colours, sounds, objects and /or pictures.
Can seriate in any order				
<ul style="list-style-type: none"> •Can arrange 3 – 4 objects in a sequence •Can arrange 3 – 4 picture cards in a sequence •Can arrange 3 – 4 numbers in a sequence 	Can arrange 3 – 4 objects in a sequence. Can arrange 3 – 4 picture/ domino cards in a sequence.	Can arrange 3 – 4 objects in a series. Can arrange 3 – 4 picture/ domino cards in a sequence	Can arrange 3 – 4 objects in a series. Can arrange 3 – 4 picture/ domino cards in a sequence	Can arrange 3 – 4 objects and picture cards, symbol cards in a double series in increasing and decreasing order Can arrange 3 – 4 picture/ domino cards in a double sequence
Develop number sense up to 10				
<ul style="list-style-type: none"> •Is able to count a given set of objects •Associate quantity with pictures up to 5 •Associates quantity with numerals up to 5 	Count number of pieces upto 5, used to make an animal.	Count number of pieces used to make an animal. Oral counting of concrete objects till 5.	Count number of pieces used to make an animal. Oral counting of concrete objects and domino cards till 5.	Oral counting of concrete objects and domino cards till 5.

Class : KG
Month : August
Week : 1

Day 1

Theme: Animals, Birds and Insects

Material required- जानवरों के चित्र (शेर , हाथी , कुत्ता, गाय, बिल्ली, लोमड़ी), सहायक शब्द कार्ड- यह, वह , slates/drawing files, chalks/colours, rangometry, ball, flashcards of letter-sound 'I/i'

Assembly Time

Circle Time

Free Conversation :

- Initiate a free conversation with students.
- Encourage them to speak about anything they like. For Eg.- games, food, etc.
- Students are a storehouse of thoughts, tickle their thoughts and get them talking.

Rhyme 17 - चूं चूं ची ची चा चा, (recite the rhyme using actions)

Rhyme 18-शेर निराला हिम्मत वाला (recite the rhyme using actions)

Language (Hindi)

शब्दकोष विकास - जानवरों के नाम (शेर , हाथी , कुत्ता, गाय, बिल्ली, लोमड़ी) :

- विद्यार्थियों को जानवरों के चित्र दिखाएं और उनके नाम हिंदी में पूछें।
- विद्यार्थियों के नाम बताने के बाद एक बार स्वयं नाम बताएं, और नाम बताते समय लिखे हुए शब्दों की ओर विद्यार्थियों का ध्यान ले जाएं।
- विद्यार्थियों को कार्ड दे दें ताकि वे चित्र को पास से देख पाएँ।
- विद्यार्थियों को उन्हें दिए गए कार्ड के बारे में बात करने को कहें-
 - मेरे पास _____ है।
 - इसका रंग _____ है।
- विद्यार्थियों द्वारा बोले गए वाक्य को बोर्ड पर लिख दें, और कक्षा खत्म होने के बाद लिखे हुए सारे वाक्य फिर से पढ़ दें।
- सभी शब्दों को दीवार पर लगा दें।

सहायक शब्द- वह, यह

Free Play/ Indoor/ Art and Craft

Free Hand Drawing :

- Let the students explore their drawing skills by drawing anything of their choice on their slates/ in drawing files.
- Let the students talk about their drawings in small groups.
- Label students' pictures.

Lunch Break

Mathematics

Rhyme - हम भालू को गिनती सिखाएंगे (with actions)

Counting Experience- Rangometry Play :

- Provide rangometry pieces to students for free play for 5 minutes.
- After that ask students to make any animal of their choice using those pieces.
- Divide the class into small groups.
- Encourage the students to talk about their animals in small groups using sentence structure-
 - It is a _____.
- Also, make an animal on the board using rangometry.
- Then, count the number of pieces used by you, in order to make that animal.
- Now, get the students to count the number of pieces they used to make their respective animals.
- Ask the students to share their number (of rangometry pieces) in their small group.

Outdoor Games

Passing the Ball :

- Take students outside. Let them stand in a circle, with a little gap in between each student.
- Tell a student to start the game by passing the ball to his/her friend standing next to him/her by calling out his/her name loudly.
- Demonstrate first, and then begin the game.
- The game continues until all the students get their turns.

Walk and Jump :

- Make straight lines on the floor with little gaps after a few centimeters.
- Make a number of lines according to your class strength.
- Instruct the students that they have to walk on the straight line and everytime they see a gap, they have to cross that path by jumping on it.

Note- The gap should be realistic so that the students can jump easily.

Language (English)

Introduction of letter sound /I,i/ :

Story- An Injection for Indu

*Indu did not like **insects**. Whether they are mosquitoes, bees, flies, ants or caterpillars, Indu would always fly every insect away from her. If she saw tiny insects crawling on the floor she would even stamp her foot on them.*

*“Don’t do that!” said **Ila**, Indu’s sister, “You are hurting the insects. You are so **insensitive!**” But Indu **ignored** to what Ila would say. “Insects will bite you one day,” she said.*

*One day Indu saw a spider **in** her room. The insect was spinning a web to catch some food for dinner. She picked up a towel and tried to destroy his web. The spider got scared and bit Indu in the hand. She screamed “Oouch!”, she was in a lot of pain. Ila rushed in, saw Indu crying and called her mother. They took her to the doctor.*

“Did an insect bite you?” asked the doctor. “Yes, I had destroyed the spider’s web and it bit me,” said Indu.

*“You will need an **injection**,” said the doctor, “Be careful around insects. They are very **intelligent**. To protect themselves, they can bite and **injure** you.”*

Indu saw the injection in the nurse’s hand and said, “I will never ever hurt an insect.”

- What is the name of the girl in the story?
 - What did she not like?
 - What is the name of Indu’s sister?
 - What did the nurse give to Indu?
 - What did the doctor call the insects?
-
- Narrate the story.
 - Once the story is narrated, ask questions to derive the target words from the story.
 - Show the flashcards to the students and encourage them to identify the initial sound. Prompt them initially if required.
 - Draw the pictures of target words on the board and ask the students to suggest more examples.
 - Prompt them to think of objects or names that begin with the sound that is introduced.
 - Introduce the letter using the letter card followed by letter formation through air tracing and sandpaper tracing.
 - Tell the students that when we have to write the words that have the target sound, we use this letter.
 - Label the pictures. Stress on the initial sound.
 - Let the students draw pictures of the words for the sound introduced.

- Revise all the vocabulary words and initial sounds of the words.

Note: While the students are drawing, move around in the classroom and let the students practice letter formation by tracing the letter on the sandpaper.

Also, note that the questions are being asked only to help the students focus on the target words and the students do not have to learn the answers.

Library Activity

Narrate any story using puppets.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 1

Day 2

Theme: Animals, Birds and Insects

Material required- Dice, /ग/ अक्षर के चित्र, clay, animals face cutouts, story cards, dafla, worksheet of 'I/i', slates, chalk.

Assembly Time

Circle Time

Conversation Time :

Structured Conversation :

Initiate a conversation with students about their surroundings. Pose questions such as:

- What do you see around you- on your way to school, or in the park? (Prompt - do you see trees, plants, animals, birds, etc.)
- Direct the conversation towards animals around us.
- Let students share their thoughts about animals.
- Use a talking object (dice, bottle etc.,) while giving turns to students, for sharing their ideas.

Rhyme 17 - चूँ चूँ ची ची चा चा, (recite the rhyme using actions)

Rhyme 18-शेर निराला हिम्मत वाला (recite the rhyme using actions)

Language (Hindi)

अक्षर- ध्वनि परिचय- /ग/ :

कहानी- गिलहरी और खरगोश

गगन अपने घर के बाहर खेल रहा था। घर के बाहर कुछ गमलों में पौधे लगे हुए थे। तभी उसने देखा सामने एक बड़े पेड़ पर गिलहरियाँ ऊपर से नीचे दौड़ लगा रही थीं। उसकी नजर अचानक एक गिलहरी पर पड़ी जो कि पेड़ के ऊपर बैठकर अपने दोनों पंजों से एक फल पकड़कर कुतर रही थी। पेड़ के नीचे एक खरगोश भी आराम से गाजर कुतर रहा था। अचानक गिलहरी के पंजों से फल छूट गया और खरगोश के सिर पर जा गिरा। खरगोश डर गया। उसने गाजर छोड़ी और वह डर के मारे गमलों के पीछे जाकर बैठ गया। गमलों के पीछे से छुपकर वह अपनी गाजर को देखने लगा। थोड़ी देर में उसे लगा कि कोई खतरा नहीं है तो वह वापस आकर अपनी गाजर कुतरने लगा। गगन यह सब देख कर मुस्करा रहा था

- कौन अपने घर के बाहर खेल रहा था?
- घर के बाहर पौधे किस में लगे थे?
- बड़े पेड़ पर कौन दौड़ रही थी?

- खरगोश क्या कुतर रहा था?

- विद्यार्थियों को कहानी सुनाएं।
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें।
- विद्यार्थियों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें।
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें।
- विद्यार्थियों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें।
- यदि विद्यार्थी न बता पाएं तो उन्हें संकेत दे कर शब्द निकलवा लें।
- विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर बना लें।
- विद्यार्थियों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर कराएं।
- विद्यार्थियों को बताएं की जब भी उन्हें इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो वे इसी अक्षर का प्रयोग करते हैं।
- बोर्ड पर बनाये गए सारे गये चित्रों के नाम लिख लें।
- विद्यार्थियों को निर्धारित आवाज़ के चित्र बनाने को दें।

ध्यान दें- जब विद्यार्थी चित्र बना रहे हों तो शिक्षिका कक्षा में घूमकर सैंडपेपर पर बने अक्षर से विद्यार्थियों को अक्षर का अभ्यास करवा लें। विद्यार्थियों से कहानी के बाद सवाल पूछने का उद्देश्य केवल विद्यार्थियों को अक्षर की आवाज़ से शुरू होने वाले शब्दों की ओर ध्यान दिलाना है न की विद्यार्थियों को सवालों के जवाब याद करवाना है !

Free Play/ Indoor/ Art and Craft

Free Play- Clay :

- Encourage students to make things on their own with play dough/clay.
- While the students are playing with clay, move around in the classroom and encourage them to speak about what they are making.

Craft :

- Make face masks of animals in the jungle.
- Give them face cut outs and get them to colour it.
- Once done, cut out the eyes and attach a rubber band.

Lunch Break

Mathematics

Introduction of Sequencing :

- Using the previous day's story narrated during story time (1 or 2 stories), ask the students to arrange the story cards in a sequence.
- Call the students randomly to arrange the cards in a sequence.
- Divide the class into groups and provide story cards (of stories which have already been done) to the students.
- Let the students arrange the story cards in their respective groups.
- After the activity, tell each group to present their story cards and tell them to narrate the story.
- At the end, discuss that today we did the sequencing of stories.

Note- Story cards are attached at the end of the plan.

Outdoor Games

Game- Let's become Monkeys :

- Let the students stand in a circle. Instruct them that they have to coordinate their body to the rhythm of the dafli and do actions as per instructions. This game is to be done with all students.
- Ask them to walk forward and backward simultaneously like an animal that you call out. For eg.- singing the song "आओ हम सब मिलकर बंदर बन जाएँगे, अंदर अंदर आएँगे, बाहर बाहर जाएँगे" and use names of different animals.
- Play the dafli and let children act like different animals.

Language (English)

Recap of Letter Sound /I,i/ + Worksheet- 43 :

- Revise the sounds with students using the vocabulary words related to sound.
- Encourage students to give more words with the same sound.
- Draw the pictures on the board and focus on the names of these pictures and their initial sound.
- Provide the worksheet to students and tell them to colour.
- While colouring the worksheet motivate the students to name the objects.
- Let students do the rainbow writing after they have finished colouring objects

Library Activity

Read Aloud:

Choose any appropriate story book to read aloud.

Note- Through repetition during story time, students are repeatedly exposed to the concepts of Title, Author, and illustrations. They also will see proper book handling and gain exposure to concepts of print.

Closure and Bye

Class : KG
Month : August
Week : 1

Day 3

Theme: Animals, Birds and Insects

Material required- जानवरों के चित्र, /ग/ की वर्कशीट, picture chart for picture reading, domino cards, slip of animal names, sight word cards- it, this the, see and is.

Assembly Time

Circle Time

Structured Conversation- Characteristics of Animals :

- Talk about physical characteristics of animals.
- Show pictures of animals and encourage the students to see the physical characteristics of animals by asking questions like-
 - Do they look like us?
 - Is there any difference?
 - How are the animals different from us?
- Get the students to focus on the fact that animals are different from us, such as:
 - Most animals have 4 legs and a tail.
 - They do not speak like us.
 - They have their own sound/language.
 - Some of them live in the forest.
 - Some of them live in water; some of them live on trees.
- Give students an opportunity to talk.

