



सत्यमेव जयते

Directorate of Education

Govt of NCT of Delhi

Daily Lesson Plans for Kindergarten

September to November

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!

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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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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 instructions 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 Environment, 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 _____. 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 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 Three/four letter words Fruit and Vegetable Names Rhymes- 1. Watermelon Watermelon Papaya 2. Grapes are Juicy</p>	<p>Revision of Numbers- 1-15 Shapes Circle, Rectangle Pre- Number Concepts- Revision</p>	<p>अक्षर-ध्वनि /ठ/, /ड/, /व/, /ढ/ दो/ तीन/ चार अक्षर के शब्द पढ़ना और लिखना चित्र पर बातचीत- दिए गए चित्र को देख कर उसके बारे में अपने विचार व्यक्त करना। शब्दकोष- फलों और सब्जियों के नाम 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 Sense of Taste- Identifying fruits by tasting. Fine Motor- Fingerprinting, Free Hand Drawing, Clay Work. 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 Clothes Name Rhyme- 1. It's winter</p>	<p>Shapes Triangle, Square Pre- Number Concepts- Revision</p>	<p>अक्षर-ध्वनि- /श/, /य/ दो/ तीन/ चार अक्षर के शब्द पढ़ना और लिखना शब्दकोष- कपड़ों के नाम</p>	<p>Fine Motor- Free Hand Drawing, Fingerprinting, Paper Tearing, Clay Work 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>

September

**“The highest education is that which does not merely give us information, but
makes our life in harmony with all existence”**

- Rabindranath Tagore

Weekly Learning Outcomes - September (KG)

		Sep - 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 sharing their experiences of visiting family and friends	
	Express own interests and preferences				
	<ul style="list-style-type: none"> •Expresses himself /herself without inhibitions •Expresses his/her needs /feelings /emotions •Expressess ideas /thoughts /feelings 	During free conversation about experiences about holidays and how did they spend time? During structured conversation on how do they come to school and introducing vehicles During structured conversation on different means of transport, their usage, parts of vehicles using flashcards and drawing	During free conversation on the experiences of traveling to different places During structured conversation on vehicles that fly in air and sharing their experiences of travel by air During structured conversation on water transport and sharing their experiences of traveling by water transport.	During free conversation about anything they did at home, games that they like to play and things they love doing in school. During structured conversation on safety while traveling in water transport During structured conversation on safety we want to follow while traveling in a water transport through a situation During structured conversation on means of travel used for covering different distances	During free conversation about anything they did during weekend During structured conversation on special vehicles and their importance
	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 respecting traffic lights using a context /situation Rhymes with actions: Laal batti ruko ruko, mere paas ek cycle hai	During structured conversation on respecting traffic light and traffic policeman Rhymes with action: Sadak bani hai lambi chaudi, Aeroplane	During structured conversation on "My Favourite Vehicle" and differentiating between land, water and air transport through a game Rhyme with action: Row - Row - row your boat, Ek choti kishti mere paas, chuk chuk aayee rail, Sadak bani hai lambi chaudi	During structured conversation on need for giving space to special vehicles on road. Being aware and sensitive towards unwell people. During structured conversation on noise pollution and air pollution, effects of it and ways to reduce the same using flashcards and situations Rhyme with action: Wheels of the bus, Chuk chuk aayee rail	
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 	<p>During running, jumping and hopping race</p> <p>During 'Driving a car' and 'Vehicle obstacle course' game to move, stop, drive, turn the car's steering</p> <p>While playing green light, red light children freeze and move followed by rhyme "Red light"</p>	<p>During "Driving a car" and "Traffic cop" game to move, stop, drive, turn the car's steering</p> <p>While playing "Hopscotch" to jump and hop in the grid</p> <p>During exercises like jumping, jogging joint rotation, bending and stretching etc</p> <p>While playing 'Mamaji oh Mamaji' to run and make sounds of the vehicles</p> <p>During 'Traffic cop' game to move, stop, drive, turn the car's steering</p>	<p>During identification of land, water and air transport</p> <p>During exercises like jumping, jogging joint rotation, bending and stretching etc</p> <p>While playing 'Mamaji oh Mamaji' to run and make sounds of the vehicles</p> <p>During 'Traffic cop' game to move, stop, drive, turn the car's steering</p>	<p>During "Traffic cop" game to move, stop, drive, turn the car's steering</p> <p>While playing "Lets move like a vehicle" to act like different means of transport</p>
	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 	<p>During free play by rolling, patting, tearing, pinching and joining using clay</p> <p>During joining of dots and coloring in a worksheet</p> <p>During drawing parts of vehicles</p>	<p>While cutting, pasting and coloring during free play in a worksheet</p> <p>During free play to make craft stick airplanes</p> <p>While paper folding activity during free play</p>	<p>During free play to draw the missing part of the vehicle and coloring the same</p> <p>During the paper tearing, crushing and rolling</p>	<p>While coloring the means of transport in a worksheet</p> <p>During free play on paper tearing and crushing</p>
Creative and Aesthetic Development	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 	<p>During free play with clay</p>	<p>During free play to create objects of their choice with clay</p>		<p>During free play with manipulatives</p>
	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 	<p>During pretend play and role play by setting up classroom corners</p>		<p>During free play to pretend play using waste material</p> <p>During pretend play and role play by setting up classroom corners</p>	<p>During pretend play and role play by setting up classroom corners</p>
Language Development	Listen attentively and maintains eye contact				

<ul style="list-style-type: none"> •Listens attentively undisturbed to stories 	<p>Stories being narrated by the teacher using picture book</p> <p>While listening to letter sound stories of /H h/ and /R r/ and ख and च in English and Hindi respectively</p>	<p>While storytelling using picture book, props etc</p> <p>While listening to letter sound stories of /M m/ and /D d/ and स and ट in English and Hindi respectively</p>	<p>While listening to a read aloud of a story, storytelling using props</p> <p>While listening to letter sound stories of /G g/ and /U u/ in English and त and न in Hindi</p>	<p>While listening to a read aloud of a story, storytelling using props</p>
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 	<p>During learning activities and games through explanation, paraphrasing, demonstration</p>	<p>During learning activities and games through explanation, paraphrasing, demonstration</p>	<p>During learning activities and games through explanation, paraphrasing, demonstration</p>	<p>During learning activities and games through explanation, paraphrasing, demonstration</p>
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 	<p>Rhymes with actions: Laal batti ruko ruko, mere paas ek cycle hai</p>	<p>Rhymes with action: Sadak bani hai lambi chaudi, Aeroplane</p>	<p>Rhyme with action: Row - row row your boat, Ek choti kishti mere paas, chuk chuk aayee rail, Sadak bani hai lambi chaudi</p>	<p>Rhyme with action: Wheels of the bus, Chuk chuk aayee rail</p>
Recognize sight words				
<ul style="list-style-type: none"> •Can read sight words from the word-wall /flashcards /print rich class 	<p>Sight words introduced during letter sound introduction in English and Hindi</p>	<p>Sight words introduced during letter sound introduction in English and Hindi</p>	<p>Sight words introduced during letter sound introduction in English and Hindi</p>	<p>Sight words introduced during letter sound introduction in English and Hindi</p>
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/ 	<p>While recognizing the letter sound introduction of /H h/ and /R r/ in English and ख, च in Hindi</p>	<p>While recognizing the letter sound introduction of /M m/ and /D d/ in English and स and ट in Hindi</p>	<p>While recognizing the letter sound introduction of /G g/ and /U u/ in English and त and न in Hindi</p>	<p>While revising ख, च, त, ट, न and स and /H h/ /R r/ /U u/ /D d/ /G g/ and /M m/ through floor game</p>
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 	<p>While identifying the middle and end sound of few commonly used words in Hindi and English like Matar, Batan, Namak, Bus, Cap, Mat etc</p> <p>While identifying the initial sound of flashcards related to letter sound /H h/ and /R r/ in English and ख, च in Hindi</p>	<p>While identifying the middle and end sound of few commonly used words in Hindi and English</p> <p>While identifying the initial sound of flashcards related to letter sound /M m/ and /D d/ in English and स and ट in Hindi</p>	<p>While identifying the middle and end sound of few commonly used words in Hindi and English</p> <p>While identifying the initial sound of flashcards related to letter sound /G g/ and /U u/ in English and त and न in Hindi</p>	<p>While identifying the middle and end sound of few commonly used words in Hindi and English</p> <p>While identifying the initial sound of flashcards related to letter sound ख, च, त, ट, न and स and /H h/ /R r/ /U u/ /D d/ /G g/ and /M m/</p>

Enjoy participation in shared reading				
<ul style="list-style-type: none"> Loves to take turns to read /pretend read /picture read with the partner 				While reading words from worksheet
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 	<p>While learning about words and meanings of means of transport in Hindi and English both</p> <p>While identifying the initial sound of flashcards related to letter sound /H h/ /R r/ in English and ख in Hindi</p>	<p>While learning the words and meanings related to transport like traffic police in both Hindi and English</p> <p>While learning about words and meanings of means of transport in Hindi and English both</p> <p>While identifying the initial sound of flashcards related to letter sound /M m/ and /D d/ in English and म and ढ in Hindi</p>	<p>While learning the words and meanings related to transport</p> <p>While identifying the initial sound of flashcards related to letter sound /G g/ and /U u/ in English and त and न in Hindi</p>	<p>While learning the words and meanings related to transport</p> <p>While identifying the initial sound of flashcards related to letter sound ख, च, त, ट, न and स and /H h/ /R r/ /U u/ /D d/ /G g/ and /M m/</p>
Know print patterns Use and hold writing and drawing tools with increased /better grip				
<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 Demonstrate understanding that print carries a meaning 	While a demonstration of holding a book and turning the pages			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 talking about means of transport using the sentence structure "I have a /an..." and "It is a /an...."		During Free play while completing the sentence "Im going on a trip and Im packing..." While using vocabulary of means of transport in Hindi in sentences like "Ye ___ hai", "Ye ___ Chalta hai", "Iska Rang ___ hai"	During free play while talking about means of transport in full sentences in Hindi While using the vocabulary done in the class using sentence structure "I have a /an..."
Participate in picture reading				

	<ul style="list-style-type: none"> •Is able to predict the story by reading the pictures 		<p>While reading symbols and signs on road during structured conversation</p> <p>While reading pictures and symbols by looking at a road scene and playing traffic cop during free play</p> <p>By predicting the end of the story during story narration</p>	<p>During outdoor games by playing sign game to read symbols</p>	<p>During outdoor games by playing sign game to read symbols</p>
	Independently form many letters independently				
	<ul style="list-style-type: none"> •Able to form letters correctly •Able to form invented spellings 	<p>Letter formation of letter R and H in English and ख, च in Hindi using crayons</p>	<p>Letter formation of letter M and D in English and म and ट in Hindi using crayons</p>	<p>Letter formation of letter G and U in English and ग and न in Hindi</p>	
	Begin to independently form words using letter sound association Create own words combining vowels and consonants				
	<ul style="list-style-type: none"> •Joins two to three vyanjans and read new words •Joins two to three letter sounds to make meaningful words in english •Able to decode words 			<p>While blending two - three vyanjans to make words in Hindi orally</p> <p>While blending three sounds in english orally</p>	<p>While blending two - three vyanjans to make words in Hindi orally</p> <p>While blending three sounds in english orally</p>
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 	<p>While revising the concept of big and small, long and short by comparing two similar objects</p>	<p>While introduction and application of tall and short</p>		<p>While introduction and application of more, less and equal</p>
	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 	<p>By applying the concept of similar things</p> <p>During revising sorting using manipulatives</p>		<p>During comparing of two vehicles on the basis of appearance, usage and parts during conversation time</p>	
	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 	While introducing and building on patterns using different cloth pieces, colors, sounds of vehicles, using children in class, concrete material from classroom and worksheet	While observing, completing and creating the patterns using worksheet and concrete objects in groups		
Recognize numerals up to 10				
<ul style="list-style-type: none"> •Is able to recognize numerals from 1 to 5 			While introducing numeral 1 through a story and using concrete objects	While introducing numeral 2, 3, 4 and 5 through a story and using concrete objects
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 pasting 5 square boxes for train cutouts in the worksheet during free play While playing "Win as Much as You Can" to count number of rangometry pieces according to the number on dice	While playing "Hum Bhalu ko Ginti Sikhayenge" and using concrete experience 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 : September
Week : 1

Day 1

Theme: Means of Transport

Material Required- /ख/ अक्षर के कार्ड, स्लेटी, चॉक, clay, cloth pieces for pattern, cards of means of transport, story book.

Assembly Time

Circle Time

Free Conversation :

- Initiate a discussion with students about their holidays. Pose questions such as:
- How did you spend your holiday?
- With whom did you spend most of your time?
- Did you go out to buy something with your family?
- How did you go? What did you notice on your way?

Structured Conversation- Vehicles they See :

- Initiate a conversation. Ask – How do you come to school?
- Tell them about how you travel. Talk about means of transport.

Rhyme 25- लाल बत्ती रुको रुको (with actions)

Rhyme 26-मेरे पास एक साइकिल है (with actions)

Language (Hindi)

अक्षर- ध्वनि परिचय- /ख/ :

- विद्यार्थियों को कहानी सुनाएं।

चाचा की शादी

एक दिन जब **खनक** स्कूल से घर आयी तो माँ ने बताया कि गांव से उसकी दादी का **खत** आया है। उसके चाचा की शादी पक्की हो गयी है जिसके लिए उन्हें कुछ दिनों में गांव जाना है। यह सुनकर खनक **खुशी** से झूम उठी क्योंकि गांव में वह सारे भाई-बहनों से मिलेगी और **खूब** मस्ती करेगी।

अगले दिन माँ और खनक ऑटो से शादी का सामान खरीदने बाज़ार गए। माँ ने सबके लिए कपड़े **खरीदे**। खनक ने भी अपने भाई-बहनों के लिए **खिलौने** खरीदे।

एक हफ्ते बाद, वे रेलगाड़ी में बैठकर गांव के लिए निकले। खनक, **खिड़की** वाली सीट पर बैठ गयी। शहर के बाहर निकलते ही खनक को बहुत सारे **खेत** नज़र आने लगे। बाहर का नज़ारा बहुत **खूबसूरत** था। रेलगाड़ी जब और आगे बढ़ी तो खनक को **खजूर** के पेड़ दिखे।

“खजूर के पेड़, अब तो दादी का घर आने वाला है,” खनक ने सोचा।

दो स्टेशन बाद उनका स्टेशन आ गया। सामान लेकर वे गाड़ी से उतर गए। उन्हें लेने चाचा वहाँ आये हुए थे। चाचा ने खनक को गोदी में उठा लिया और सब घर की ओर निकल गए।

- किसके चाचा की शादी पक्की हुई थी?
 - खनक की माँ ने क्या पढ़ कर बताया था?
 - खनक ने अपने भाई-बहनों के लिए क्या खरीदा?
 - रेलगाड़ी में खनक कौन सी सीट पर बैठ गयी?
 - शहर के बाहर निकलते ही खनक को क्या नज़र आने लगे?
 - दादी के घर के पास किसके पेड़ दिखे?
- 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।
 - विद्यार्थियों को निर्धारित आवाज़ के चित्र बनाने को दें।

ध्यान दें- जब विद्यार्थी चित्र बना रहे हों तो शिक्षिका कक्षा में घूम-घूम कर 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 - Play Dough/clay (Means of Transport) :

- Introduce the students to techniques of playing with play dough such as- rolling, patting, tearing, pinching, joining, etc.
- Give play dough to students for free play.
- Let students make anything they like based on the theme of transport.
- Help students, if needed.
- Encourage them to talk about their creation with their partners.
- Motivate a few students in the front to share about their creation with the entire class.

Lunch Break

Mathematics

Introduction to Patterns :

Activity :

- Bring small cloth pieces having different kinds of patterns to the class. (Make sure you have multiple pieces for each pattern).
- Distribute the cloth pieces to students (make sure that every student gets one piece).
- Get the students to find their friends who have cloth pieces with the same design.
- Then, ask students having the cloth pieces with the same design to come together into groups.
- After completing the activity, each group should present their cloth pieces.

Discussion :

- Ask each group to think about the logic of their categorization.
- Let students derive the concept pattern.
- Refocus students' attention towards the pattern of each cloth.
- Let the students talk about the pattern of each cloth.
- Say the word 'pattern' and let students hear it.

Note- Put all the samples along with the flashcard of pattern in the word wall.

Outdoor Games

Let's Race :

Let the students play in the ground and involve them in a running, jumping and

Let's Sing and Play :

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

Language (English)

Vocabulary Development - Means of Transport (car, bus, train, ship, boat, aeroplane) :

- Introduce the vocabulary of 'means of transport' (car, bus, train, ship, boat, aeroplane etc) using flashcards.
- Show the flashcards and ask the students to name them in English.
- Encourage the students to read the names along with you.
- Give flashcards to students to hold and see.
- Talk about each picture using the sentence structure-
 - I have a _____.
 - It is ____ in colour.
- Write the sentences on the board and read with the whole class.

- Put the sight word (have) on the word wall.

Identify the Ending Sound :

- Call out a few three letter words and ask the students to identify the ending sounds.
- Say words slowly- bus, cap, mat, man, hat, jug etc.
- Then, use the names of the students for practicing the ending sound identification.

Library Activity

Story Narration :

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

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 : September
Week : 1

Day 2

Theme: Means of Transport

Material Required- Cards of means of transport, /ख/ की Worksheet, Worksheet- join the dots, picture cards of 'h', puppets for storytelling.

Assembly Time

Circle Time

Structured Conversation - Land Transport- Usage and Experiences :

- Use the previous day's conversation and ask students which vehicles they see on the roads.
- Show flashcards of those vehicles or draw them on the board.
- Ask them- Why do we need vehicles?
- Let the students think and tell that these means of transport help us to go from one place to another.
- Show a picture of a rickshaw, cycle, car and train. And, let students think about when and why do we use each one of them.
- Discuss- we use cycle and a rickshaw for places which are near and other vehicles are for places which are comparatively farther.
- Let the students sit in pairs and talk about their experience of travelling in any vehicle.
- Summarise the discussion by talking about the usage of various vehicles (based on distance to be travelled).

Rhyme 25- लाल बत्ती रुको रुको (with actions)

Rhyme 26- मेरे पास एक साइकिल है (with actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास - /ख/ + Worksheet- 60 :

- विद्यार्थियों के साथ मिलकर /ख/ अक्षर का अभ्यास कर लें।
- विद्यार्थियों से /ख/ अक्षर की आवाज़ से शुरू होने वाले शब्दों को बताने को कहें।
- विद्यार्थियों को ऐसे शब्द बताने के लिए भी प्रोत्साहित करें जिसकी आखिरी या बीच में /ख/ की आवाज़ आ रही हो, जैसे- बतख, लखन (name), नाखून, पंखा, पंखुड़ी आदि।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें।
- उन शब्दों के नाम भी लिख लें और विद्यार्थियों को अक्षर को शब्द के बीच और आखिरी में देखने का मौका दें।
- वर्कशीट विद्यार्थियों को समझाएं और रंग करने के लिए दें।
- विद्यार्थियों का ध्यान चित्रों के लिखे नाम की ओर ले जाएं।
- विद्यार्थियों को रंग करते समय नाम बोल कर पहली आवाज़ पर ध्यान देने को कहें।
- वर्कशीट करने के बाद, चित्रों की सहायता से अभ्यास करें।

आखिरी आवाज़ की पहचान :

- विद्यार्थियों को 2 अक्षर वाले शब्द सुनकर आखिरी आवाज़ पहचानने के लिए प्रोत्साहित करें।
- आसान शब्द बोले जैसे की - बस, टब, रथ, सेब, बेर, खेत, आम, कप, खत आदि।
- शब्द धीरे से बोले ताकि विद्यार्थी आवाज़ों को आराम से सुन पाएँ।

Free Play/ Indoor/ Art and Craft


Join the Dots + Worksheet- 61 :

- Make a shape on the board with dots and join the dots by taking students' help.
- Demonstrate the worksheet to students.
- Provide them colours and the worksheet to complete.
- Revise the names of the vehicles with the students.

Lunch Break

Mathematics

Recurring Patterns :

- Let the students listen to the sounds of vehicles in a pattern like-
 - car, cycle, car, cycle, car, cycle
 - bus, truck, bus, truck, bus, truck
- Do the same with a few more vehicles.
- Let students know that you are doing this in a pattern.
- Draw few vehicles on the board in an incomplete pattern (two vehicles in one pattern-'ab-ab-ab' pattern)  _____
- Tell students to guess the pattern.
- Call any students randomly to come and complete the pattern.
- Let other students make and complete the same pattern on their slates.

Outdoor Games

Driving a Car Game:

- Let students use a paper plate as a steering wheel.
- Have the students line up in one or two horizontal rows, each one holding her/his steering wheel.
- Stand in front, while facing the students..
- Explain that you will pretend to drive a car and that they would have to follow you.
- Turn your back to the students and take them on a ride.
- While turning your steering wheel to right/left, make sure to turn your body as well.
- Encourage the students to follow you.
- When you want to stop the car, press your foot down as if you're applying the

- brakes.
- Also, make appropriate sound effects.

Language (English)

Introduction of Letter-Sound /H, h/ :

- Narrate the story.

Story- Hari's Hat

Heer and **Hari** are very **happy** today. They are going to their grandparents **house** for **holidays**. They both get ready. Heer wears her frock and combs her **hair**. Hari wears his white **hat** on his **head**. Heer, Hari and their mother take an auto to the railway station. There is a lot of traffic. The driver presses the **horn** "**Honk...honk...honk**" but the vehicles do not move. They were getting late for the train so the auto driver takes a narrow lane to avoid the traffic. But, this narrow lane has lots of **holes** in it. Just then, the auto goes into a big hole. Hari falls off his seat and his hat falls on the road.

Hari cries, "Mummy! my hat has fallen down." But the auto couldn't stop as they were getting late.

Hari keeps crying, "Boohoo...boohoo my hat. I've lost my hat."

Heer takes out her **handkerchief** from the **handbag** and wipes off Hari's tears. Mummy says, "Don't cry Hari, I'll buy a new hat for you when we reach grandfather's house."

They reach the railway station by then. They take the train and reach grandparent's house. Both Heer and Hari **hug** their grandparents. That evening, everyone goes to the market and buy a new hat for Hari.

- Name the two children in the story.
- How are they feeling today?
- Where are they going for the holidays?
- What does Heer comb?
- What does Hari wear?
- Where does Hari put his head?
- What does the driver press to say honk...honk?
- Where does the auto falls?
- What does Heer take out to wipe Hari's tears?
- From where does Heer takes out handkerchief?
- 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 which 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

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.

Class : KG
Month : September
Week : 1

Day 3

Theme: Means of Transport

Material Required- Pictures of vehicles, /च/ के कार्ड, concrete material for pattern, material for outdoor, Worksheet of /h/, cards for storytelling, hoop.

Assembly Time

Circle Time

Structured Conversation- Land Transport- Parts and their Usage :

- Revise the previous day's discussion through the pictures of vehicles.
- Let the students name the vehicles- car, bus, cycle, rickshaw, truck, train etc.
- Put the pictures of all the vehicles on the board.
- Ask the students to look at those pictures carefully, and name the parts of these vehicles along with their usage.

Group Activity :

- Divide the students in small groups.
- Get each group to take help from the pictures(on the board) and think about as many as parts of the vehicles as possible.
- Provide one blank sheet to each group to draw the parts for their reference.
- Provide opportunity to each group to share the names of at least 2 parts of the vehicles with their usage.

Focused Parts- door, brakes, horn, steering, tyres, lights, seat, seatbelt, mirrors, windows, wipers, pedals etc.

Rhyme 25- लाल बत्ती रुको रुको (with actions)

Rhyme 26- मेरे पास एक साइकिल है (with actions)

Language (Hindi)

अक्षर- ध्वनि परिचय- /च/ :

- विद्यार्थियों को कहानी सुनाएं ।

कहानी- चंदू की स्कूटर सैर -

चंदू अपने घर पर आराम से बैठकर चित्र बना रहा था। तभी बाहर से पीं-पीं की आवाज़ आयी। उसने देखा, चाचाजी ऑटो पुर चार बोरी गेहूँ भर कर लाये हैं। चाची और माँ मिलकर, चाचा की सामान उतारने में मदद कर रहे हैं। माँ, चाचा को पानी देती हैं। चाची, चाय बना कर लाती हैं। चंदू भी चाचा के पास बैठ जाता है। चाची और माँ ज़मीन पर चटाई बिछा कर गेहूँ साफ़ करती हैं। पापा आकर गेहूँ की एक बोरी स्कूटर पर लाद कर चक्की में पिसवाने ले जाते हैं। चंदू भी उनके साथ स्कूटर में बैठ जाता है। चंदू को

स्कूटर में बाज़ार जाने में बड़ा मज़ा आता है। दुकानों में उसे नयी-नयी चीज़ें दिखती हैं और बहुत सारे लोग भी दिखते हैं।

उस दिन चंदू को पापा के साथ जाते हुए, रिक्शा में अपने दोस्त भी दिखे। वे अपनी मम्मी के साथ बाजार में घूमने जा रहे थे। थोड़ा आगे जाने पर उसे बस रुकी हुई दिखी जिसमें लोग ऊपर चढ़ रहे थे। कुछ लोग साइकिल से काम पर भी जा रहे थे। चक्की में गेहूँ पिसवाकर जब चंदू घर वापस आया तो उसने अपनी माँ और चाची को जो भी उसे दिखा वह बताया।

- कहानी में लड़के का क्या नाम है?
- चंदू क्या बना रहा था?
- आँटो में गेहूँ कौन लाये थे?
- चाचा कितनी बोरी गेहूँ लाये थे?
- चाचा की मदद किसने की?
- चाची, चाचाजी के लिए क्या बनाकर लाई?
- माँ और चाची ने ज़मीन पर क्या बिछाया ?
- पापा और चंदू गेहूँ की एक बोरी पिसवाने के लिए कहाँ ले गए ?
- 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-घूम कर 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 - Play Dough/Clay (Means of Transport):

- Introduce the students to the techniques of playing with the play dough such as- rolling, patting, tearing, pinching, joining, etc.
- Give play dough to the students for free play.
- Let the students make anything as per their choice based on the theme of transport.
- Help the students if needed and encourage them to speak about it.

Lunch Break

Mathematics

Recurring Pattern :

- Call a few students to the front and make them stand in a particular pattern. For eg- sitting and standing, facing different side etc.
- Repeat this 3-4 times.
- Keep the material in front using 'ab-ab' pattern. For eg-
 - pencil-eraser-pencil-eraser.
 - bottle-bottle cap- bottle- bottle cap
 - chalk-crayon-chalk-crayon
 - slate-crayon box- slate- crayon box
- Keep 5-6 types of patterns in front of the students.
- Make the students understand and complete the patterns.
- Make a few simple 'ab-ab' patterns on the board and let the students complete it on their slates.

Outdoor Games

Vehicle Obstacle Course :

- Have the students hold a hoop around their waist to represent a car, bus, or truck.
- Ask them to pretend drive their vehicle.
- Also, make a road in the class and ask students to only drive on it. Also, make a few obstacles on the "road," such as a box to climb over to represent a hill or a mat to jump over to represent a bridge over water etc.
- Instruct the students to drive slow and then fast.
- As students "drive," you may also play music to represent a radio in their truck/car/bus.

Language (English)

Recap of Letter- Sound 'H/h' + Worksheet- 62 :

- With the help of the story, revise the letter sounds with students.
- Draw vocabulary words of /h/ on the board and draw a few objects which do not begin with 'H/h' sound.
- Tell the students to name some more words from 'H/h' sound.
- Draw the pictures on the board and label them.
- Demonstrate the worksheet for the students to colour.
- Focus students' attention to names written.
- Let students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Identify the Ending Sounds :

- Call out a few three letter words and ask the students to identify the ending

sound.

- Say words slowly- bus, cap, mat, man, hat, jug etc .
- Then, use the names of the students for practising the end sound identification.

Library Activity

Storytelling Using Cards :

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

Post Activity :

- Call 4 or 6 students and gave them story cards randomly
- Ask the whole class to arrange the cards in the 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.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : September
Week : 1

Day 4

Theme: Means of Transport

Material Required- /च/ की Worksheet, drawing files, slates, chalk, coloured papers- red, yellow and green, glue, picture cards of 'R/r', big book.

Assembly Time

Circle Time

Structured Conversation- Respecting Traffic Rules- Pedestrians :

- Start the class with a small event sharing -

आज सुबह जब मैं स्कूल के लिए आ रही/रहा थी/था । रोड पर हरी बत्ती थी और सब लोग रोड पार करने का इंतज़ार कर रहे थे कि, कब पैदल चलने वालों की बत्ती होगी और वो रोड पार करेंगे । तभी एक बच्चा हरी बत्ती में ही रोड पार करने लग गया। इधर-उधर से तेज़ रफ़्तार में गाड़ियाँ गुज़र रही थी। वह बच्चा रोड के बीच में था और सामने से एक गाड़ी आ रही थी, यह सब देख कर सब लोग डर गए । तभी एक अंकल वहां आये, उन्होंने जल्दी से उस बच्चे को रोड से हटाकर दूर किया । सबने उस बच्चे को खूब डांटा, और साथ ही साथ टैफिक लाइट के महत्व बारे में बताया की - पैदल लोगों के रोड पार करने की अलग बत्ती होती है । यह हरी बत्ती वाहनों के लिए होती है । जो लोग पैदल होते है वो ज़ैब्रा क्रॉसिंग पर खड़े होकर पैदल चलने वाली बत्ती का या लाल बत्ती का इंतज़ार करते है, और इधर- उधर देखने के बाद रोड पार करते है ।

- Using the context, initiate a discussion about following the traffic lights. Ask if the student was at fault or not.
- Let the students think about the issue and express their views
- Explain the meaning and importance of each colour in the traffic light such as red light means stop, yellow light means ready to stop and green means go.
- Talk about the duty of pedestrians that they are supposed to cross the road on the zebra crossing and they should walk on the footpath.
- Summarise the discussion about the importance of traffic lights and make the students aware about it, tell the students to share this with their families too.