Rhyme 17 - चूँ चूँ ची ची चा चा, (recite the rhyme using actions)

Rhyme 18-शेर निराला हिम्मत वाला (recite the rhyme using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास -/ग/ + Worksheet- 44 :

- विद्यार्थियों के साथ मिलकर /ग/ अक्षर के शब्दों का अभ्यास करें।
- विद्यार्थियों से /ग/ अक्षर के और शब्द बताने को कहें।
- शब्दों की पहली आवाज़ पर विद्यार्थियों का ध्यान दिलाएं।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बनाएँ।
- विद्यार्थियों को वर्कशीट दिखाएं और बने हुए चित्रों के नाम और पहली आवाज़ पूछें।
- विद्यार्थियों को चित्रों में रंग करने को कहें और साथ में उनका नाम और पहली आवाज़ बोलने के लिए प्रोत्साहित करें।
- रंग करने के बाद अक्षर में अलग-अलग रंग चलाने को कहें।

Free Play/ Indoor/ Art and Craft

Picture Reading :

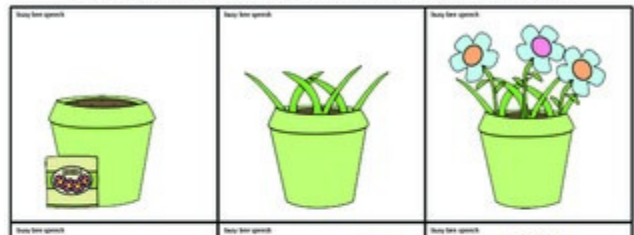
- Show the picture to students.
- Motivate the students to observe the picture carefully, and talk about the picture in complete sentences.
- Motivate students to form a story on the basis of the picture. Pictures are attached at the end of the plan.

Lunch Break

Mathematics

Revision of Sequencing :

- With the help of the previous day's story cards, revise the sequencing with the students.
- Show the previous day's sequence and animal cards to revise the concept of sequencing.
- Call students randomly to arrange them in sequence.
- Discuss sequencing with all the students.



Pic Courtesy- www.teacherspayteachers.com

Domino Cards Activity :

- Prepare various domino cards for sequencing like- story sequencing, recipe of a dish, incomplete to complete animal picture.
- Provide 1 set to each group.
- Tell students to arrange the cards in a sequence.
- Discuss with each group.
- Students can exchange their cards with other groups, if they have finished.



After the activity, ask the students how they arrange their cards and talk about their logic.

Outdoor Games

Race of Animals :

- Assign an animal to each student.
- Stick a slip on the student's shirt with the animal's name written on them.
- Make a track/path on the floor, and keep the things eaten by these animals, at the end of these tracks/paths.
- Conduct a race. Instruct students that they would have to run and go to the other end, pick the food which the animal eats and return. For ex- dog: bone, rabbit: carrot, monkey: banana, elephant: Sugarcane, cat: milk etc.

Language (English)

Rhyme19 - The Elephant is so big and fat(do the rhyme using actions)

Vocabulary Development- Animal Names (dog, lion, cat, elephant, fox, cow) :

- Ask students to share the names of the animal that comes to their minds when they hear the word "animals".
- Focus on the vocabulary words and show the flashcards of dog, lion, cat, elephant, fox and cow.
- Tell the students to repeat the name with the correct pronunciation.
- Write names on the flashcards for sight reading and use these words in a sentence like:
 - It is a dog.
 - It is an elephant.
 - It is a cat.
 - It is a lion.
 - It is a cow.
- Show the flashcards to students and motivate them to speak the sentences after you.
- Write these sentences on the board and ask the students to read along.

Note- Put the sight words (it, this, the, see, is) and vocabulary words on the word wall.

Library Activity

Book Holding :

- Show a book to the children.
- Demonstrate how to hold a book and turn its pages.
- Give each child a book to hold and go through.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 1

Day 4

Theme: Animals, Birds and Insects

Material required- story books, worksheet on writing pattern, worksheet of sequencing, animal flashcards, slates, chalk, flashcards of letter-sound 'L/l'.

Assembly Time

Circle Time

Structured Conversation- Wild and Domestic Animals :

Initiate a conversation on where we as human beings live and then direct the conversation towards animals.

- Discuss the topic: Where do animals live?
- Encourage the students to talk about it. Let them express their views.
- Name a few wild animals and ask - Can we keep them with us? Why/why not?
- Provide opportunities to the students to think and reason out their responses.
- Ask the students which animals they see in/around their houses?
- Ask them the reasons behind it.
- Summarise the discussion by talking about pet animals and wild animals and why can't we keep all kinds of animals as our pets.

Rhyme 17 - चूँ चूँ ची ची चाँ चाँ, (recite the rhyme using actions)

Rhyme 18-शेर निराला हिम्मत वाला (recite the rhyme using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /क/ और /ग/ :

- विद्यार्थी /क/ और /ग/ के शब्दों को दोहराएंगे।
- शब्दों को दोहराते समय उनकी पहली आवाज़ पर ध्यान देना है।

स्लेट कार्य :

- सारे शब्दों के दोहराने के बाद शिक्षिका /क/ और /ग/ के शब्द बोलेगी।
- विद्यार्थी उनके चित्र अपनी स्लेट पर बनाएंगे।
- चित्र बनाने के बाद विद्यार्थी उस से आने वाली पहली आवाज़ को स्लेट पर लिखेंगे।
- मदद के लिए शिक्षिका शब्द और चित्र, विद्यार्थियों के स्लेट पर बनाने के बाद बोर्ड पर बनाती रहेगी।
- जिन विद्यार्थियों ने कर लिया वे बोर्ड से देख कर अपने काम की जांच करेंगे और जिन विद्यार्थियों को नहीं आता वे बोर्ड से देख के मदद ले सकते हैं।
- विद्यार्थियों के साथ मिलकर सभी शब्दों और उनकी पहली आवाज़ का अभ्यास कर लें।

Free Play/ Indoor/ Art and Craft

Exploring the Story Books :

- Provide story books to students to hold and explore.
- Let students predict the text.
- Provide story books which you have already done with the students.
- Some of the students can come and narrate the story in their own words, if they are comfortable with it.

Lunch Break

Mathematics

Revision of Sequencing + Worksheet- 45 :

- With the help of story cards, revise the concept with students.
- Show the worksheet to students and demonstrate it.
- Provide worksheet to students.
- After completing the worksheet, discuss the worksheet with the students.

Outdoor Games

Free Play :

Let the students indulge in free play under your supervision.

Language (English)

Revision of Letter Sound /I,i/ :

- With the help of flashcards, get the students to revise the vocabulary 'I/i' words.
- Let the students focus on the name of the pictures and the initial sound of the words.
- Give the students more words with the same sound.
- Draw the words on the board.

Vocabulary Building - Animal Names (dog, lion, cat, elephant, cow, fox) :

- Focus on the vocabulary words and show the flashcards of dog, lion, cat, fox, elephant and cow.
- Tell students to repeat the words with correct pronunciation.
- Write the names on the flashcards as well for sight reading and use these words in a sentence. For eg-
 - (Show a picture of a dog) Is it a dog? Yes it is.
 - (Show a picture of a cat) Is it an elephant? No, it is not.
 - (Show a picture of a cat) Is it a cat? Yes, it is.
 - (Show a picture of a lion) Is it a lion? Yes, it is.
- Revise the words by referring to the word wall:

Rhyme- The elephant is so big.(Do the rhyme using the actions and gestures)

Library Activity

Story Narration :

Choose a story for narration. Narrate the story using voice modulation, gestures etc.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 1

Day 5

Theme: Animals, Birds and Insects

Material required- Animal flashcards(elephant, giraffe, cat, bear, dog, ant, tiger, lion etc), जानवरों के चित्र (शेर , हाथी , कुत्ता, गाय, बिल्ली, लोमड़ी), slates, chalks, origami sheets(orange), objects/flashcards of different sizes(spoons, bowls, plates, chairs, beds etc.), plastic glasses, flashcards of letter-sound 'I/i'.

Assembly Time

Circle Time

Structured Conversation- Big and Small Animals :

- Discuss in the class that some animals are big and some are small.
- Ask the students to name some animals that are big/small. Show cards such as: elephant, giraffe, cat, bear, dog, ant, tiger, lion, giraffe, etc. and have the students classify them into big and small animals.
- Also, give these cards to the students and encourage them to speak about these animals. For eg-
 - मेरे पास हाथी है। हाथी बड़ा जानवर होता है।
 - मेरे पास चूहा है ! चूहा छोटा जानवर होता है !

Rhyme 17 - चूं चूं ची ची चा चा, (recite the rhyme using actions)

Rhyme 18-शेर निराला हिम्मत वाला (recite the rhyme using actions)

Language (Hindi)

शब्दकोष विकास- जानवरों के नाम का अभ्यास - (शेर, हाथी , कुत्ता, गाय, बिल्ली, लोमड़ी) :

- विद्यार्थियों को जानवरों के चित्र दिखाएं।
- विद्यार्थियों को उन जानवरों के हिंदी के नाम बोलने के लिए प्रोत्साहित करें।
- विद्यार्थियों को चित्र दे दें, और उन्हें जानवरों के नाम पढ़ने को कहें।
- विद्यार्थियों के चित्र देखने के बाद, कार्ड को बोर्ड पर लगा दें, और बोर्ड पर नाम बड़े बड़े अक्षरों में लिख दें।
- विद्यार्थियों को प्रोत्साहित करें की विद्यार्थी उन नामों को पढ़ें।
- कार्ड को दीवार पर लगा दें ताकि विद्यार्थी उन्हें जब चाहे पढ़ सकें।

कविता- हाथी राजा (Recite the rhymes using gestures and actions)

अक्षर- ध्वनि अभ्यास - /ज/ और /ग/ :

- विद्यार्थी /ज/ और /ग/ के शब्दों को दोहराएँगे।
- शब्दों को दोहराते समय उन शब्दों की पहली आवाज़ पर ध्यान दे।

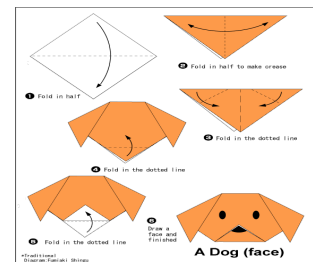
स्लेट कार्य :

- सारे शब्दों के दोहराने के बाद शिक्षिका /क/ और /ग/ के शब्द बोलेंगी।
- विद्यार्थी उनके चित्र अपनी स्लेट पर बनाएंगे।
- चित्र बनाने के बाद विद्यार्थी उस से आने वाली पहली आवाज़ को स्लेट पर लिखेंगे।
- मदद के लिए शिक्षिका शब्द और चित्र, विद्यार्थियों के स्लेट पर बनाने के बाद बोर्ड पर बनाती रहेगी।
- जिन विद्यार्थियों ने कर लिया वे बोर्ड से देख कर अपने काम की जांच करेंगे और जिन विद्यार्थियों को नहीं आता वे बोर्ड से देख कर मदद ले सकते हैं

Free Play/ Indoor/ Art and Craft

Origami- Paper Folding of a Dog :

- Demonstrate how to fold a square piece of paper into a dog.
- Provide paper to the students and instruct them step-wise.



Pic courtesy – Pinterest.com

Lunch Break

Mathematics

Introduction of Seriation :

Story Goldilocks and the Three Bears

Narrate the story

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came across a house. She knocked and when no one answered, she walked right in. At the table in the kitchen, there were three bowls of porridge (**Note: Show three different sizes of bowls**).

Goldilocks was hungry. She ate it all up. After she'd eaten the three breakfasts, she felt a little tired. So, she walked into the living room where she saw the three chairs (**Note: draw chair of 3 different sizes on the board**).

Goldilocks sat in the first chair to rest her feet. "This chair is too big!" she exclaimed.

So, she sat in the second chair. "This chair is too big, too!" she whined.

So, she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed.

But, just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She saw three beds (draw three sizes of beds on the board) . She laid down in the first bed, but it was too hard. Then, she laid in the second bed, but it was too soft. Then, she lay down in the third bed and it was just right. And there, Goldilocks fell asleep.

As she was sleeping, the three bears came home. And, the bears said-

"Someone's been eating my porridge," growled the Papa bear.

"Someone's been eating my porridge," said the Mama bear.

"Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

"Someone's been sitting in my chair," growled the Papa bear.

"Someone's been sitting in my chair," said the Mama bear.

"Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

They decided to look around. And, when they got upstairs to the bedroom.

Papa bear growled, "Someone's been sleeping in my bed,"

"Someone's been sleeping in my bed, too" said the Mama bear

"Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And, she jumped up and ran out of the room.

Goldilocks ran down the stairs, opened the door, and ran away into the forest. And, she never came back to three bears' houses again..

- Show things of different sizes to the students which were there in the story (Flashcards/objects).
- Ask the students to seriate objects from big to small or small to big.
- Keep them in front of the class.
- Introduce the term small, medium and large to students.
- Call the students randomly to seriate the objects which were used in the story.

At the end of the class, talk about seriation. Ask the students about today's class and summarise the discussion by talking about how we put objects in an order according to their sizes from small to medium and then large.

Outdoor Games

Walk with a Glass of Water :

- Draw several paths on the floor according to your class strength.
- Give a paper cup full of water to each student.
- Instruct the students that they have to cross the path without spilling a single drop of water.

Nature Walk :

- Tell the students, “We are going out for a walk.” Speak to them about things that we can see outside.
- Instruct them to observe the things around them. Also sensitize them that they should not pluck the flowers/leaves.
- Take the students outside and draw their attention towards a variety of things found in our nature.
- Take them back to the classroom and encourage them to talk about their observations. Also, ask them about the things they liked the most.

Language (English)

Revise Letter Sound- /l,i/ :

- With the help of flashcards, revise /l,i/ vocabulary with the students.
- Ask the students randomly to name the words which start with the same sound.
- Focus on the initial sound of the words.

Vocabulary Building - Animal Names (dog, lion, cat, elephant, cow, fox) :

Picture Reading- (Picture is attached at the end of the plan.)

- Make a picture using the target animal pictures.
- Tell students to observe the picture carefully.
- After observing the picture, tell the students to talk about the picture using the sentence structures-
 - It is a/an_____.
 - I see a/an_____.
- Let the students talk about the animals.
- Provide slips (of animal names with pictures) to the students.
- Label pictures of the animals on the chart/board.
- Ask the students to come and match the slip with the correct picture on the chart.
- Students can take a hint from the names already written on the picture.
- After the activity, talk to the students about the activity they just did.
- Summarise the discussion and tell students that they matched the animals' picture with the correct spelling.

Note- Revise the vocabulary words and sight words.

Library Activity

Story Cards :

Choose a story and narrate the story using the picture cards. After the story, show the picture cards to students and ask them to arrange these cards in sequence.

Closure and Bye

Recall the day in sequence and also give the students a brief about the activities coming up the next day.

Class : KG
Month : August
Week : 1

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 14) to students to complete.

Picture for Picture Reading-

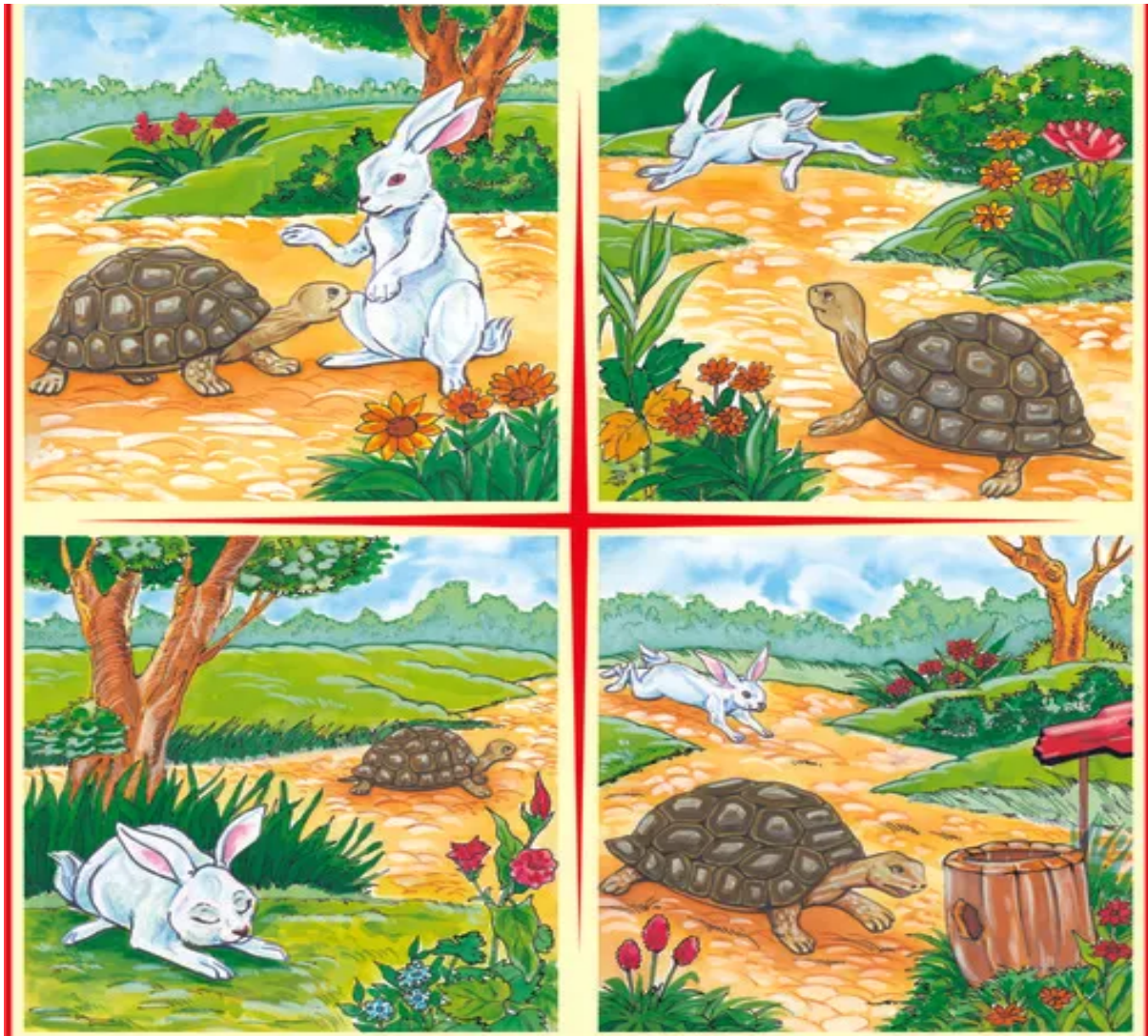


Pic Courtesy- www.pictureboss.com

Picture for sequencing-



Pic Courtesy- www.pinterest.com



Pic Courtesy- www.vcpmaps.com

Class : KG
Month : August
Week : 2

Day 1

Theme: Animals, Birds and Insects

Material - /र/ अक्षर से जुड़े चित्र, animal colouring worksheet, sets of animals cards in three sizes, stick puppets of animals, flashcards of letter-sound 'I/i' and 'T/t'.

Assembly Time

Circle Time

Free Conversation :

- Initiate a free conversation about the weekend.
- Ask the students:
 - What did they do?
 - Do they prefer coming to school or do they enjoy having a weekend off?

Speak to them and encourage them to speak as well, especially those who require extra motivation.

Rhyme 20- आज्जा चिड़िया आज्जा री (using actions)

Rhyme 21- जंगल में जानवर खेलते हैं (recite the rhymes using the puppets if possible)

Language (Hindi)

अक्षर- ध्वनि पहचान-र/ :

कहानी- जानवरों का रोमांचक सफर

चील, भालू, हिरन और हाथी अच्छे दोस्त हैं। चील जब भी उड़ कर आती है तो अपने दोस्तों को नई-नई चीजों के बारे में बताती है। एक दिन उसने रोड पर चलती गाड़ियों के बारे में बताते हुए कहा - , "पता है, आज मैं जहाँ गई थी, वहाँ मैंने साइकिल देखी और **रिक्शा**, बस, **रेलगाड़ी** भी" उसके दोस्तों ने बोला, "यह सब क्या हैं? हमें भी देखना है। हमें वहाँ ले चलो।"

अगले दिन सबने गाड़ियों को देखने का मन बनाया। हिरन की माँ ने **रोटियां** बनायीं, भालू चावल लेकर आया, हाथी **राजमा** और चील **रायता** लेकर आये। सारे दोस्त गाड़ियाँ देखने निकल पड़े। सबने **रास्ते** में खूब गाने भी गाए। कुछ दूर चलने पर उन्हें कूँ-छुक -छुक की आवाज सुनाई दी। "अरे! यह क्या है," हिरन ने पुछा। "यही तो **रेलगाड़ी** है," चील बोली। "वाह! कितनी सुंदर लाल **रंग** की रेलगाड़ी है," सारे दोस्त बोले। आगे चलने पर उन्हें एक बस दिखी, जिसमें कई लोग बैठे थे, फिर रिक्शा भी दिखा जिससे टिंग-टिंग की आवाज आ रही थी। सारे दोस्त बहुत खुश हुए। उन्होंने पार्क में बैठ कर खाना खाया फिर अपने घर के लिए निकल गए।

- चील ने अपने दोस्तों को कौन कौन सी वाहनों के बारे में बताया?
- हिरन की माँ ने क्या बनाकर दी?
- हाथी अपने खाने में क्या लाया था?
- चील अपने घर से क्या लेकर आई थी?
- विद्यार्थियों को कहानी सुनाएं।
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें।
- विद्यार्थियों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें।
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें।
- विद्यार्थियों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें।
- यदि विद्यार्थी न बता पाएं तो उन्हें संकेत दे कर शब्द निकलवा लें।
- विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर बना लें।
- विद्यार्थियों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर कराएं।
- विद्यार्थियों को बताएं की जब भी उन्हें इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो वे इसी अक्षर का प्रयोग करते हैं।
- बोर्ड पर बनाये गए सारे गये चित्रों के नाम लिख लें।
- विद्यार्थियों को निर्धारित आवाज़ के चित्र बनाने को दें।

ध्यान दें- जब विद्यार्थी चित्र बना रहे हों तो शिक्षिका कक्षा में घूम- घूमकर सैंडपेपर पर बने अक्षर से विद्यार्थियों को अक्षर का अभ्यास करवा लें ! विद्यार्थियों से कहानी के बाद सवाल पूछने का उद्देश्य केवल विद्यार्थियों को अक्षर की आवाज़ से शुरू होने वाले शब्दों की ओर ध्यान दिलाना है न की विद्यार्थियों को सवालों के जवाब याद करवाना है !

Free Play/ Indoor/ Art and Craft

Colouring Animals - Worksheet-46 :

- Introduce the worksheet to students.
- Ask the students to name the animals.
- Demonstrate the worksheet to students and let them complete it.

Lunch Break

Mathematics

Revision of Seriation :

- Revise the concept using the story done the previous day.
- Revise the vocabulary- small, medium and large.
- Talk about the names of animals with students.
- Divide the class into small groups.
- Now, in each group give two sets of animals in three different sizes.
- Let the students arrange the cards in small to large order.
- Let students discuss the same in their respective groups.
- Call one or two groups to talk about how they arranged the pictures
- Discuss with the groups at the end, about the activity.

Outdoor Games

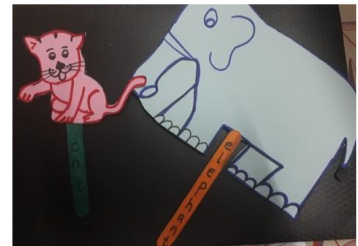
Catch Me if You Can :

Let the students indulge in the traditional game of '*pakadam pakadai*' and enjoy under your supervision.

Language (English)

Vocabulary Development- Animal Names :

- Revise animal names and read the names with students.
- Show animal stick puppets to the students with names written on the sticks. Give them to students to hold and see the names.
- Revise the names of the animals with the students.



Rhyme -Animals in the jungle.(with actions)

Revision of Letter Sound /l,i/ and /T,t/ :

- With the help of flashcards, revise the letters and related vocabulary.
- Let students focus on the initial sound of the words.
- Show flash cards to the students and tell them to tell the initial sound of each picture.
- Rub the board and provide slates to students to draw the pictures related to the sounds 'l/i' and 'T/t'.

Library Activity

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day. Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : August
Week : 2

Day 2

Theme: Animals, Birds and Insects

Material- dice, /र/ की वर्कशीट, जानवरों के चित्र (शेर , हाथी , कुत्ता, गाय, बिल्ली, लोमड़ी), sets of objects(pencils, erasers, glasses, spoons etc.) in three sizes, ball, Flashcards of letter-sound 'P/p'

Assembly Time

Circle Time

Structured Conversation- Experiences Related to Animals :

- Initiate a conversation by telling students about your visit to a jungle or a zoo where you saw different land animals like elephant, lion, tiger, zebra, monkey, etc. Then ask, “किसी ने टीवी में जंगल देखा है ? किस- किसने जानवर देखे हैं? वो कैसे दिखते हैं ?
- Use a dice(as a talking object) to give opportunities to the students to speak.

Rhyme 20- आज्जा चिड़िया आज्जा री (using actions)

Rhyme 21- जंगल में जानवर खेलते हैं (recite the rhymes using the puppets if possible)

Language (Hindi)

अक्षर- ध्वनि अभ्यास - /र/ +Worksheet- 47 :

- विद्यार्थियों के साथ मिलकर अक्षर /र/ और उस से आने वाले शब्दों को दोहराए।
- विद्यार्थियों को मौका दें की वे अक्षर /र/ से शुरू होने वाले शब्दों के नाम बताएं।
- शिक्षिका उनके चित्र बोर्ड पर बनाएगी।
- वर्कशीट विद्यार्थियों को समझाएं और विद्यार्थियों को रंग करने को दें।
- रंग करते समय विद्यार्थियों को प्रोत्साहित करें की वे शब्दों के नाम बोले और उनकी पहली आवाज़ भी बोले। विद्यार्थियों को अक्षर के ऊपर अलग अलग रंग चलाने को कहें।

Free Play/ Indoor/ Art and Craft

Rhyme – Do Animals in the jungle (with actions).

Game- Big and Small Animals :

- Get the students to stand in a circle. Call out an animal's name.
- If the animal is small, the students have to become small (they can fold their hands or sit down) and create the animals the way they perceive .
- If the animal is big, the students have to stretch themselves or jump or become big.
- After doing this a few times, distribute the cards to the students. students will have to show their picture one by one to the class and identify if it is a big/small animal.

Note - The pictures of the animals should be realistic so students can identify. The difference between big and small animals should be visible like the pictures of a cat and an elephant should not be of the same size.

Lunch Break

Mathematics

Revision of Seriation :

- Revise the concept using concrete materials and board.
- Bring objects (like- pencils, erasers, glasses, spoons etc.) in three sizes.
- Distribute objects to the students in groups.
- Let them complete it in groups.
- Keep the material in such a way that each group does two seriation examples in their groups.
- Let the students talk about the seriation activity.