Rhyme 25- लाल बत्ती रुको रुको (with actions)

Rhyme 26- मेरे पास एक साइकिल है (with actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास - /च/ + Worksheet- 63 :

- प्लैशकार्ड की सहायता से अक्षर /च/ और उसके शब्द और पहली आवाज़ का अभ्यास कर लें ।
- विद्यार्थियों को अक्षर /च/ से और शब्द बताने के लिए प्रोत्साहित करें ।
- विद्यार्थियों को ऐसे शब्द बताने के लिए प्रोत्साहित करें, जिसकी आखिरी या बीच में आवाज़ आ रही हो जैसे- बच्चा, चाचा, कांच, पांच आदि।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें ।
- उन शब्दों के नाम भी लिख लें और विद्यार्थियों को अक्षर को शब्द के बीच और आखिरी में देखने का मौका दें।
- विद्यार्थियों के साथ मिलकर सभी शब्द दोहरा लें ।
- विद्यार्थियों को वर्कशीट समझाएं ।
- 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।

बीच की आवाज़ की पहचान :

- विद्यार्थियों को 3 अक्षर वाले शब्दों को सुनकर बीच की आवाज़ पहचानने के लिए प्रोत्साहित करें।
- आसान शब्द बोले जिसे की - बटन, मटर, नमक, कमल, भवन, शहद, खबर आदि।
- शब्द धीरे से बोले ताकि विद्यार्थी आवाज़ों को आराम से सुन पाएँ ।

Free Play/ Indoor/ Art and Craft

Recap of Traffic Rules + Traffic Signal Craft :

- Revise traffic rules with students by referring to the traffic light.
- Draw a traffic signal outlining in their drawing files, the previous day itself.
- Give each student a piece of red/yellow/green coloured paper to tear into small bits.
- Now, give them glue and ask them to paste the paper bits in the light.



Pic courtesy – Pinterest.com

Lunch Break

Mathematics

Recurring Pattern- Colour :

- Revise the pattern with students using the previous day's experience.

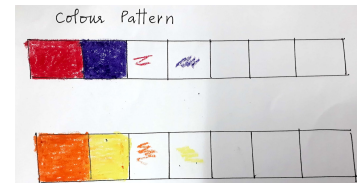
- Now, keep concrete material in front of the class.

For eg-

- red bottle-blue bottle-red bottle-blue bottle-

_____ - _____

- pink crayon-yellow crayon-pink crayon- yellow crayon- _____ - _____



- Take the students' help to complete the pattern.
- Do it with 4 or 5 examples.
- Now, provide drawing files to students with already drawn grids to the students and demonstrate the colour pattern.
- Let the students extend the colour pattern.

Outdoor Games

Rhyme- Red light

Red Light, Green Light :

- Call out one student and ask him to be a traffic light.
- Let him/her stand in front, facing the class.
- When the 'traffic light' says, "Red light!" then everyone would freeze.
- The 'traffic light' says, "Green light!", the group would try to move in the given space, as much as possible.
- As the 'traffic light' says, "Red light!" again, everyone must freeze and stop moving.
- Encourage the 'traffic light' to change the instructions quickly for more fun. Also, keep changing the 'traffic light' after every two-three rounds.

Language (English)

Introduction of Letter-Sound /R, r/ :

- Narrate the story.

Story - Race Day

It was **race** day in school. **Rani, Riya, Rahul and Rupesh** ran down the **road** all the way to their school. They couldn't wait to get to the school grounds. There were many races planned for the day. The children had been practicing to run for the races.

Rani and Riya got **ready** for the first race. The teacher explained the rules. "**Run** straight towards the caps. Wear a cap and run towards the **red ribbon**."

Ready, Steady Go! Rani and Riya ran as fast as they could go.

Next, it was time for **Rabbit Race**! Rahul and Rupesh stood in a straight line with the other boys. The teacher explained the rules again. “Hop like a rabbit, all the way towards the red ribbon.”

Ready, Steady, Go! Hop! Hop! Hop! Rahul and Rupesh hopped as fast as they could.

Next it was time for Orange Race! All the children had to eat a juicy **ripe** orange. The teacher explained the rules again. “Eat the ripe orange and run towards the red ribbon.”

Rani, Riya, Rahul and Rupesh got ready for the Orange race!

Ready, Steady, Go! Rani, Riya, Rahul and Rupesh ran towards the orange. They sat down to enjoy the ripe orange! Rani, Riya, Rahul and Rupesh forgot all about the race! They kept eating the juicy ripe orange!

- Do you remember the names of the children in the story?
- It was a special day in their school. Do you remember what it was?
- Did the children walk or run to the school?

- 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 being 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

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 : September
Week : 1

Day 5

Theme: Means of Transport

Material Required- pictures of - helmet, seatbelt, traffic light; यातायात के साधनों के कार्ड, material for classroom corners, Worksheet- recurring pattern, story book, Worksheet of /R,r/.

Assembly Time

Circle Time

Structured Conversation: Traffic Rules on Road - Respect and Self-care :

- Using the previous day's context, initiate a discussion on rules to be followed on the road.
- Tell them about safety rules on road, like-
 - Obey the traffic lights.
 - Use the zebra crossing to cross the road.
 - Walking on the footpath.
- Show the pictures of a helmet, seat-belt, traffic light to students.
- Ask the students why we use 'these' and let students talk about the importance of each one of them.
- Help the students understand, what would happen if we do not use/wear/follow it.
- Let the students share it in small groups.
- Summarise the discussion by mentioning- if we do not follow the traffic lights, we can meet with an accident. Also, wearing a helmet/seat belt protects us.

Rhyme 25- लाल बत्ती रुको रुको (with actions)

Rhyme 26- मेरे पास एक साइकिल है (with actions)

Language (Hindi)

शब्दकोष विकास- यातायात के साधन (कार, बस, रेलगाड़ी, हवाईजहाज, जहाज, नाव) :

- विद्यार्थियों को परिवहन के साधन से परिचित कराएं।
- विद्यार्थियों को फ्लैशकार्ड दिखाएं और उनके हिंदी नाम बोलने दें।
- विद्यार्थियों का ध्यान कार, बस, रेलगाड़ी, हवाईजहाज, जहाज, नाव के नामों की ओर ले जाएं।
- बोर्ड पर फ्लैशकार्ड लगा दें और विद्यार्थियों से नाम पूछकर बोर्ड पर नाम लिख दें।
- शब्दों को वाक्यों में इस्तेमाल करें।
 - यह बस है।
 - यह साइकिल है।
- विद्यार्थियों को शब्दों को अपनी पसंद के वाक्यों में इस्तेमाल करने को कहें।
- विद्यार्थियों द्वारा बोले गये वाक्यों को बोर्ड पर लिखें।
- कक्षा के अंत में सभी वाक्यों को विद्यार्थियों के साथ मिलकर पढ़ें।

बीच की आवाज़ की पहचान :

- विद्यार्थियों को शब्द सुनकर, उसमें आरही बीच की आवाज़ पहचानने के लिए प्रोत्साहित करें ।
- 3 अक्षर वाले शब्द बोलें जिसे की - बटन, मटर, नमक, कमल, भवन, शहद, खबर आदि ।
- शब्द धीरे से बोलें ताकि विद्यार्थी आवाज़ों को आराम से सुन पाएँ।

Free Play/ Indoor/ Art and Craft

Area Setup- Classroom Corners :

Set up four play areas related to the transport theme- Bus, Airplane, Boat and Train. Let the students experience each corner. Initially, the teacher may help and play with the students. Start with two corners in one day-

- **Bus corner-** Place chairs in a row, one behind the other. Then, students would board the **bus** and take turns of becoming the bus driver (or place a mat with a bus flashcard on the wall if arranging a chair is not possible). You may add accessories such as backpacks, lunch boxes, etc. A role play can be done where a conductor is giving tickets to passengers and a driver is driving. People are boarding and getting down from the bus. Involve the whole class.
- **Airplane Corner-** Let the students pretend they are in an airport. Play the announcement in your phone and make students hear the announcement. Provide sheets as boarding pass to the students. Do a roleplay where people are helping the passengers to board the airplane. Accessories can arrange suitcases and hats, etc. Let students sit and listen to the announcement. Let students listen to the rules like fasten your seat belts etc.
- **Boat Corner-** For a boat, set a large blanket on the floor. Be sure to make it clear that the area covered with the blanket is water. Use a small water spray bottle to spray on students who are pretending to touch the water (floor around the blanket). Keep more than one blanket according to the class strength.
- **Train Corner-** For a train, students hold on to each other's waists and walk around the classroom. You can add obstacles such as a box on the floor for them to avoid. They mustn't let go or the train will be derailed. The role play can be done where students are boarding the train and sitting in the train and enjoying their journey.

Lunch Break

Mathematics

Recurring Pattern + Worksheet- 64 :

- Use classroom objects to revise the concept like eraser, pencil, sharpener, bottles, bags, chairs etc.
- Use two kinds of objects at one time for making a pattern.
- Call any students randomly to extend the given pattern.
- Do it with few more objects.

- Demonstrate the worksheet to students and let students complete it.
- Help students wherever required.
- After the worksheet, revise the concept.

Outdoor Games

Vehicle Obstacle Course :

- Have the students hold a hoop around their waist to represent a car, bus, or truck.
- Ask them to pretend drive their vehicle.
- Also, make a road in the class and ask students to only drive on it. Also, make a few obstacles on the "road," such as a box to climb over to represent a hill or a mat to jump over to represent a bridge over water etc.
- Instruct the students to drive slow and then fast.
- As students "drive," you may also play music to represent a radio in their truck/car/bus..

Language (English)

Revision of Letter-Sound /R,r/ + Worksheet- 65 :

- With the help of the story, revise the letter sounds with the students.
- Draw vocabulary words of /R,r/ on the board and draw a few objects which are not with the same sound.
- Tell the students to share the words where the sound is coming in middle and end too eg.- car, drum, cream etc.
- Provide hints to students wherever required.
- Label the pictures for the students to see the sound in words.
- Let the students identify the different vocabulary words.
- Demonstrate the worksheet to students to colour.
- Focus their attention on the names.
- Let the students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Identify the Middle Sound :

- Call out a word, for e.g., "bus" and ask students to identify the initial sound and then its end sound.
- Now, repeat the word and ask students to listen to the middle sound and read the word "bus".
- Say the word slowly and break it into sounds.
- Do it a few times with the students.
- Suggested words - cup, bag, sit, pot, cot, big, etc.

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 : September
Week : 1

Day 6

Class : KG
Month : September
Week : 2

Day 1

Theme: Means of Transport

Material Required- pictures for circle time, /स/ के कार्ड, स्लेटी, चाक, Worksheet- means of transport, sheets for missing pattern, cards of means of transport, picture book.

Assembly Time

Circle Time

Free Conversation - Land Transport :

- Initiate a conversation about how you commute (travel) to school and what you see on the road.
- Motivate the students to share their experiences about the same.

Structured Conversation- Traffic Police and Signs – Respect :

- Show a picture of traffic police to students and ask-
 - Have you seen them before?
 - What do they do?
- Let students talk about the role of traffic police.
- Talk about how they manage traffic and ensure safety on the road.
- Talk to the students about the common signs seen on the road, such as: no parking, no honking, right turn, left turn, u-turn, etc. (Show their pictures or draw on the board)
- Summarise the discussion by mentioning- traffic police ensures that people follow traffic rules. Also, if one doesn't follow them, he/she may have to pay a fine.

Note - Images of signs are attached at the end of the plan for reference.

Draw big signs for students.

Rhyme 27- सड़क बनी है लम्बी चौड़ी (with actions)

Rhyme 28- Aeroplane (with actions)

Language (Hindi)

अक्षर- ध्वनि परिचय- /स/ :

- विद्यार्थियों को कहानी सुनाएं

कहानी- साइकिल में स्कूल

सपना रोज़ अपनी दीदी, सरिता के साथ स्कूल जाती थी। उसकी दीदी उसे अपनी साइकिल के पीछे बिठा कर स्कूल ले जाती। सपना उनको पीछे से अपने दोनों हाथों से कस कर पकड़ती और सड़क में अगल-बगल से आने वाली गाड़ियों के बारे में बताती।

“सरिता दीदी, पीछे मोटरसाइकिल आ रही है। दीदी, बगल से गाड़ी आ रही है,” सपना, दीदी को बताती रहती।

दोनों बहने आराम से सुबह स्कूल पहुँच जाती थी। मगर एक दिन, सरिता दीदी सीढ़ियों से गिर गई और उनके पैरों में चोट आ गई। उनकी चोट अब कम से कम एक सप्ताह से पहले ठीक नहीं होने वाली थी।

सपना को साइकिल चलानी नहीं आती थी, तो उसको अपने पड़ोसी सोनू और सोमू के साथ उनके पिता जी के स्कूटर में जैसे-तैसे पिचक कर स्कूल जाना पड़ा। सरिता को बिलकुल मज़ा नहीं आया। स्कूल में पूरा दिन सपना परेशान थी, उसका कुछ भी करने का मन नहीं कर रहा था। घर आ कर उसने सोचा की वह सोनू और सोमू के पिता जी के साथ बिलकुल स्कूल नहीं जाएगी।

“कल शनिवार और परसों रविवार है! इन दो दिनों में मुझे साइकिल चलना सीखा दो,” सपना ने सरिता दीदी से कहा।

बस, अगले दो दिन सपना ने जम कर साइकिल चलाने की कोशिश की। अब उसको साइकिल चलानी आ गई थी। सोमवार का दिन आया। सपना सुबह जल्दी उठ गई।

“सवेरे-सवेरे सड़क में कम गाड़ियाँ होगी,” सपना ने सोचा।

वह साइकिल में पहली बार अकेले स्कूल जाने के लिए तैयार हो गई। शुरुआत में उसको घबराहट हुई। थोड़ी देर बाद जब ठंडी-ठंडी हवा उसके मुँह पर पड़ने लगी तो उसको बहुत अच्छा लगने लगा।

“अब मैं बड़ी हो गई हूँ। साइकिल में खुद स्कूल जा सकती हूँ,” उसने मन में सोचा।

- कहानी में दोनो बहनो का क्या नाम था ?
- सपना, सरिता के साथ कहाँ जाती थी?
- दोनो स्कूल किस से जाते थे?
- सपना दीदी को किस पर आने वाली गाड़ियों के बारे में बताती?
- दीदी किस से गिर गयी थी?
- सपना किनके साथ अगले दिन स्कूल गयी?
- सपना अगले दिन स्कूल किस पर बैठ कर गयी?
- किस दिन सपना अकेले स्कूल गयी?
- 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 Hand Drawing :

- Provide drawing files and crayons to students and let them draw anything of their choice.
- Teacher to take rounds in the class and talk to children about their drawings.

Lunch Break

Mathematics

Understanding and Completing the Pattern :

- Revise recurring patterns using concrete objects.
- Call a few students and let them stand in a pattern , with something missing like-
 - Standing- sitting- _____ -sitting standing
 - Hands up- hands down-hands up- hands down-hands up _____ hands up
- Let the students observe one pattern at a time.
- Draw students' attention towards the missing pattern.
- Tell students to come and complete the missing pattern.
- Do it with other classroom material.

Group Activity :

- All the material should be ready for the activity.
- Divide the class into smaller groups.
- Provide each group a sheet with missing patterns (pictures of classroom objects). And, the sheet should be different for each group.
- Instruct students that in their groups, they have to find the missing object (in the worksheet). Then, they have to complete the missing pattern.
- Each group will share their sheet and their complete pattern with the rest of the class.
- The teacher should ensure the participation of each student in the group activity.

- After the activity, provide an opportunity for students to share what they did today. Talk about the missing pattern with students by referring to the activity.

Outdoor Games

Driving a Car Game :

- Let students use a paper plate as a steering wheel.
- Have the students line up in one or two horizontal rows, each one holding her/his steering wheel.
- Stand in front, while facing the students..
- Explain that you will pretend to drive a car and that they would have to follow you.
- Turn your back to the students and take them on a ride.
- While turning your steering wheel to right/left , make sure to turn your body as well.
- Encourage the students to follow you.
- When you want to stop the car, press your foot down as if you're applying the brakes.
- Also, make appropriate sound effects.

Language (English)

Vocabulary Development- Recap Means of Transport :

- Recap vocabulary of means of transport using flashcards.
- Give flashcards to students to see and read the names.
- Motivate students to talk about the pictures using the sentence structure:
 - It is a/an_____.
 - I have a/an_____.
- Refer to the word wall and revise the vocabulary words and sight words from the list.

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 : September
Week : 2

Day 2

Theme: Means of Transport

Material Required- Pictures of means of air transport, /स/ की Worksheet, ice cream sticks, water colours, glue; Worksheet- missing pattern, cards of letter-sound- /M,m/, big book.

Assembly Time

Circle Time

Structured Conversation- Air Transport and their Usage :

- Initiate a discussion on vehicles that fly in the air.
- Ask the students to tell names of vehicles that fly in the air
- Show pictures of different air transport such as: aeroplane, helicopters, hot air balloon, rocket and spaceship and let students talk about it.
- Ask the students about the usage of various air transports. Prompt them, if required.
- Summarise the discussion by talking about air transport in brief, that it is the fastest means of transport, takes lesser time and is best used for longer distances.

Rhyme 27- सड़क बनी है लम्बी चौड़ी (with actions)

Rhyme 28- Aeroplane (with actions)

Language (Hindi)

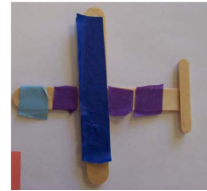
अक्षर- ध्वनि अभ्यास- /स/ + Worksheet-66 :

- पलैशकार्ड की सहायता से /स/ अक्षर, उसके शब्द और पहली आवाज़ का अभ्यास कर लें ।
- विद्यार्थियों को /स/ की आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें ।
- विद्यार्थियों को ऐसे शब्द बताने के लिए प्रोत्साहित करें जिसकी आखिर या बीच में /स/ की आवाज़ आ रही हो जैसे बस, कुर्सी, गुस्सा आदि ।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र/नाम बोर्ड पर बना/लिख लें ।
- उन शब्दों के नाम भी लिख लें और विद्यार्थियों को अक्षर को शब्द के बीच और आखिरी में देखने का मौका दें ।
- विद्यार्थियों के साथ मिलकर सभीओ शब्द दोहरा लें ।
- विद्यार्थियों को वर्कशीट समझाएं ।
- 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

Craft Stick Airplanes :

- Students use ice-cream sticks, watercolour, cut outs and fevicol to create airplanes.
- The teacher demonstrates first and students would complete it with a little help.



Pic Courtesy- www.prekinders.com

Lunch Break

Mathematics

Revising Missing Pattern + Worksheet-67 :

- Revise the missing pattern with students using the board.
- Take students' help to complete the missing pattern.
- Demonstrate and explain the worksheet to students to complete.
- Revise the concept using the worksheet.

Outdoor Games

Traffic Cop (Respecting Rules) :

Description :

- Discuss about the traffic rules and the need of following them
- Assign roles like traffic police, bikers, bus drivers, pedestrians, scooter- riders etc. to students to create a road scene in the class. Also include a zebra crossing and a traffic light.
- Assign symbols or cards to students for different roles so that students could differentiate between bikers, scooter-riders, bus drivers, pedestrians.
- One person(Traffic Police Officer) directs the traffic to make sure kids don't run into each other. It is more fun than it sounds, and helps kids learn about waiting to cross the street and about traffic safety.
- The role of traffic police can be given to different students.

After the game, a detailed discussion could happen on the way students felt while performing their roles. And, ask the following questions-

- How were the traffic cops feeling?
- What were the bikers, scooter-riders, bus drivers, pedestrians keeping in mind while they were on the-road?
- What went well, were they able to follow the rules?
- What was happening when they were not able to follow the rule?

Language (English)

Introduction of letter-sound /M,m/ :

- Narrate the story.

Story- The New Motorcycle

Mohan has many toys. He has teddy bears, puzzle sets, building blocks, cars and many more. But, he likes his toy cars the most. He has different designs of cars, buses, trucks, aeroplanes etc. He vroom ...vrooms his cars all day long. He vrooms it on the table, on the sofa, on the floor, while climbing stairs; wherever he moves around.

Mohan has a pet **monkey**. Even while playing with the monkey in the evening, he becomes either a pilot or a race car driver and the monkey becomes his passenger. Sometimes after office, Mohan's papa takes him and his monkey for a ride in his old scooter. They enjoy these rides a lot.

One **morning** when Mohan was drinking **milk** in his **mug**, his monkey came into the room and started chattering loudly. It pointed to the **main** door and started pulling Mohan towards it. Mohan quickly got up from the chair and followed the monkey outside. The monkey pointed to a shining, new, **maroon** coloured **motorcycle**. The old scooter was gone. Mohan saw the motorcycle and jumped with joy.

He rushed inside to tell his **mother**, "Mummy come and see, come fast, there is a new motorcycle standing outside." Mummy laughingly went out with Mohan to see the motorcycle.

She took out a toy motorcycle from her pocket and gave it to Mohan saying, "Papa has bought a new motorcycle and this toy is for you." He was very happy to see the toy.

That evening papa took Mohan and his pet monkey for a ride around the town on the new motorcycle. Mohan carried his toy motorcycle along with him and vroomed it while riding with his papa too.

- Who has many toys?
 - Which pet does Mohan have?
 - What was Mohan doing one morning?
 - In what was he drinking milk?
 - What was standing outside?
 - What was the color of the new bike?
 - Whom did he tell about the motorcycle to?
- 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

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.
- 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 : September
Week : 2

Day 3

Theme: Means of Transport

Material Required- picture of an aeroplane, /ट/ के कार्ड, picture for picture reading, slates, chalk, material for pattern- ice-cream sticks, counters, blocks, rangometry, classroom objects etc., Worksheet- /M,m/, puppets.

Assembly Time

Circle Time

Structured Conversation- Air Transport- Safety- Care :

- Initiate a discussion on modes of transport and encourage the students to share their experiences of travelling by various modes of transport.
- Show a picture of an aeroplane and ask: Where do you see it: flying in the sky or moving on the roads?
- Let students share their view and summarise the discussion.
- Show pictures of an airport to students and let them guess the name of the place.
- Give them time to think and let them express their thoughts.
- Also, share your own experience of airport and travelling in an aeroplane. Tell students about your own experience from entering an airport, checking- in and taking a flight.
- Ask students- What are the safety measures that one would have to keep in mind while travelling in an aeroplane? Mention about the importance of seatbelt when you board the plane.

Rhyme 27- सड़क बनी है लम्बी चौड़ी (with actions)

Rhyme 28- Aeroplane (with actions)

Language (Hindi)

अक्षर- ध्वनि परिचय- /ट/ :

- विद्यार्थियों को कहानी सुनाएं।

कहानी- टिप्पी के पापा के टमाटर

टिप्पी के घर के सामने एक बड़ा सा ट्रक खड़ा था। टिप्पी अपने पापा को ट्रक में टमाटर भरते हुए देख रही थी। टिप्पी के पापा खेती करते हैं। इस बार उनके टमाटर की फसल बहुत अच्छी हुई है। आज सारे टमाटर बड़े से ट्रक पर लादकर पास की एक बड़ी सब्जी मंडी में ले जा रहे थे।

टिप्पी बहुत खुश थी क्योंकि आज वह अपने पापा के साथ ट्रक में बैठकर सब्जी मंडी जाने वाली थी। टिप्पी ने फटाफट अपनी नीली टोपी पहनी और पापा के साथ चल दी। सब्जी मंडी पहुँचकर बहुत सारे

लोग टमाटर खरीदने आये। कुछ लोगों ने खरीदे हुए टमाटर **टोकरी** में भरे और कुछ लोगों ने **टेम्पो** में भरे। सारे टमाटर बेचने के बाद टिप्पी और उसके पापा ने चटपटी **टिक्की** खायी, और अपने घर की ओर चल दिए।

- कहानी में लड़की का क्या नाम था?
 - टिप्पी के घर के सामने क्या खड़ा था?
 - टिप्पी के पापा टुक में क्या भर रहे थे?
 - टिप्पी ने नीले रंग की क्या पहनी?
 - लोगों ने टमाटर किस-किस में भरे?
 - टमाटर बेचने के बाद टिप्पी और उसके पापा ने क्या खाया?
- 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

Picture Reading- Road Scene -Respecting Traffic Rules :

- Draw a similar scene (2 pictures attached at the end of the plan) on the board/chart.
- Tell students to observe the pictures carefully.
- The teacher begins a discussion on the pictures attached.
- Discussion points-
 - Which rules do you follow while you are on the road?
 - According to you, which rules are important for us to follow? (Talk about the importance of following all the rules.)
 - Which rules are being followed by the people in this picture (where people are following rules)?

Ask the same question again using the other picture:

- Which rules are not being followed by the people?
- What would happen if we do not follow the rules?
- Discuss in each point in detail.

Lunch Break

Mathematics

Creating Pattern in Group :

- Revise the concept using concrete material.
- Provide opportunities for students to extend and complete the pattern.
- Keep material ready like-
 - Ice cream sticks
 - Counters
 - Blocks
 - Rangometry
 - Classroom objects
- Divide the class into smaller groups and provide each group with the mix of above material.
- Instruct the students to make a few patterns of their choice.
- Assist each group wherever required.
- Each group will share their pattern with the rest of the class.

Outdoor Games

Hopscotch :

- This game is different from the traditional hopscotch game.
- Draw the hopscotch on the floor.
- Students will play this game without a place marker (pithoo).
- They have to jump on the squares- with one foot on one square and 2 feet on two squares. Demonstrate the game to students first.

Note - Make more than one hopscotch according to class' strength

Language (English)

Revision of Letter Sound-/M,m/ + Worksheet- 68 :

- With the help of story, revise the letter sounds with students.
- Draw vocabulary words of /m/ on the board and draw a few objects which are not with the /m/ sound.
- Tell the students to name these words and identify their initial sound.
- Let students identify the different vocabulary words where the sound is in the middle or end eg. jam, hammer, camera, tomato, lamp etc.
- Write the names on the board.
- Demonstrate the worksheet to students to colour.
- Focus students' attention to names written.
- Let students read the names and focus on the initial sound.

- Revise all the vocabulary words at the end.

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.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : September
Week : 2

Day 4

Theme: Means of Transport

Material Required- Picture for circle time, /ट/ की Worksheet, material for pattern making- sticks, rangometry, blocks etc., cards of /R,r/, slates, chalk, music for storytelling.

Assembly Time

Circle Time

Structured Conversation- Water Transport :

- Initiate a discussion by sharing the following problem with students
एक बार मैं अपने मामा के घर जा रही थी । मैं वहाँ रेल से गई । रेल से उतरने के बाद जब मैं रेलवे स्टेशन से बहार निकली तो मुझे पता चला की मामा के घर पहुंचने के रास्ते मे एक बड़ी सी नदी थी । अब मैं नदी कैसे पार करूँगी और मैं मामा के घर कैसे पहुँचूँगी ?
- Let students share their views.
Motivate them to think of a solution.
- Summarise the discussion that the places where there is no road connectivity, we use water transport.
- Talk about water transport, let students name various means of water transport.
- Show pictures of different means of water transport to students.



Pic courtesy – www.123rf.com

Rhyme 27- सड़क बनी है लम्बी चौड़ी (with actions)

Rhyme 28- Aeroplane (with actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास - /ट/ + Worksheet-69 :

- फ्लैशकार्ड की सहायता से अक्षर /ट/ और उसे वाले शब्दों का अभ्यास कर लें ।
- विद्यार्थियों को अक्षर /ट/ से और शब्द बताने के लिए प्रोत्साहित करें ।
- बताये गए शब्दों के चित्र बोर्ड पर बना लें और सबके नाम लिख लें।
- विद्यार्थियों के साथ मिलकर सभी शब्द दोहरा लें ।
- विद्यार्थियों को ऐसे शब्द निकालने के लिए भी संकेत दें जिसकी आखिरी या बीच में आवाज़ आ रही हो जैसे बटन, मटर, फट्टा, बट्टा, कट्टा, लोटा आदि ।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें ।
- उन शब्दों के नाम भी लिख लें और विद्यार्थियों को अक्षर को शब्द के बीच और आखिरी में देखने का मौका दें।

- विद्यार्थियों को वर्कशीट समझाएं।
- 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

Riddles- Which Means of Transportation am I?

- Play transportation sounds for the students.
- Have them guess which means of transportation it is.
- You can also provide pictures to ensure proper association.

Lunch Break

Mathematics

Creating Pattern :

- Talk about the previous day's experience.
- Let students share some of the patterns made on the day earlier.
- Distribute material to students in small groups.
- Instruct students to create patterns individually.
- Help/assist students wherever required.
- After the activity, talk about students' experiences.

Outdoor Games

Physical Activity- PT Drill :

Take the students out to the ground and get them to do simple PT exercises with you. You can add exercises of your choice.