Outdoor Games

Throw and Catch :

- Have the students stand in two lines facing each other. The distance between the line should be realistic for them to throw and catch the ball easily.
- A student from one line throws the ball towards the student standing opposite to him/ her for him to catch the ball.
- The game continues until all the students get their turns. Then, the line of the catcher throws the ball and the other line catches the ball.

Language (English)

Introduction of Letter Sound /P,p/ :

Story- King Parrot's Party

*In a jungle, there once lived a King **parrot**. One day, the king parrot invited all his friends to his house for a **party**. The **peacock**, **puppy** and the **pony** came to his party. All of them were enjoying a lot. They were **playing** near a **pond** and eating **potato** chips.*

*The King parrot announced, "Today, I will give a **prize** to the animal that is the most useful to me." The pony said, "I am the most useful to you as I take you from one place to another." The puppy came from behind and said, "I come and play with you everyday, so I am the most useful." Then, the peacock came dancing along, "Oh! But I come and dance for you everyday and make you happy, so I am more useful than anyone."*

*All the three animals peacock, pony and the puppy started fighting. Hearing the animals fight, the Queen **pigeon** came and said, "Why are you making such a lot of noise? I was sleeping and you have woken me up." The puppy told the whole story about the prize. This made the Queen pigeon very angry. She said, "All animals in my jungle are very useful." So, the King parrot said, "Yes Queen, what you said is very true, but what should I do with this beautiful **pink** cake that I got for the winner." The Queen pigeon said, "Oh! That's easy, divide it into three equal **pieces** and give it to the puppy, peacock and pony." The pony, puppy and peacock were all happy to hear this.*

- Who was the king in the story?
 - Who came to the party?
 - Where were they playing?
 - What were they eating?
 - What had the king decided to give to the animals?
 - Who was the queen?
-
- Narrate the story.
 - Once the story is narrated, ask questions to derive the target words from the story.
 - Show the flashcards to the students and encourage them to identify the initial sound. Prompt them initially if required.
 - Draw pictures of target words on the board and ask the students to suggest more examples.
 - Prompt them to think of objects or names that begin with the sound that is introduced.
 - Introduce the letter using the letter card followed by letter formation through air tracing and sandpaper tracing.
 - Tell the students that when we have to write the words that have the target sound, we use this letter.
 - Label the pictures. Stress on the initial sound.
 - Let the students draw pictures of the words with the sound introduced.
 - Revise all the vocabulary words and initial sounds of the words.

Note: While the students are drawing, move around in the classroom and let the students practice letter formation by tracing the letter on the sandpaper. Also note that the questions are being asked only to help the students focus on the target words and the students do not have to learn the answers.

Library Activity

Role Play :

Let students do a role play of any story of their choice.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 2

Day 3

Theme: Animals, Birds and Insects

Material- /र/, /प/, /ग/, और /ज/ के चित्र, origami sheets, seriation worksheet, animal flashcards, cards (pasted twigs, stones, leaves, feathers), worksheet of letter-sound 'P/p'.

Assembly Time

Circle Time

Structured Conversation- Water Animals :

- Initiate a conversation by telling about your visit to a nearby river/ sea and tell them about the water animals you saw.
- Tell the name of 2-3 water animals. Encourage the students to speak about some more water animals.
- Ask students-
 - If they have seen any water animals?
 - How did they look?
 - Where did you see them?
- Allow each student to tell about one animal.
- In case they don't know many water animals, let them repeat the names.

Rhyme 20- आज़ा चिड़िया आज़ा री (using actions)

Rhyme 21- जंगल में जानवर खेलते हैं (recite the rhymes using the puppets if possible)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /र/, /प/, /ग/ और /ज/ :

- फ्लैशकार्ड की सहायता से अक्षरों का अभ्यास करवाएं।
- अभ्यास के दौरान, सारा ध्यान चित्रों के नाम पर तथा उनकी पहली आवाज़ पर रखें।

रेल का खेल :

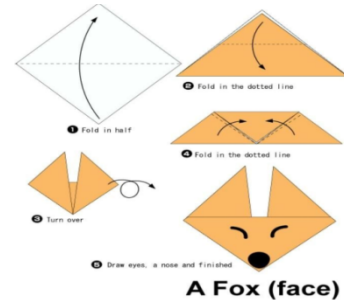
- अक्षरों के अभ्यास के बाद विद्यार्थियों को फ्लैशकार्ड (/र/, /प/, /ग/ और /ज/ से शुरू होने वाले चित्र) बाँट दें।
- कुछ विद्यार्थियों को सिर्फ इन अक्षरों के फ्लैशकार्ड दें।
- जिन विद्यार्थियों के पास अक्षर हैं वे रेल का इंजन बन जायेंगे तथा बाकी विद्यार्थी रेल की बोगी बनेंगे।
- विद्यार्थी अपने कार्ड पर बने चित्र की पहली आवाज़ पहचान कर सही इंजन के साथ खड़े होंगे।
- शिक्षिका एक बार जांच करेगी कि विद्यार्थी सही अक्षर की रेल में हैं या नहीं।
- सभी विद्यार्थी अपनी-अपनी रेल पर लगेंगे और उसके बाद मैदान का चक्कर लगा कर आएंगे।

- कार्ड वापस देते समय विद्यार्थी अपने कार्ड पर बने चित्र का नाम और उसकी आवाज़ बताएंगे-
 - मेरे पास ____ है।
 - इसकी पहली आवाज़ ____ है।

Free Play/ Indoor/ Art and Craft

Paper Folding - Fox :

- Show steps for folding a paper into a fox.
 - Let the students observe step by step. After letting the students observe for the first time, distribute the glazed papers to students.
 - This time make the origami fox along with the students.
 - Wait for all the students to complete, after every step.
 - Help those who need help.
- www.pinterest.com



Pic Source –

Lunch Break

Mathematics

Revision of Seriation + Worksheet-48 :

Making Series using a Drawn Animal :

- With the help of flashcards, revise the concept of seriation.
- Provide worksheets to students and explain to them that they have to draw the same animal bigger and smaller than the given animal.
- Demonstrate worksheet to students.
- Provide the worksheet to students to complete.

After the worksheet discuss with students how did they complete the activity and their experiences related to the activity.

Outdoor Games

Sensory Scavenger Hunt :

- Collect items you're sure to find in a park (like- wood chips, dandelions, leaves, pebbles etc).
- Affix them to a piece of paper using tape.
- Get your students to look for those items.
- Divide the students into groups.
- Let each group find as many objects as they can in a limited time.

Language (English)

Revision of Letter Sound /P,p/ + Worksheet- 49 :

- Revise the sounds with the students using the 'P/p' vocabulary.
- Probe the students to give more words with the same sound.
- Draw pictures on the board and focus on the names and the initial sound.
- Provide the worksheet to students and tell them to colour.
- While colouring the worksheet motivate the students to name the objects and identify their initial sound.
- Focus the students' attention on the names written.
- Let the students do the rainbow writing after they finish colouring the objects.
- After the worksheet, revise the letter- sound and related vocabulary with students.

Library Activity

Story Narration :

Narrate any story using gestures, actions and voice modulation.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 2

Day 4

Theme: Animals, Birds and Insects

Material- Flashcards of land and water animals, chart papers- green and blue, /र/, /प/, /ग/, /क/ और /ज/ की वर्कशीट, straight edge puzzle of animals, animal cards(for numbers), animal cards, slip of animal names

Assembly Time

Circle Time

Structured Conversation- Land and Water Animals :

- Initiate a conversation by showing a picture of a frog and tell, “मैंने यह (मेंढक या frog) देखा जो ज़मीन पर कूद रहा था और कूद कर पानी में चला गया। ”
- Then, in a similar manner talk about the snake.
- Similarly, ask the students if they also know about animals that live in both land and water.
- If students do not respond, then tell them about amphibians and ask the students to observe such animals around them.

Game :

- Recall the past two days' conversation about land and water animals.
- Bring out the flashcards of land and water animals. Also, get two packets-green for land and blue for water or two charts- green and blue respectively for water and land animals.
- Tell students to pick one flashcard and put the card in the correct packet/paste it on the correct chart paper according to the places they live in.
- Summarize this activity at the end for students.. (It can be done in an indoor game time also.)

Rhyme 20- आज़ा चिड़िया आज़ा री (using actions)

Rhyme 21- जंगल में जानवर खेलते हैं (recite the rhymes using the puppets if possible)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /र/, /प/, /ग/, /क/ और /ज/ + Worksheet- 50 :

- प्लैशकार्ड की सहायता से अक्षरों का अभ्यास करवाएं।
- अभ्यास के दौरान, सारा ध्यान चित्रों के नाम पर तथा उनकी पहली आवाज़ पर रखें।
- अभ्यास के बाद विद्यार्थियों को वर्कशीट दिखाएं तथा उन्हें हर अक्षर को उसके सही चित्र से मिलान करने को कहें।
- वर्कशीट करने के बाद, सभी चित्रों के नाम और पहली आवाज़ को विद्यार्थियों के साथ मिलकर दोहराएं।

Free Play/ Indoor/ Art and Craft

Visual Discrimination- Straight Edged Puzzles (Animals):

- Provide students 3 and 4 piece straight edged puzzles. (**Note-** these are different from conventional puzzles as its cards have straight edges.)
- Divide the class into small groups.
- Provide 4 to 5 puzzles to each group in which pieces are mixed up with other pieces.
- Ask students to put the animal pieces together to make a complete animal picture.



Pic courtesy- www.ot-mom-learning-activities.com

Note- Make the puzzle in A4 pastel sheets. Two puzzles can be made out of 1 sheet. Puzzles are given at the end of the plans. Cut and colour them for use.

Lunch Break

Mathematics

Rhyme 22- हम भालू को गिनती सिखाएंगे (with actions)

Counting Experience- Animal Cards :

- Play a group game - 'Fire in the mountain' with students. Also, tell students to count the number of people in their group each time.
- After playing the game three or four times, give animal cards to students (Do not write numbers on the card).
- More animal cards of one number can be distributed to students For eg- one animal card with specific quantity card (three cats/ 2 dogs/ 5 rats) can have more than one set according to the class strength.
- Tell students to find their partner with the same number of animals on their card.
- At the end, count the number of animals with the students.

Outdoor Games

Curving Race :

- Let the students stand at one end of the line. Let each student take turns to run on the line, taking care not to step off the line. A rope could also be used on which the students run.
- Continue the race till all the students have had a chance.
- Make lines according to the class strength.

Language (English)

Vocabulary Development- Revise Animal Names :

- Revise vocabulary of animal names using flashcards with the sentence structure- "Is it a___?" and let the students respond in complete sentences - "Yes/No, It is a___"
- Make them read the animal names using sentence structure "It is a___"
- On the board, make two columns for a matching task. On one side, draw pictures of animals and on the other side, write the names of these animals (in a random order).
- Encourage students to participate/respond as you match these animals with their names on the board.
- Read the words along with the students.
- Write the above used sentences on the board and read with them with the students.

Game :

- Let students sit in pairs/small groups and play the game.
- Provide animal names/ slips to students.
- One by one the students will pick one slip, read the name of the animal and act out that animal (using animal sounds/gestures).
- Let other students guess and name the animal by using the sentence structure-
- It is a/an _____.

Library Activity

Read Aloud :

- Choose any appropriate story for read aloud.
- Choose a relevant book.

Note- Through repetition during storytimes students are repeatedly exposed to the concepts of Title, Author, and illustrations. They also will see proper book handling and gain exposure to concepts of print.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them

Class : KG
Month : August
Week : 2

Day 5

Theme: Animals, Birds and Insects

Material- feathers of birds, flashcards of birds, जानवरों के नाम की पर्चियां, straight edged puzzles (animals), dice, paper balls, fulwari

Assembly Time

Circle Time

Structured Conversation- Birds Around Us :

- Collect some feathers and paste feathers on cards.
- Show cards to students and give them to touch and feel.
- Ask the students what they think they are.
- Bring the students' focus on birds.
- Ask them their experiences related to birds- have they seen them or any other experience related to them.
- After experience sharing ask- how do they distinguish between birds and animals?
- Summarise the discussion that birds have feathers, beak, claws and they lay eggs. They also have different sounds.
- Show some flashcards of birds and focus on the names- crow, duck, peacock hen, parrot and sparrow.

Rhyme 20- आजा चिड़िया आजा री (using actions)

Rhyme 21- जंगल में जानवर खेलते हैं (recite the rhymes using the puppets if possible)

Language (Hindi)

शब्दकोष विकास- जानवरों के नाम- पहेली :

- विद्यार्थियों के साथ जानवरों के नाम दोहराएं।
- नाम दोहराते समय सारा ध्यान नाम पढ़ने पर दें।
- दीवार पर लगे शब्दों की और विद्यार्थियों का ध्यान ले जाएं।
- जानवरों के नाम कार्ड(चित्र सहित) पर लिख कर एक कटोरी में रख लें।
- विद्यार्थियों को निर्देश दें की उन्हें आकर, कार्ड उठाकर बिना जानवर का नाम लिए, लिखे गए जानवर की तरह हरकतें करनी है।
- बाकि विद्यार्थियों को सही जानवर का नाम बताना है।
- खेल के पश्चात सभी नामों को दीवार पर लगे शब्दों की सहायता से दोहरा लें।

Free Play/ Indoor/ Art and Craft

Visual Discrimination- Straight Edged Puzzles (Animals) :

- Provide students 3 and 4 piece straight edged puzzles. (Note- these are different from conventional puzzles as its cards have straight edges.)
- Divide the class into small groups.
- Provide 4 to 5 puzzles to each group in which pieces are mixed up with other pieces.
- Ask students to put the animal pieces together to make a complete animal picture.



Pic courtesy- www.ot-mom-learning-activities.com

Note- Make the puzzle in A4 pastel sheets. Two puzzles can be made out of 1 sheet. Puzzles are given at the end of the plans. Cut and colour them for use.

Lunch Break

Mathematics

Counting Experience- Sher ke Muh Mein Laddu

One day a girl Himmat was visiting her grandmother. Her mother gave her some laddoos for her grandmother. To reach the grandmother's house she had to cross a dense forest where wild animals lived. While crossing the forest, the girl met a Sher and Sher said, "I am hungry, I will eat you." To save her life, the girl said "Please don't eat me! I will give you some laddoos." The Sher had never eaten a laddu before so he agreed. The girl asked the Sher to open his mouth and threw a few laddoos into the Sher's mouth from a distance. The laddoos were so tasty that he demanded a few more.

- After narrating the story, tell the students that now it's their turn to give laddoos to the Sher. Say, "The number of laddoos to be drawn would be decided by the dice"
- One by one, have the students come and roll the dice. And, instruct students to then throw the laddus to Sher, according to the number on the dice.
- Use the 'dot dice' for the activity.
- After every time a student rolls the dice, ask- how many laddoos will they get to feed the Sher?

Note - Keep a box as Sher and paper balls as laddoos.

Outdoor Games

Outdoor :

- Let the students indulge in free play under your supervision.
- Encourage active participatory play.

Language (English)

Vocabulary Development- Revise Animal Names :

- Revise vocabulary of animal names using flashcards and sentence structure- "Is it a ___?" and let the students respond in complete sentences - "Yes/No, It is a ___."
- Make them read the animal names using sentence structure "It is a ___."
- Draw pictures of animals and write the names jumbled up.
- Take help from the students to match the names with the correct picture.
- Read the words along with the students..

Note- Refer to the word wall and revise to the vocabulary words and sight words.

Library Activity

Picture Book :

Choose an appropriate story for picture reading. Help students predict the story using the pictures.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 2

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 15) to students to complete.

Class : KG
Month : August
Week : 3

Day 1

Theme: Animals, Birds and Insects

Material- picture chart(conversation time), पक्षियों के चित्र (कौवा, बतख, मोर, मुर्गी, तोता और गौरैया), पक्षियों के नाम के कार्ड, puzzle worksheet, objects(plates, bowls, spoons etc.) in three or four sizes, newspaper, flashcards of letter sound 'N/n'.

Assembly Time

Circle Time

Structured Conversation- Birds + Respect the Habitat of Birds :

- Build on the previous week's conversation about birds.
- Ask the students to tell what they know about birds.
- Draw the picture on the board and tell the students to talk about picture.
- Initiate a discussion by asking questions:
 - Which bird would be happy in the given picture and why?
 - Do you think, the birds would like to live in cages?
 - What can we do to make birds happy?
 - How would you feel if you were a bird living in a cage?



Pic Courtesy- www.shutterstock.com

Rhyme 21- जंगल में जानवर खेलते हैं (recite the rhymes using the puppets if possible)

Rhyme 23- Two Little Dickie Birds (Do the rhyme using the finger play)

Language (Hindi)

शब्दकोष विकास- पक्षियों के नाम (कौवा, बतख, मोर, मुर्गी, तोता और गौरैया) :

- चित्रों की सहायता से विद्यार्थियों को पक्षियों के नाम से अवगत कराएं।
- विद्यार्थियों को अपने साथ पक्षियों के नाम बोलने दें।
- नाम बोलते समय ध्यान पक्षियों के नाम पढ़ने पर दें।
- विद्यार्थियों के साथ मिलकर सभी नाम पढ़ें।
- फ्लैशकार्ड विद्यार्थियों को दें ताकि वे पक्षियों को पास से देख पाएं।
- विद्यार्थियों को प्रोत्साहित करें की वह चित्र के बारे में बात करे जैसे की-
 - मेरे पास तोता है ।

- तोते का रंग हरा है।
- तोते की चोंच लाल है।
- फ्लैशकार्ड को बोर्ड पर लगा दे और उनके नीचे पक्षियों के नाम लिख दें।
- विद्यार्थियों को मौका दें कि वे नाम पढ़ें।
- पक्षियों के नाम के कार्ड, दीवार पर लगाएँ।

Free Play/ Indoor/ Art and Craft

Free Play with Clay :

- Provide clay to children to make anything of their choice.
- Move around in the class, and ask the children to share what they have made.
- Appreciate children very often.

Lunch Break

Mathematics

Recap of Seriation- Creating Series in Increasing Order :

- Use the context of the story 'Goldilocks and the three' bears to recap the concept of seriation.
- Uses four plates / bowls/spoons of different sizes and give a chance to students to come and put the plates / bowls/spoons in increasing order.
- Also, use real objects and pictures to introduce seriation to students for e.g. four pencils, chalks, sticks, leaves.
- Ask students to come in front and place the things (like pencils/erasers/sticks of four different sizes) in order (arranged by you).
- Give newspaper pieces to the students.
- Let the students make balls of 3 or 4 sizes by crushing the paper.
- Let the students seriate and paste them in small to big order on a given sheet.
- Discuss it with the students that arranging objects from small to big is called arranging in 'increasing order'.

Outdoor Games

Listen and Do :

- Have the students run in circle.
- Then, after a while call out various action words like jump, crawl etc.
- Motivate the students to listen and follow your instructions.
- Call out "freeze" when you want to stop a particular action.

Language (English)

Introduction of Letter Sound /N,n/ :

Story- Neeta's love for Nature

*Neeta is a **nine** year old girl. She lives in a village near a forest. Every afternoon after school, she used to take her goats into the forest for eating grass. Neeta loved the forest. She could see many birds like parrots with their green feathers and lovely red beaks, peacocks dancing in the rain with their beautiful feathers spread out. There were so many insects too like grasshopper, caterpillar and dragonflies. Neeta would follow the ants moving in a line to find food. Their big anthills were spread across the forest. Sometimes, she would take a **net** with her and run after colourful butterflies to catch them.*

*One day, when she was in the forest with her goats, she heard a **noise**. This was a **new** sound for her. She ran on a **narrow** path to see where the noise was coming from. She saw her **neighbour's** cat and a bird behind the bushes. The **naughty** cat was trying to catch the bird and the bird was saving itself. But its wings were stuck in the bushes and it was unable to fly. "Shoo,shoo,shoo.....", Neeta shooed the cat away. Then she freed the bird. The bird thanked Neeta and flew up to her **nest**.*

- This story is about which girl?
 - How old is Neeta?
 - What did Neeta take to catch the butterflies?
 - What did she hear one day in the forest?
 - Where did she run to see the source of the noise?
 - Whose cat was it?
 - Where did the bird fly to?
-
- Narrate the story.
 - Once the story is narrated, ask questions to derive the target words from the story.
 - Show the flashcards to the students and encourage them to identify the initial sound. Prompt them initially if required.
 - Draw the pictures of target words on the board and ask the students to suggest more examples.
 - Prompt them to think of objects or names that begin with the sound that is introduced.
 - Introduce the letter using the letter card followed by letter formation through air tracing and sandpaper tracing.
 - Tell the students that when we have to write the words that have the target sound, we use this letter.
 - Label the pictures. Stress on the initial sound.
 - Let the students draw pictures of the words for the sound introduced.
 - Revise all the vocabulary words and initial sounds of the words.

Note: While the students are drawing, move around in the classroom and let the students practice letter formation by tracing the letter on the sandpaper. Also note that the questions are being asked only to help the students focus on the target words and the students do not have to learn the answers.

Library Activity

Choose any appropriate story for read aloud.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 3

Day 2

Theme: Animals, Birds and Insects

Material- पक्षियों के चित्र, straight edged puzzle (Birds), animal flashcards, slates, chalk, worksheet of letter-sound 'N/n'.

Assembly Time

Circle Time

Structured Conversation- Sensitivity towards Animals and Birds- Care :

- Initiate conversation about animals.
- Pose questions such as:-
 - Have you seen animals around you?
 - How can we take care of them?
- Let the students share their thoughts.
- Discussion should revolve around- not hurting them, giving food/water, love for animals and birds, care and protection of animals etc.

Rhyme 21- जंगल में जानवर खेलते हैं (recite the rhymes using the puppets if possible)

Rhyme 23- Two Little Dickie Birds (Do the rhyme using the finger play)

Language (Hindi)

शब्दकोष विकास- पक्षियों के नाम (कौवा, बतख, मोर, मुर्गी, तोता और गौरैया) :

- चित्रों की सहायता से विद्यार्थियों को पक्षियों के नाम से अवगत कराएं।
- विद्यार्थियों को अपने साथ पक्षियों के नाम बोलने दें।
- नाम बोलते समय ध्यान पक्षियों के नाम पढ़ने पर दें।
- विद्यार्थियों के साथ मिलकर सभी नाम पढ़ें।
- फ्लैशकार्ड विद्यार्थियों को दें ताकि वे पक्षियों को और उनके नाम को पास से देख पाएं।
- विद्यार्थियों को प्रोत्साहित करें की वह चित्र के बारे में बात करे जैसे की-
 - मेरे पास तोता है ।/ मैंने तोता देखा है।
 - तोते का रंग हरा है ।
 - तोते की चोंच लाल है।
- फ्लैशकार्ड को बोर्ड पर लगा दें और उनके नीचे पक्षियों के नाम लिख दें।
- विद्यार्थियों द्वारा बोले गए वाक्यों को बोर्ड पर उनके नाम के साथ लिख दें।
- विद्यार्थियों को मौका दें की वे नाम पढ़ें।
- कक्षा के अंत में लिखे गए वाक्य पूरी कक्षा के साथ पढ़ें।

Free Play/ Indoor/ Art and Craft

Free Play with Clay :

- Let the students explore their creativity playing with clay.

Visual Discrimination- Straight Edged Puzzles (Birds) :

- Provide students 3 and 4 piece straight edged puzzles. (**Note-** these are different from conventional puzzles as its cards have straight edges.)
- Divide the class into small groups.
- Provide 4 to 5 puzzles to each group in which pieces are mixed up with other pieces.
- Ask students to put the bird pieces together to make a complete bird picture.



Pic courtesy- www.ot-mom-learning-activities.com

Note- Make the puzzle in A4 pastel sheets. Two puzzles can be made out of 1 sheet. Puzzles are given at the end of the plans. Cut and colour them for use.

Lunch Break

Mathematics

Revision of Seriation-Decreasing Order :

- With the help of animal/bird flashcards revise the concept of seriation.
- Tell the students that till now we were arranging objects from small to big but today we would do the other way which is called decreasing order.
- Demonstrate the decreasing order using animal/bird pictures.
- Provide opportunities to students to come and organise things in decreasing order.
- Demonstrate the same on the board.

Slate Work :

- Provide the slates to students and ask them to draw pictures in decreasing order.
- Help students wherever required.

Note: After the activity, talk about increasing and decreasing order. The focus is not on the term but the concept of arranging things in two different ways.

Outdoor Games

Long Jump :

- Draw 2 lines with a gap of 2 feet and tell the students that it is a 'river'. Encourage them to cross it without getting into the 'river'.
- The students will have to jump across. Increase the width between the 2 lines depending on how much the students can jump.

Note- The gap between the two lines should be realistic.

Language (English)

Revision of Letter Sound /N,n/ + Worksheet- 51 :

- With the help of story and flashcards, revise the letter and sound 'N/n' with students.
- Motivate students to name things with a similar sound.
- Draw pictures on the board and label them.
- Read the words with students while focusing on the initial sound.
- Demonstrate the worksheet to students to colour.
- Focus students' attention on the names written.
- Let students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Library Activity

Narrate any story using puppets.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 3

Day 3

Theme: Animals, Birds and Insects

Material- /ब/ अक्षर के कार्ड, slates, chalk, clay, fish cutouts, clips, magnet attached on a stick, worksheet of seriation, bird flashcards

Assembly Time

Circle Time

Structured Conversation- Protecting Animals and Birds - Care and Courage :

Present a situation in front of the class about behaviour with stray animals Such as-
“आज जब मैं गली से आ रही थी तो मैंने देखा कि कुछ विद्यार्थी गली में एक कुत्ते को पत्थर मार रहे थे। ”

- Initiate a discussion by asking questions such as:
 - What did they do with the dog?
 - Is it right to do what the students did with the dog?
 - What should I have done?
 - If you were there, what would you do?
 - Why should we do this?
- The discussion revolves around protecting animals and birds.
- Ask them what can we do to help and protect animals and birds discuss points like-
 - Keeping water for them in summers.
 - Not hurting animals and birds.
 - Helping animals and birds whenever they see an animal/bird hurt just help them.
 - Talking to other people about it and help when they hurt animal/bird.