Language (English)

Introduction of Letter-Sound /D,d/ :

- Narrate the story.

Story- Disha and Daksh make a Doll's House

Disha had many **dolls**. A tall doll. A short doll. A blue doll. A yellow doll. A pink doll. A green doll. A big doll. A small doll. "Too many dolls," said her mother one day, "We need to do something for your dolls." "Why don't you make a **doll's house**?" said her grandmother. "I could do that!" said Disha happily.

Disha's brother **Daksh** asked, "Didi, can I keep my toys in your doll's house?"

"Only if you help me make it Daksh," said Disha.

There was a big carton kept on top of the cupboard. Disha's father brought down the empty carton for her. Disha's father helped Disha and Daksh in making the doll's house. "A house needs a door," said her father, "Let's draw a big door for your doll's house." Their father took drew a dark line with a pen. He cut the door out and said, "Let's enter your doll's house."

"My doll first," said Disha.

"My drum first," said Daksh.

The two pushed their hands through the **door**. "Don't do that" said their father, "You will damage your doll's house even before it is done!"

"Take turns to put your toys inside," said their mother.

"My blue drum through the door, d-d-d-d-d," said Daksh taking his drum through the door.

"My yellow doll through the door, d-d-d-d-d" said Disha taking her doll through the door.

"My yellow duck through the door, d-d-d-d-d" said Daksh, taking his duck through the door.

"My brown doll through the door, d-d-d-d-d" said Disha taking another doll through the door.

"My brown dog through the door, d-d-d-d-d" said Daksh taking his dog through the door.

- What were the names of the children in the story?
 - What did Disha make for her dolls?
 - What did Disha's father suggest her to make for the doll house?
-
- 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 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

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.
- 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 : September
Week : 2

Day 5

Theme: Means of Transport

Material Required- यातायात के साधनों के कार्ड, paper for folding, Worksheet- boat, dices, bowls-5, rangometry, blocks, story books, Worksheet-/D,d/.

Assembly Time

Circle Time

Structured conversation- Water Transport :

- Initiate a discussion on various water transport.
- Have the students name the means of transport under each mode.
- Ask the students if vehicles of water have wheels or not. If not, why?
- Listen to their responses and show them pictures, if needed.
- Ask the students if they have ever used water transport.
- Share your own experience of using a water transport. Also, encourage to share their experiences.
- Summarise the discussion by saying that water vehicles do not have wheels, and only the vehicles that run on roads have wheels.

Rhyme 27- सड़क बनी है लम्बी चौड़ी (with actions)

Rhyme 28- Aeroplane (with actions)

Language (Hindi)

शब्दकोष विकास- यातायात के साधन :

- विद्यार्थियों के साथ सारे शब्द दोहरा लें।
- सभी शब्दों के नाम विद्यार्थियों के साथ पढ़ें।
- बोर्ड पर वाहन का चित्र लगाएं और उसके आगे 3 नाम लिख दें जिसमें से एक नाम सही और दो गलत होंगे
- इसी प्रकार सभी चित्र लगा कर कर लें।
- विद्यार्थियों की मदद लेकर सही शब्दों पर गोला लगवा लें।
- जब एक विद्यार्थी आगे आ के सही शब्द पर गोला लगा रहा हो तो बाकि बाचे स्लेट पर सही शब्द का नाम लिख लेंगे।
- बोर्ड पर करने के बाद सभी विद्यार्थी अपने शब्दों को मिला लेंगे।
- एक बार फिर शिक्षक सभी शब्दों को विद्यार्थियों के साथ मिलकर पढ़ लेंगे।

Free Play/ Indoor/ Art and Craft

Paper folding of Boat + Worksheet- 70 :

- First, demonstrate the paper folding of a boat.
- Distribute papers.
- Instruct the students to follow you, while giving demonstrations.
- Explain the worksheet and assist them to paste the paper boats in it.

Lunch Break

Mathematics

Rhyme 24- Once I caught a fish alive

Counting Experience- (1-5) :

Game- Win as Much as you Can :

- Divide the class into small groups.
- Each group is given a small dice and a bowl full of rangometry pieces/ counters.
- Instruct the students that each student in their respective groups will get a turn to roll the dice. Then, the student would have to count the dots and take that many number of counters/ rangometry from the bowl.
- 10 minutes will be given to the groups to play the game.
- After the activity, encourage each student to count their rangometry pieces/counters.
- In each group, the student having the maximum number of rangometry pieces/counters will win the game.
- The teacher demonstrates the game before providing material to each group.

Outdoor Games

Shadow Tag (Catch The Shadow) :

- In this fun version of Tag, you tag each other's shadow with your feet instead of tagging their body. Here, the students would have to protect their body as well as its shadow from being 'tagged'.
- Thus, it must be played on a sunny day.
- The closer to noon, the greater the difficulty.

Note – This is similar to 'pakadam pakadai', except that the seeker instead of touching the players must touch the shadows of the players with his/her feet.

Language (English)

Revision of Letter- Sound /D,d/ + Worksheet- 71 :

- With the help of the story, revise the letter sounds with students.
- Draw vocabulary words of /D,d/ on the board and draw a few objects which are not with the same sound.
- Tell students to name the words and identify the initial sound.
- Let students identify the different vocabulary words where the sound is in the middle or end e.g. bed, bird, candy, food etc.
- Write the names on the board.
- Demonstrate the worksheet for the students to colour.
- Focus the students' attention to names written.
- Let the students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Library Activity

Book Holding :

- Show a book to the children.
- Demonstrate how to hold the 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 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 : September
Week : 2

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 17) to students to complete.



Pic Courtesy- www.tes.com



Pic Courtesy- www.123RF.com



Pic Courtesy- www.youtube.com
www.daijiworlds.com



Pic Courtesy-



Pic courtesy – www.alemy.com
www.dreamstime.com

Pic courtesy –



Pic courtesy – 123RF.com

Class : KG
Month : September
Week : 3

Day 1

Theme: Means of Transport

Material Required- /त/ अक्षर के कार्ड, स्लेटी, चॉक, Worksheet- What is missing, dot dice-4, rangometry, road sign cards, cards of means of transport(according to class strength), cards for story telling.

Assembly Time

Circle Time

Free Conversation :

- Let the students talk about anything they feel like sharing: things they did at home, games they like to play, things they like to eat, etc.
- Suggest a topic that you want the students to discuss.
- Talk to students about things they loved doing in the school during this week, anything they enjoyed doing, anything they did not like, etc.

Rhyme 29- एक छोटी किशती मेरे पास (with actions)

Language (Hindi)

अक्षर- ध्वनि परिचय- /त/ :

- विद्यार्थियों को कहानी सुनाएं।

कहानी- मेले की सैर

तन्नू और **तनूजा** आज सुबह से ही **तैयार** होकर बैठे हुए थे। वह दोनों बहुत खुश थे क्योंकि आज वह अपने **ताऊजी** और **ताईजी** के साथ मेला जाने वाले थे। मेला उनके गांव के पास वाले शहर में लगा हुआ था।

तन्नू और तनूजा अपने ताऊजी, ताईजी के साथ **तांगे** में बैठकर बस स्टैंड की ओर चल दिए। बस स्टैंड पर पहुँचते ही उन्होंने शहर के लिए बस पकड़ी। थोड़ी देर में वे मेले में पहुँच गए।

मेले में पहुँचते ही तन्नू बोली, "यहाँ पर तो इतनी ढेर सारी चीज़ें हो रही हैं, पहले क्या करें?"

तभी तनूजा ने कहा, "आओ पहले गरम-गरम टिक्की खाते हैं।"

ताऊजी सबके लिए टिक्की ले आये। तन्नू ने जैसे ही टिक्की खायी वह ज़ोर से चिल्लाने लगी, " अरे भाई ! यह तो बहुत ही **तीखी** है।"

यह सुनते ही, ताईजी फटाफट जाकर दोनों के लिए मीठा-मीठा **तरबूज** का रस ले आयी। खाना-पीना खत्म करके दोनों झूलों के पास चल दिए। तनूजा और तन्नू झूला झूलने में मस्त हो गए। दोनों ने मेले के सारे झूले झूले और कई दुकानों में गए। उन्हें घर वापस जाने का मन ही नहीं कर रहा था।

ताऊजी ने आखिरकार बोला, "बस करो तन्नू और तनूजा ! घर चलो! रात हो गयी है। अब तो तारे भी निकल आए हैं।"

- कहानी में दोनों लड़कियों के नाम बतलाओ?
- वे किनके साथ मेला देखने गए?
- वे किस पर बैठकर बस स्टैंड गए?
- वे कितनी देर में मेला पहुँच गए?
- उन्होंने मेले में क्या खाया?
- ताईजी दोनों बच्चों के लिए किसका रस लाई ?

- 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

What is Missing? + Worksheet- 72 :

- Draw vehicles like bus, car etc. and miss drawing one of its parts.
- Call out students to identify and complete the missing part.
- Explain the worksheet to students and provide crayons to them.
- After completing the worksheet, revise the names of the vehicles and talk about the missing parts.
- Draw the complete picture on the board for the students to do self correction.

Lunch Break

Mathematics

Rhyme 22- हम भालू को गिनती सिखाएंगे

Counting Experience of Numbers 1-5 :

- Divide the class into small groups.
- Each group is given a small dice and a bowl full of rangometry pieces/ counters.
- Instruct the students that each student in their respective groups will get a turn to roll the dice. Then, the student would have to count the dots and take that many number of counters/ rangometry from the bowl.
- 10 minutes will be given to the groups to play the game.
- After the activity, encourage each student to count their rangometry pieces/counters.
- In each group, the student having the maximum number of rangometry pieces/counters will win the game.
- The teacher demonstrates the game before providing material to each group.

Outdoor Games

Sign Game :

- Introduce the traffic signs to students, one by one.
- Let students be familiar with the sign board.
- Initially, give verbal instructions with the signs for students to become familiar with the sign. For Eg- stop and children suddenly stop... Then the teacher shows the sign board go and say go etc.
- Later, use only signs.
- Let the students hold up the sign cards and other students have to follow the signs.
- After the activity, discuss the importance of the traffic signs on the roads.



Pic Courtesy- www.dreamtime.com

Language (English)

Vocabulary Development- Revision of Means of Transport :

- Revise all the vocabulary words with students.
- Write the names on the board and read with students.
- Rub the board.
- Provide slips of names of vehicles(with pictures) to students and motivate students to read (multiple slips of the same vehicle can be made for students).
- Paste the names of the vehicles on the walls.
- Students read the names and stand near the correct word.
- After the activity, read all the names of the vehicles with students using the word wall.

Introduction of Oral Blending- Three letter words :

- Do oral blending with students.
- Tell students to make words by joining letter sounds.
- Call out different sounds and let them blend the letters like- b...u...s = bus, c..a...p = cap
- Give opportunities to students to blend as many words as they can (assist the students whenever required).

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 gave 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.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : September
Week : 3

Day 2

Theme: Means of Transport

Material Required- /त/ की Worksheet, material for pretend play, dice(numbers written with dots), rangometry, cards of letter-sound-/g/, story book.

Assembly Time

Circle Time

Structured Conversation- Safety while Travelling in Water Transport- Care :

Discuss about taking care while travelling in a boat by the following incident with students:

जब मैं मामा के घर जा रही थी तो एक बच्चा बार नाव में खड़ा हो रहा था । कभी वो नाव में इस तरफ से उस तरफ जाने की कोशिश कर रहा था और कभी नाव में कूद रहा था और बार- बार पानी में हाथ डाल रहा था । उसे ये सब करते देख उसके मम्मी पापा उसे डाँट रहे थे और आस पास बैठे लोग भी ।

After narrating the instance, ask questions such as:

- लोग उस बच्चे को क्यों डाँट रहे थे ?
- अगर हम नाव करते समय हिलते डुलते रहेंगे या कूदेंगे तो क्या होगा?
- नाव में सफर करते हुए क्या ध्यान रखना चाहिए ?

After students' responses, summarise the discussion that while travelling in a boat, we should be careful that we do not create so much movement because the boat can lose its balance and can drown.

Rhyme 29- एक छोटी किशती मेरे पास (with actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास - त + Worksheet-73 :

- विद्यार्थियों के साथ मिलकर, अक्षर और उसके शब्दों का अभ्यास कर लें।
- विद्यार्थियों को मौका दें कि वे अक्षर से शुरू होने वाले शब्दों को बताएं।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें।
- कुछ शब्दों के संकेत विद्यार्थियों को दें जिसकी आखिरी या बीच में अक्षर की आवाज़ आती हो जैसे बतख, खत, छत, बोतल आदि।
- शब्द बोलकर विद्यार्थियों को मौका दें कि वे सुन पाएं कि शब्द में अक्षर की आवाज़ कहाँ से आ रही है।
- शब्दों के चित्र बोर्ड पर बनाएं और चित्रों के नाम लिखें।
- विद्यार्थियों के साथ मिलकर नाम पढ़ें।
- वर्कशीट विद्यार्थियों को समझाएं और करने को दें।
- विद्यार्थियों का ध्यान चित्रों के नाम की ओर ले जाएं।
- विद्यार्थियों को नाम पढ़ने के लिए प्रोत्साहित करें।

- वर्कशीट में चित्रों में रंग करते समय पहली आवाज़ पर भी ध्यान देने को कहें।

अक्षरों की आवाज़ों को मिलाना :

- विद्यार्थियों को निर्देश दें की वे बोले गए अक्षरों की आवाज़ों को मिलाकर शब्द बनाने की कोशिश करें।
- विद्यार्थियों को कुछ उदहारण दें जैसे- ब..स ---- बस।
- बच्चोंको और अलग अलग तरह की आवाज़ों को मिलाने को कहें, जैसे:
क..प = कप, म.. ग= मग, फ.. ल= फल, ज.. ग= जग
- यदि विद्यार्थी दो अक्षर के शब्दों की आवाज़ें मिला रहे हैं तो उनके साथ तीन आवाज़ों से शुरू करें-
म.. ट.. र= मटर, च..म..क= चमक , ब..ट ..न = बटन, न..म..क= नमक, झ...प..ट=झपट ,
क..म..र = कमर

Free Play/ Indoor/ Art and Craft

Pretend Play :

- Give boxes, cartons, old tyres, toilet paper rolls, strings and other waste material to students for pretend play.
- Let students indulge in pretend play and play with each other.
- Two separate corners with the same material can be made so more students can play together.

Note- The material should be safe for students to play.

Lunch Break

Mathematics

Rhyme 22- हम भालू को गिनती सिखाएंगे

Counting Experience of Number 1-5 :

- Divide the class into three or four groups.
- Provide each group one dice (numbers written with the dots) and rangometry in a big bowl.
- In each group of students would roll the dice and pick an equal number of rangometry pieces.
- Each student gets 3-4 turns in his/her respective group.
- Later the students would count the collected pieces.
- Then each student would make something using their collected pieces.

Outdoor Games

Game- Mamaji oh Mamaji :

- Let students form a circle.
- The teacher becomes mamaji and stands in the centre.
- The students walk in a circle and sing ' Mamaji o Mamaji, where will you take us? "
- Mamaji can name any place e.g., Mumbai or zoo?
- Then the students say "How will we go?"
- Mamaji says 'Train'
- The students move in the circle and imitate the sound of the vehicle and movement of the train.
- The students take turns later and become mamaji.
- As many as vehicles can be used in the game.

Language (English)

Introduction of Letter-Sound G/g :

- Narrate the story.

Story - Grandma's Garden

Down the street there lived a grumpy old grandmother with a beautiful garden. She had the prettiest flowers in her garden. There was a big mango tree and a jamun tree. A fine mulberry tree with tangy mulberries. And a guava tree with bright green guavas. All the children on the street stopped by her gate to gaze at the Grandma's garden. But grandma did not like children playing in her garden. "Go Go Go away!" She growled whenever she saw little children enter her gates.

Near grandma's garden there lived two girls, Gauri and Garima. The girls were very scared of the grumpy old grandma. Whenever they reached grandma's garden gates they hurried without looking at anything. One day Gauri and Garima saw a herd of goats grazing in grandma's garden. The gates were open and the goats wandered in to eat the green grass in grandma's garden.

The girls stopped at the gate gaping at the goats. Where was grandma? Why didn't she lock the gate like she always did? How did she let the goats enter her garden? The girls knew that grandma loved her garden. She wouldn't like goats eating her grass and plants. "Grandma...Grandma!" They shouted. "Where are you Grandma?" But grandma did not reply. What would the girls do? {Ask the students what should the girls do?}

"We have to chase the goats out," suggested Gauri as she picked up a stick.

"Hutt...Hutt...Hutt" she went after the goats. The goats bleated at her

"Baa...Baa..Baa". Gauri chased the goats away and locked the gates to the garden.

Garima went towards Grandma's house. Was she inside the house? Was she unwell?

"Grandma, grandma," called out Garima. When the girls went inside the house they found grandma on her bed. She had high fever. "There were goats inside your garden grandma," said Gauri. "Do you have medicines Grandma?" asked Garima.

"Thank you my girls for taking care of my garden," said Grandma. "You are really good girls. You can always come to eat the guavas from my garden."

Gauri and Garima looked at each other and smiled. "Thank you Grandma! You are really kind," they said.

- Do you remember the name of the story?
 - Do you remember the names of the girls in the story?
 - Whenever the grandma saw children in her garden, what did she say?
 - One day Gauri and Garima saw the garden gates open. What did they see inside?
 - What were the goats eating?
-
- 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 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.

Note: While the students are drawing, move around in the classroom and let them practice letter formation by tracing the letter on the sandpaper

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 : September
Week : 3

Day 3

Theme: Means of Transport

Material Required- न अक्षर के चित्र कार्ड, picture of an aeroplane, slates, chalk, material for pretend play, Worksheet of letter-sound- /g/, picture book.

Assembly Time

Circle Time

Structured Conversation- Means of Transport- My Favourite Vehicle :

- Recap modes of transport covered till now.
- Show a picture of an aeroplane and pose questions such as:
 - Where do you think it flies? / What other vehicles fly in the air? / How do you think they fly in the air?
- Ask the similar question related to other vehicles.
- Focus on the names of the vehicles.
- Ask –“Which is your favourite vehicle and why?”
- Let students sit in pairs and share
- Later ask a few students to share with the whole class.
- Display these flashcards on the word walls for future reference.

Rhyme 29- एक छोटी किशती मेरे पास(with actions)

Language (Hindi)

अक्षर- ध्वनि परिचय- /न/ :

- विद्यार्थियों को कहानी सुनाएं ।

कहानी- ननिहाल की ओर

नव्या की गर्मियों की छुट्टियां शुरू हो गयी हैं। वह अपने नाना-नानी के घर बनारस जाने वाली है। उसके पापा ने रेलगाड़ी की टिकट पहले ही करवा ली है। बनारस जाने वाले दिन नव्या जल्दी से नहाकर तैयार हो गयी। पापा ने ऑटो बुलवाया।

पापा बोले, " जल्दी से सामान रखो, ऑटो आ गया है।"

मम्मी ने फटाफट नाश्ता एक बैग में डाला। सबने मिलकर सामान ऑटो में रखा और रेलवे स्टेशन की ओर चल दिए। रेलगाड़ी में सामान रखकर नव्या खिड़की के पास बैठ गयी। बनारस पहुँचने में नौ घंटे लगते हैं।

गाड़ी चलने पर नव्या ने कहा, "मम्मी मुझे भूख लग रही है, मुझे कुछ खाने को दो।"

मम्मी ने नव्या को **नाशपाती** दिया। नव्या नाशपाती खाते हुए बाहर का नज़ारा देखने लगी। बनारस पहुँच कर वे रिक्शा ले कर गंगा **नदी** तक पहुंचे। फिर उन्होंने **नाव** से नदी पार की। नाना-नानी का घर नदी के उस पार है। सबको नाव में बड़ा मज़ा आया।

- किसकी गर्मियों की छुट्टी हो गयी थी?
 - वे छुट्टियों में किसके घर जा रहे थे?
 - मम्मी ने बैग में क्या रखा?
 - बनारस पहुँचने में कितने घंटे लगते हैं?
 - भूख लगने पर नव्या ने क्या खाया?
 - खिड़की के बाहर नव्या क्या देखने लगी?
 - रिक्शा ले कर वे कहाँ पहुंचे?
 - उन्होंने नदी किस से पार की?
- 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 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-घूम कर 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

Pretend Play :

- Give boxes, cartons, old tyres, toilet paper rolls, strings and other waste material to students for pretend play.
- Let students indulge in pretend play and play with each other.
- Two separate corners with the same material can be made so more students can play together.

Note- The material should be safe for students to play.

Lunch Break

Mathematics

Experience of Numbers 1-5 :

- students go out to the ground and collect some dried leaves but not more than five.
- Send students in smaller groups to avoid chaos.
- students have to bring the leaves and count them.
- Instruct the students to make designs using their leaves.
- Give slates to students and let them keep their leaves on their slates.
- Teacher will write the quantity on the slates of students.
- students share their slates with their friends.

Outdoor Games

Red Light-Green Light :

- One person becomes the traffic light at one end, and all the other players are on the other side. When the traffic light faces the group, he or she says, "Red light!" Then everyone must freeze.
- Traffic light then turns his or her back and says, "Green light!" and the group tries to move in the given space as much as possible.
- The traffic light turns around quickly, again saying, "Red light!" Now if anyone is spotted moving, they have to go back to the starting place. The first person to tag the traffic light wins and gets to be the next traffic light.

Language (English)

Revision of Letter-Sound G/g + Worksheet-74 :

- With the help of G/g story, revise the letter sounds with students.
- Draw vocabulary words of h on the board and draw a few objects which are not with the same sound.
- Tell students to name the words and identify the initial sound.
- Let the students identify the different vocabulary words where the sound is in the middle or at the end eg. bag, big, dog, mango etc.
- Write the names on the board.
- 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.

Introduction of Oral Blending- Three Letter Words :

- Do oral blending with the students.
- Tell them to make words by joining sounds.
- Call out different sounds and let them blend the letters like- b...u...s = bus, c..a...p = cap.
- Give opportunities to students to blend as many words as they can (assist them whenever 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.
- 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 : September
Week : 3

Day 4

Theme: Means of Transport

Material Required- picture cards of means of transport (according to class strength), न की Worksheet, material for different classroom corners, box, balls, dice, pictures of letter sound-/u/, story book.

Assembly Time

Circle Time

Structured Conversation- Means of Transport :

- Talk about different means of transport.
- Let the students name them and tell them which one is land, air or water transport.

Game:

- Play it as an outdoor game.
- Make three different spaces for land/air and water transport and make different symbols for identification.
- Make students stand in a circle.
- Provide one slip to each student of means of transport in which the vehicle is drawn/ written.
- students have to think about vehicle which would fit in each category.
- students have to stand on the correct space.
- After the game finishes, the students talk about their means of transport and where it belongs.

Rhyme 29- एक छोटी किशती मेरे पास (with actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- न + W /S-75 :

- विद्यार्थियों के साथ मिलकर, अक्षर और उसके शब्दों का अभ्यास कर लें।
- विद्यार्थियों को मौका दें कि वे अक्षर से शुरू होने वाले शब्दों को बताएं।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें।
- कुछ शब्दों के संकेत विद्यार्थियों को दें जिसकी आखिरी या बीच में अक्षर की आवाज़ आती हो जैसे बतख, खत, छत, बोतल आदि।
- शब्द बोलकर विद्यार्थियों को मौका दें की वे सुन पाएं कि शब्द में अक्षर की आवाज़ कहाँ से आ रही है।
- शब्दों के चित्र बोर्ड पर बनाएं और चित्रों के नाम लिखें।
- विद्यार्थियों के साथ मिलकर नाम पढ़ें।
- वर्कशीट विद्यार्थियों को समझाएं और करने को दें।

- विद्यार्थियों का ध्यान चित्रों के नाम की ओर ले जाएं।
- विद्यार्थियों को नाम पढ़ने के लिए प्रोत्साहित करें।
- वर्कशीट में चित्रों में रंग करते समय पहली आवाज़ पर भी ध्यान देने को कहें।

अक्षरों की आवाज़ों को मिलाना :

- विद्यार्थियों को निर्देश दें की वे बोले गए अक्षरों की आवाज़ों को मिलाकर शब्द बनाने की कोशिश करें।
- विद्यार्थियों को कुछ उदहारण दें जैसे- ब..स ---- बस।
- बच्चोंको और अलग अलग तरह की आवाज़ों को मिलाने को कहें, जैसे:
क..प = कप, म.. ग= मग, फ.. ल= फल, ज.. ग= जग।
- यदि विद्यार्थी दो अक्षर के शब्दों की आवाज़ें मिला रहे हैं तो उनके साथ तीन आवाज़ों से शुरू करें-
म.. ट.. र= मटर, च..म..क= चमक, ब..ट ..न = बटन, न..म..क= नमक, झ...प..ट=झपट,
क..म..र = कमर।

Free Play/ Indoor/ Art and Craft

Area Setup- Classroom Corners :

Let students experience each corner. Initially the teacher is helping and playing with students. Introduce all four corners today-

- **Bus corner-** Place chairs in a row one behind the other. students board the **bus** and take turns being the bus driver (or place a mat with bus flashcard on the wall if arranging chairs is not possible). You may add accessories such as backpacks, lunch boxes, etc. A role play can be done where a conductor is giving tickets to passengers and a driver is driving. People are boarding and getting down from the bus. Start with the whole class.
- **Airplane Corner-** Let students pretend they are in an airport. Play the announcement in your phone and make students hear the announcement. Provide sheets as boarding pass to students. Do a roleplay where people are helping the passengers to board the **airplane**. Accessories can arrange from suitcases and hats, etc. Let students sit and listen to the announcement. Let students listen to the rules like fasten the seat belts etc.
- **Boat Corner-** For a **boat**, set a large blanket on the floor. Be sure to make it clear that the surrounding area is water. Use a small spray water bottle to spray students who touch the water (floor around the blanket). Keep more than one blanket according to the class strength.
- **Train Corner-** For a **train**, students hold on to each other's waists and walk around the daycare. You can add obstacles such as a box on the floor for them to avoid. They mustn't let go or the train will be derailed. The role play can be done where students are boarding the train and sitting in the train and enjoying their journey.

Lunch Break

Mathematics

Counting Experience of Numbers 1-5 :

Game- 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 has 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." 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, "How many laddoos will you throw will be decided by the dice" (keep the dice with dots and numbers).
- One by one, have the students come and roll the dice and according to the number, he/she will throw the laddus to the sher.
- Use the dot dice for the activity.
- Ask the students how many laddoos did they feed the Sher?
- Focus on the numerals too.

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

Outdoor Games

Game- Mamaji oh Mamaji:

- Let the students form a circle.
- The teacher becomes mamaji and stands in the centre.
- The students walk in a circle and sing ' Mamaji o Mamaji, where will you take us? "
- Mamaji can name any place e.g., Mumbai or zoo?
- Then the students say "How will we go?"
- Mamaji says 'Train'
- The students move in the circle and imitate the sound of the vehicle and movement of the train.
- The students take turns later and become mamaji.
- Use as many as vehicles you can.

Language (English)

Introduction of letter-sound /U,u/ :

- Narrate the story.

Story- Sameer's Unwell Uncle

Sameer's **uncle** lived in a village. One day Sameer's father got a call that his uncle was **unwell**. Sameer's father decided to go to the village to take care of him. Sameer also wanted to meet his uncle. So his father booked two train tickets.

They packed their clothes in a suitcase. On the day of the journey it was raining heavily. Sameer took his colourful **umbrella** and his father a big, black umbrella. They took an autorickshaw to the railway station. Sameer got off quickly and started running towards the platform.

His father said loudly, "Sameer it's **unsafe** to run. There are lots of people here. You will get lost." Sameer stopped running and held his father's hands.

They got on their train and took their seats. His father kept the suitcase and the umbrellas **under** the seat. Sameer took the **upper** berth and his father the lower one. Sameer sat at the window and looked at the changing scenes outside. After sometime he **unpacked** his storybook from the bag to read.

The next morning they reached their station. Now Sameer could meet his unwell uncle and take care of him.

- Who lived in the village?
 - What had happened to Sameer's uncle?
 - As it was raining what did Sameer and his father take?
 - Why did his father ask him not to run in the station?
 - Where did they keep their suitcase and umbrella?
 - Which berth did Sameer take?
-
- 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 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

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 : September
Week : 3

Day 5

Theme: Means of Transport

Material Required- pictures cards of means of transport(two to each group), यातायात के साधनों के चित्र, concrete material for number-1, slates, chalk, Worksheet of letter-sound /u/, music for storytelling.

Assembly Time

Circle Time

Structured Conversation- Modes of Transport :

- Initiate a discussion on modes of transport by asking them how many types or modes of transport do we have? (water/air/land)
- Ask the students if they visit any family members which mode of transport will they use and why.
- Let the students think about the uses of various modes of transport, mode used for small distances and mode used for long distances, etc.

Activity- We can Compare :

- Divide the students into small groups.
- Provide each group with two means of transport flashcards like- bus and cycle, train and aeroplane etc.
- Tell the students to compare means of transport on the basis of their appearance, usage and parts etc.
- For helping the students, the teacher would do the demo using two means of transport.
- Each group would get a chance to present.

Rhyme 29- एक छोटी किशती मेरे पास (with actions)

Language (Hindi)

शब्दकोष विकास- यातायात के साधन (कार, बस, रेलगाड़ी, जहाज, नाव, हवाईजहाज) :

- विद्यार्थियों के साथ मिलकर सभी शब्दों का फ्लैशकार्ड की मदद से अभ्यास कर लें ।
- विद्यार्थियों को मौका दें की वे फ्लैशकार्ड को पास से देख कर उनके नाम पढ़ें ।
- फ्लैशकार्ड को बोर्ड पर लगा दें और विद्यार्थियों से उनके नाम पूछकर बोर्ड पर चाक की मदद से नाम लिखें और दुबारा पढ़ें ।
- विद्यार्थियों द्वारा बनाये गए चित्र (पहले दिन बनाये हुए)विद्यार्थियों में बाँट दें।
- यातायात के साधनों के नाम अलग अलग दीवारों पर लगा दें ।
- विद्यार्थियों को कहें की अपना चित्र देखकर सही नाम के पढ़कर उसके पास आ कर खड़े हो जाएं ।
- जब सभी विद्यार्थी नामों के पास खड़े हो जाएं तो एक बार जांच लें की वे सही जगह पर खड़े है या

- नहीं।
- कार्ड वापस लेते समय विद्यार्थियों को अपने अपने कार्ड के बारे में बोलने का मौका दें।-
 - यह _____ है।
 - यह _____ चलता/उड़ता है।
 - इसका रंग _____ है।
 - शब्दों का अभ्यास दीवार पर लगे शब्दों की सहायता से करें।

अक्षरों की आवाज़ों को मिलाना :

- विद्यार्थियों को निर्देश दें की वे बोले गए अक्षरों की आवाज़ों को मिलाकर शब्द बनाने की कोशिश करें।
- विद्यार्थियों को कुछ उदहारण दें जैसे- ब..स ---- बस।
- बच्चोंको और अलग अलग तरह की आवाज़ों को मिलाने को कहें, जैसे:
क..प = कप, म.. ग = मग, फ.. ल = फल, ज.. ग = जग।
- यदि विद्यार्थी दो अक्षर के शब्दों की आवाज़ें मिला रहे हैं तो उनके साथ तीन आवाज़ों से शुरू करें-
म.. ट.. र = मटर, च.. म.. क = चमक, ब.. ट .. न = बटन, न.. म.. क = नमक, झ... प.. ट = झपट,
क.. म.. र = कमर।

Free Play/ Indoor/ Art and Craft

Game- I'm Going on a Trip and I'm Packing...

- Get the groups to sit down.
- Begin the game by saying, "I'm going on a trip by..." (ex.: airplane).
- The game continues with a student saying, "I'm going on a trip by airplane and by train."
- Each student adds another means of transport.
- The teacher writes/draws the responses on the board for help.
- Read and revise all the means of transport.

Lunch Break

Mathematics

Introduction of Numeral 1 :

Activity- Teacher places a picture of Billu heron on the class wall with 3 beaks:

- She provides a context for number 1 by telling a short story

Billu is a heron. He has always wanted to be different from other herons and wished he had more than one beak. One day when he woke up, he found that he had many beaks. He was very happy and could not wait to catch fish with his new beaks. But, every time he would try to catch a fish, all his beaks would start moving together and the fish would escape. So, he could not catch any fish. He slept without eating anything. While sleeping, he was wondering how many beaks did, he really need?

- Stop the story and ask the students, how many beaks does Billu really need.
- Take the responses and show a few more pictures of birds, focusing on the

beak.

- Tell students to observe things around them which are 1 in quantity around them. Example; 1 nose , 1 tongue,1 sun ,1 moon etc.
- Write/draw the responses on the board.
- Instruct the students to take out any one thing from their bags.
- Make the students do some actions like- clap 1 time, jump 1 time, turn around, raise one hand, show one finger etc.
- Now focus on the board's drawing.
- Show numeral 1 to students.
- Do the air tracing of number 1.
- Let the students write 1 on their slates and draw any one thing of their choice on their slates.

Outdoor Games

Game- Traffic Cop (Respecting Rules) :

Description :

- Discuss about the traffic rules and how they should be followed.
- Assign the roles like bikers, bus driver, pedestrians, scooter rider etc. to students.
- Assign symbols or cards to students for different roles so that students could differentiate between bikers, scooter riders, bus drivers, pedestrians.
- One person directs the traffic to make sure kids don't run into each other. It is more fun than it sounds, and helps kids learn about waiting to cross the street and about traffic safety.
- The role of the traffic cop can be given to different students.
- Zebra crossing and traffic light would be used during the game.

After the game, a detailed discussion could be happening on the feeling of the students that

- How were the traffic cops feeling?
- What were the bikers, scooter riders, bus drivers, pedestrians keeping in mind while they were on the road?
- What went well, were they able to follow the rules?
- What was happening when they were not able to follow the rules.

Language (English)

Revision of Letter-Sound U/u + Worksheet-76 :

- With the help of the story, revise the letter sounds with students.
- Draw vocabulary words of U/u on the board and draw a few objects which are not with the same sound.
- Tell the students to name the words and identify the initial sound.
- Let students identify the different vocabulary words where the sound is in the middle or end eg. bug, mug etc.
- Write the names on the board.

- Demonstrate the worksheet to students to colour.
- Focus students' attention to names written.
- Let students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Oral Blending- Three Letter Words :

- Do oral blending with students.
- Tell students to make words by joining sounds.
- Call out different sounds and let them blend the letters like- b...u...s = bus, c..a...p = cap
- Give opportunities to students to blend as many words as they can (assist the students whenever required).

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

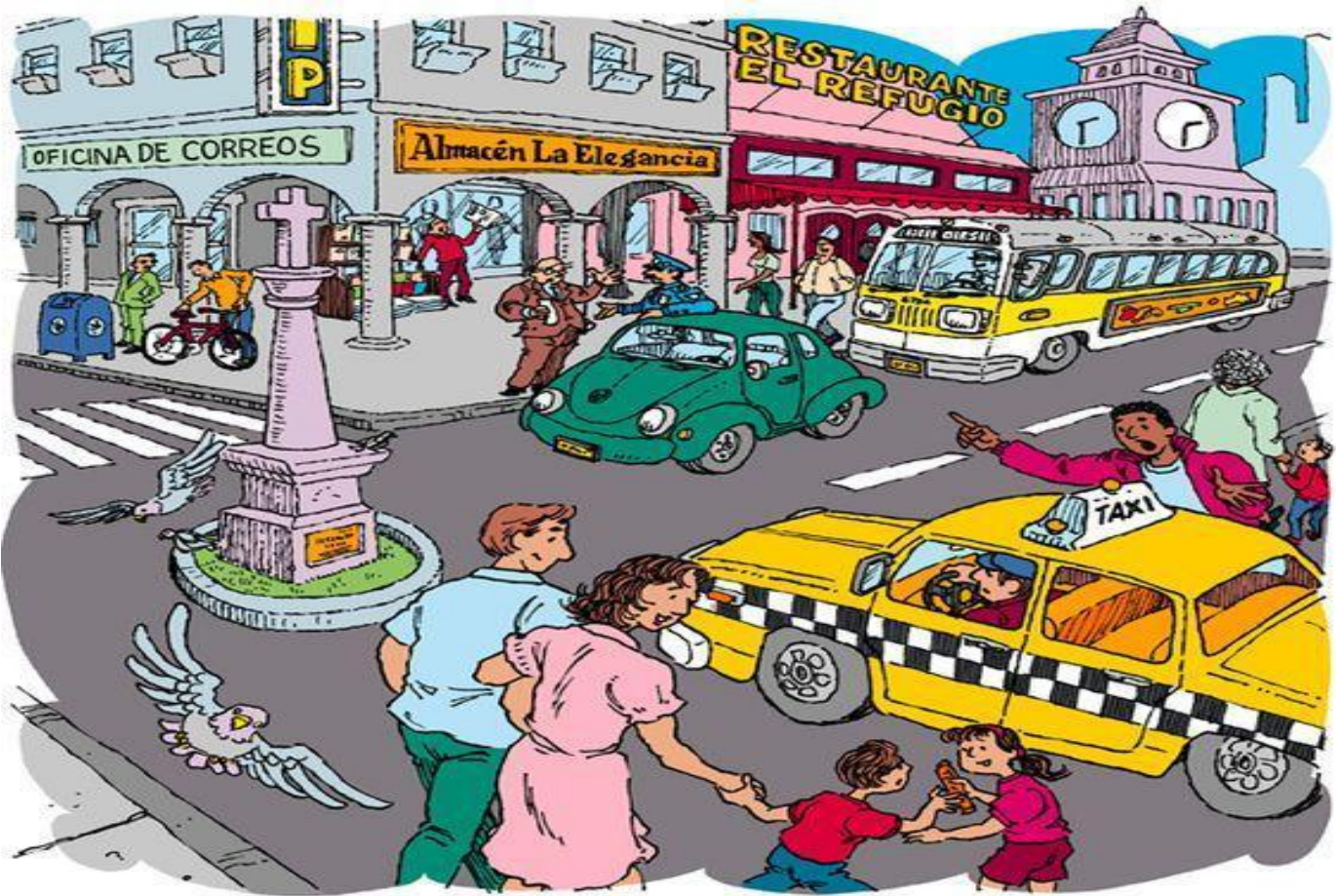
- Recall the day in sequence and also give the students a brief about the activities coming up the next day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the student's level. Maintain eye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

Class : KG
Month : September
Week : 3

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 18) to students to complete.

Pic courtesy – www.pinterest.com



Class : KG
Month : September
Week : 4

Day 1

Theme: Means of Transport

Material Required- यातायात के साधन के चित्र कार्ड, drawing files, crayons, material for number -2, cards of letter- sound- /h/, /r/ and /m/, puppets.

Assembly Time

Circle Time

Free Conversation :

- Initiate a conversation by asking the students to close their eyes and think of the things they did on the weekend.
- Ask students to tell one thing they enjoyed the most.
- Listen to their responses.
- Keep the discussion open ended.

Rhyme 26 - मेरे पास एक साइकिल है (with actions)

Language (Hindi)

शब्दकोष विकास- यातायात के साधन (कार, बस, रेलगाड़ी, जहाज़, नाव, हवाई-जहाज़) :

- विद्यार्थियों के साथ मिलकर सभी शब्दों का फ्लैशकार्ड की मदद से अभ्यास कर लें ।
- विद्यार्थियों को मौका दें की वे फ्लैशकार्ड को पास से देख कर उनके नाम पढ़ें ।
- फ्लैशकार्ड को बोर्ड पर लगा दें और विद्यार्थियों से उनके नाम पूछकर बोर्ड पर चाक की मदद से नाम लिखें और दुबारा पढ़ें।
- बोर्ड पर यातायात के साधनो के नाम लिखें और दो चित्र बनाएं(1 सही और 1 गलत)।
- विद्यार्थियों को समझाएं की उन्हें नाम पढ़कर सही चित्र पर गोला लगाना है।
- विद्यार्थियों को थोड़ा समय देकर उन्हें पहले नाम पढ़ने दे ।
- आवश्यकता पड़ने पर विद्यार्थियों को नाम पढ़ने में मदद करें।
- विद्यार्थियों को सही चित्र पर गोला लगाने दें ।
- कार्य खत्म होने के बाद, सभी शब्दों को विद्यार्थियों के साथ पढ़ लें ।

Free Play/ Indoor/ Art and Craft

Means of Transport - My favourite Means of Transport :

- Draw different modes of transport (air, land & water) on the board.
- Call students randomly and ask them to encircle any air/water/land means of transport.
- Now instruct students to think of one means of transport they like the most and they have to draw it in their drawing files and they have to share with their friends that why they like a particular means of transport using the sentence

structure-
मेरा पसंदीदा वाहन _____ है क्योंकि _____ ।

Lunch Break

Mathematics

Introduction of Numeral 2 :

- Activity; Teacher will narrate a story.

Jhumki ke Jhumkey:

Jhumki is very happy today because she visited Diwali mela. Uncle -aunty, mummy- papa, dada-dadi, Meena and Jhumki everyone was ready in the evening. Jhumki went along with her father on the scooter as the car was full. Jhumki sat behind her dad. When she reached the mela she looked around. There was a big round swing and huge colourful tents. Everybody started shopping. Dada ji bought 2 sticks because he walks with sticks. Dadi bought anklets (payal). Uncle bought gloves because winter is about to come so it will keep his hands warm, Chachi bought beautiful slippers, Papa bought warm socks. Jhumki was still confused, she could not understand what to buy. As she went to the other tents, she found a man selling silver jhumkas. She happily bought jhumkas and came home. She thought to wear those shiny jhumkas and showed it to everyone. Jhumki even went to sleep wearing those jhumkas. When she woke up, one of her jhumksa was missing. Now Jhumki was very sad. Let's help her.

Note: Teacher sticks the flash card of scooter, 2 sticks, pair of anklets, slippers , gloves and socks.

- Take children's help to draw new pair of jhumkas for Jhumki.
- Bring the focus of students on the quantity of jhumkas they have drawn and introduce number 2 by discussing other pictures on board.
- Follow the task by telling students to observe the things around them which are present in pairs and write/draw the responses on board.
- Follow up task with number mala by telling students to add two beads in the mala or tell them to take out 2 colours from the crayon box.
- Now focus students' attention on the quantity 2.
- Show numeral 2 and do the air tracing of 2.
- Let students draw any 2 objects and write number 2.

Outdoor Games

Traffic Cop (Respecting Rules) :

Description :

- Discuss about the traffic rules and the need of following them
- Assign roles like traffic police, bikers, bus drivers, pedestrians, scooter- riders etc. to students to create a road scene in the class. Also include a zebra crossing and a traffic light.
- Assign symbols or cards to students for different roles so that students could

- differentiate between bikers, scooter-riders, bus drivers, pedestrians.
- One person directs the traffic to make sure kids don't run into each other. It is more fun than it sounds, and helps kids learn about waiting to cross the street and about traffic safety.
- The role of traffic police can be given to different students.

After the game, a detailed discussion could happen on the way students felt while performing their roles. And, ask the following questions-

- How were the traffic cops feeling?
- What were the bikers, scooter-riders, bus drivers, pedestrians keeping in mind while they were on the-road?
- What went well, were they able to follow the rules?
- What was happening when they were not able to follow the rule?

Language (English)

Revision of Letter-Sound H/h, R/r and M/m :

- With the help of flashcards revise all the letter sounds with students.
- Motivate students to tell more words with the same sound.
- Provide hints to students to tell words where the sound is in the middle or the end.



Game- Floor Game :

- With the help of flashcards, revise the letter sounds.
- Draw two or more circles on the floor (as per the classroom strength) as shown in the given picture.
- Randomly call students for each circle. Announce a letter, students have to stand on that letter and jump on the vocabulary word of that letter.
- The game continues until all the students get their turn.

Library Activity

Storytelling Using Puppets :

- Choose a story to narrate using the puppets.
- Introduce 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 next day.

Class : KG
Month : September
Week : 4

Day 2

Theme: Means of Transport

Material Required- sounds of special vehicles, /ख/, /च/ और /स/ के कार्ड, material for area setup, Worksheet- 1 and 2, cards of letter sound- /d/, /g/, and /u/(according to class strength), big book.

Assembly Time

Circle Time

Structured Conversation - Special Vehicle - Empathy :

- Play sounds of different vehicles like-ambulance, fire brigade and police van.
- Discuss about these sounds with students.
- Ask them when have you heard these sounds?
- How are these sounds different from the normal horn sound?
- Let the students focus on the different special vehicles.
- Introduce the vehicles using the pictures to students.
- Let the students share the uses of an ambulance, fire brigade and police van?

Summarise the discussion by telling that these are called special vehicles because of their uses. They help us in many ways. Talk about their uses in detail with the pictures of the special vehicles. Also share that because of their special purpose they are assigned different sounds.

Rhyme 26 - मेरे पास एक साइकिल है (with actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- ख, च और स - फर्श का खेल :

- विद्यार्थी सभी अक्षरों और उसके शब्दों का अभ्यास करेंगे ।
- सभी शब्दों का अभ्यास कर, विद्यार्थियों से और शब्द बोलने को कहेंगे ।
- फर्श पर दो गोले- एक के अंदर दूसरा बनाएंगे (विद्यार्थियों की संख्या अनुसार ज्यादा भी बनाये जा सकते हैं ताकि एक बार में ज्यादा विद्यार्थी खेल पाएं)।
- विद्यार्थियों को समूह में इस खेल को खेलना है ।
- शिक्षिका एक अक्षर का नाम लेगी और विद्यार्थी को सही अक्षर पर कूदकर, उसके सही शब्द पर कूदना होगा ।
- सभी विद्यार्थियों की बारी आने के पश्चात् शिक्षिका सभी अक्षर, उनकी आवाज़ें और सभी शब्दों का अभ्यास करवायेगी ।



अक्षरों की आवाज़ों को मिलाना :

- विद्यार्थियों को निर्देश दें की वे बोले गए अक्षरों की आवाज़ों को मिलाकर शब्द बनाने की कोशिश करें
- विद्यार्थियों को कुछ उदहारण दें, जैसे- ब..स ---- बस।
- विद्यार्थियों को और अलग-अलग तरह की आवाज़ों को मिलाने को कहें, जैसे:
क..प = कप, म.. ग= मग, फ.. ल= फल, ज.. ग= जग।
- यदि विद्यार्थी दो अक्षर के शब्दों की आवाज़ें मिला रहे हैं तो उनके साथ तीन आवाज़ों से शुरू करें-
म.. ट.. र= मटर, च..म..क= चमक , ब..ट ..न = बटन, न..म..क= नमक, झ...प..ट=झपट ,
क..म..र = कमर।

Free Play/ Indoor/ Art and Craft

Free Play- Classroom Corners :

Let the students experience all four play corners. Give them ample time to do so-

- **Bus corner**
- **Airplane Corner**
- **Boat Corner**
- **Train Corner**

Lunch Break

Mathematics

Revision of Numbers 1 and 2 + Worksheet- 77 :

- Revise number 1 and 2 with students using concrete objects.
- Call a few students and tell them to pick 1 or 2 objects.
- Tell students to point to body parts which are in 1 and 2 in number: like 2 eyes, 2 ears, 1 nose, 1 tongue etc.
- Make students do the actions like, clap 1 time, jump 2 times etc.
- Explain and demonstrate the worksheet to the students.
- Let students complete the worksheet with little assistance.

Outdoor Games

Game- Walk like Vehicles :

- Assign different vehicles to the students.
- Draw different line patterns on the floor and instruct the students to drive their vehicle without leaving the path.
- Draw multiple lines as per the class strength.
- Instruct students to move without hitting and pushing each other.
- Use traffic signs and make the game more interesting.

Language (English)

Revision of Letter- Sound D/d, G/g and M/m :

- With the help of flashcards, students revise the letter, their sounds and the vocabulary words.
- Motivate students to tell more words with the same sound where the sound is not only in the beginning but in the middle or end as well.

Activity- Train Game :

- Revise the three sounds of all the letters.
- Give three letter cards to three students.
- Distribute the vocabulary words of the sounds to the rest of the students. Ask them to identify the object drawn on the flashcard and its initial sound.
- Call those with letter cards and instruct them to be an engine.
- Ask the rest of the students to see their flashcards and join their respective trains. For e.g., if a student has the card of dog, he/she has to stand in 'd' train and if a student has a guava, he/she has to stand in 'g' train. etc.
- After the students take the correct train, let them take a round of the ground under your supervision.
- When the students are giving back the cards, they talk about their pictures using the sentence structure-
- I have a _____.

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.
- Greet them 'Goodbye' 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 : September
Week : 4

Day 3

Theme: Means of Transport

Material Required- यातायात के कार्ड (according to the class strength), material for area set-up, material for number - rangometry, beads, blocks etc., sign cards, bags-6, cards of letter- sound- /h/,/r/, /m/, /d/, /g/, and /u/, big book.

Assembly Time

Circle Time

Structured Conversation - Special Vehicle - Empathy and Help :

- Revise the previous day's conversation using the sounds of special vehicles and the pictures.
- Let students share the uses of ambulance, fire brigade and police van.
- After the revision discuss about why we need to make way for these special vehicles.
- What will happen if we do not give them a way to pass on the road?
- After taking students' responses, talk about why do we need to give them way to pass and how can we help them while they are in the process of helping others.

Activity- After this a role play can be done like all of them are vehicles and some of them are special vehicles and students make way for special vehicles after hearing the sounds.

Rhyme 27 - सड़क बनी है लम्बी चौड़ी (with actions)

Language (Hindi)

शब्दकोष विकास- यातायात के साधन (कार, बस, रेलगाड़ी, जहाज, नाव, हवाईजहाज) :

- विद्यार्थियों के साथ मिलकर सभी शब्दों का फ्लैशकार्ड की मदद से अभ्यास कर लें ।
- विद्यार्थियों को मौका दें की वे फ्लैशकार्ड को पास से देख कर उनके नाम पढ़ें ।
- फ्लैशकार्ड को बोर्ड पर लगा दें और विद्यार्थियों से उनके नाम पूछकर बोर्ड पर चाक की मदद से नाम लिखें और दुबारा पढ़ें।
- विद्यार्थियों को समझाएं की सभी को एक एक कार्ड दिया जायेगा जिसमे चित्र के साथ नाम भी लिखा होगा ।
- उन्हें निर्देश दें की उन्हें दिए गए कार्ड के बारे में वाक्य बोलने हैं ।
- जरूरत पड़ने पर विद्यार्थियों की सहायता करें।

Free Play/ Indoor/ Art and Craft

Free Play- Classroom Corners:

Let students experience each corner.

- **Bus corner-**
- **Airplane Corner-**
- **Boat Corner-**
- **Train Corner-**

Lunch Break

Mathematics

Introduction of Numeral 3 :

- Teacher narrates a story

Teacher pastes a picture of auto without any wheel or she can bring a toy auto without wheels.

Babblu's auto:

Babblu has bought a new toy, it is an autorickshaw. All his friends have auto rickshaw toys. He also wanted one. When he got one, he wanted it to look different. So, he removed all the wheels from his auto, just to make it look different than the other auto toys. When he went to his friends to show his new and different auto toy, they all thought of having a race. Everyone was preparing their automobile toys for the race. They drew a starting line and a finish line. They all lined up their automobile toys and the race began. Everyone's automobile toy was zooming around, except Bablu's. His auto rickshaw toy stood there without moving. He started crying. Rohan, his elder brother heard Bablu crying. He came and asked-

Rohan- Babblu, why are you crying?

Babblu- My auto rickshaw is not moving.

Rohan- Where are the wheels in your auto rickshaw? It is not moving because there are no wheels in it. Babblu stopped crying and asked for help.

- Revisit the story Babblu ka auto and show the picture of auto without wheels and extend the story by adding incidents
 - आज बबलू पहिये लगा कर अपना ऑटो ठीक करेगा।
 - चलो देखे कितने पहिये लगेंगे।
 - देखो अभी कितने पहिये हैं ?
- Repeat the question by adding wheels one by one and take it up to number 3.
- Tell students to observe things around that are 3 in number.
- Write/draw the responses of the students on the board.

Activity:

- Divide the class into smaller groups.
- Provide beads/blocks/rangometry pieces to students.
- Let students take out 3 beads/blocks/rangometry pieces.
- Provide slates to students to write numerals 3 and draw three objects of their choice.

Outdoor Games

Sign Game :

- Introduce the traffic signs to students, one by one.
- Let students be familiar with the sign board.
- Initially, give verbal instructions with the signs for students to become familiar with the sign. For Eg- stop and children suddenly stop... Then the teacher shows the sign board go and say go etc.
- Later, use only signs.
- Let the students hold up the sign cards and other students have to follow the signs.
- After the activity, discuss the importance of the traffic signs on the roads.



Pic Courtesy- www.dreamtime.com

Language (English)

Revision of Letter-Sound /H,h/, /R,r/, /M,m/, /D,d/, /G,g/ and /U,u/:

- Revise all the letters and related vocabulary with students.
- Focus on the sound of each letter.
- Ask students to give more words of the given sound.
- Focus on the words which have the target sound in middle and end.
- Choose simple three/ four letter words like- car, bed, jam, mug etc.
- Draw the pictures on the board and write names for students to see where the sound is coming in the word.

Game- Letter- Vocabulary Hunt :

- Keep all the vocabulary words' pictures/ objects related to the sound in the class or outside the classroom.
- Divide the students into 6 groups and provide each group one letter card and a bag to collect the related sound material.
- Give students 10 minutes to collect the vocabulary of the sound.
- Later, give each group an opportunity to present their material using the sentence structure- I have a/an _____.
- Revise all the vocabulary and sounds with students.

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 : September
Week : 4

Day 4

Theme: Means of Transport

Material Required- Worksheet- odd one out, pictures for circle time, /ख/, /च/, /त/, /ट/, /स/ और /न/ से जुड़े चित्र/सामान, concrete material for number activity, cards of means of transport, puppets.

Assembly Time

Circle Time

Structured Conversation- Noise Pollution + Respect :

- Show the attached picture to the students.
- Ask them to observe the picture carefully and share their observations.
- Ask questions-
 - What is happening in this picture?
 - Why have the people covered their ears?
 - How are the people feeling?
 - Have you ever felt the same?
 - What can we do?

Summarise the discussion by telling the students that one should not blow the horn without a reason and the noise affects our ears. It is not good for young students, patients and old age people.

Rhyme 27- सड़क बनी है लम्बी चौड़ी (with actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /ख/, /च/, /स/, /ट/, /त/ और /न/ :

खेल- शब्दों/वस्तुओं की खोज :

- विद्यार्थी सभी अक्षरों और उसके शब्दों का अभ्यास करेंगे ।
- सभी शब्दों का अभ्यास कर, विद्यार्थियों से और शब्द बोलने को कहेंगे ।
- कक्षा में इन अक्षरों से जुड़े शब्द और वस्तुएँ रख देंगे ।
- विद्यार्थियों को छह समूहों में बाँट देंगे ।
- हर समूह को एक अक्षर दिया जायेगा ।
- विद्यार्थी मिले अक्षर से जुड़े चित्र और वस्तुएँ इकट्ठा करेंगे ।
- हर समूह के चित्र और वस्तुएँ इकट्ठा करने के बाद, हर समूह इकट्ठा किये सामान को दिखा कर उनकी आवाज़ बताएगा ।

नोट- इस सूची में ऐसे शब्द भी हो सकते हैं जिनकी बीच की या आखिरी आवाज़ अक्षर से मिलती होगी । विद्यार्थियों का ध्यान उसकी और ले जाएँ और बोर्ड पर लिख कर भी बता सकते हैं ।

अक्षरों की आवाज़ों को मिलाना :

- विद्यार्थियों को निर्देश दें की वे बोले गए अक्षरों की आवाज़ों को मिलाकर शब्द बनाने की कोशिश करें
- विद्यार्थियों को कुछ उदाहरण दें जैसे- ब..स ---- बस ।
- बच्चोंको और अलग अलग तरह की आवाज़ों को मिलाने को कहें, जैसे:
- क..प = कप, म.. ग= मग, फ.. ल= फल, ज.. ग= जग।
- यदि विद्यार्थी दो अक्षर के शब्दों की आवाज़ें मिला रहे हैं तो उनके साथ तीन आवाज़ों से शुरू करें-
म.. ट.. र= मटर, च..म..क= चमक , ब..ट ..न = बटन, न..म..क= नमक, झ...प..ट=झपट ,
क..म..र = कमर ।

Free Play/ Indoor/ Art and Craft

Modes of Transport- Odd One Out + Worksheet-78 :

- Distribute flashcards of means of transport to students.
- Keep three boxes on the floor and inform the students that each box is for different modes of transport (air/ land/ water). students come in front one by one and shows their picture by saying
 - मेरे पास _____ है ।
 - यह ज़मीन/ हवा/ पानी मे चलता/उड़ता/चलता है ।
- After speaking about their pictures, students have to put their pictures into the correct box.
- After discussing the different modes of transport, demonstrate to students that in each line they have to find the odd one out in each row. Provide worksheets for the students to complete.

Lunch Break

Mathematics

Introduction of Numeral 4 :

- Teacher will narrate a story.

Story- Mannu monkey's golgappe

'Mannu' is a monkey. He lives in a forest, on a jammun tree. His best friend is a rabbit and his name is 'Chikku'. A fair is held in the nearby town. One day Mannu and Chikku went to the fair. When they arrived at the fair, they see a variety of food stalls everywhere. There were so many food items around them that they could not decide what to eat. Their saw a golgappa stall. They wanted to eat the delicious golgappas. Mannu asked the food seller about the price of golgappas. "4 golgappas for Rs 10" said the food seller. Mannu quickly gave him Rs 10 and asked Chikku to count the golgappas. The first golappa is ready, it has spicy mashed potatoes, chickpeas, sweet red chutney and lots of mango flavoured water in it. Mannu asks Chikku to eat the first piece. He loved it. Mannu was very excited to eat the second golgappa, he began jumping and dropped it. The third golgappa was ready, this time Mannu ate it carefully. He also loved it. Chikku had the last golgappa. Mannu was waiting for his piece, but the food seller reminded him that for Rs 10 he could get only 4 pieces.

Mannu could not understand, he had only 1 golgappa and Chikku had 2. Can we all help Mannu understand why golgappa seller had given them 4 golgappas

- Keep on drawing the golgappas on board while narrating the story.
- Bring focus of students on the board and count the number of gol gappas made.
- Bring students' attention towards the quantity 4.
- Tell students to observe the things that are 4 in number and write/draw the responses on board.
- Let the students string 4 beads.
- Show the numeral 4 to students and do the air tracing.

Outdoor Games

Game- Let's Move like Vehicle :

- Ask the students to stand in a circle.
- Instruct students that every time they hear the name of the vehicle, they have to act like that vehicle for eg.- when they hear a 'Bus' they have to act like holding a steering and moving in the circle.
- They will move in a circle and make a noise accordingly.