Rhyme 21- जंगल में जानवर खेलते हैं (recite the rhymes using the puppets if possible)

Rhyme 23- Two Little Dickie Birds (Do the rhyme using the finger play)

Language (Hindi)

अक्षर- ध्वनि परिचय- /ब/ :

कहानी - बुलबुल और बत्तख

बुलबुल के घर के पास एक तालाब है। बुलबुल रोज़ तालाब में बत्तखों को तैरते हुए देखती है। आज तो बारिश हो रही है। अरे! बत्तख तो बारिश में भी तैर रही है। उसके विद्यार्थी भी उसके पीछे- पीछे पानी में तैर रहे हैं। बुलबुल का भी मन हुआ कि वह भी बारिश में जाए। उस पर भी बारिश की बौछार पड़े। उसने अपनी बरसाती पहनी और बाहर चली गई। बारिश की बूँदें उसके चेहरे पर पड़ तो रही थीं, लेकिन वह

भीग ही नहीं रही थी। वह तो पूरा भीगना चाहती थी। उसने बरसाती उतार दी। अब तो बारिश उस पर भी पड़ने लगी। बत्तख भी भीग रही थी और बुलबुल भी। उसे भीगने में बहुत मज़ा आ रहा था। तभी बुलबुल की माँ ने घर से आवाज़ लगाई, "अरे बुलबुल! बाहर बारिश में मत भीग, जुकाम लग जाएगा।"

पर बुलबुल को तो बहुत मज़ा आ रहा था। उसने माँ की बात अनसुनी कर दी। थोड़ी देर में बारिश तेज़ हो गई। अब बुलबुल को ठंड लगने लगी। उसने सोचा, चलो अब बहुत देर हो गई। घर चलती हूँ। वह दौड़ती हुई घर पहुँची। तभी उसे बहुत तेज़ छींक आ गई आ छी..... तभी माँ आ गई और डाँटने लगी, "तुम्हें कहा था न, बारिश में मत भीगो, देखो अब जुकाम लग जाएगा।"

बुलबुल चुप रही, उससे गलती जो हो गई थी। उसे अब कड़वी दवाई खानी पड़ेगी। वह मन ही मन सोचने लगी कि.... ऐसा क्यों होता है? बत्तख तो सारा दिन पानी में ही रहती है, वह तो गीली भी नहीं होती और न ही उसे जुकाम होता है? हम क्यों बारिश में ज़्यादा देर नहीं रह पाते?

- किस के घर के पास तालाब था?
 - तालाब में कौन रोज़ तैरती थी?
 - कौन बत्तख के पीछे पीछे तैरती थी?
 - बाहर क्या हो रही ?
 - बुलबुल क्या पहने बिना बारिश में बाहर निकल गई?
-
- विद्यार्थियों को कहानी सुनाएं
 - कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें
 - विद्यार्थियों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें
 - निर्धारित शब्दों के चित्र बोर्ड पर बना लें
 - विद्यार्थियों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें
 - यदि विद्यार्थी न बता पाएं तो उन्हें संकेत दे कर शब्द निकलवा लें
 - विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर बना लें
 - विद्यार्थियों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर करवाएं
 - विद्यार्थियों को बताएं की जब भी उन्हें इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो वे इसी अक्षर का प्रयोग करते हैं
 - बोर्ड पर बनाये गए सारे गये चित्रों के नाम लिख लें
 - विद्यार्थियों को निर्धारित आवाज़ के चित्र बनाने को दें

ध्यान दें- जब विद्यार्थी चित्र बना रहे हों तो शिक्षिका कक्षा में घूम- घूमकर सैंडपेपर पर बने अक्षर से विद्यार्थियों को अक्षर का अभ्यास करवा लें ! विद्यार्थियों से कहानी के बाद सवाल पूछने का उद्देश्य केवल विद्यार्थियों को अक्षर की आवाज़ से शुरू होने वाले शब्दों की ओर ध्यान दिलाना है न की विद्यार्थियों को सवालों के जवाब याद करवाना है !

Free Play/ Indoor/ Art and Craft

Free Play- Clay :

- Let the students try and make anything they have seen or heard about in any of the stories.
- Let them show their creation to the class and speak about it.

Let's Go Fishing :

- Draw different kinds of fish on pieces of paper and get the students to colour it. Cut it out once done.
- Place a paperclip on the mouth of the fish and attach a small magnet to stick with a thread / tape.
- Let the students take turns to pick up fish using this improvised fishing rod.

Lunch Break

Mathematics

Revision of Seriation- Decreasing Order + Worksheet- 52 :

- Revise the decreasing order with students using concrete objects and pictures.
- Demonstrate the worksheet before giving it to students.
- Provide worksheet to the students to complete.
- Help the students wherever required.
- After completing the worksheet, revise the concept using the worksheet.

Outdoor Games

Let the students play the game:

- **Fire on the mountain**
- **Statue**

Language (English)

Vocabulary Development- Introduction of Bird Names (crow, duck, hen, parrot, sparrow and peacock) :

- Show the flashcards of birds to students.
- Let students tell the English names of the birds.
- After the students tell the English names of birds using pictures. Let students repeat after you.
- Show flashcards and talk about each bird in detail. For eg-
 - This is a crow.
 - It is black in colour.
 - It says caw-caw.
- Call the students randomly and motivate them to speak about the birds in their own language.

- Tell students to look at the picture and read the names written below.
- Help students wherever required.

Note- Paste the vocabulary words on the word wall and refer to them wherever required.

Library Activity

Story cards :

Choose a story and narrate the story using the picture cards. After the story, show the picture cards to students and ask them to arrange the cards in sequence.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 3

Day 4

Theme: Animals, Birds and Insects

Material- /ब/ की वर्कशीट, animal cut outs, domino cards of animals with the food(for number activity), slip of bird names and pictures(2 sets)

Assembly Time

Circle Time

Free Conversation :

Initiate free conversation with the students. Let them talk about anything they feel like sharing- things they did at their home, the games they like to play, things they like to eat, etc.

Structured Conversation- Protecting Animals and Birds :

- Revise the previous day's conversation.
- Ask students to think about how animals and birds help us.
- Give opportunities to students to think and discuss.
- Let students discuss in pairs.
- Summarise the discussion saying animals and birds help us by protecting our houses, giving us milk, eggs, wool etc.

Rhyme 21- जंगल में जानवर खेलते हैं (recite the rhymes using the puppets if possible)

Rhyme 23- Two Little Dickie Birds (Do the rhyme using the finger play)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /ब/ + Worksheet- 53 :

- कहानी की मदद से अक्षरों का अभ्यास करें।
- विद्यार्थियों को मौका दें कि वे चित्रों के नाम बताकर उनकी पहली आवाज़ पर भी।
- विद्यार्थियों को समान आवाज़ से शुरू होने वाले शब्दों के नाम बताने को कहें।
- वर्कशीट विद्यार्थियों को समझा कर, विद्यार्थियों को करने को दें।
- चित्रों के नामों की ओर विद्यार्थियों का ध्यान दिलाएं।
- वर्कशीट करते समय विद्यार्थियों को नाम बोलकर उसकी पहली आवाज़ बोलने को कहें।
- अक्षर के ऊपर अलग अलग रंगों को फेरने के लिए कहें।
- काम खत्म होने के पश्चात वर्कशीट का प्रयोग कर अक्षर और उसकी आवाज़ का अभ्यास कर लें।

Free Play/ Indoor/ Art and Craft

Animal Charades :

- Before playing, keep animal pictures ready in sheets.
- Fold each sheet in half, and put them in a bucket. Begin the game by having the first student choose a piece of paper.
- The student then needs to act out the animal silently, while the other students try to guess the animal being acted out.
- Give opportunities maximum students possible.

Lunch Break

Mathematics

Rhyme 24 - Once I caught a fish alive. (with actions)

Counting Experiences- Domino Cards :

- Show the animal domino cards to students in which animals are drawn with their favourite food (1-5 in quantity) eg- monkey-banana, elephant-sugarcane, cow-grass, giraffe-tree.
- Demonstrate the activity with the whole group.
- Provide sets to each group and tell the students to match the correct food with the correct number of animals eg- 1 monkey with 1 banana, 2 elephants with 2 sugarcane etc.
- Also, tell students to focus on counting the number of animals and food items.
- Help the students, wherever required.

Outdoor Games

Monkey Tag :

- This game is played much like the classic backyard game of 'freeze tag', but the player who is "denner" has to act like a monkey.
- When a player is tagged, rather than freezing in place, she jumps around and acts like a monkey.
- Once a player is turned into a monkey, she has to continue to imitate a monkey as she helps the original monkey tag the remaining players.

Feather Hunting :

Instruct students to collect as many feathers as possible.

Note- Tell students to collect the feathers at home too.

Language (English)

Vocabulary Development- Revision of Birds' Names :

Matching-Picture with Picture :

- Distribute slips of bird names to the students (the set should have at least two pictures of the same bird with the names written on it).
- Make simple pictures and instruct the students to go and find their partner.
- Ask them to focus on the names of the bird written at the bottom of the flashcards.
- Put all flashcards on the board and draw the students' attention towards the names of the birds.
- Read all the words with the students using the sentence structure-
 - It is a_____.
 - It says _____.

Note- Revise the vocabulary words and sight words using the word wall.

Library Activity

Choose an appropriate story for picture reading. Help students predict the story using the pictures.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 3

Day 5

Theme: Animals, Birds and Insects

Material- flashcards of birds and animals, पक्षियों के नाम की पर्चियां(per group), straight edge puzzle, animal domino cards(number activity), feathers(per student), flashcards of letter-sound 'C/c', worksheet of writing pattern.

Assembly Time

Circle Time

Structured Conversation- Respecting Animals and Birds Habitat :

- Initiate a conversation using flashcards and let the students talk about their experiences related to birds and animals.
- Now ask the students how many have been to the zoo or circus where animals are used.
- Circulate the pictures of animals where they are kept in the zoo or used in circuses.
- Let the students look at the pictures.
- Take students' responses after posing the questions-
 - Do you think animals like to be there?
 - What do you think, how do these feel there?
 - Would you like to be in such confined/closed spaces, where animals are kept in zoos and circuses?
 - If you were in the place of animals, how would you feel?
- Summarise the discussion by talking about the feelings of animals and their original habitats and how they are forced to live in zoos and circuses.

Rhyme 21- जंगल में जानवर खेलते हैं (recite the rhymes using the puppets if possible)

Rhyme 23- Two Little Dickie Birds (Do the rhyme using the finger play)

Language (Hindi)

शब्दकोष विकास- पक्षियों के नाम का अभ्यास :

- विद्यार्थियों के साथ मिलकर, पक्षियों के नाम का अभ्यास करें।
- अभ्यास के दौरान, विद्यार्थियों को नाम पढ़ने के लिए प्रोत्साहित करें।
- बोर्ड पर पक्षियों के नाम लिखें और उनके चित्र किसी भी क्रम में बना लें।
- विद्यार्थियों को बुलाकर सही नाम को सही चित्र से मिलाने को कहें।
- विद्यार्थियों को समूह में बाँट दें और हर समूह में पक्षियों के नाम (चित्र सहित) कार्ड दें।
- विद्यार्थियों को प्रोत्साहित करें की वे ज्यादा से ज्यादा पक्षियों के नाम पढ़ें।
- विद्यार्थियों की सहायता करें।
- अंत में विद्यार्थियों को दीवार पर लगे पक्षियों के नामों और सहायक शब्द पढ़ने को कहें

अक्षर- ध्वनि अभ्यास- /ब/ :

- फ्लैशकार्ड की मदद से, अक्षर से शुरू होने वाले शब्दों का अभ्यास कर लें।
- अभ्यास के दौरान शब्दों की पहली आवाज़ पर ज़ोर दें।
- विद्यार्थियों को प्रोत्साहित करें की वे अक्षर से शुरू होने वाले और शब्द बता पाएँ।

Free Play/ Indoor/ Art and Craft

Visual Discrimination- Straight Edged Puzzles(Birds) :

- Provide students 3 and 4 piece straight edged puzzles. (Note- these are different from conventional puzzles as its cards have straight edges.)
- Divide the class into small groups.
- Provide 4 to 5 puzzles to each group in which pieces are mixed up with other pieces.
- Ask students to put the bird pieces together to make a complete bird picture.



Pic courtesy- www.ot-mom-learning-activities.com

Note- Make the puzzle in A4 pastel sheets. Two puzzles can be made out of 1 sheet. Puzzles are given at the end of the plans. Cut and colour them for use.

Writing Pattern Worksheet-54 :

- Demonstrate the worksheet to students.
- Provide worksheet and crayons to students to complete the writing pattern.

Lunch Break

Mathematics

Rhyme 22- हम भालू को गिनती सिखाएंगे।

Counting Experiences- Domino Cards :

Show the animal domino cards to students in which animals with the food are drawn (1-5 in quantity) eg- monkey-banana, elephant-sugarcane, cow-grass, giraffe-tree.

- Demonstrate the activity to the whole group.
- Provide sets to each group and tell students to match the correct food with the correct number of animals eg- 1 monkey with 1 banana, 2 elephants with 2 sugarcane etc.
- Also, tell students to focus on counting the number of animals and food items.
- Help students wherever required.

Outdoor Games

Singing Birds :

- Play music which contains bird sounds.
- Invite students to imitate them.

Flying Feathers :

- Give each student a feather which they have brought.
- Place it in the palm of their hand.
- Ask them to blow air on these feathers too see them flying/moving..

Language (English)

Introduction of Letter-Sound /C,c/ :

Story- Calf and the Caterpillar

A **cow** and its baby **calf** lived near a village. Everyday they would go to the fields outside the village to have their food. The calf loved eating the **carrots**. It would always go towards that side of the field where the carrots grew to eat the sweet and **crunchy** carrots, while the mother cow would go towards the other side where there were **cabbages** and **cauliflowers**.