Language (English)

Vocabulary Development- Means of Transport :

- Show the flashcards to students and let students name the vehicles.
- Read the names on the board and motivate the students to read all the names.
- While reading focus on the whole word, do not break it into letters.

Activity- I can Read :

- Provide the means of transport cards (With names written) to students to read.
- Read all the words with students.
- Ask the students to draw any two vehicles on their slates and write the names(if students are ready).
- After writing and drawing, tell the students to read the names one more time.
- Help students wherever required.

Blending- Three Letter Words:

- Do oral blending with the students.
- Tell students to make words by joining sounds.
- Call out different sounds and let them blend the letters like- b...u...s = bus, c..a...p = cap
- Give opportunities to students to blend as many words as they can (assist the students whenever required).

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.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : September
Week : 4

Day 5

Theme: Means of Transport

Material Required-यातायात के साधनों के कार्ड(चित्र सहित, विद्यार्थियों के अनुरूप),
Worksheet-numbers, flashcards of means of transport, music for storytelling.

Assembly Time

Circle Time

Structured Conversation- Air Pollution- Courage :

Half of the story could be narrate a story is related to the air pollution caused by vehicle which is affecting a student. गोलू रोज़ अपने पापा के साथ साइकिल पर बैठकर स्कूल जाता था! स्कूल से आते जाते समय वह रास्ते में गाड़ियों को गिनता था! गाड़ियां गिनने में उसे खूब मज़ा आता! एक दिन जब उसके पापा और वो लाल बत्ती पर रुके तो गोलू को अपने आस पास बहुत धुआ महसूस हुआ! उसने अपने पापा से कहा कि उसे आंखों में जलन हो रही है और सांस लेने में भी दिक्कत हो रही है ! उसके पापा उसे डॉक्टर के पास ले गए और डॉक्टर ने बताया की उसे आस पास के वाहनों के धुएँ की वजह से दिक्कत हो रही है और अगर ज्यादा दिक्कत हो तो उसे मास्क पहनना चाहिए।

- After this we can ask students to share their views on the same.
- Have you ever felt the same?
- What can we do to overcome this?
- The implications could be discussed with the students-
 - Turn off the vehicle when the light is red.
 - Using public transport.
 - Using cycles for short distances.
 - Walk for shorter distance.

Rhyme 26 - मेरे पास एक साइकिल है (with actions)

Language (Hindi)

**शब्दकोष विकास- यातायात के साधन (कार, बस, रेलगाड़ी, जहाज, नाव, हवाईजहाज) :
आओ मिलकर पढ़ें :**

- विद्यार्थियों के साथ मिलकर सभी शब्दों का फ्लैशकार्ड की मदद से अभ्यास कर लें ।
- विद्यार्थियों को मौका दें की वे फ्लैशकार्ड को पास से देख कर उनके नाम पढ़ें ।
- फ्लैशकार्ड को बोर्ड पर लगा दें और विद्यार्थियों से उनके नाम पूछकर बोर्ड पर चाक की मदद से नाम लिखें और दुबारा पढ़ें।
- विद्यार्थियों को यातायात के साधनों के नामों की कार्ड दें और विद्यार्थियों को नाम पढ़कर अपने साथी ढूढ़ने दें ।
- एक बार मिलकर, सभी शब्दों का अभ्यास कर लें ।
- विद्यार्थियों को फुलवारी खोल कर दें और सभी शब्दों का अभ्यास करने दें ।

अक्षरों की आवाज़ों को मिलाना :

- विद्यार्थियों को निर्देश दें की वे बोले गए अक्षरों की आवाज़ों को मिलाकर शब्द बनाने की कोशिश करें
- विद्यार्थियों को कुछ उदहारण दें जैसे- ब..स ---- बस
- बच्चोंको और अलग अलग तरह की आवाज़ों को मिलाने को कहें, जैसे:
क..प = कप, म.. ग= मग, फ.. ल= फल, ज.. ग= जग
- यदि विद्यार्थी दो अक्षर के शब्दों की आवाज़ें मिला रहे हैं तो उनके साथ तीन आवाज़ों से शुरू करें-
म.. ट.. र= मटर, च..म..क= चमक, ब..ट ..न = बटन, न..म..क= नमक, झ...प..ट=झपट, क..म..र = कमर

Free Play/ Indoor/ Art and Craft

Creating Riddles- Means of Transport :

- Ask a few riddles to students and let them guess the means of transport.
- Make riddles simple and easy to guess.
- After asking a few riddles, divide the class into groups and let them make riddles.
- Put the flashcards on the board for students to see and take a hint.
- Give an opportunity to each group to present.
- Appreciate students and help them wherever required.

Lunch Break

Mathematics

Introduction of Numeral 5 + Worksheet- 79 :

- Does this rhyme with actions by using fingers and thumb and make students to count the number of fingers and thumb present on one hand.
- Bring some materials such as counters, pebbles, pencils etc., and talk about quantity five.
- Randomly call the students and instruct them to pick five counters/ pebbles/ notebooks/ bottles/ pencils, etc. Also call five students in front of the class.
- Get the students to show five fingers and talk about things which are five in quantity in their class.
- Write/draw the responses on the board.
- After giving enough exposure of number 5, write 5 on the board and show it to the students.
- Do the air tracing/ sandpaper tracing of number 5.



- Draw a few things (5 in quantity and some less than five) on the board and ask the students to name the objects and count the things.

Pic. Courtesy- <https://www.teacherspayteachers.com> **Worksheet- Recap Numbers 3, 4 and 5:**

- Demonstrate the worksheet to students so that they have to count and colour the objects and draw an equal number of objects in the given column.

Outdoor Games

Game- Let's Move like Vehicle :

- Ask students to stand in a circle.
- Instruct the students that every time they hear the name of the vehicle, they have to act like that vehicle for eg.- when they hear a 'Bus' they have to act like holding a steering and moving in the circle.
- They will move in a circle and make its sound accordingly.

Language (English)

Vocabulary Development- Means of Transport :

- Show the flashcards to students and let the students name the vehicles.
- Read the names on the board and motivate the students to read all the names.
- While reading focus on the whole word, do not break it into letters.

Activity- I can Read :

- Provide the means of transport cards(With names written) to students to read.
- Read all the words with students.
- Ask the students to draw any two vehicles on their slates and and write the names(if students are ready).
- After writing and drawing, tell the students to read the names one more time.
- Help students wherever required.

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.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : KG
Month : September
Week : 4

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 20) to students to complete.

Reflections

Pic Courtesy- [www.http://gerysky.mihanblog.com](http://gerysky.mihanblog.com)



Project-

Means of Transport :

The students individually collect information about the means of transport their family members and neighbours own or have used till now. The teacher draws the tally sheet on the board and tells the students to copy it after explaining how to use it. The students put the information in their tally sheet. Later at the end of the month, the teacher can put a big tally sheet drawn on a chart paper and collate all the responses. At the end, students can see the most frequently used/ popular means of transport. A brief discussion can happen on why people use the particular means of transport so frequently.

Note- At the end of the month, the teacher can display students' work and call parents to see the work of the students.

Suggestive Activities for Assessment

In a pre-primary classroom there should be no formal assessments of the students. However the teacher may, from time to time, observe the students to see the effectiveness of the teaching-learning process. The teacher should remember that the assessment should not be used to 'tag' any child or her/his capabilities.

The activities done on a regular basis can be used to assess and address the learning needs of the students. The following pages explain how the regular activities in a classroom be used for assessing students' learning needs. The teachers should document their observations using tools like checklists, portfolios and rubrics. The teacher can divide her class in 4-5 groups of 5-7 students each to observe her students in 4-5 classes.

I. Understanding the world-

1. Nature walk

- Take students out on the field and let students to observe things around them- trees, birds, insects, flowers etc.
- Give children time to observe their surroundings.
- Once back in the class, ask them to speak about their observation and experience.

Checklist- The child-

- Demonstrates awareness of and appreciates beauty in the environment.
- pays attention to his/her surroundings.
- shares his/her observations with confidence.

2. Picture Talk

- Give students pictures related to any theme say a picture on different animals/homeless people/our helpers.
- Encourage them to talk about the picture.
- Pose questions like-
 - What is happening in the picture?
 - What all can you see?
 - How do they help us?
 - How can we help them?

Checklist- The child-

- describes the picture and incorporate his real life experiences and the classroom discussions s/he have had on the theme in her/his descriptions.
- uses theme related vocabulary .

3. Show and Tell-

- Ask students to bring their favourite toy/object and talk about it.

Checklist- The child -

- displays confidence in talking about her/his favourite object.

- speaks at-least one or two complete sentences.
- describes an object or her/his feelings associated with it.

4. My classroom-

- Provide sheets to students and ask them to draw their classroom.
- Let children talk about their drawings.

Checklist- The child -

- describes the picture s/he draws.
- talks about her/his classroom.

5. Sink and float Experiment-

- Fill tubs or buckets with water.
- Divide the class into groups .
- Before taking students out, tell them to keep few objects to do the sink and float experiment.
- Ask students to discuss in their groups whether the objects would sink or float.
- Now, have the students drop the objects (either you provide or decided by students), one by one, into the water one observe what happens.
- Later discuss with the whole group.

Checklist- The child-

- Observes, identifies and compares objects
- Can observe and compare the objects on the basis of sink and float experiments

II. Personal, social and emotional-

1. Circle Time-

- Make the students sit in a circle and use a talking object.
- Ask them to share the games they like to play the most and why.

Checklist- The child-

- Expresses own interests and preferences.
- Expresses himself /herself without inhibitions.

2. Story weaving-

- Divide students into small groups and give them some hint words.
- Now instruct students to create stories in their groups using those hint words.
- At the end, let all the groups share their stories.

Checklist- The child-

- Shows willingness to work with other group members during the activity
- Takes initiatives while doing the activity

3. Interviewing the character-

- Let students sit in pairs for the activity.

- Ask students to choose one of their favourite characters from any story/animated/cartoon shows.
- In pairs, each student would ask questions to know more about the other student's favourite character.

Checklist - The child-

- Expresses himself /herself without inhibitions
- Able to express his/her needs /feelings /emotions
- Demonstrates helping, sharing, caring and taking turns in groups

III. a. Language (Hindi)-

1. Narrating story(in their own words)-

- Ask children to identify any story which they like and narrate it in their own words.

Checklist- The child

- retells a story in sequence
- talks about the main events of the story
- adds details while retelling the story in his /her own words.
- talks about the characters of the story when prompted.

2. Riddles game -

- Make riddles on any theme(animals, means of transport, food etc.) and ask the children to guess.
- Make simple riddles and motivate the children to make a few and ask.
- Let children respond in sentence structure-

Checklist- The child

- Comprehend the riddles by using the hint words
- Responds in full sentence

3. Picture Talk:

- Show a picture to students and ask them to talk about the picture.
- Use questions like-
 - ❖ What is happening in the picture?
 - ❖ What all can s/he see?
 - ❖ What would happen next?

Checklist- The child

- Uses learnt vocabulary with sentence structures
- Responds in full sentence
- Uses sentence structures of Hindi

4. Reading simple sentences-

- Provide sentence strips to the students.
- Ask students to read the sentence strips and draw pictures on their slates.
- Use sight words and vocabulary words in the sentence strips.

Checklist- The child

- Demonstrates increase in vocabulary and interest in learning new words
- Remembers words from word-wall or flashcards put up in class

5. Revision of letter- Listing Vocabulary:

- Provide each child drawing files/sheets with letter/s written on it.
- Instruct students that they have to draw as much vocabulary as possible of the given letter/s in the sheets.

Checklist- The child

- identifies the letter/picture and names it
- identifies the letters and draws related vocabulary

6. Letter Cards

- Distribute letter cards to each child in pairs or individually.
- Say a few letters and let students identify the letters and pick the correct card.
- Say a few simple words and let students make those words using the card.
- Let students make and read words on their own.

Checklist- The child

- identifies and picks the correct letter by listening to its name
- Is able to make the words (without help) told by teacher
- makes a few words using letter cards and attempts to read it.

III.b. Language(English)-

1. Drawing and labelling pictures-

- Distribute sheets and crayons and have the children draw and colour anything of their choice
- Encourage children to create a scene
- Tell students to label their pictures using the initial sound/ invented spelling.

Checklist- The child-

- Able to label his /her drawings

2. Rhymes

- Use the rhymes done so far.
- Ask the students to sing the rhymes on their own or start a rhyme and let the students finish it .

Checklist- The child -

- Enjoys reciting rhymes.
- Participates in reciting the rhyme.

- Uses actions and gestures with the rhyme.
- Is able to recite rhymes with some clarity.

3. Identify the ending sounds:

- Call out a few words and ask the children to identify the ending sounds.
- Call out only three letter words so that the children don't get confused.

Checklist- The child -

- Can identify the end sound in words in English

4. Reading sight words using sentences-

- Provide vocabulary cards (only names written) to the students(sight words, vocabulary words).
- Ask students to read the vocabulary words using the sentence structures- 'This/It is a/an ___.

Checklist- The child

- Demonstrates increase in vocabulary and interest in learning new words
- Remembers words from word-wall or flashcards put up in class
- Uses sentence structures of English using few words in English

5. Listen and draw the letter-sound

- Distribute slates/copies to the children.
- Instruct them to carefully listen to the initial sound that you will call out and draw at least one picture related to the sound on their slates.

Checklist- The child-

- Is able to identify letters and their sounds

6. Letter Cards

- Distribute letter cards to each child in pairs or individually.
- Say a few sounds and let students identify the letters and pick the correct card.
- Say a few simple words and let students make those words using the card.
- Let students make and read words on their own.

Checklist- The child

- identifies and picks the correct letter by listening to its name
- makes the words (with or without help) told by you
- makes a few words using the cards and attempts to read it.

IV Mathematics-

1. Sorting:

- Provide different materials (beads, rangometry pieces, blocks, pebbles, leaf) to children.
- Divide the class into groups and ask the children to sort the material on any basis (size, colour, shape).
- After the activity, discuss with children about what and how did they do the activity?

Checklist- The child

- Able to sort a group of objects on the basis of different characteristics like shape and size; size and colour etc.

2. Seriation- Creating series in increasing/decreasing order:

- Give newspaper pieces to the children.
- Have the children make balls of 3 or 4 sizes by crushing the paper.
- Have the children seriate and paste them in any order on a given sheet.

Checklist- The child-

- arranges 3 – 4 objects in a sequence
- creates a series in increasing/decreasing order

3. Creating Pattern-

- Distribute material (pictures /objects etc) to children in small groups.
- Teacher can also give them few sounds like meow, bow-bow, mohhh and ask children to make a pattern using these sounds
- Instruct children to create patterns individually.
- After the activity, talk about children's experiences.

Checklist- The child

- create patterns using colours, sounds, objects and /or pictures

4. Quantifying numbers 1-20:

- Divide the class into small groups.
- Instruct each group that they are going to get number slips and counters and they have to read the numbers and put an equal number of counters in front of the slips.
- Provide each group some number slips(1 - 20) and rangometry pieces/counters

Checklist- The child-

- Is able to recognize numerals from 1 to 20
- Associates quantity with numerals up to 20

5. Playing with shapes

- Ask the students to draw something using different shapes.

- If you have shapes' cut-outs enough for each child, give them those cut outs and ask them to make anything by combining those shapes.
- Ask the students to name the shapes they used.

Checklist- The child-

- identifies the shapes
- draws objects using the different shapes

V. Physical development/ Sensory motor -

1. Tactile/Touch activity

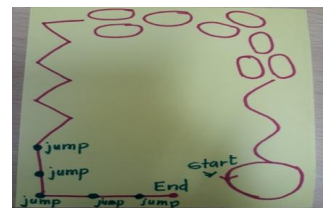
- Create a feely bag with different things in it such as; rangometry pieces, erasers, leaves, keys, hairpins, etc.
- Have the children put their hands inside the bag and guess what are the contents in the bag using the characteristics of the objects.
- The teacher asks the students to describe the characteristics of the objects For eg. smooth, rough, roun, hard etc.

Checklist- The child-

- Identifies the object on the basis of its characteristics

2. Circuit Training

- Draw a similar path on the floor (as shown in the pic).
- Let them perform this activity one by one.



Checklist- The child-

- Able to balance body while walking and running
- Able to walk on straight and zig zag lines
- Able to jump on a fixed path

3. Auditory Dicrimination Activities-

- Make the students sit in a circle.
- Make them close their eyes.
- Use different sounds like sounds of musical instruments, animals or birds or bodily sounds in a sequence (3 to 4 at a time)
- Encourage the students to identify the sequence of sounds.

Checklist- The child-

- identifies the sounds in their environment
- Identifies the sequence of sounds

4. Straight line and shape tearing-

- Provide newspaper pieces to children.
- Let children do the straight line tearing.

Checklist- The child-

- Attempts to tear a paper
- Uses the grip to hold the paper and tearing it according to the need

VI. Creative -

1. Free play with apparatus-

- Let the children choose the apparatus they wish to play with like- rangometry pieces, blocks, clay etc.
- When children are playing with the apparatus, move around in the class and speak to them on what they are making/playing, etc.

Checklist- The child-

- Experiences the joy of free play by tinkering with apparatus and clay

2. Free Drawing

- Distribute drawing files and encourage the children to draw anything of their choice or even draw a scene.
- Have the children to share it with their immediate partners.

Checklist- The child-

- Engages in free drawing
- Make objects of his /her own choice using clay and other material

3. Creating Riddles-

- Give a theme to children and let them create riddles on that theme.

Checklist- The child-

- Displays curiosity to create riddles using their experiences and observation of people/places and events

4. Completing the story-

- Narrate a story and pause during the climax 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 students to share some different ends with the whole class.

Checklist- The child-

- Displays curiosity to create the other half of the story using their imagination.

October

Don't limit a child to your own learnings, for he was born in another time."

- Rabindranath Tagore

Weekly Learning Outcomes - October (KG)				
		Oct - Week 1	Week 2	Week 3
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 sharing their experiences of visiting family and friends
	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 on any topic they like to discuss During structured conversation on festivals we celebrate with family and others and how they are celebrated	During free conversation on any topic they like to discuss During structured conversation on festivals that others celebrate - Diwali, Eid	During free conversation on any topic they like to discuss During structured conversation on festivals that others celebrate - Christmas, Makar Sakranti, Lohri and national festivals
	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 my favourite festival Rhymes with actions: Bache aur tayohar	During structured conversation on my favourite festival Rhymes with action: Once I caught a fish alive, Bache aur tayohaar, Aayee Diwali, Happy Diwali, Aao re aao Eid manao	Rhymes with actions: Tan tan ghanti bajata aaya santa claus, sar sar udi patang, Lodi aayee, Teen rang ka apna jhanda, Jingle bell, Rabbit Rabbit 1, 2, 3	
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 	Balancing while walking, jumping, skipping on a narrow and wide path and while following the instructions Body coordination while following a pattern While playing "Shadow Tag", "Water and Freeze" and "Koklachi Paki" to run, jump and follow your own shadow	Body coordination during "Hot Potato Race" and 'Running through a Maze' Balancing while walking, jumping, skipping on a narrow and wide path and while following the instructions	Balancing the body during simple hurdle races and while playing "Shadow Tag", "Water and Freeze" During exercises like jumping, jogging, joint rotation, bending and stretching etc
	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 using clay During drawing and coloring of my favourite festival	During free play using clay During free hand drawing While making Rangoli	During craft on Christmas
Creative and Aesthetic	Display curiosity to draw and create			

Development	<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 using clay	While creating Rangoli During free play using 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 pretend and imaginative play on celebrating festivals	During pretend and imaginative play on celebrating festivals	During pretend and imaginative play on celebrating festivals
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 and cards and using movements While listening to letter sound stories of ल and फ in Hindi respectively	While storytelling through recorded stories, complete the story, character drawing, read aloud and creating a story While listening to letter sound stories of /L l/ and ढ in English and Hindi respectively	While listening to a read aloud of a story, storytelling using props While listening to letter sound stories of /E e/ and /F f/ 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
	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: Bacche aur tayohar	Rhymes with action: Once I caught a fish alive, Bache aur tayohaar, Aayee Diwali, Happy Diwali, Aao re aao Eid manao	Rhyme with action: Tan tan ghanti bajata aaya santa claus, sar sar udi patang, Lodi aayee, Teen rang ka apna jhanda, Jingle bell, Rabbit Rabbit 1, 2, 3
	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	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 revising /S s/ /A a/ /T t/ /I i/ /P p/ /N n/ /C c/ /K k//H h/ /R r/ /D d/ /M m/ During introduction of ल and फ	While revising ख, च, त, ट, न, स, र and /H h/ /R r/ /U u/ /D d/ /G g/ and /M m/ While recognizing the letter sound introduction of /L l/ in English and ढ in Hindi	While revising ख, च, त, ट, न, स, र, ग, ज, ब, प, घ, म, द, च, क and /E e/ /L l/ /F f/ While letter sound introduction of /E e/ and /F f/ 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 	<p>Identifying beginning sound while revising /S s/ /A a/ /T t/ /I i/ /P p/ /N n/ /C c/ /K k//H h/ /R r/ /D d/ /M m/</p> <p>During introduction of ल and फ</p>	<p>While revising the initial sound of flashcards related to letter sound ख, च, त, ट, न, स, र and /H h/ /R r/ /U u/ /D d/ /G g/ and /M m/</p> <p>While recognizing the letter sound introduction of /L l/ in English and द in Hindi</p>	<p>While revising ख, च, त, ट, न, स, र, ग, ज, ब, प, घ, म, द, क</p> <p>While letter sound introduction of /E e/ and /F f/ in English</p>
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 	<p>While revising /S s/ /A a/ /T t/ /I i/ /P p/ /N n/ /C c/ /K k//H h/ /R r/ /D d/ /M m/</p> <p>During introduction of ल and फ</p>	<p>While revising the initial sound of flashcards related to letter sound ख, च, त, ट, न, स, र and /H h/ /R r/ /U u/ /D d/ /G g/ and /M m/</p> <p>While recognizing the letter sound introduction of /L l/ in English and द in Hindi</p>	<p>While revising ख, च, त, ट, न, स, र, ग, ज, ब, प, घ, म, द, च, क and /L l/ in English</p> <p>While letter sound introduction of /E e/ and /F f/ in English</p>
Know print patterns Use and hold writing and drawing tools with increased /better grip			
<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 •Demonstrate understanding that print carries a meaning 	<p>Exploring story books and holding and flipping pages</p>		<p>Exploring story books and holding and flipping pages</p>
Participate in picture reading			
<ul style="list-style-type: none"> •Is able to predict the story by reading the pictures 			<p>During picture reading on pictures of festivals</p>
Independently form many letters independently			
<ul style="list-style-type: none"> •Able to form letters correctly •Able to form invented spellings 	<p>Letter formation while revising S, A, T, I, P, N, C, K, H, R, D, M</p> <p>Letter formation during introduction of ल and फ</p>	<p>Letter formation of letter L in English and द in Hindi using crayons</p>	<p>Letter formation of letter E and F in English</p>

	<p>Begin to independently form words using letter sound association</p> <p>Create own words combining vowels and consonants</p>			
	<ul style="list-style-type: none"> • Joins two to three vyanjans and read new words • Joins two to three letter sounds to make meaningful words in English • Able to decode words 	<p>While identifying sounds (segmenting) in few common words orally</p> <p>While blending two - three vyanjans to make words in Hindi orally</p> <p>While blending three sounds in English orally</p>	<p>While blending two - three vyanjans to make words in Hindi orally</p> <p>While blending and segmenting three sounds in English orally</p>	<p>While blending two - three vyanjans to make words in Hindi orally</p> <p>While blending and segmenting three sounds in English orally</p>
Cognitive Development	Recognize numerals up to 10			
	<ul style="list-style-type: none"> • Is able to recognize numerals from 1 to 10 		Introduction of numeral 6, 7 and 8	Revision of numerals 6, 7 and 8 Introduction of numeral 9 and 10
	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 	<p>Revision of number sense from 1 - 5</p> <p>Associating numbers (oral counting) with physical quantities for 6 to 10</p>	Revisiting numbers 1 - 10	Revisiting numbers 1 - 10

Class : KG
Month : October
Week : 1

Day 1

Theme: Festivals

Material Required- "ल" के कार्ड, slates, chalk, clay, Number cards(1-5), dice, ransometry, card of letter-sound /s/, /a/, /t/ and /i/.

Assembly Time

Circle Time

Free Conversation :

- Initiate a free conversation with the students.
- Let students talk about topics they like to discuss.
- Provide opportunities to students to express themselves.
- Appreciate students as required.

Rhyme 30- बच्चे और त्यौहार

Rhyme 31- आई दिवाली रे

Language (Hindi)

अक्षर- ध्वनि परिचय- /ल / :

- विद्यार्थियों को कहानी सुनाएं ।

कहानी- लोहड़ी के लिए लहंगा

लीला छुट्टी वाले दिन सुबह-सुबह छज्जे पर खड़ी हुई थी। तभी उसकी नज़र गली के बाहर लगे एक रंगीन तम्बू (टेंट) पर पड़ी। लीला ने देखा कि तम्बू के पास **लम्बी-लम्बी लकड़ियाँ** भी रखी हुई थी। लीला ने माँ को आवाज़ लगायी, "माँ यह तम्बू क्यों लगा है? क्या आज कोई शादी है?"

माँ हँस कर बोली, "नहीं, नहीं, आज **लोहड़ी** का त्योहार है। यह तम्बू और लकड़ियाँ भी उसी के लिए आयी हैं। आज हम सब मोहल्ले वाले रात को लोहड़ी मनाएँगे। तुम्हारे पापा बाज़ार से लोहड़ी का सामान खरीदने जा रहे हैं, तुम भी चले जाओ।"

लीला खुशी-खुशी पापा के साथ बाज़ार से सामान खरीदने गयी। पापा ने सबसे पहले एक रेहड़ी वाले से थैला भरकर फुल्ले खरीदे। लीला की नज़र एक दुकान के बाहर लगे हुए **लहंगे** पर पड़ी। उस लहंगे पर रंग-बिरंगी **लहरियाँ** बनी हुई थीं। उसे वह लहंगा बहुत पसंद आया। पापा ने लीला के लिए वह लहंगा खरीद लिया। लीला ने बड़ी खुशी से लहंगे का **लिफाफा** उठाया और बोली, " आज रात मैं यही लहंगा पहनूँगी।" उसके बाद उन्होंने मिठाई की दुकान से तिल के **लड्डू**, रेवड़ी और गजक खरीदे।

घर आकर उसने माँ को दिखाने के लिए सारा सामान थैले से निकाला। थैले में उसके लहंगे का लिफाफा था ही नहीं। वह ज़ोर-ज़ोर से रोने लगी। लीला और पापा दोनों सोचने लगे कि उनसे लिफाफा कहाँ गिर गया होगा। उसके पापा फटाफट वापस बाज़ार गए और कुछ देर बाद उसका

लहंगा का लिफाफा लेकर घर आ गए। पापा ने बताया कि उनका लिफाफा मिठाई की दुकान पर रह गया था। लीला लिफाफा देखकर बहुत खुश हुई। उसने जल्दी से लिफाफा खोला और लोहड़ी के लिए लहंगा पहनकर तैयार होने लगी।

- कहानी में लड़की का नाम क्या है?
 - तम्बू (टेंट) के पास क्या रखी हुई थीं? लकड़ियां कैसी थीं?
 - उस दिन कौन सा त्यौहार था?
 - लीला को एक दुकान के बाहर क्या लगा हुआ दिखा?
 - लहंगा उन्होंने किसमें डाला ?
 - मिठाई की दुकान से उन्होंने रेवड़ी, गजक के अलावा और क्या लिया ?
- 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 को प्रोत्साहित करें कि वे ऐसे शब्द भी बता पाएं जिनके बीच या आखिर में अक्षर की आवाज़ में आ रही हो।
 - 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 कि जब भी उन्हें यह आवाज़ सुनाई देती है तो शब्दों के नाम लिखने में वे इसी अक्षर का प्रयोग करते हैं।
 - बोर्ड पर बनाये गए सारे चित्रों के नाम लिख लें।
 - विद्यार्थियों को प्रोत्साहित करें कि निर्धारित आवाज़ के चित्र स्वयं बिना देखे बना पाएं।

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 sit and work in pairs.
- Provide clay to the students and let them make anything of their choice.
- Provide an opportunity to the students to share what they made with other students.
- Appreciate students as much as possible.

Lunch Break

Mathematics

Revision of Number 1-5 :

- Revise all the numbers and related quantity with the students.
- Show number cards to students and let all the students do those many number of claps/jumps etc.

Sajana :

- Divide the class into two groups and make a shape/figure(any) on the floor.
- Students to come one by one, roll the numeral dice, pick up an equal number of rangometry pieces and put the pieces on the edge of the shapes.
- Ensure that students get opportunities to quantify. Help wherever required.

Note- Do the activity with the half of the class and do the same activity with the rest of the class in the next session.

Outdoor Games

Balancing :

- Make a narrow and a wide path on the floor. Ask the students to walk, jump, skip, walk backwards and sideways on it.

Follow the Instructions :

- Take the students out to the ground. Let them indulge in free play.
- Suddenly call out WALK and all the students should start walking and then say FREE and students can continue with their play. Again after a while call out JUMP and all the students should start jumping.
- More actions can be added like crawl, laugh, shake, etc.

Language (English)

Introduction to Segmenting (oral) :

- Do oral segmenting with students.
- Tell a word and break it into sounds.
- Make the students listen to the sound and repeat it.
- Now tell a few more simple three letter words and take the student's help to break them into sounds.
Suggested words- bat, cat, mat, map, hat, box, mop, hot etc.

Revision of Letter-Sounds-/S,s/. /A,a/. /T,t/ and /I,i/ :

- Revise the letter- sounds with students.
- Write the letters on the board and let students tell the sounds of the letters.
- Make the students tell words starting from the target sounds.

- Motivate the students to tell the words where the target sounds are in the middle or at the end.
- Draw the pictures on the board and label the pictures for the students to identify the place of the sound.

Game- Alphabet Hopscotch :

- Make 2/3 hopscotch formats on the floor according to your class strength.
- Write the names of the letter on the boxes of hopscotch.
- Divide the class into 2/ 3 groups.
- One child comes from each group and plays hopscotch.
- As the child hops on each box, have her say the letter sound correctly.
- The students of the groups tell the vocabulary words related to the letters written on the hopscotch when their team member jumps on the boxes.
- The game continues until all the students get their turns.
- Revise all the letter sounds at the end of the game.

Note- Ensure that students tell the letters and their sounds correctly and help them wherever required.

Library Activity

Story Narration :

- Narrate a 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.

Class : KG
Month : October
Week : 1

Day 2

Theme: Festivals

Material Required- Pictures for conversation, “ल” की Worksheet, story books, dice, rangometry, number cards (1-5), Worksheet of English letters.

Assembly Time

Circle Time

Structured Conversation- Festivals We Celebrate :

- Show festival pictures to the students and tell them to observe them.
- Ask the students what is happening in these pictures?
- Take student's responses and focus their attention on the festivity.
- Ask a few questions like-
 - आपने अपने घर में ऐसा होते देखा है?
 - घर में ऐसा माहौल कब होता है ?
- Let the students talk about festivals they celebrate.
- Ask the students to work in pairs and share what festivals do they celebrate at home.
- After discussing in pairs, let the students share the festival they celebrate with the whole class.

Note- A picture is attached at the end of week’s plan.

Homework- Tell the students to go and talk to their family members about how they celebrate the festivals.

Rhyme 30- बच्चे और त्यौहार

Rhyme 31- आई दिवाली रे

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /ल/ + Worksheet-80 :

- विद्यार्थियों के साथ मिलकर अक्षर के शब्दों का अभ्यास करें ।
- 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 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 को प्रोत्साहित करें।
- विद्यार्थियों का ध्यान चित्र के साथ लिखे नाम की ओर ले जाएं ।
- रंग करने के बाद अक्षर में अलग अलग रंग चलाने को कहें ।

शब्दों की आवाज़ों को तोड़ना :

- विद्यार्थियों के साथ मिलकर, शब्दों को आवाज़ों में तोड़ने की कोशिश करें ।
- विद्यार्थियों को मौका दें की वे शब्दों में आने वाली अलग-अलग आवाज़ों को बता पाएं ।
- इसकी शुरुआत, दो अक्षर वाले आसान शब्दों से करें जैसे- कप, बस, जग, कल, मन, खत, फल ।
- शुरू करने के लिए सबसे पहले स्वयं कर के दिखाएं ।
- शब्द को धीरे से बोले और फिर उसको आवाज़ों में तोड़ने की कोशिश करें ।
- विद्यार्थियों की मदद लेकर बाकी शब्दों को आवाज़ों में तोड़ें ।

Free Play/ Indoor/ Art and Craft

Exploration with Story Books :

- Divide the class into pairs.
- Provide story books with pictures for students to explore.
- Look how students hold the book.
- Let students flip the pages of the books and interpret the pictures.
- Provide only those books which you have already narrated to the students.

Lunch Break

Mathematics

Revision of Numbers 1-5 :

- Revise all the numbers and related quantity with students.
- Show numeral cards to students and let students show equal number of fingers/claps/jumps etc.

Sajana :

- Divide the class into two groups and make a shape/figure (any) on the floor.
- Students come one by one, roll the numeral dice, pick equal number of rangometry pieces and put the pieces on the edge of the shapes.
- Ensure that students get opportunities to quantify and help them wherever required.

Outdoor Games

Shadow Tag (Catch the Shadow) :

- In this fun version of Tag, you tag each other's shadow with your feet instead of tagging their body. Thus, it must be played on a sunny day. The closer to noon, the greater the difficulty.
- Tell the students to take care of themselves as well as their shadows.

Note – This is similar to pakadam pakadai, except that the Seeker instead of touching the players must touch the shadows of the players with his/her feet.

Language (English)

Revision of Letter-Sounds- /S, s/, /A,a/, /T, t/ and /I, i/+Worksheet- 81 :

- Revise all the letter-sounds with students.
- Let students recall the vocabulary words of the letter sounds.
- Explain the worksheet to students that they have to write the correct letter in front of the picture using the help box.
- Instruct students that they have to focus on the initial sounds of the pictures to complete the work.
- Do not help students in the worksheet as it is an assessment worksheet.

Library Activity

Role play :

- Let students do a role play of any story which you have done before in the class.
- Help students as required.
- Let students create their own dialogues according to the situation.
- Appreciate students throughout the activity.

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 : October
Week : 1

Day 3

Theme: Festivals

Material Required- "फ" के कार्ड, Worksheet on numbers, flashcards of letter-sound-p,n,c &k, music for storytelling.

Assembly Time

Circle Time

Structured Conversation- Festivals we Celebrate - Respecting Diversity :

- Start the day with the conversation that happened yesterday.
- Ask the students to share how they celebrate festivals at home.
- Facilitate the conversation with questions like-
 - आप त्यौहार किस के साथ मनाते हैं ?
 - कौन कौन लोग घर आते हैं?
 - आप लोग मिलकर क्या करते हो ?
 - किस तरह की तैयारियाँ की जाती हैं?
 - आप किस तरह के कपड़े पहनते हो ?
 - यह किस वक्त मनाया जाता है ?
- Provide opportunities for students to talk about how do they celebrate festivals at home.
- Let them sit in small groups and discuss.
- Ask students to share some of the responses with the whole group.
- Teacher to focus on all the groups when they are sharing and ensure that each child participates in the discussion.

Rhyme 30- बच्चे और त्यौहार

Rhyme 31- आई दिवाली रे

Language (Hindi)

अक्षर- ध्वनि परिचय- /फ/ :

विद्यार्थियों को कहानी सुनाएं ।

कहानी- दादी का जन्मदिन

फणि की दादी का जन्मदिन था। फणि खूब सारे फूल इकट्ठा करके दादी को देने आ रहा था। वह थोड़ी जल्दबाज़ी में था। फणि ने फाटक खोला ही था कि उसका पैर फर्श पर फिसल गया। फणि गिर गया। फणि ज़ोर से रोने लगा। उसका पैर छिल गया था। फणि को बहुत दर्द हो रहा था। उसकी आवाज़ सुनकर दादीजी घर के अंदर से आईं। उन्होंने फणि को गिरे हुए देखा। दादी ने झट से फणि को उठाया। उसके सिर पर हाथ फेरा। फणि और दादी ने मिलकर सारे फूल इकट्ठा किए। दोनों

मिलकर अंदर गए। फणि ने फूलों का गुच्छा दादी को पकड़ाते हुए मुसकराकर कहा, "दादी, जन्मदिन मुबारक हो!" दादी ने खुश होकर कहा, "अरे वाह! ये फूल मेरे लिए लाए हो।" उन्होंने फणि को बहुत प्यार किया। उसको फल भी खिलाया। दादी और फणि दोनों ने मिलकर फल खाए। दादी और फणि ने मिलकर लूडो भी खेला। दोनों खूब खुश हुए।

- किसकी दादी का जन्मदिन था?
- फणि दादी को क्या देने वाला था?
- फणि ने क्या खोला था?
- दादी ने फणि को क्या खाने को दिए?

- 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 को प्रोत्साहित करें कि वे ऐसे शब्द भी बता पाएं जिनके बीच या आखिर में अक्षर की आवाज़ में आ रही हो।
- 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 यह आवाज़ सुनाई देती है तो शब्दों के नाम लिखने में वे इसी अक्षर का प्रयोग करते हैं।
- बोर्ड पर बनाये गए सारे गये चित्रों के नाम लिख लें।
- विद्यार्थियों को प्रोत्साहित करें कि निर्धारित आवाज़ के चित्र स्वयं बिना देखे बना पाएं।

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

Let's Get Fit :

- Have the students stand in a circle with you and make them do simple joints exercise 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).

Lunch Break

Mathematics

Revision of Numbers 1-5 + Worksheet- 82 :

- Recap the number and respective quantity with students.
- Ensure that students get enough counting experiences.
- Explain the worksheet to students that they have to look at the number and complete the quantity in the given worksheet.
- Let students complete the worksheet independently.

Outdoor Games

Water and Freeze :

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

Language (English)

Revision of Letter-Sound- /P, p/, /N, n/, /C, c/, /K, k/ :

- Revise the letter-sounds with students.
- Write the letters on the board and let the students recall the sounds and related vocabulary.
- Label the vocabulary and focus the students' attention on the names.

Game- Find the Correct House :

- Be ready with the flashcards of the letters and vocabulary words.
- Flashcards should be enough for the class or give the cards to students in pairs.
- Distribute the letter and vocabulary cards to students.
- The students who have the letter cards come in front and paste the cards on the board in given spaces and tell the sounds of the letters.
- Then other students come one by one and put the flashcards in the correct houses by telling the name of the pictures and initial sounds.

Note- Ensure that students tell the letters and their sounds correctly and help them wherever required.

Library Activity

Storytelling with Movements :

- 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.

Class : KG
Month : October
Week : 1

Day 4

Theme: Festivals

Material Required- फ के चित्र , drawing file, crayons, Worksheet on English letters, Number cards and rangometry, puppets for storytelling.

Assembly Time

Circle Time

Structured Conversation- Festivals we Celebrate - Respecting Diversity :

- Start the day with the conversation that happened yesterday.
- Ask the students to share how they celebrate festivals at home.
- Facilitate the conversation with questions like-
 - आप त्यौहार किस के साथ मनाते हैं ?
 - किस तरह की तैयारियाँ की जाती हैं?
 - घर में क्या कुछ खास बनाया जाता है ?
 - क्या त्यौहार मानते समय कुछ अलग गाने/गीत गाए जाते हैं?
 - घर को किस तरह सजाया जाता है?
 - आप क्या करते हो? घर में किसी काम में आप मदद करते हो?
 - क्या किसी खास को बुलाया जाता है?
- Provide opportunities for students to talk about the special food associated with the festivals, the decorations, rituals and songs related to the festivals they celebrate at home.
- Ask the students to share their responses with the whole group.
- Use a talking object to involve the whole class.

Note- If students are sharing some songs related to the festivals, motivate students to sing for the class and repeat after the child if possible.

Rhyme 30- बच्चे और त्यौहार

Rhyme 31- आई दिवाली रे

Language (Hindi)

अक्षर- ध्वनि अभ्यास - /फ/ :

- विद्यार्थियों के साथ मिलकर अक्षर के शब्दों का अभ्यास करें ।
- 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 ।
- चित्रों के नाम लिखें और विद्यार्थियों का ध्यान चित्र के साथ लिखे नाम की ओर ले जाएँ ।
- विद्यार्थियों को स्लेटी पर चित्र बनाने को दें और एक बार अक्षर का अभ्यास कर लें

शब्दों की आवाज़ों को तोड़ना :

- विद्यार्थियों के साथ मिलकर, शब्दों को आवाज़ों में तोड़ने की कोशिश करें।
- विद्यार्थियों को मौका दें की वे शब्दों में आने वाली अलग-अलग आवाज़ों को बता पाएं।
- इसकी शुरुआत, दो अक्षर वाले आसान शब्दों से करें जैसे- कप, बस, जग, कल, मन, खत, फल।
- शुरू करने के लिए सबसे पहले स्वयं कर के दिखाएं।
- शब्द को धीरे से बोले और फिर उसको आवाज़ों में तोड़ने की कोशिश करें।
- विद्यार्थियों की मदद लेकर बाकी शब्दों को आवाज़ों में तोड़ें।

Free Play/ Indoor/ Art and Craft

Drawing- My Favourite Festival :

- Provide a drawing file and colours to students to draw their favourite festival.
- Help and assist students wherever required.
- Motivate students to talk about their favourite festival with the rest of the class.
- Save the pictures of students for the next day's conversation time.

Lunch Break

Mathematics

Counting Experiences (1-10) :

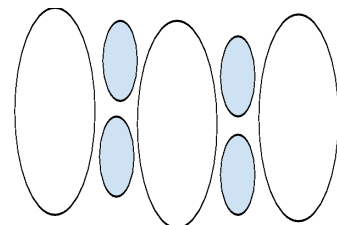
Game- Rangometry :

- Divide the students into smaller groups.
- Provide each group a bowl full of rangometry pieces.
- Now tell the students to make things they would like to make out of it.
- Tell the students to count the number of pieces they used for making that object.
- Let students count.
- Now tell the students to make objects using 6/7/8/9/10 pieces.
- Provide enough counting opportunities to them.

Outdoor Games

Follow the Path :

- Draw a pattern as given. Instruct the students to jump from one circle to another. This is like the hopscotch game.
- When the students jump on the big circle, they jump into it with both legs. Where there are two circles, they have to jump and place one leg in each circle.



Language (English)

Revision of Letter-Sound- /P, p/, /N, n/, /C, c/, /K, k/ + Worksheet- 83 :

- Revise all the letter-sounds with students.
- Revise the vocabulary of each letter sound.
- In case of /c/ and /k/ focus on the vocabulary, so students don't confuse with the sounds and vocabulary.
- Explain the worksheet to students that they have to find the odd picture and cross it on the basis of their initial sound.
- Do not help students in completing the worksheet as it is an assessment worksheet.

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.

Class : KG
Month : October
Week : 1

Day 5

Theme: Festivals

Material Required- “ल” और “फ” के शब्दकोष कार्ड (कक्षा की संख्या अनुसार), “फ” की वर्कशीट, rangometry, dice (group wise), material for pretend play, Worksheet on numbers, daflī, chalk, skates, cards for storytelling.

Assembly Time

Circle Time

Structured Conversation- My Favourite Festival :

- Talk about festivals using the previous day’s conversation.
- Provide them a drawing to them which they made the previous day and tell them to talk about their favourite festival.
- Use the following questions to give direction to the sharing process-
 - Which is your favourite festival?
 - How do you celebrate it?
 - What makes it your favourite festival?
- Use a talking object and provide opportunities to students to share.

Note- Continue the same conversation next day , if the class strength is high.

Rhyme 30- बच्चे और त्यौहार

Rhyme 31- आई दिवाली रे

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /ल/ और /फ/ :

- प्लैशकार्ड की मदद से दोनों अक्षरों का अभ्यास कर लें
- विद्यार्थियों को अक्षरों का नाम बताने को कहें
- विद्यार्थियों को प्रोत्साहित करें कि वे आवाज़ के और शब्द बताएं
- ऐसे शब्दों को निकलवाने की कोशिश करें जिसमें आवाज़ बीच में या आखिर में आती हो
- विद्यार्थियों का ध्यान आवाज़ के स्थान पर ले जाएं
- सभी शब्दों के चित्र बोर्ड पर बना लें और उनके नाम लिख लें

खेल- शब्दकोष सूची :

- विद्यार्थियों को छोटे छोटे समूहों में बाँट दें
- हर समूह को “ल” और “फ” अक्षर की कार्ड दें और निर्देश दें कि उन्हें इन अक्षरों की अधिक से अधिक शब्दों की सूची बनानी है
- सूची बनाने के लिए हर समूह को कागज़ दें

- विद्यार्थी हर शब्द का चित्र बना लेंगे
- सूची बनाने के पश्चात, हर समूह अपने शब्द सूची को बाकी कक्षा के साथ साझा करेंगे

/फ/ की + Worksheet- 84 :

- विद्यार्थियों को वर्कशीट समझाएं की उन्हें दिए गए चित्रों पर रंग भरना है और खाली जगह पर /फ/ से जुड़ा कोई एक चित्र बनाना है।
- एक बार सभी चित्रों के नाम के माध्यम से अक्षर को दोहरा लें।

Free Play/ Indoor/ Art and Craft

Pretend Play :

- Keep some decorative materials like frills etc (used for home decoration during festivals) along with other waste material in the play corner.
- Keep enough material for all the students.
- Let students do a pretend play.
- Observe their play and talk to them if required.

Lunch Break

Mathematics

Counting Experiences (1-10) :

Game- Win as Much as You Can :

- Before the activity, make dot dice of numbers 5-10 using the ludo dice by putting chits on it
- Divide the class into 4 or 5 groups.
- Provide slates and rangometry pieces to students.
- Instruct students to roll the dice turn wise and keep an equal number of rangometry pieces on their slates.
- After 6/7 rounds let students count their number of pieces.
- The child who has more pieces would be announced a winner in the group.
- Ensure that each child is getting opportunities to count.
- After the game, ask the students who finished first and let the students talk about their experiences.

Outdoor Games

Walk with the Beat :

- Have the students stand in a circle and play music or some rhythm.
- Get them moving along with you in the “Walk with the beat” game.

Long Jump :

- Call the students in groups as per your class strength.
- Draw a line and let the students stand a little far (about 2 feet) away from the line.
- Explain to the students that they have to cross the line in one jump, that they have to do a long jump. Get everybody to do this one by one.

Language (English)**Revision of Letter-Sound- /H, h/, /R, r/, /D, d/ and /M, m/ :**

- Revise the letter-sounds and their vocabulary with students.

Dictation :

- Provide chalk and slates to students.
- Now tell the students that you will say a sound and they have to write the letter matching the sound and draw the corresponding vocabulary.
- Everytime you call a letter sound, give time to students to think and write the letter on the board for students to check.
- Ask the students to draw one vocabulary word for each letter- sound.

Library Activity**Storytelling using Cards :**

- Make 4 or 6 cards of the main scenes of a story already narrated.
- Re-narrate the story using the cards.

Post Activity :

- Call 4 or 6 Students and give them the story cards randomly.
- Ask the whole class to arrange the cards in sequence.
- Let the students (holding the cards) 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 : October
Week : 1

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 22) to students to complete.



Pic Courtesy- www.123rf.com

Class : KG
Month : October
Week : 2

Day 1

Theme: Festivals

Material Required- drawings of students, “द” के कार्ड, slates, chalk, clay, rangometry, objects for race, Worksheet of letters.

Assembly Time

Circle Time

Free Conversation :

Let the students talk about anything they feel like sharing- things they did at home, games they like to play, things they like to eat, etc.

Structured Conversation- My Favourite Festival :

- Talk about festivals using the previous day’s conversation.
- Provide their drawing to them which they made yesterday and tell them to talk about their favourite festival.
- Use the following questions to give direction to the sharing process-
 - Which is your favourite festival?
 - How do you celebrate it?
 - What makes it your favourite festival?
- Use a talking object and provide opportunities to students to share.

Rhyme 33- टन टन करता घंटी बजता (using actions)

Rhyme 34 -सर सर उड़ी पतंग (using actions)

Language (Hindi)

अक्षर- ध्वनि परिचय- /द/ :

- विद्यार्थियों को कहानी सुनाएं ।

कहानी- जब चिड़िया को चोट लगी / चिड़िया की देखभाल

देविका के दादाजी बरामदे में सो रहे थे। देविका उनके पास ही बैठकर कहानी की किताब पढ़ रही थी। तभी उसने देखा कि घर की दीवार पर एक चिड़िया आकर बैठ गई। चिड़िया बार- बार थोड़ा पंख फड़फड़ाती और फिर चुप होकर इधर -उधर देखने लग जाती। वह लगातार चीं - चीं किये जा रही थी। जैसे मानो बहुत दर्द में हो! देविका को लगा कि चिड़िया को कोई परेशानी है। उसने दादाजी को उठाया और चिड़िया की तरफ इशारा किया। दादाजी चिड़िया के पास गए। उसे ध्यान से देखा। चिड़िया के पैर में चोट लगी थी। वहाँ से थोड़ा खून निकल रहा था। "दवाई का बक्सा ले

आओ देविका, अलमारी के नीचे **दराज** में रखी है।" दादाजी ने देविका से कहा। देविका दरवाज़ा खोलकर घर के अंदर गई और दराज से दवाई का बक्सा ले आई। दादा जी ने धीरे-से चिड़िया को पकड़ लिया और उसके पैर के खून को साफ़ किया। वहाँ थोड़ी दवाई लगाई। देविका चिड़िया के लिए कटोरी में **दाना** लाई। चिड़िया ने थोड़ा दाना खाया। थोड़ी देर बाद चिड़िया के पैर का दर्द कम हो गया और वह उड़ गई। देविका और दादाजी चिड़िया को उड़ता देख खुश हो गए।

- कौन बरामदे में सो रहा था ?
- दादाजी के पास कौन बैठा था ?
- चिड़िया कहाँ आकर बैठी?
- दादाजी ने क्या लाने को कहा ?
- दवाई का बक्सा कहाँ रखा 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 को प्रोत्साहित करें कि वे ऐसे शब्द भी बता पाएं जिनके बीच या आखिर में अक्षर की आवाज़ में आ रही हो।
- 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 कि जब भी उन्हें यह आवाज़ सुनाई देती है तो शब्दों के नाम लिखने में वे इसी अक्षर का प्रयोग करते हैं।
- बोर्ड पर बनाये गए सारे चित्रों के नाम लिख लें।
- विद्यार्थियों को प्रोत्साहित करें कि निर्धारित आवाज़ के चित्र स्वयं बिना देखे बना पाएं।

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 sit and work in pairs.
- Provide clay to the students and let them make anything of their choice.
- Provide an opportunity for students to share what they have made with other students.
- Appreciate students as much as possible.

Lunch Break

Mathematics

Counting Experiences (1-10) : Rhyme24- "Once I caught a Fish Alive"

Game- 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(1-10) you call out.
- Tell students to count the members in their group 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.
- Make 10 tracks and place several objects on the tracks.
- Get the students to stand at the starting line of their track.
- Instruct -When the whistle blows, students must run to the first object, pick it up and run back to the starting line and place it. Then they 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.

Note- The no. of objects should be age appropriate and any object can be kept on the track like paper balls, stones or wooden blocks.

Language (English)

Revision of Letter-Sound- /H, h/, /R, r/ and /M, m/ :

- Revise the letter-sound and the related vocabulary with students.
- Write letters on the board.
- Explain the task to the students that they have to identify the pictures and draw the same on their drawing files and write the correct letter for each picture.
- Provide the files to students and let them complete it independently.
- Revise the letter-sounds with students.

Library Activity

Recorded Story :

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

Class : KG
Month : October
Week : 2

Day 2

Theme: Festivals

Material Required- “द” की Worksheet, drawing files, crayons, slates, concrete material for numbers, material for race, sheets, letter cards (group wise).

Assembly Time

Circle Time

Structured Conversation- Festivals that Others Celebrate :

- Talk to students about the festivals which they have seen their neighbours are celebrating
- Ask students-
 - क्या आपने आस पास लोगों को त्यौहार मनाते देखा है?
 - वो कौन कौन से त्यौहार मनाते है?
 - क्या कोई ऐसे त्यौहार हैं जो केवल आपने उन्हे मनाते देखा हो?
 - वे त्यौहार कैसे मनाते हैं?
 - क्या आप भी उनके साथ वो त्यौहार मनाते हो?
- Provide opportunities to students to share about the festivals which the students see people celebrating around them.

Rhyme 33- टन टन करता घंटी बजता (using actions)

Rhyme 34 -सर सर उड़ी पतंग (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास - /द/ + Worksheet-85 :

- विद्यार्थियों के साथ मिलकर अक्षर के शब्दों का अभ्यास करें ।
- 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 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 को प्रोत्साहित करें।
- विद्यार्थियों का ध्यान चित्र के साथ लिखे नाम की ओर ले जाएं ।
- रंग करने के बाद अक्षर में अलग अलग रंग चलाने को कहें ।

शब्दों की आवाज़ों को तोड़ना :

- विद्यार्थियों के साथ मिलकर शब्दों को आवाज़ों में तोड़ने की कोशिश करें ।
- विद्यार्थियों को मौका दें की वे शब्दों को अलग अलग आवाज़ों में तोड़ पाएं ।
- शुरुआत दो अक्षर वाले शब्दों से कर, तीन अक्षर वाले शब्दों को भी विद्यार्थियों को सुनने का

- मौका दें ।
- तीन अक्षर वाले आसान शब्द लें जिनमे मात्रा न हो जैसे मटर, बटन, महल, शहद, शहर, कमल आदि ।

Free Play/ Indoor/ Art and Craft

Free Hand Drawing :

- Let the students enjoy free hand drawing and colouring on their slates or drawing files.
Students can draw pictures of things or a scene whatever they want on their slates/ drawing files.
- Encourage them to name their pictures.
- Provide an opportunity for the students to share their drawings with others.
- Label it for them.

Lunch Break

Mathematics

Counting Experiences (1-10) :

- Divide the students into small groups.
- Instruct the students to collect twigs from the school ground in groups.
- Tell the students to make various figures using those twigs and count the number of twigs used in the slate.
Example: A child brings 10 twigs and makes a figure of hut, the child will count the number of twigs used in making hut.
- Students will keep on making figures using twigs and count the number of twigs used.
- Let students share their creation with their group members.

Outdoor Games

Hot Potato Race :

- Divide the class into groups of ten. Make 10 tracks and place several objects on the tracks.
- Get the students to stand at the start line of their track. Instruct - When the whistle is blown, Students run to the first object, pick it up and run back to the starting line and place it. Then 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.

Note- The no. of objects should be age appropriate and any object can be kept on the track like paper balls, stones or wooden blocks.

Language (English)

Revision of Letter- Sound- /D,d/, /G, g/ and /U, u/ :

- Revise all the letters, their sound and vocabulary words.
- Draw all the words on the board and write their names.

Listing Vocabulary :

- Divide the students into small groups.
- Provide each group the letters and sheets.
- Instruct students that they have to draw as much as vocabulary of the given sounds in the sheets.
- After completing the activity, tell each group to share the vocabulary with the rest of the class.
- Make sure each group focuses on the sound while sharing the vocabulary with others.

Library Activity

Complete the Story :

- Narrate a story and pause during the climax of the story.
- Ask the Students to predict the other half of the story.
- Give some time to the 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 some different ends 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.

Class : KG
Month : October
Week : 2

Day 3

Theme: Festival

Material Required- Picture cards of Diwali, drawing files, crayons, Worksheet of letters, concrete material for numbers.

Assembly Time

Circle Time

Structured Conversation- Festivals People Celebrate- Diwali :

- Show the pictures of Diwali to students.
- Ask the students what is happening in the picture.
- After taking student's responses, ask students their experiences related to the festival on what they do on Diwali and focus on the food, clothing and rituals.
- Summarise the discussion by talking about the festival and its story in brief.

”

Song 1- “Happy Diwali”

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /न/, /त/, /स/, /ल/, /द/ और /ट/ :

- विद्यार्थियों के साथ मिलकर सभी अक्षरों का अभ्यास कर लें और उस से जुड़े शब्द भी दोहरा लें ।
- विद्यार्थियों को मौका दें की वे अक्षर से जुड़े और शब्द भी बताएं जिनके शुरुआत, बीच या अंत में उस अक्षर की आवाज़ आती हो ।

खेल- फर्श का खेल :

- कक्षा को दो समूह में बाँट दें ।
- फर्श पर चारों अक्षर इस प्रकार लिखें की हर अक्षर दो से तीन बार लिखा हुआ हो ।
- दोनों समूहों के लिए 2 अलग डिब्बे बनेंगे ।
- विद्यार्थियों को क्रम से आने दें ।
- हर समूह से एक विद्यार्थी आकर पिटू को बोले गए अक्षर के डिब्बे में डालने की कोशिश करेगा ।
- उस समूह के विद्यार्थी उस अक्षर से जुड़ा कोई एक शब्द बताएँगे ।



Free Play/ Indoor/ Art and Craft

Art Work- Making Rangoli :

- Refer to your discussion on festivals earlier in the day and tell the students you are going to teach them how to make a Rangoli.
- Tell them the different names for Rangoli from all over the country and how is it made. for e.g. Alpana (Bengal), Kollam (Tamil Nadu).
- Make a simple Rangoli on the board, and ask the students to draw it in their drawing files.

Lunch Break

Mathematics

Introduction of Numeral 6 :

- Teacher narrates a story
Butterfly and her shoes

There was once a beautiful butterfly. She lived in Sonal's garden. She lived there with her friends. One day a few guests arrived at Sonal's house. Sonal was wearing beautiful shoes. The butterfly saw the shoes and demanded the same. She told her friends to get the same shoes. Her friends brought similar shoes and gave it to the butterfly. The Butterfly started crying. Her friends asked the reason and the butterfly told them that they've got only two shoes but she has six legs. (Stop the story and ask students, how many shoes the butterfly needs and let students respond. Let students show 6 fingers). Her friends understood and brought four more shoes. The butterfly was very happy and started singing.

"I have 1 shoe, I have 2 blue shoes,

"I have 3 fancy shoes,

"I have 4 beautiful shoes,

"I have 5 blue beautiful shoes,

" I have 6 bright shoes, my new-new shoes."

Note: While narrating the story keep drawing shoes on the board. Two shoes first and four later. Draw a butterfly with the legs for students to see.