One day the calf saw a small, fat, green insect on the leaves of the carrot. It was eating away the carrot leaves. The calf got very excited to see it. The calf had never that insect before.

“Hey! Who are you? What are you doing here?” the calf asked the small insect.

“I am the **caterpillar**. I love eating these juicy carrot leaves.” the caterpillar said.

The calf said, “I also love carrots but my mother loves to eat cabbages and cauliflowers.”

From that day onwards they decided to meet everyday and eat the carrots together.

- Who lived near the village?
- What did the calf like to eat?
- What did the mother cow like to eat?

- Whom did the calf meet in the fields one day?
- Narrate the story.
- Once the story is narrated, ask questions to derive the target words from the story.
- Show the flashcards to the students and encourage them to identify the initial sound. Prompt them initially if required.
- Draw the pictures of target words on the board and ask the students to suggest more examples.
- Prompt them to think of objects or names that begin with the sound that is introduced.
- Introduce the letter using the letter card followed by letter formation through air tracing and sandpaper tracing.
- Tell the students that when we have to write the words that have the target sound, we use this letter.
- Label the pictures. Stress on the initial sound.
- Let the students draw pictures of the words for the sound introduced.
- Revise all the vocabulary words and initial sounds of the words.

Note: While the students are drawing, move around in the classroom and let the students practice letter formation by tracing the letter on the sandpaper.

Also, note that the questions are being asked only to help the students focus on the target words and the students do not have to learn the answers.

Library Activity

Choose an appropriate story for picture reading. Help students predict the story using the pictures.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 3

Day 6



Pic Courtesy-www.acres.org.sg



Pic Courtesy-www.humandecisions.com



Pic Courtesy-www.petakids.com



Pic Courtesy- www.breeding.en.ec21.com

Class : KG
Month : August
Week : 4

Day 1

Theme: Animals, Birds and Insects

Material- /घ/ अक्षर के चित्र, animal cards and their food (in 3 to 4 sizes), objects for the race, bird slips, Worksheet- Find the animal's house.

Assembly Time

Circle Time

Free Conversation :

Initiate conversation on any topic of interest with the kids.

Use name slips to increase the participation of students.

Rhyme 21- जंगल में जानवर खेलते हैं (recite the rhymes using the puppets if possible)

Rhyme 23- Two Little Dickie Birds (Do the rhyme using the finger play)

Language (Hindi)

अक्षर- ध्वनि परिचय- /घ/ :

कहानी- घोड़े का कमाल / घोड़े की समझदारी

एक घोड़े के गले में घंटी बंधी रहती थी। वह जहाँ जाता, उसकी घंटी से पता चल जाता कि वह कहाँ है। एक दिन वह घास चर रहा था कि उसे एक चीज़ दिखाई दी। वह तो उसके मालिक घनश्याम की थी। घनश्याम की घड़ी कुछ दिनों से मिल नहीं रही थी। घोड़ा जोर से हिनहिनाया और अपनी गर्दन हिलाने लगा। उसके गले में बंधी घंटी बजने लगी। घंटी की आवाज़ सुनकर घनश्याम दौड़ता हुआ आया। घनश्याम को समझ नहीं आया कि घोड़ा घंटी क्यों बजा रहा है। मालिक के पहुँचने पर घोड़ा अपने मुँह से मालिक को धक्का देने लगा। घनश्याम ने उसकी तरफ देखा। उसे लगा वह उसे कुछ बताना चाहता है। घोड़ा फिर हिनहिनाया और फिर उसे धक्का देने लगा। घोड़े ने घड़ी की ओर इशारा किया। घनश्याम घड़ी पाकर बहुत खुश हुआ और उसने घोड़े को बहुत प्यार किया और उसकी पीठ थपथपाई।

- कहानी में लड़के का क्या नाम था?
 - घनश्याम के पास, कौन सा जानवर था?
 - घोड़े के गले में क्या बंधी रहती थी?
 - घनश्याम की क्या नहीं मिल रही थी?
- विद्यार्थियों को कहानी सुनाएं।
 - कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें।
 - विद्यार्थियों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें।

- निर्धारित शब्दों के चित्र बोर्ड पर बना लें।
- विद्यार्थियों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें।
- यदि विद्यार्थी न बता पाएं तो उन्हें संकेत दे कर शब्द निकलवा लें।
- विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर बना लें।
- विद्यार्थियों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर करवाएं।
- विद्यार्थियों को बताएं की जब भी उन्हें इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो वे इसी अक्षर का प्रयोग करते हैं।
- बोर्ड पर बनाये गए सारे गये चित्रों के नाम लिख लें।
- विद्यार्थियों को निर्धारित आवाज़ के चित्र बनाने को दें।

ध्यान दें- जब विद्यार्थी चित्र बना रहे हों तो शिक्षिका कक्षा में घूम- घूमकर सैंडपेपर पर बने अक्षर से विद्यार्थियों को अक्षर का अभ्यास करवा लें ! विद्यार्थियों से कहानी के बाद सवाल पूछने का उद्देश्य केवल विद्यार्थियों को अक्षर की आवाज़ से शुरू होने वाले शब्दों की ओर ध्यान दिलाना है न की विद्यार्थियों को सवालों के जवाब याद करवाना है !

Free Play/ Indoor/ Art and Craft

Riddles Game :

Make riddles on animals and ask the students to guess -

- I am a big animal. I live on land. I eat grass and I have a big trunk. Who am I?
- I am a small animal green in colour. I live both on land and in water. Who am I?

Make simple riddles like this and motivate the students to make a few and ask.

Find the Animal's House + Worksheet- 55 :

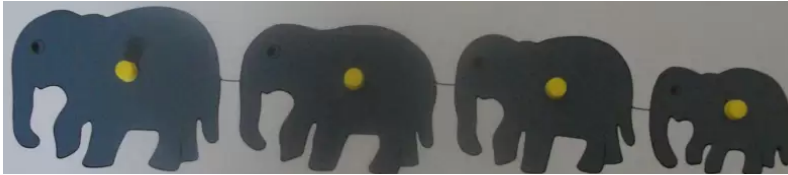
- Explain the worksheet to students. Tell them that they have to help the animal to find the path to reach their respective houses.
- Help students wherever required.

Lunch Break

Mathematics

Introduction of Double Seriation :

- With the help of concrete material and pictures of animals, introduce double seriation to students.
- Instruct students that they have to match objects of the same size from one series with another like-matching elephants to the sugarcanes according to the size, matching giraffes of different sizes to the trees of different sizes.



- Provide concrete materials like crayons, pencils, erasers etc. of different sizes to each group.
- Instruct the students that first they have to arrange one category in order and then another. And, later they have to put them together.

After the class, talk to students that we did double seriation today in which we arranged two categories according to the size and matched them together.

Outdoor Games

Hot Potatoes with a Twist :

- Let 10 students stand at the start point of their track/line.
- Instruct them that, when the whistle is blown, they have to run to the first object, pick it up, run back to the starting line and place it. Then, run and pick up the next object and run back to the starting line and place it. In this manner, the student has to pick up all the objects kept on his/her track and bring them to the starting line.
- Let the race carry on till all the students have brought all the objects to starting the line.

Note - The no. of objects could be according to the level of the students and any object can be kept on the track like paper balls, stones or wooden blocks.

Language (English)

Vocabulary Development- Revision of Bird Names :

- Instruct the students to do different actions related to birds.

- Tell students to mimic the sounds and actions of these birds.
- Draw their attention to the names written on the flashcards.
- Distribute slips with birds drawn on them with their names
- Display all the flashcards on the walls of the class.
- Instruct the students to match their slips with the correct flashcards and stand near that card.
- Refer to the word wall and revise the vocabulary words and sight words.

Library Activity

Book Holding :

- Show a book to the children.
- Demonstrate how to hold the book and turn the pages.
- Give each child a book to hold and go through.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 4

Day 2

Theme: Animals, Birds and Insects

Material- /घ/ के चित्र, पक्षियों के चित्र, cutouts for craft(hen), animal/bird pictures(4 different sizes), flashcards of letter-sound 'C/c'.

Assembly Time

Circle Time

Structured Conversation- Insects :

- Start a conversation by narrating your own positive experience with any insects for e.g. seeing a beautiful butterfly. Try to use different examples with insects.
- Ask the students to share their experience. Give opportunities to them to express their thoughts.
- Tell the students to observe insects around them.

Rhyme 21- जंगल में जानवर खेलते हैं (recite the rhymes using the puppets if possible)

Rhyme 23- Two Little Dickie Birds (Do the rhyme using the finger play)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /घ/ :

- चित्रों की सहायता से /घ/ अक्षर और उससे शुरू होने वाले शब्दों का अभ्यास करवा लें।
- विद्यार्थियों को /घ/ आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें।
- सभी चित्रों को बोर्ड पर बना लें।
- एक बार विद्यार्थियों के साथ सभी चित्र दोहरा लें।
- बोर्ड के सभी चित्र मिटा दें।
- विद्यार्थियों को अक्षर से जुड़े शब्द बनाने को कहें।

शब्दकोष विकास- पक्षियों के नाम :

- चित्रों की सहायता से पक्षियों के नाम दोहरा लें।
- विद्यार्थियों के साथ मिलकर सारे नाम पढ़ लें।
- कक्षा में जगह बना लें ताकि विद्यार्थी आसानी से कक्षा में घूम पाएँ।
- पक्षियों के नाम के कार्ड चित्र के साथ अलग अलग दीवारों पर लगा दें।
- विद्यार्थियों को दो समूहों में बाँट दें।
- बारी बारी से हर समूह को एक चित्र छूने को कहें।
- विद्यार्थियों को कहें - पूरे समूह को एक ही चित्र के पास खड़ा होना है लेकिन नियम यह है की कोई भी विद्यार्थी किसी को धक्का नहीं देगा।
- गति विधि के बाद, सभी नाम एक बार फिर से दोहरा लें।

ध्यान दें- दीवार पर लगे नामों की सहायता से पक्षियों के नाम दोहरा लें।

Free Play/ Indoor/ Art and Craft

Paper Craft- Hen :

- Provide half a circle to students to colour.
- Provide students with other pieces to paste on the body of the bird.
- After completing the bird, provide half a sheet to each student to paste the hen.
- Let students make the claws of the hen on the sheet with a crayon.



Pic Courtesy- www.i.pining.com.

Lunch Break

Mathematics

Revision of Double Seriation :

- With the help of concrete material and pictures of animals, revise the double seriation with students.
- Let students go out of the classroom and bring leaves (minimum 4). Provides the cutouts of flowers of different sizes.
- Put it on the floor and students should come one by one and put their leaves in front of the flowers according to the size.
- Provide slates to students, let students draw the double seriation pictures on their slates.
- Revise the concept using the activity.

Outdoor Games

Flying Birds :

- Students sit in a circle.
- Each time you say, "the birds are flying", students crouch down and flap their wings.
- Give various instructions such as: "The dog is flying" and nobody moves.
- Students only move when you say, "The birds are flying."

The Cat and the Bird :

- Choose a student to be the cat.
- The cat chases all the birds around.
- Birds to run and save themselves.

Language (English)

Revision of Letter- Sound /C,c/ :

- With the help of flashcards, revise the vocabulary and initial sound with students.
- Motivate the students to give more words with the same sounds.
- Draw pictures on the board.
- Revise all the vocabulary with the students.

Vocabulary Development- Revision of Bird Names :

- With the help of pictures, read all the words with the students.
- Divide the students in groups and provide bird names to each group (with pictures).
- Let the students read the names of the birds in their respective groups.
- Help the students wherever required.
- Use the words in sentences and write the sentences on the board like:
 - It is a parrot.
 - It is a hen.
 - The crow is flying.
 - The duck is swimming.
- Read the sentences for the students.
- Revise the vocabulary words and sight words using the word wall.

Library Activity

Choose any appropriate story for read aloud.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 4

Day 3

Theme: Animals, Birds and Insects

Material- insects flashcards, /म/ अक्षर के चित्र, material for play corners, animal flashcards, flashcards of letter-sound 'K/k'.

Assembly Time

Circle Time

Structured Conversation - Insects :

- Let the students look at the flashcards hung in the class and name the insects (if they know) else you can name it for them.
- Let the students talk about the insects and their features such as: which insects can fly and which can crawl, by looking at their pictures.
- The students can differentiate between different insects based on the ones that fly, crawl or jump.

Rhyme 17- चूं चूं चीं चीं चाचा (using actions)

Rhyme 18- I am an elephant (using actions)

Language (Hindi)

अक्षर- ध्वनि परिचय- /म/ :

- विद्यार्थियों को कहानी सुनाएं।

कहानी- सबने खायी मिठाई

एक **मकान** में **ममता** अपने **मम्मी** -पापा के साथ रहती थी। ममता को **मिठाई** खाने का बहुत शौक था। उसकी **माँ** उसके लिए दूध और **मलाई** से खूब सारी मिठाइयाँ बनाती। उसके घर के बगीचे में **मक्खी**, **मकड़ी** और **मधुमक्खी** तीन दोस्त रहते थे। एक बड़े से पेड़ में मधुमक्खी ने अपना छत्ता बनाया हुआ था। मधुमक्खी फूलों का रस लेकर **मधु** (शहद) बनाती और अपने दोस्तों के साथ बांटती। मकड़ी का जाला भी उसी पेड़ में था। मक्खी इधर-उधर जाकर अपने खाने का इंतज़ाम करती। शाम को सब मिलते और अपनी-अपनी कहानियाँ सुनाते।

एक दिन ममता कि माँ ने उसके लिए एक नयी मिठाई बनाई। ममता ने मिठाई उठाई और खाते हुए बगीचे में आ गयी। मिठाई का एक टुकड़ा घास में गिर गया। मक्खी को मिठाई कि खुशबू आयी और वह उस टुकड़े तक पहुंची। उसने मिठाई खायी। वह बहुत स्वादिष्ट थी। उसने वह टुकड़ा उठाया और अपने दोस्त मकड़ी और मधुमक्खी के पास ले गयी। सबने मिलकर मिठाई खायी। सभी को वह मिठाई बहुत पसंद आयी।

- इस कहानी में लड़की का नाम क्या था ?
- ममता को क्या खाने का शौक था?
- मम्मी दूध के साथ क्या डालकर ममता के लिए मिठाई बना ती थी?
- ममता के घर के बगीचे में कौन तीन दोस्त रहते थे?