- Follow up the task by providing an opportunity to students to quantify.
- Tell the students to - make groups of 6, show 6 fingers, take out 6 crayons from their colour box etc.
- Now focus students' attention on the quantity 6.
- Show number 6 and do air tracing.
- Provide slates to the students and tell them to draw shoes for all the legs of the butterfly.
- Let the students write number 6 on their slates with the shoes.
- Tell students to draw 6 things of their choice on their slates.
- End the class with doing different actions 6 times and focus on the number.

Outdoor Games

Balancing :

- Make a narrow and a wide path on the floor. Ask the students to walk, jump, skip, walk backwards and sideways on it.

Follow the Instructions :

- Take the students out to the ground and let them indulge in freeplay.
- Suddenly call out- WALK and all students start walking then say FREE and students can continue with their play. Again after a while, call out JUMP and students start jumping.
- More actions can be added like crawl, laugh, shake, etc.

Language (English)

Revision of Letter- Sound- /H, h/, /R, r/, /M, m/, /D, d/, /G, g/ and /U, u/ + Worksheet-86 :

- Revise the letters, their sounds and the related vocabulary.
- Explain the worksheet to students that they have to circle the correct letter and draw one more object with a similar sound.
- Do not help students to complete the worksheet as it is an assessment worksheet.

Library Activity

Story Narration :

Narrate a story to Students using voice modulation, gestures and expression.

Post Activity- Character Drawing :

After the story narration, ask the 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 : October
Week : 2

Day 4

Theme: Festivals

Material Required- Pictures for conversation time, अक्षरों की Worksheet, material for pretend play, picture cards of L/l, slates, chalk, concrete material for number introduction.

Assembly Time

Circle Time

Structured Conversation- Diwali- Respecting the Environment :

- Show the pictures to the students and let them talk about the pollution that we create by using crackers and sensitize the students towards the environment.
- Provide opportunities to students to share their views.
- Talk about how students and older people find it difficult to breathe, animals get scared due to the loud noise, birds get injured, streets get dirty, etc.
- Ask the students about what can we do to avoid such situations.
- Provide an opportunity for the students to think and talk about the solutions.

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

Rhyme 33- टन टन करता घंटी बजता (using actions)

Rhyme 34 -सर सर उड़ी पतंग (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /ट/, /त/, /स/, /ल/, /द/ और /न/ + Worksheet- 87 :

- पीछे दिन खेले गए खेल के बारे में बात करते हुए अक्षरों का अभ्यास कर लें।
- विद्यार्थियों को अक्षर के और शब्द बताने को कहें।
- विद्यार्थियों को वर्कशीट समझाएं की उन्हें अक्षर को सही चित्र के साथ मिलान करना है।
- विद्यार्थियों को समझाएं कि उन्हें चित्र के नाम की पहली आवाज़ पहचान कर सही अक्षर के साथ उसका मिलान करना है।
- विद्यार्थियों को मिलान करने के पश्चात, चित्र में रंग करने को कहें।

Free Play/ Indoor/ Art and Craft

Pretend Play :

- Keep some decorative materials like frills etc(used for home decoration during festivals) along with other waste material in the play corner.
- Keep enough material for all the students.
- Let the students do a pretend play.
- Observe their play and talk to them if required.

Lunch Break

Mathematics

Introduction of Numeral 7 :

- Teacher narrates a story:

Fatima ka Indradhanushh:

Fatima is seven years old. She lives in a city with her family. Her uncle and aunt live in a village. Today she is visiting her uncle and aunty and is very excited to see the village. Since it is raining today Fatima will not be able to see mustard fields today. Her eyes were on the window, waiting for the rain to stop. The rain stopped and the sky was clear, the sun was shining bright. She ran out of the house to look at the clear blue sky. There was something colourful in the sky. She had never seen such a thing before. It was beautiful. She ran to her mother and asked "Ammi, what is that colourful thing in the sky?" Her Ammi told her that "It is a 'Rainbow' made of seven colours". Thanking her Ammi, she rushes to get her drawing book and colour box.

She asks her mother to help her to draw a similar rainbow. Her mother tells her to take out colour in a sequence.

Her mother tells her to take out violet first then indigo, blue, green, yellow, orange and red. Her rainbow of seven colours is ready! She takes it back with her and pastes it on the wall next to her bed.

- Show your rainbow and let students see.
- Provide drawing files and colour box to students. Paste a sheet on the board and make a rainbow with the students. Show colours to students in sequence and draw with them.
- Let the students count the colour of the rainbow.
- Have a discussion around number 7 by telling students to observe 7 things around them and collate the responses on the board.
- Show the number 7 and do air tracing.
- Tell the students to draw any 7 things on the same sheet and write number 7.
- Recap quantity and numeral with students at the end of the class.

Outdoor Games

Kokla Chappaki :

- Select one person to be the "Tapper," then all of the students except for the "Tapper" sit in a circle on the floor.
- The "Tapper" walks around the outside of the circle with a handkerchief and he or she randomly decides to leave the hanky behind someone and say, 'mor.'
- The "'mor'" runs around the circle after the "Tapper," who tries to get to the "'mor'" vacated spot in the circle and sit down before the "'mor'" tags him or her.
- The rest of the class says "Ek ke piche bhaga mor." If the "'mor'" is not able to catch the "Tapper" before he or she sits at the vacated spot, the "mor" becomes the "Tapper" and the game begins again.

Language (English)

Introduction of Letter-sound /L, l/ :

- Narrate the story.

Story- Lanterns and Lizard

Lalita is very happy today. Today is Diwali. Her father has decorated the house with **lights**. Her mother has made tasty sweets. Lalita is helping her grandmother make beautiful rangoli in front of the house. Her teacher had taught her to make paper **lanterns** and she has made many paper lanterns for this day.

After making the rangoli Lalita started decorating her house with these lanterns. When she was hanging a lantern on the branch of a tree, she saw a **little lizard** on its **leaf**.

Lalita **lept** off the tree with a scream, "Mummy, mummy, there is a lizard in the tree."

Her mother and grandmother rushed out and consoled her, "Lalita, it's just a lizard. It will not harm you. See, it's so little."

Lalita stopped screaming. Then, with her mother and grandmother's help Lalita decorated her house with all the lanterns. Her house looked very beautiful and colourful.

- Name the girl in the story?
- What has her father decorated the house with?
- What has her teacher taught her to make with paper?
- Where is she decorating the paper lanterns?
- What did she see in the tree? Where was it?
- What did Lalita do when she saw the lizard?
- Once the story is narrated, ask questions to derive the target words from the story.

- Show the flash cards 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 have the same sound in the beginning/ middle/end.
- Introduce the letter using the letter card followed 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 sound.
- Let the students draw pictures of the words for the sound introduced.

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.

Library Activity

Read Aloud :

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

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 : October
Week : 2

Day 5

Theme: Festivals

Material Required- Pictures for circle time, slates, chalk, Worksheet on festivals, blocks, concrete objects for number 8, Worksheet OF L/I.

Assembly Time

Circle Time

Structured Conversation- Eid :

- Show the pictures to students and ask students about the pictures-
 - What is happening in this picture?
 - Have you ever experienced or observed something like that?
 - What do you/people do on this day? (Focus on food, clothing and rituals)
 - Why do we celebrate this day?
- Provide opportunities for students to share their experiences related to the festival.
- Ensure that students do not form any misconception about the festival or religion.
- Summarise the discussion with narrating the story ईदगाह in simple language.

Rhyme 33- टन टन करता घंटी बजता (using actions)

Rhyme 34 -सर सर उड़ी पतंग (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /च/,/ ख/,/र/,/ फ/ और /ग/ :

- विद्यार्थियों के साथ मिलकर, सभी अक्षरों का अभ्यास कर लें।
- विद्यार्थियों को मौका दें कि वे आवाज़ पर ध्यान दे कर अक्षर के और शब्द बता पाएं।
- विद्यार्थियों द्वारा बोले गए शब्दों के चित्र बनाकर उनके नाम लिख लें और विद्यार्थियों को मौका दें की वे देख पाएं की शब्द में अक्षर की आवाज़ कहाँ पर आ रही है।

खेल- साथी और सवाल :

- इस खेल को विद्यार्थी जोड़े में खेलेंगे।
- विद्यार्थियों को जोड़े में विभाजित करने से पहले शिक्षिका विद्यार्थियों को खेल के बारे में समझाएगी ।
- शिक्षक बोर्ड पर चारों अक्षर लिखे देगी।
- जोड़े में विद्यार्थी बारी- बारी से सवाल पूछेंगे ।
- पहला विद्यार्थी किसी अक्षर का नाम लैगा और दूसरे विद्यार्थी को उस से जुड़े दो शब्द बताने होंगे ।

- इसका बाद दूसरे विद्यार्थी की सवाल पूछने की बारी आएगी और पहला विद्यार्थी जवाब देगा।
- शिक्षिका विद्यार्थियों को पर्याप्त समय देगी की हर जोड़ा सारे अक्षर से जुड़े सवाल एक बार पूछ पाए ।
- खेल को थोड़ा और मजेदार करने के लिए शिक्षिका विद्यार्थियों को सलेटी भी दे सकती है और विद्यार्थी एक दूसरे को अक्षर लिखने और चित्र बनाने को भी कह सकते है।
- खेल खत्म होने के पश्चात शिक्षिका कुछ विद्यार्थियों से उनके अनुभव बताने को कह सकती है ।
- एक बार मिलकर सभी अक्षरों का अभ्यास कर लें ।

Free Play/ Indoor/ Art and Craft

Festival Celebration- Eid + Worksheet- 88 :

- Show the worksheet to the students.
- Ask the students about what is happening in this picture and take their responses.
- Talk about the picture in detail like what are the students doing and why etc.
- Provide worksheet and colours to students.
- Let students complete the worksheet.
- Help students wherever required.

Lunch Break

Mathematics

Introduction of Numeral 8 :

- Teacher narrates a story
Simi's Fish tank

Simi was fond of fish. One day she went to the market with her father. While passing by a pet shop she saw a fish tank. She decided to get a small fish tank. The small tank had tiny water plants and colorful pebbles. They took the fish tank home but something was missing- the fish. She told her father that they need fish for the fish tank. The next day, they went to the same shop to buy some fish. When she came home, she kept all the fish in her small tank. Now, in her small tank there were two golden fish, one blue fish, four red fish and one big yellow fish.

Let us find out how many fish are there in Simi's fish tank.

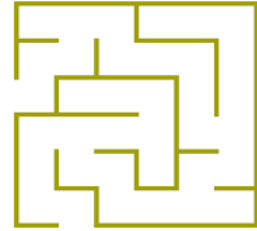
Note: Paste the type of fish on the board that are in the story and bring the focus of students to it while narrating the story.

- Provide rangometry , beads , pebbles etc. and tell students to take out 8 rangometry, 8 beads.
- Provide a sheet to students and tell them to put any 8 fish in their tank.
- Show number 8 and do air tracing.
- Tell students to draw food for each fish and let students count.
- At the end of the class, revise quantity and numeral with students.

Outdoor Games

Maze Runner :

- Draw a maze on the floor, similar to the one given here.
- Ask the students to walk and follow the path without losing the track.
- If students are able to do it easily, give a glass full of water and ask them to walk without spilling the water.



Pic courtesy – pinterest.com

Language (English)

Revision of Letter-Sound /L, l/ + Worksheet-89 :

- Recap the sounds using the story.
- Let the students focus on the targeted vocabulary.
- Ask the students share more words which have the same sound.
- Draw the pictures and write the name of the pictures on the board for the students to see.
- Demonstrate the worksheet to students to colour.
- Instruct the students to draw one more vocabulary picture with the same sound.
- Focus the student's attention to names written.
- Let the students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Segmenting (Oral) :

- Do oral segmenting with the students.
- Tell a word and break it into sounds.
- Make the students listen to the sound and repeat it.
- Now tell a few more simple three letter words and take student's help to break them into sounds.

Suggested words- bat, cat, mat, map, hat, box, mop, hot etc.

Library Activity

Creating a Story :

- Sit with students in a circle.
- Instruct students that they are going to create a story.
- Now speak one sentence and let the next student add to that sentence.
- The process would continue.
- All the students would add one line to make it 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.



Pic courtesy – www.firstpost.com , www.hindustantimes.com
www.dnaindia.com , www.healthcuretips.com





Pic courtesy - www.republikarss.blogspot.com , www.123rf.com



Class : KG
Month : October
Week : 2

Day 6

Class : KG
Month : October
Week : 3

Day 1

Theme: Festivals

Material Required- अक्षरों के कार्ड , Worksheet on festival, triangular & rectangular cutouts, Hurdles for race, vocabulary cards of E/e. Worksheet on numbers, rangometry.

Assembly Time

Circle Time

Free Conversation :

Initiate a free conversation with students. Provide opportunities for students to express their views on different topics.

Structured Conversation- Christmas :

- Talk about the festival Christmas with students.
- Provide opportunities for students to share their experiences related to the festival.
- After taking student's responses narrate the story on christmas in brief (Birth of Jesus Christ).
- Talk about the rituals, food, clothing etc.

Rhyme 35- लोहड़ी आई

Rhyme 36- तीन रंग का अपना झंडा

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /च/, /ख/, /र/ और /ग/ :

- विद्यार्थियों के साथ मिलकर अक्षरों का अभ्यास कर लें ।
- विद्यार्थियों को मौका दें की वे अक्षरों से जुड़े और शब्द बता पाएं ।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें और उनके नाम लिख दें।
- विद्यार्थियों को देखने का मौका दें की शब्द में अक्षर की आवाज़ कहाँ पर आ रही है ।
- हर विद्यार्थी को उपरोक्त लिखित अक्षरों में से एक अक्षर के चित्र का एक कार्ड दें और बोर्ड पर 4 अक्षर अलग अलग डिब्बों में लिख दें।
- विद्यार्थियों को बारी बारी मौका दें की वे चित्र को देख कर उसकी पहली आवाज़ के आधार पर उसे सही डिब्बे में चिपकाना है।
- अंत में एक बार सभी अक्षर और उनके चित्रों का अभ्यास कर लें।

Free Play/ Indoor/ Art and Craft

Craft on Christmas + Worksheet-90 :

- Introduce worksheet to students and ask them to name it.
- Talk about the christmas tree.
- Demonstrate how to paste triangular and square cut outs to decorate the tree.
- Have the students complete the worksheet.
- Help if needed.

Note- The teacher is not supposed to teach shapes right now.

Lunch Break

Mathematics

Revision of Number-6,7 and 8 + Worksheet - 91 :

- Revise the numbers and quantity with students.
- Divide the class into 2 groups.
- Provide groups with rangometry pieces and blocks.
- Ask the rangometry groups to make things using 6, 7 and 8 pieces and compare.
- Ask the block groups to make a building using 6, 7 and 8 blocks and compare.
- Now tell the students of each group to share their experiences and observation.

Worksheet :

- Explain the worksheet to students.
- Demonstrate the similar type of activity on the board for the students to understand the worksheet better.
- Let students do the worksheet on their own.
- After completing the worksheet, discuss the worksheet with students.

Outdoor Games

Simple Hurdle Races :

- Make the tracks (10/15) according to your class strength.
- Keep a few hurdles like crushed newspaper/ pieces of ropes or small objects on the track and students have to complete the race by jumping over the hurdles.

Language (English)

Introduction of Letter-Sound- /E, e/ :

- Narrate the story.

Story- The Elephant's Exercise

Ellie the **Elephant** looked at all the animals in the jungle. The deer, the tigers, snakes, no other animal was as fat and big as elephants!

"Elephants need to **exercise!**" he told the other elephants one day. "Tomorrow we begin our exercise class. All must come," he told the other elephants in the jungle. Some elephants shook their heads. Some elephants stamped their feet. Some elephants picked their trunks and said NO! "Elephants don't exercise!" said **Eddie** his brother.

"But elephants can exercise," said Ellie. Next morning, Ellie got up early in the morning. He was very excited to start his exercise class. Ellie reached the ground and started his exercise.

"Left leg up, right leg up. Bend your knees roll your head, swing your bum. E-e-exercise for all E-e-e-elephants!"

Ellie waited for the other elephants to come to his exercise class. But no one came that morning. "How do I get the elephants to exercise?" thought Ellie. "Exercise will give us **energy**. Exercise will make elephants healthy. But no elephant wants to exercise!" he said.

Ellie shook his big elephant ears and started walking towards home. He was very sad, when suddenly he heard footsteps. He heard elephant footsteps coming towards him. Ellie looked up to see a herd of elephants walking towards him.

"I thought you would never come!" said Ellie excited to see his friends.

"Huff..Puff...Ellie, your exercise class is very far! This walk was quite an exercise for all of us," said Eddie.

"Are you ready for some more?" asked Ellie, "Let us begin!"

"Left leg up, right leg up. Bend your knees roll your head, swing your bum. E-e-exercise for all E-e-e-elephants!"

- This story is about which animal?
 - What were the names of the elephants?
 - What did Elly want all the elephants to do?
-
- Once the story is narrated, ask questions to derive the target words from the story.

- Show the flash cards 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 have the same sound in the beginning/ middle/end.
- Introduce the letter using the letter card followed 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 sound.
- Let the students draw pictures of the words for the sound introduced.

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.

Library Activity

Making Stories :

- Divide the students into small groups and give them some hint words.
- Now instruct students to create stories in their groups using those hint words.
- At the end, let all the groups share their stories.

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 : October
Week : 3

Day 2

Theme: Festivals

Material Required- picture of kite, ब/घ/म/द के अक्षर कार्ड, Worksheet for fingerprinting, Worksheet of E/e, concrete material for numbers.

Assembly Time

Circle Time

Structured Conversation-Festival- Makar Sankranti :

- Show the picture of kites to students.
- Ask students: When do they see kites in the sky?
- Bring students' attention to the festival.
- Ask students if they know anything about the festival.
- Take student's responses and talk about makar sankranti that-



Makar Sankranti is a major festival in the state of Gujarat which lasts for two days.

Gujarati people keenly await this festival to fly kites. Undhiyu (spicy, baked mix of winter vegetables) and chikkis (made from til (sesame seeds), peanuts and jaggery) are the special festival recipes savoured on this day.

Rhyme 35- लोहड़ी आई

Rhyme 36- तीन रंग का अपना झंडा

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /ब/, /घ/, /म/ और /द/ :

- विद्यार्थियों के साथ मिल कर अक्षरों का अभ्यास करें ।
- विद्यार्थियों को आगे बुलाकर उनको बोर्ड पर अक्षर लिखने को कहें ।
- विद्यार्थियों को प्रेरित करें कि वे अक्षर के शब्द बताएं ।
- विद्यार्थियों के द्वारा बताये गए शब्दों को बोर्ड पर बना लें और उनके नाम लिख कर आवाज़ के स्थान पर विद्यार्थियों का ध्यान ले जाएं ।

खेल- शब्द अंताक्षरी :

- इस खेल के लिए शिक्षिका विद्यार्थियों को बाहर ले जाएगी ।
- विद्यार्थीगोला में खड़े होंगे ।
- शिक्षिका ब/घ/म /द में से कोई एक अक्षर दिखाएगी और विद्यार्थी बारी बारी उस अक्षर से जुड़े शब्द बताएँगे ।
- अक्षर से जुड़े शब्द खत्म हो जाने पर शिक्षिका अक्षर बदल लेगी ।
- खेल के पश्चात विद्यार्थीसभी अक्षरों का पुनः अभ्यास करेंगे ।

Free Play/ Indoor/ Art and Craft

Art Work- Dot Printing on Kite Worksheet-92 :

- Talk about the festival with students.
- Show them the worksheet and explain that they have to do dot printing using earbuds.
- Provide the worksheet and water colours to the students.
- Help students wherever required.

Lunch Break

Mathematics

Introduction of Numeral 9 :

Tinku and his friends-

Tinku had a group of 8 friends. His friends and he planned to spend their day together (call 8 students in front). Today, Rinku brought along 1 new friend whose name was Minku (count all friends). All the students were happy that they have made a new friend. They played different games together. After playing a while, they wanted to draw. Tinku brought papers, Pinky brought water colours to colour. Rinky brought stones to paint.

- Keep all the material ready in front and call 9 students.
- Now call another child and tell him/her to distribute papers to the students standing in the front.
- Do the same for distributing colours and stones.
- Focus student's attention on the quantity while counting.

End the story by saying-

All the 9 friends enjoyed the day together. Would you like to have some fun with 9?

- Ask the students what would they like to make with Rangometry pieces.
- Put some pieces of Rangometry in a bowl and have each child pick 9 pieces and create something.
- Show numeral 9, and have them do air tracing with your help.
- Provide slates to students to write number 9 and draw 9 things on the slates.

Outdoor Games

Let's Get Fit :

- Have the students stand in a circle with you and make them do simple joints exercise 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).

Statue: Take the students out and get them to play the game "Statue".

Language (English)**Revision of Letter-Sound-/E, e/ + Worksheet- 93 :**

- Recap the sounds using the story.
- Let the students focus on the targeted vocabulary.
- Ask students to share more words which have the same sound.
- Draw the pictures and write the name of the pictures on the board for students to see.
- Demonstrate the worksheet to students to colour.
- Focus student's attention to the names written.
- Let the students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Segmenting (Oral) :

- Do oral segmenting with students.
- Tell a word and break it into sounds.
- Make the students listen to the sound and repeat it.
- Now tell a few more simple three letter words and take student's help to break them into sounds.

Suggested words- bat, cat, mat, map, hat, box, mop, hot etc.

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.

Class : KG
Month : October
Week : 3

Day 3

Theme: Festivals

Material Required- Picture for circle time, drawing files, crayons, material for pretend play, concrete material for numbers, vocabulary cards of F/f, slates, chalk.

Assembly Time

Circle Time

Structured Conversation- Festival- Lohri :

- Show the pictures to the students.
- Ask the students to talk about the pictures and guess the name of the festival.
- Process the student's responses.
- Ask the students if they celebrate this festival.
- Provide opportunities for students to talk about Lohri and how do they celebrate it, what do they do on this day and special things they eat, they wear etc.
- Summarise the discussion by providing a little detail about the festival like who celebrates it and how.

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

Rhyme 35- लोहड़ी आई

Rhyme 36- तीन रंग का अपना झंडा

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /ब/, /घ/, /म/ और /द/ :

- विद्यार्थियों के साथ मिल कर अक्षरों का अभ्यास करें ।
- अक्षरों से जुड़े शब्द भी विद्यार्थियों के साथ दोहरा लें ।
- विद्यार्थियों को ड्राइंग फाइल दें और समझाएं की उन्हें ड्राइंग फाइल में लिखे अक्षरों को देखकर उसके सामने उन अक्षरों के दो चित्र बनाएं ।
- वर्कशीट करने के पश्चात, सभी अक्षरों का एक बार मिलकर अभ्यास कर लें ।

Free Play/ Indoor/ Art and Craft

Pretend Play :

- Keep some decorative materials like frills etc(used for home decoration during festivals) along with other waste material in the play corner.
- Keep enough material for all the students.
- Let students do a pretend play.
- Observe their play and talk to them if required.

Lunch Break

Mathematics

Introduction of Numeral 10 :

Rhyme 37 - Rabbits Rabbits 1 2 3....

- Start with a rhyme and bring a few objects into the classroom such as: pencils, crayons, erasers, boxes, etc.
- Each of it should be only 10 in quantity. Don't tell the quantity to the students.
- Randomly call the students to come forward and count. After counting all the objects, let students conclude that there are 10 pieces of each object.
- Play the game fire on the mountain and let students make groups of 10.
- Provide number experiences to students by making them count their fingers, pebbles, beads, etc. in their respective groups.
- Show numeral 10, and have them do air tracing with your help.
- Provide slates to students to write number 10 and draw 10 things on their slates.

Outdoor Games

Shadow Tag :

Take the students out when it is sunny and have them play the game of "Shadow Tag".

Language (English)

Introduction of Letter-sound /F,f/ :

- Narrate the story.

Story- Five days to Dussehra

Falak lived with her **family** in the city. Her **father** worked in a **factory**. One **Friday** evening she was playing with her **friends**. A friend told her that the **festival** of Dussehra was coming in a few days and she would go to the big ground with her parents. Falak liked Dussehra festival very much. She liked to see the big Ravana

burn in **fire**. That evening Falak asked her father, “Papa when is Dussehra?” Her father said, “It is in **five** days. We will go to the big ground to watch Ravana's effigy burn.”

Falak became very excited. She counted five with her **fingers**, “1,2,3.....5.....five.” Next day she again counted the number of days to Dussehra, “1,2,3,4....**four**. Only four days left.” Every day she kept counting the number of days left for Dussehra. **Finally** the festival of Dussehra came. Falak wore her pink **frock** and got ready. She went with her family to the big ground and had lots of **fun**.

- What is the name of the girl in the story?
 - Whom did she live with?
 - Who worked in the factory?
 - Whom was Falak playing with? Which day was it?
 - What happens to Ravana on Dussehra?
 - How many days were to Dussehra?
 - How did she count the numbers?
 - What did she wear for Dussehra?
-
- Once the story is narrated, ask questions to derive the target words from the story.
 - Show the flash cards 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 have the same sound in the beginning/ middle/end.
 - 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 sound.
 - Let the students draw pictures of the words for the sound introduced.

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.

Library Activity

Story Narration :

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

Closure and Bye

Class : KG
Month : October
Week : 3

Day 4

Theme: Festivals

Material Required- pictures for circle time, क, ज और प अक्षर के चित्र के कार्ड्स (कक्षा के अनुसार), story books, number slips, rangometry, Worksheet of F/f.

Assembly Time

Circle Time

Structured Conversation- National Festivals :

- Using pictures talk about Independence Day and Republic Day with the students.
- Ask them -
 - What is happening in these pictures ?
 - Have they ever seen anything like that in school or at home ?
 - What do people do?
- Talk about Independence Day and Republic Day in brief and as appropriate according to the level of the students.

Rhyme 35- लोहड़ी आई

Rhyme 36- तीन रंग का अपना झंडा

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /क/, /ज/ और /प/ :

खेल- अपना साथी ढूंढो

- तीनों अक्षरों के कार्ड कक्षा में बोर्ड पर लगा दें ।
- तीनों अक्षरों के कुछ शब्दों के कार्ड विद्यार्थियों को दिखाए ।
- विद्यार्थियों को मौका दें की वे चित्र देख कर शब्द की पहली आवाज़ बता पाएँ और सही अक्षर पहचान पाएँ ।
- कक्षा में आधे विद्यार्थियों को अक्षरों के नाम के कार्ड और बाकी विद्यार्थियों को अक्षरों से जुड़े चित्र दे दें ।
- विद्यार्थियों को निर्देश दें की उन्हें अक्षर/चित्र को देख कर उनके सही चित्र/अक्षर से मिलन करना है।
- हर विद्यार्थी को जब साथी मिल जाये तो उन्हें कक्षा के सामने आकर दिखाने को कहें ।

Free Play/ Indoor/ Art and Craft

Exploration with Story Books :

- Divide the class into pairs.
- Provide story books with pictures for students to explore.
- Look how students hold the book.
- Let students flip the pages of the books and interpret the pictures.
- Provide only those books using which you have already narrated the story to the students.
- Do this activity in pairs.

Lunch Break

Mathematics

Revising Numbers 1-10 :

- Divide the class into small groups.
- Instruct each group that they are going to get number slips and counters and they have to read the numbers and put an equal number of counters in front of the slips.
- Provide each group some number slips(1-10) and rangometry pieces/counters .
- Help students wherever required.
- After the activity, revise all the numbers and quantity with students using the board.

Rhyme 37 - "Rabbit rabbit 1, 2, 3" - using actions.

Outdoor Games

Physical Activity- PT Drill :

Take the students out to the ground and have them do simple PT exercises along with you. Add PT exercises of your choice.

Language (English)

Revision of Letter-Sound /F,f/+ Worksheet- 94 :

- Recap the sounds using the story.
- Let students focus on the targeted vocabulary.
- Ask the students to share more words which have the same sound.
- Draw the pictures and write the name of the pictures on the board for students to see.
- Demonstrate the worksheet to students to colour.
- Focus student's attention to the names written.
- Let students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Segmenting (Oral) :

- Do oral segmenting with students.
- Say a word and break it into sounds.
- Make the students listen to the sound and repeat it.
- Now tell a few more simple three letter words and take student's help to break them into sounds.
Suggested words- bat, cat, mat, map, hat, box, mop, hot etc.

Library Activity**Role Play :**

- Let the students do a role play of any story which the teacher has done before in the class.
- Help the students wherever required.
- Let the 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.

Class : KG
Month : October
Week : 3

Day 5

Theme: Festivals

Material Required- अक्षरों की Worksheet, picture for picture reading, Worksheet on numbers, flashcards of e, l and f, puppets for storytelling.

Assembly Time

Circle Time

Structured Conversation- Festivals- Sharing and Unity :

- Talk to students about festivals using the following questions-
 - हम त्यौहार क्यों मानते हैं ?
 - आपको कैसा लगता है जब दूसरों के साथ त्यौहार मनाते हो?
 - क्या आप भी त्योहारों पर दूसरों के घर जाते हो?
 - आपको कैसा लगता है जब आपके दोस्त और रिश्तेदार आपके घर आते हैं ?
- Summarise the discussion by connecting it to the feelings of love and togetherness. Talk to students that these are the reasons to getting to celebrate each other.

Note- Using a talking object will make the conversation easier and encourage students to speak in full sentences.