- कहानी सुनाने के बाद निर्धारित शब्दों की और ध्यान दिलाने के लिए उपयुक्त सवाल पूछें।
- विद्यार्थियों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें।
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें।
- विद्यार्थियों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें।
- यदि विद्यार्थी न बता पाएं तो उन्हें संकेत दे कर शब्द निकलवा लें।
- विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर बना लें।
- विद्यार्थियों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर कराएं।
- विद्यार्थियों को बताएं की जब भी उन्हें इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो वे इसी अक्षर का प्रयोग करते हैं।
- बोर्ड पर बनाये गए सारे गये चित्रों के नाम लिख लें।
- विद्यार्थियों को निर्धारित आवाज़ के चित्र बनाने को दें।

ध्यान दें- जब विद्यार्थी चित्र बना रहे हों तो शिक्षिका कक्षा में घूम- घूमकर सैंडपेपर पर बने अक्षर से विद्यार्थियों को अक्षर का अभ्यास करवा लें ! विद्यार्थियों से कहानी के बाद सवाल पूछने का उद्देश्य केवल विद्यार्थियों को अक्षर की आवाज़ से शुरू होने वाले शब्दों की ओर ध्यान दिलाना है न की विद्यार्थियों को सवालों के जवाब याद करवाना है !

Free Play/ Indoor/ Art and Craft

Play Corners :

Let students play in the play corners. Also, change the material of the play centre on a regular basis.

- Block center (blocks of different types)
- Pretend centre (waste material)
- Art centre (clay, crayons, sheets, chalk, slates etc)
- Reading centre (storybooks for pretend reading)

Lunch Break

Mathematics

Revision of Double Seriation + Worksheet-56 :

- With the help of pictures of animals, revise double seriation with students.
- Demonstrate a worksheet to the students in which they have to match the animal with their house according to the size and colour coding for each size.
- Let the students match and colour the worksheet.
- Help students wherever required.
- Revise the concept using the worksheet.

Outdoor Games

Flying Birds :

- Let students sit in a circle.
- Ask students to crouch down and flap their wings, every time you say, "The birds are flying". (You may demonstrate this once for students.)
- Later mix the instructions like- "The dog is flying" or "Nobody moves".
- But, remind students that they only have to move when you say, "The birds are flying".

The Cat and the Bird :

- Choose a student to be the 'cat'.
- Let other students be 'birds'.
- Rule of the game- The cat chases all the birds around and the 'birds' run to save themselves. The 'bird' which gets caught would then become the 'cat'.

Language (English)

Introduction of Letter-Sound/K,k/ :

Story- Kittens in the Bushes

One evening **Ketan** and his friends were playing in a park near their house. There were many **kids** in the park. Some kids were on the swings, some were running about, some were flying **kites**. Ketan and his friends were playing football. They were **kicking** the ball all over the park.

Ketan saw the ball coming towards him and he kicked it hard. The ball flew over the park and landed on the bushes. Ketan ran towards the bushes to get the ball. When he went behind the bushes, he saw two **kittens** mewling. He took the ball and all the kids started playing again. After their game was over, Ketan went over to the bushes again. The kittens were still mewling for their mother. Ketan looked here and there but could not see the mother cat. Ketan waited for some time but the cat was nowhere to be seen. The kittens seemed hungry. Ketan picked the kittens and brought them home.

He showed the kittens to his mother. His mother quickly went into the **kitchen** to bring some food for the kittens. She put the **kettle** on the stove to warm milk. The kittens were very hungry. They lapped the milk quickly and then started playing with Ketan. Ketan's mummy agreed to let Ketan keep them as pets. Ketan named them Jojo and Mojo. He was very happy to have them.

- What is the name of the boy in this story?
 - Who were on the swings, running about?
 - What were the kids flying?
 - What did Ketan do to the ball?
 - Whom did Ketan see behind the bushes?
 - Where did mother go quickly?
 - What did she put on the stove?
-
- Narrate the story.
 - Once the story is narrated, ask questions to derive the target words from the story.
 - Show the flashcards to the students and encourage them to identify the initial sound. Prompt them initially if required.
 - Draw the pictures of target words on the board and ask the students to suggest for more examples.
 - Prompt them to think of objects or names that begin with the sound that is introduced.
 - Introduce the letter using the letter card followed by letter formation through air tracing and sandpaper tracing.
 - Tell the students that when we have to write the words that have the target sound, we use this letter.
 - Label the pictures. Stress on the initial sound.
 - Let the students draw pictures of the words for the sound introduced.
 - Revise all the vocabulary words and initial sounds of the words.

Note: While the students are drawing, move around in the classroom and let the students practice letter formation by tracing the letter on the sandpaper.

Also note that the questions are being asked only to help the students focus on the target words and the students do not have to learn the answers.

Library Activity

Choose any appropriate story for read aloud.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : August
Week : 4

Day 4

Theme: Animals, Birds and Insects

Material- /घ/ और /म/ की वर्कशीट, drawing files, crayons, rangometry pieces/counters/blocks/beads, slip of animal names

Assembly Time

Circle Time

Structured Conversation- Problem Faced because of Insects :

- Initiate a conversation with students about few insects in focus - mosquitoes, flies, ants, cockroaches, spiders, etc.
- Let them express the problems that these insects cause, such as: the flies sit on our food, the mosquitoes bite us, etc., and their consequences.
- Let them talk about how we can keep our surroundings clean and how to prevent diseases that can be caused by these insects.

Rhyme 17- चूँ चूँ चीँ चीँ चाचा (using actions)

Rhyme 18- I am an elephant (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास - /घ/ और /म/ + Worksheet- 57 :

- विद्यार्थियों के साथ मिलकर अक्षरों और उस से शुरू होने वाले शब्दों का अभ्यास कर लें।
- अभ्यास के दौरान शब्दों की पहली आवाज़ पर ध्यान दिलाएं।
- विद्यार्थियों को वर्कशीट दिखाएं और समझाएं की उन्हें अक्षरों के सही चित्रों पर रंग कर के अक्षरों के ऊपर रंग फेरना है।

Free Play/ Indoor/ Art and Craft

Free Hand Drawing :

- Distribute sheets and crayons and let the students draw and colour anything of their choice.
- Encourage the students to create a scene.
- Appreciate their drawing and encourage them to speak about their drawing with their partner.
- Label the students' pictures.

Lunch Break

Mathematics

Rhyme- Once I caught a fish alive! (with actions)

Counting Experiences :

- Divide the class into groups.
- Provide a sheet to students in which dots were drawn in a random order (upto 9).
- Provide rangometry pieces/ counters/block/beads etc. to each group.
- Tell students to put an equal number of rangometry pieces/ counters/block/beads on the dots.
- Help students to count objects in each box while doing the activity.

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Outdoor Games

Active Participatory Play :

- Draw big zig-zag (Z) lines on the ground.
- Let each student run, jump, walk, etc.on the lines taking turns.
- Give an object to the students to carry while walking to improve concentration.

Language (English)

Vocabulary Development- Revision of Bird Names :

- Instruct the students to do different actions related to the birds.
- Tell students to mimic the sounds and actions of the birds.
- Draw their attention to the names written on the flashcards.
- Distribute slips of bird names(with pictures) written on it.
- Display all the flashcards on the walls of the class.
- Instruct the students to match their slips with the correct flashcards and stand near that card.
- Refer to the word wall and revise the vocabulary words.



Revision of Letter Sound- /C,c/ and /K,k/ :

- With the help of flashcards revise the letters and related vocabulary with the students.
- Tell the students to focus on the initial sound of the words.
- Write 'c' and 'k' on the floor and draw their vocabulary pictures all around the letters.
- Call the students one by one, call out the letter; and students have to jump on the correct letter.
- Call out a word and students will have to search for it and jump on it.
- The game continues until all students get a turn.

Note- At the end focus on the names of the letter because the sound is the same of both the letter. Provide opportunities to students to associate letter with the vocabulary.

Library Activity

Narrate any story using puppets.

Closure and Bye

- Recall and count the activities of the day in sequence to help them understand the schedule and have a counting experience as well.
- Get the students to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye, lower yourself to the student's level with an eye contact give them a gentle handshake or a pat on the back, say something positive about them.

Class : KG
Month : August
Week : 4

Day 5

Theme: Animals, Birds and Insects

Material- /घ/ और म के चित्र, पक्षियों के चित्र का चार्ट, picture for picture reading, counters/blocks, worksheet of c and k

Assembly Time

Circle Time

Free Conversation :

Initiate conversation on any topic of interest with the kids.
Use name slips to ensure the participation of all.

Rhyme 17- चूँ चूँ चीँ चीँ चाचा (using actions)

Rhyme 18- I am an elephant (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /घ/ और /म/ :

- दोनों अक्षरों को बोर्ड पर बड़ा बड़ा लिख लें।
- अक्षरों से जुड़े चित्र विद्यार्थियों में बाँट दें।
- विद्यार्थियों को निर्देश दें कि वे चित्र को सही अक्षर के पास चिपका दें।
- अगर समय मिले तो विद्यार्थियों को स्लेट पर बनाने का मौका दें।
- अभ्यास के बाद सभी चित्रों के नाम उनकी पहली आवाज़ के साथ दोहराएं।

शब्दकोष विकास- पक्षियों और जानवरों के नाम का

अभ्यास + Worksheet-58 :

- पक्षियों और के नाम का अभ्यास कर लें।
- साथ में दिए गए चित्र जैसा चित्र एक चार्ट पर बना लें जिसमें सारे पक्षी तथा जानवर बने हो (तोता, मोर, बत्तख, गौरैया, कौवा और मुर्गी) ।
- चार्ट को बोर्ड पर लगा लें और विद्यार्थियों को उस चित्र पर बात करने का मौका दें ।
- विद्यार्थियों को वाक्यों में उत्तर देने के लिए प्रोत्साहित करें।
- विद्यार्थियों की मदद से पक्षियों के नाम की कार्ड लगा लें।
- विद्यार्थियों को वर्कशीट दें और उन्हें सही चित्र को सही नाम से मिलाने का निर्देश दें ।
- कार्य के पश्चात, दीवार पर लगे शब्दों की सहायता से अभ्यास करवाएं ।



Pic Courtesy- www.apimages.com

Free Play/ Indoor/ Art and Craft

Picture Reading :

- Show a picture to the students.
- Instruct them to observe the picture carefully.
- Ask them to describe the picture in their own language.
- Give opportunities to the students to express.
- Label the picture by taking help from students (picture is attached with the plan).

Lunch Break

Mathematics

Counting Experiences :

- Divide the class in groups.
- Provide a sheet to the students in which dots are drawn in a random order (upto 9).
- Provide rangometry pieces/ counters/block/beads etc. to each group.
- Tell students to put an equal number of rangometry pieces/ counters/block/beads on the dots.
- Help students to count objects in each box while doing the activity.

###	#####	#####	##
#####	#####	#####	####

Outdoor Games

- Let the students play in the ground and involve them in a running, jumping and hopping race.
- Be part of their games and involve yourself with them.
- Make a circle with them and sing (make a circle round and round, round and round).

Language (English)

Revision of Letter-Sound /C,c/ and /K,k/ + Worksheet- 59 :

- With the help of flashcards revise the letter and the sound.
- Let students focus on the letter and its related vocabulary.
- Demonstrate the worksheet to students in which they have to colour the pictures.
- Provide the worksheet to the students to complete.



Vocabulary Development- Revision of Bird Names :

- Instruct the students to do different actions related to the birds.
- Tell students to mimic the sounds and actions of the birds.
- Draw their attention to the names written on the flashcards.
- Read the names with students referring to the word wall.

Library Activity

Choose an appropriate story for picture reading. Help students predict the story using the pictures.

Closure and Bye

- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye contact and give them a gentle handshake or a pat on the back, saying something positive about them.

Class : KG
Month : August
Week : 4

Day 6

Reflections



Pic Courtesy- www.freepng.es.com

Project-

Theme- Animals, Birds and Insects :

The students are divided into groups and asked to collect pictures of animal, bird and insect from various sources like- magazine, newspaper, old books etc.

The group members keep collecting as many pictures as they can during the month.

1. At the end, the teacher can ask the students to sort the pictures and divide them into different categories as per their choice like- water/land animals, wild /pet animals, animals, birds and insects etc. The teacher can also ask the children to divide the pictures into categories as told by her in case children struggle to do so.
2. The students can create a collage of the collected pictures.

Note- At the end of the month, the teacher can display students' work and call parents to see the work of the students.