Rhyme 35- लोहड़ी आई

Rhyme 36- तीन रंग का अपना झंडा

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /क/, /ज/, /ब/, /घ/, /म/, /द/ और /प/ + Worksheet-95 :

- पिछले दिन खेले गए खेल के बारे में बात करते हुए अक्षरों का अभ्यास कर लें ।
- विद्यार्थियों को मौका दें की वे अक्षर से जुड़े शब्दों के नाम बताएं ।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें ।
- चित्रों के नाम बोर्ड पर लिख लें और विद्यार्थियों का ध्यान उन नामों की ओर ले जाएं ।
- विद्यार्थियों को वर्कशीट समझाएं की उन्हें चित्रों को देखकर उसे दूसरी तरफ बने चित्रों से मिलाना है और दिए गए डिब्बे में सही अक्षर का नाम लिखना है ।
- चित्रों को मिलते समय चित्रों की पहली आवाज़ को ध्यान में रखना है ।
- वर्कशीट खत्म होने के बाद शिक्षिका विद्यार्थियों के साथ वर्कशीट पर बातचीत करे ।

Free Play/ Indoor/ Art and Craft

Picture Reading :

- Show the pictures to students.
- Ask them to observe the picture carefully and talk about the picture in detail like -
 - What is happening?
 - What are the people doing?
 - What are they thinking?
 - What would happen next?
- Provide opportunities to students to talk about it.

Lunch Break

Mathematics

Revising Numbers 1-10 + Worksheet- 96 :

- Revise all the numbers using concrete objects.
- Provide opportunities to students to quantify numbers.
- After the revision, explain the worksheet to students that they have to draw the objects after identifying the numbers.
- Provide the worksheet to students to complete.
- Revise the numbers and quantity with students.

Outdoor Games

Water and Freeze :

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

Language (English)

Blending and Segmenting :

- Start the class with the blending of three letter words.
- Tell different sounds and let the students blend the sounds and make the words.
- Do it 4 to 5 times.
- After doing it orally, now write the different letters on the board (which are covered till now) and make students blend the sounds.
- Write the complete word in front of the letters and draw the pictures for students to comprehend.

- Use such words which are nouns and familiar like- gun, dog, cat, mat, bus, tap, man, log, sit, hat, hot, hut, cup, pot etc.
- After some practise tell students to break the words into sound like-dog, cat, tap, top.
- Let students think and break the words.
- Help students wherever required.

Revision of Letter-Sound /E, e/, F,f/, /L, l/ :

- With the help of flashcards, revise the letter-sounds with students.
- Focus on the sounds of the letters.
- Let students tell more words with the same sound.
- Draw all the pictures and label them.

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.

Class : KG
Month : October
Week : 3

Day 6

Reflections



Pic Courtesy-www.happywalagift.com



Pic courtesy- www.timesofindia.indiatimes.com



Pic courtesy – commonsense.org

Project-

Festivals :

1. The students are divided into groups and are asked to collect information from their family members related to festivals around
 - Which festivals do they celebrate?
 - Which specific food is cooked during that festival ?
 - What type of clothes do they wear?
 - What type of decoration happens during the festival?

The students collect the information and share with their group members. At the end of every week, the teacher can ask 2 groups to share the information.

2. The teacher can divide different corners and provide one corner to each group. The students in their respective groups can bring some decorative materials, festival related objects and food. Each group visits all the festival corners and share the information and food with each other.

Note- At the end of the month, the teacher can display students' work and call parents to see the work of the students.

Extension Activities - Art and Craft

1. Observational Drawing

- Give students simple 3-D (three dimensional) objects like an apple, ball, book, pen, etc. Let them observe and draw these things on slates or paper.
- Give simple 2-D (two dimensional) drawings to the students and encourage them to draw the images.

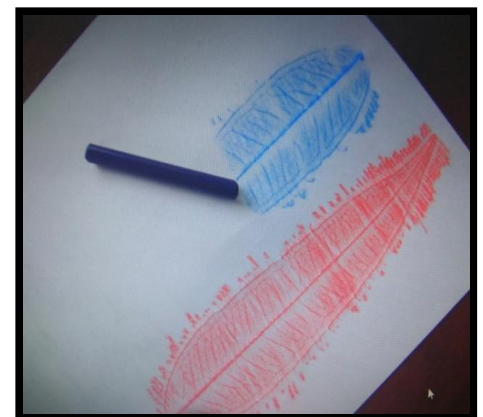


2. Book Making - 'My-Book'

- Instruct each student to make a small book and name it 'My -Book'.
- In the book he/she is to draw himself/herself, his/her family members, friends, the food he/she likes and the games he/she likes to play.

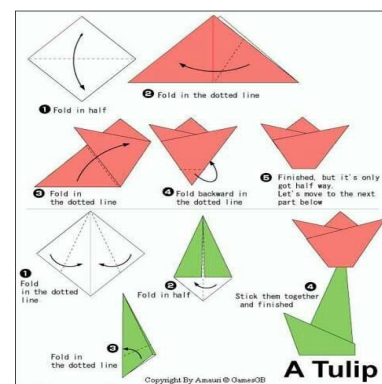
3. Leaf Impressions

- Instruct the students to collect leaves of different shapes.
- Lay the leaves face down on the table so the underside of the leaf is facing up. Cover it with a piece of paper.
- Using a crayon, rub the paper firmly in one direction (across the leaf), where the leaf is hiding underneath.
- The outline of the leaf will appear.
- Demonstrate first and then let the students do this in groups or individually.



4. Origami – Tulips

- Distribute 2 to 3 small different coloured square sheets of paper/newspaper among students.
- Follow the instructions given in the picture and demonstrate how to make a Tulip.
- Once each student makes 2 -3 flowers, instruct them to draw a pot with stems and leaves and help them past the flowers.
- students can colour the flowers incase they are making it with newspapers.



Source - Pinterest

5. Free painting

- Give a sheet, brush and watercolours to students to let them paint anything of their choice
- Encourage them to talk about their painting
- Label their paintings

6. Kite making

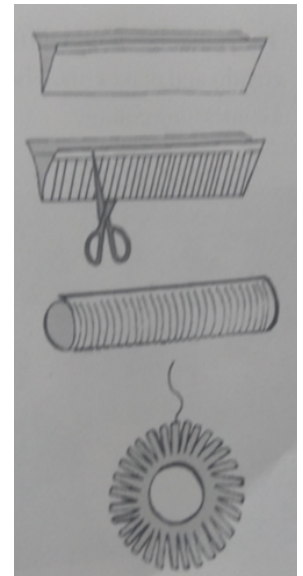
- Cut the paper into the shape of a kite.
- Provide sticks and tape to students.
- Instruct students to paste the sticks on paper.
- Give them the tail of the kite to paste.
- Let them decorate the kite using decorative material.
- Help students as required.



Source- 123Peppy.com

7. Flowers using paper cutting

- Fold a piece of paper in half.
- Fold a crease about 1 cm from the top.
- Make parallel cuts as far as this 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 the students make their flowers independently.
- You can draw parallel lines on the paper to help students in cutting.



Source: Sahi J and Sahi R (2008). *Learning Through Art*. Eklavya. Bhopal

1. Stick puppets – Emotions

- Distribute circular cutouts of paper/chart and an ice cream stick each to the students.



- Let them colour the cutouts incase you use white paper.
- Ask them how they are feeling and then ask them to draw their emotions on the circular piece of paper.

Source - Pinterest

November

True knowledge is not attained by thinking. It is what you are; it is what you become."

- Aurobindo

Weekly Learning Outcomes - November (KG)

		Nov - 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 by talking to their parents about their experiences	During structured conversation on talking about their 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 	During free conversation on any topic they like to discuss During structured conversation on helping others, how did others help you? During structured conversation on "Our helpers"	During free conversation on any topic they like to discuss During structured conversation on "Our helpers"	During free conversation on any topic they like to discuss	During free conversation on any topic they like to discuss	During structured conversation on Places around us and their need through picture reading and flashcards
	Enjoy working and playing with other children					
	<ul style="list-style-type: none"> •Engages in parallel play •Plays with classmates in small groups 	While playing "Fill as fast as you can" with other group members During Free play while playing with others in play corners				
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 feelings that you have while helping others and being helped by others through picture reading Rhymes with actions: Aao milkar kapde dhoye, Mummy papa karte kaam	During structured conversation on "Respecting Our Helpers" and being empathetic towards them through picture reading and flashcards Empathizing with our helpers while talking to them during structured conversation Connecting with parents as helpers and caregivers during structured conversation Rhymes with actions: Dhobi Aaya, I am a policeman	During structured conversation on feelings that you have while helping and being helped by family members During structured conversation on "My Favorite Helper" During structured conversation on "Respecting Our Helpers" and being empathetic towards them through situations During structured conversation on "Helping Our Helpers" and showing gratitude towards them Rhymes with actions: Dekho ek daakiya aaya, Doctor dekho bhali prakar, What is my job	Rhymes with actions: Main tarkaari waali, Wishy washy washerman		
Physical Development	Demonstrate gross motor 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 	<p>During exercises like jumping, jogging, joint rotation, bending and stretching etc</p> <p>Balancing the body during 'Freeze and Change' and 'Throw and Catch'</p> <p>During running, jumping and hopping while playing 'Frog Race'</p>	<p>While walking and jumping on a straight and zig-zag lines.</p> <p>Body coordination during 'Walk on the beat' game' and 'Hopscotch'</p> <p>Balancing while 'Kicking and Throwing' and practicing Fire Safety Drill to Stop, Drop and Roll</p> <p>During exercises like jumping, jogging, joint rotation, bending and stretching etc</p>	<p>While running, hopping, backward running and sideway running</p> <p>Balancing the body during 'Throw and Catch' and 'Hopscotch'</p> <p>During exercises like jumping, jogging, joint rotation, bending and stretching etc</p>	<p>Balancing while 'Kicking and Throwing', 'Frog Race' and 'Freeze and Change'</p> <p>During exercises like jumping, jogging, joint rotation, bending and stretching etc</p> <p>While running, hopping, backward running and sideway running</p>
	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 	<p>During free hand drawing in free play</p>	<p>During free play while drawing zig-zag lines on the floor</p> <p>During free play using clay</p>		<p>During Free Play on Creating Helpers Centers</p>
Creative and Aesthetic Development	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 		<p>During free play using clay</p>		
	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 	<p>During pretend and imaginative play on "Ghar - Ghar"</p>	<p>During Outdoor Games while Dancing on soft music</p>	<p>During role play on any helper and occupation of their choice</p> <p>During pretend and imaginative play on "Ghar - Ghar"</p> <p>During Free Play while Dancing on soft music</p>	<p>During role play on Places around us</p> <p>During Outdoor Games while Dancing on soft music</p>
Language Development	Listen attentively and maintains eye contact				

<ul style="list-style-type: none"> •Listens attentively undisturbed to stories 	<p>Stories being narrated by the teacher using puppets and cards and using movements</p> <p>While listening to letter sound stories of /B b/in English and भ and ब in Hindi</p>	<p>While storytelling through recorded stories, complete the story, character drawing, read aloud and creating a story</p> <p>While listening to letter sound stories of /J j/ in English and ज and छ in Hindi</p>	<p>While listening to a read aloud of a story, storytelling using props</p> <p>While listening to letter sound stories of /Z z/ and /W w/ in English and झ in Hindi</p>	<p>While listening to stories using different strategies during library activity</p> <p>While listening to letter sound stories of /V v/ and /Y y/ in English and व in Hindi</p>
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 	<p>During learning activities and games through explanation, paraphrasing, demonstration</p>	<p>During learning activities and games through explanation, paraphrasing, demonstration</p>	<p>During learning activities and games through explanation, paraphrasing, demonstration</p>	<p>During learning activities and games through explanation, paraphrasing, demonstration</p>
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 	<p>Rhymes with actions: Aao milkar kapde dhoye, Mummy papa karte kaam</p>	<p>Rhymes with action: Dhobi Aaya, I am a policeman</p>	<p>Rhyme with action: Dekho ek daakiya aaya, Doctor dekho bhali prakar, What is my job</p>	<p>Rhyme with action: Mai tarkari waali, Wishy washy washerman,</p>
Recognize sight words				
<ul style="list-style-type: none"> •Can read sight words from the word-wall /flashcards /print rich class 	<p>Sight words introduced during letter sound introduction in English and Hindi</p>	<p>Sight words introduced during letter sound introduction in English and Hindi</p>	<p>Sight words introduced during letter sound introduction in English and Hindi</p>	<p>Sight words introduced during letter sound introduction in English and Hindi</p>
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/ 	<p>While recognizing the letter sound introduction of /B b/ in English and भ and ब in Hindi</p>	<p>While recognizing the letter sound introduction of /J j/ in English and ज and छ in Hindi</p>	<p>While letter sound introduction of /Z z/ and /W w/ in English and झ in Hindi</p>	<p>While letter sound introduction of /V v/ and /Y y/ in English and व in Hindi</p>
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 /B b/ in English and भ and घ in Hindi	While recognizing the letter sound introduction of /J j/ in English and ङ and ञ in Hindi	While letter sound introduction of /Z z/ and /W w/ in English and झ in Hindi	While letter sound introduction of /V v/ and /Y y/ in English and य 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 	While learning action words in English like Jump, run, sit, walk, sleep, play While playing 'Do as I do', using action words While recognizing the letter sound introduction of /B b/ in English and भ and घ in Hindi	While learning action words in Hindi While learning action words in English like Jump, run, sit, walk, sleep, play While recognizing the letter sound introduction of /J j/ in English and ङ and ञ in Hindi	While learning action words in Hindi and English While playing 'Do as I do', using action words in Free Play While letter sound introduction of /Z z/ and /W w/ in English and झ in Hindi	While letter sound introduction of /V v/ and /Y y/ in English and य in Hindi
Know print patterns Use and hold writing and drawing tools with increased /better grip				
<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 •Demonstrate understanding that print carries a meaning 	During labeling their pictures while making a winter scene during Free play Exploring story books and holding and flipping pages			While labelling different buildings during Free Play
Participate in picture reading				
<ul style="list-style-type: none"> •Is able to predict the story by reading the pictures 		While picture reading on action words in both Hindi and English		During Free Play while picture reading of a Hospital and a Railway Station
Independently form many letters independently				
<ul style="list-style-type: none"> •Able to form letters correctly •Able to form invented spellings 	Letter formation of B in English and भ and घ in Hindi	Letter formation of letter ज in English and ङ and ञ in Hindi	Letter formation of letter Z and W in English and झ in Hindi	Letter formation of letter V and Y in English and य in Hindi

	Begin to independently form words using letter sound association Create own words combining vowels and consonants				
	<ul style="list-style-type: none"> • Joins two to three vyanjans and read new words • Joins two to three letter sounds to make meaningful words in english • Able to decode words 		While blending and segmenting of three letter words in english orally	While blending two - three vyanjans to make words in Hindi orally While blending and segmenting three sounds in english orally	While blending two - three vyanjans to make words in Hindi orally
	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 		While playing word hunt	While associating words with pictures While matching words in a worksheet	While circling the pictures of the correct word from the board
Cognitive Development	Recognize numerals up to 10				
	<ul style="list-style-type: none"> • Is able to recognize numerals from 1 to 10 	Revisiting numerals 1 - 10 While introducing numeral 11 and 12	While introducing numeral 13, 14 and 15 Revisiting numeral 1 - 15		Revisiting numeral 1 - 15
	Develop number sense up to 15				
	<ul style="list-style-type: none"> • Is able to count a given set of objects • Associate quantity with pictures up to 15 • Associates quantity with numerals up to 15 	Revisiting numbers 1 - 10 While counting from 1 - 15	Revisiting numbers 1 - 15		Revisiting numbers 1 - 15

Class : KG
Month : November
Week : 1

Day 1

Theme: Our Helpers & Places Around Us

Material Required- क्रिया शब्द के कार्ड, slates, drawing file, crayons, number slips, rangometry pieces, action cards.

Assembly Time

Circle Time

Free Conversation :

- Initiate a free conversation with the students on any topic of their interest.
- Motivate and appreciate students .
- Do participate with them .

Rhyme 38- “आओ मिलकर कपड़े धोएं” (using actions)

Rhyme 39- “मम्मी पापा करते काम” (using actions)

Language (Hindi)

शब्दकोष विकास- क्रिया शब्दों का परिचय- कूदना, चलना, भागना, खेलना, सोना, बैठना खेल :

- यह गतिविधि खुली जगह या कक्षा के बाहर कराएँ !
- विद्यार्थियों को कहें की आज हम एक खेल खेलने वाले हैं जिसमे सबको निर्देशों का पालन करना है !
- विद्यार्थियों को गोले में खड़ा करें और अलग अलग क्रिया करने को कहें जैसे - कूदो, चलो, भागो, बैठो, सो जाओ, खेलो आदि !
- विद्यार्थियों को मौका दें कि वे हर क्रिया को कर के अनुभव करें !
- हर क्रिया तीन से चार बार करने के पश्चात, खेल को और मज़ेदार करने के लिए जल्दी जल्दी क्रिया का नाम बोले और विद्यार्थियों को जल्दी जल्दी क्रिया करने दें !
- विद्यार्थियों को वापस कक्षा में ले जाएँ और हर क्रिया को अपनी जगह पर खड़े रहकर करने दें!
- विद्यार्थियों को क्रिया के फ्लैश कार्ड दिखाएँ और लिखे हुए नाम की ओर विद्यार्थियों का ध्यान ले जाएँ !
- सभी शब्दों को दीवार पर लगा दें !

गतिविधि :

- शब्दों को दीवार पर लगाने के पश्चात, फ्लैश कार्ड को कुछ विद्यार्थियों को दे दें !
- वो विद्यार्थी बारी बारी से आगे आकर, अपने फ्लैश कार्ड पर बनी क्रिया को बिना बोले, कर के दिखाएंगे और बाकी विद्यार्थी क्रिया का नाम बोलेंगे-
“वह _____ रही/रहा है ।”
- बाकी विद्यार्थियों के अनुमान लगाने के बाद वह विद्यार्थी खुद बोलेगा/ बोलेगी।
- “मैं _____ रहा/रही हूँ ।”

Free Play/ Indoor/ Art and Craft

Free Hand Drawing :

- Distribute slates or drawing files and encourage the students to draw a scene of their choice.
- Have the students name their pictures and motivate children to label their pictures using the initial sounds or invented spellings.

Lunch Break

Mathematics

Counting Experience 1-15 :

- Divide the class into smaller groups and provide rangometry pieces to the students.
- Instruct each group to make anything of their choice using rangometry.
- Ask each student about what have they made and tell them to count the number of pieces they used in making the object.
- Let the students make as many objects as they want and count the pieces.
- Help students wherever required.

Outdoor Games

Exercises :

- Get the students to do simple stretching exercises like running and taking a round of the ground, stretching hands, shaking, neck/arms/waist rotation, etc.
- Play some music in the background if possible.

Game- Freeze and Change :

- Place all the action words flash cards, on the board.
- Instruct the students to look at it carefully.
- Ask them to roam around in the class.
- Now announce “freeze” and call out actions.
- The students will have to stop moving and perform the action and then suddenly call out another action for the students to follow.
- Choose one student to come forward and give instructions.
- Give every student a chance.

Language (English)

Vocabulary Building- Action Words- jump, run, sit, play, sleep, walk :

- Do the actions, and let students repeat the actions and name them in English.
- Now instruct the students that you will call out an action word and they would have to do the action such as: walk, jump..and now stop, now slowly run at your place, sit down, play and sleep.
- Take out the flash cards of the action words and show it to students.
- Give the flashcards to students to hold and see.
- Focus student's attention to the names written on the flashcards.
- Write the names on the board and read with the students.

Note- Display the pictures and names of the actions on the word walls.

Library Activity

Story Narration :

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

Closure and Bye

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

Class : K.G
Month : November
Week : 1

Day 2
Us

Theme: Our Helpers & Places Around

Material Required- भ अक्षर के कार्ड, play material for pretend play, beads, strings, material for outdoor games, flashcards of action words.

Assembly Time

Circle Time

Structured Conversation- Concept of Help :

- Start the class by sharing an incident -

एक बार स्कूल से घर जाते हुए रोहन ने देखा कि उसकी क्लास की निशा रोड पार करते हुए गिर गई। रोहन निशा को देखकर ज़ोर से निशा की ओर भागा। रोहन की मम्मी ने रोहन से पूछा कि रोहन ये कौन है, तो रोहन बोला ये हमारी क्लास की निशा है। रोहन ने निशा को सहारे देकर उठाते हुए कहा कि, " आज सुबह जब स्कूल में मैं लंच के समय ईंट से टकरा कर गिर गया था तो मेरी मदद करने की बजाय मेरे दोस्त मुझे पर हँसने लगे थे। तब निशा ने ही आकर मेरी मदद की थी और मुझे अपने लंच में से खिलाया था। "

- Stop the incident and ask the students to share any instance where they helped others-
- Let students sit in small groups and share-
- क्या आपने कभी किसी की मदद की है ? कब ?
- किसी की मदद कर के आपको कैसा लगता है ?
- आप घर में मम्मी/पापा/भाई/बहन की मदद करते हो? कैसे?
- Let students share it in their groups and then ask a few students to share with the whole class .

Rhyme 38- आओ मिलकर कपड़े धोएँ (using actions)

Rhyme 39- मम्मी पापा करते काम (using actions)

Language (Hindi)

अक्षर-ध्वनि परिचय -/ भ/ :

- विद्यार्थियों को कहानी सुनाएं ।

कहानी- भीखू और भालू

तुम कभी पहाड़ में गए हो? भारत के पहाड़ों में बहुत लोग रहते हैं । चलो आज भीखू की कहानी सुनते हैं।

भीखू अपने परिवार के साथ पहाड़ों में रहता था । रोज़ सुबह अपनी **भेड़ों** को चराने ले जाता था । "जंगलो में मत जाना," उसके बड़े भाई ने कहा, "जंगल में **भालू** है!" भीखू ने जंगल में कभी भालू नहीं देखा था । लेकिन गाँव के सभी लोगो ने कहा की जंगल में एक ब हुत बड़ा और भयानक भालू है। भीखू बहुत बहादुर और निडर लड़का था । उसने बोला, "मुझे भालू का भय नहीं है!"

जब जंगल से शाम को लौटता तो सबको मस्ती में कहता , "भालू अपने गुफा के भीतर सो रहा है । उसे मैंने हमारे गाँव में आने का न्योता दे आया हूँ ।"

गाँव के लोग उससे कहते, "ऐसा न कहो! भालू आया तो कुछ भी कर सकता है ।

और एक शाम ऐसा ही हुआ । भीखू के भाई ने भालू को गाँव में देखा । उसने ज़ोर से चिल्लाया, "भालू आया! भालू आया! भागो! भागो!"

सभी लोग इधर उधर भागने लगे । भालू को भी डर लगने लगा । इतने में भीखू ने आवाज़ सुनी, लोगों को भागते देख वह झट से घर के भीतर गया और कुछ फल और सब्ज़ियाँ ले आया । भीखू को पता था की जानवर **भूख** के मारे ही जंगल छोड़ गाँव में आते हैं । अगर खाना मिल जाए तो लोगो को कोई खतरा नहीं ।

बहादुर भीखू फल और सब्ज़ियों की टोकरी ले कर भालू ले पास गया । भालू ने गाजर उठाया और खाया । उसे सच मूच भूख लगी थी! गाँव के सारे लोग भालू को गाजर खाते देख अचरज में पड़ गए!

बेचारा भूखा भालू उतना भयानक भी नहीं है!

1. कहानी में लड़के का क्या नाम था?
 2. भीखू किस को चराने ले जाता था ?
 3. जंगल में कौन सा जानवर रहता था ?
 4. भालू को क्या लगी थी?
- 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 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 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

Pretend Play- Ghar Ghar :

- Keep home related material in different sets (plastic material) and provide opportunities for students to play with the material .
- Roam around in the class and ask each group what they are playing and the roles they have taken.

Lunch Break

Mathematics

Counting Experience 1-15 :

Activity-Mala Making:

- Keep the beads and strings ready.
- Do the activity in pairs if the beads are not enough for the whole class.
- The teacher and students make the mala.
- The teacher puts one bead and counts and students repeat the same.
- The teacher does the same after putting each bead (put 15 beads) and students repeat after her by picking up beads from the bowl.
- At the end, the students count the beads in their mala.

Outdoor Games

Game –Fill as Fast as you Can- Helping Others :

- Keep a basket, blocks, piece of clothes or other items in classroom readily available.
- Make sure that there are a lot of items for the student to use to fill up in the basket in a short amount of time.
- Keep the material ready so that 3 or 4 students can do the task together .
- Ask 3 or 4 students to fill the basket by themselves in a hurry.
- Once you see that students need help, ask other students to go over to assist the others in filling the basket.
- Ask the first group of students if they felt like they needed the other student's help.
- Ask the second group of students how it felt to help the other students in

filling the basket and do this until all the students have been helped or have played the role of the helper.

- Ensure that all of the students get an opportunity to play any of the roles.
- Now provide an opportunity to the students to talk about the feeling of helping others and how one felt when they were helped by someone.
- Also ask the first group of students that -
 - What if they were not helped by the second group?
 - What would happen?
 - How would they have felt had they not been helped by their classmates?

Language (English)

Vocabulary Revision- Action Words- jump, run, sit, sleep, play, walk :

Rapid Fire of Actions :

- Get the students to stand in a circle.
- Revise the action words by showing them flashcards.
- Ask them to name the actions.
- Now begin the game.
- Instruct them that as you show an action card, they will have to enact the action shown in the card.
- Make it exciting by changing the cards fast and increasing the pace.
- Add instructions with actions such as: jump slowly, jump fast, jump high, jump two times, run slowly on your place, walk slowly, sleep on the floor, sit down etc.
- Now show the cards where only the name of the actions are written and show it to students and tell them to do the actions.
- Read the action names while showing the card so that students get an opportunity to associate the names with the actions they are doing.
- At the end read the names of the action words with the students.

Note- Initially students would find it difficult to read and do the action, so do it with them.

Library Activity

Role Play :

- Let the students do a role play of any story which the teacher has done before in the class.
- Help the students as required.
- Let the students create their own dialogues according to the situation.
- Appreciate students throughout the 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 : K.G
Month : November
Week : 1

Day 3

Theme: Our Helpers & Places Around Us

Material Required- भ की Worksheet, rangometry pieces, blocks , ball, vocabulary cards of B/b, slates, chalk, music for storytelling.

Assembly Time

Circle Time

Structured Conversation- When Others Help Us :

- Start the conversation by sharing your experience when somebody helped you or use this incident-
आज जब मैं सुबह घर से निकली तो मेटो से बाहर निकलते समय मेरा बैग मेरे हाथ से गिर गया और मेरा सारा सामान फर्श पर गिर गया। मुझे स्कूल आने की देर हो रही थी तो मैं जल्दी जल्दी अपना सामान उठाने लगी। वही पास में ही एक अंकल खड़े थे, मुझे जल्दी करते देख उन्होंने मेरा सामान उठाने में मेरी मदद की। मुझे बहुत अच्छा लगा जब अंकल ने मेरी मदद की। उनकी मदद के कारण मेरा सामान जल्दी उठ पाया और मैं स्कूल में समय से पहुंच पाई।
- Let students hear the incident/your experience and talk about anything they felt.
- Now pose questions for further discussion-
 - क्या कभी आपके साथ ऐसा हुआ है कि किसी ने आपकी मदद की हो?
 - कब किसी ने आपकी मदद की ? कैसे ?
 - आपको कैसा महसूस हुआ जब किसी ने आपकी मदद की?
 - अगर उस समय कोई आपकी मदद नहीं करता तो आपको कैसा लगता? या क्या होता ?
- Use talking objects so that students can listen to each other and wait for their turn to speak .
- End the class by summarising the discussion that it feels good when somebody helps us. It could be even the smallest thing like your friend allowed you to drink water from his/her water bottle when you forgot to bring your water bottle, your friend gives you his/her tiffins lid to take mid day meal when you don't bring your lunch box or your papa/ mummy helps you to come to school everyday by helping you to get ready.

Rhyme 38- “आओ मिलकर कपड़े धोएँ” (using actions)

Rhyme 39- “मम्मी पापा करते काम” (using actions)

Language (Hindi)

अक्षर-ध्वनि अभ्यास- /भ/ + Worksheet-97 :

- विद्यार्थियों के साथ मिलकर अक्षर का अभ्यास कर लें ।
- विद्यार्थियों से अक्षर की आवाज़ और उस अक्षर से शुरू होने वाले और शब्दों को बताने को कहें ।
- विद्यार्थियों को ऐसे शब्द निकालने के लिए भी संकेत दें जिसकी आखिरी या बीच में आवाज़ आ रही हो जैसे नभ, सांभर, नाभि, गंभीर, सभी आदि ।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें या नाम लिख लें ।
- उन शब्दों के नाम भी लिख लें और विद्यार्थियों को अक्षर को शब्द के बीच और आखिरी में देखने का मौका दें ।
- वर्कशीट विद्यार्थियों को समझाएं और रंग करने के लिए दें ।
- विद्यार्थियों का ध्यान चित्रों के लिखे नाम की ओर ले जाएं ।
- विद्यार्थियों को रंग करते समय नाम बोल कर आवाज़ पर ध्यान देने को कहें ।
- वर्कशीट करने के बाद, चित्रों की सहायता से अभ्यास करें ।

Free Play/ Indoor/ Art and Craft

Game- Do As I Do :

(This game is for listening enhancement and one to one correspondence.)

- Start with free actions like jump, clap, turn around, sit up, laugh, etc.
- Instruct the students to imitate everything you do. For e.g. if you clap twice, they will also have to clap twice; if you turn around once, students have to see and follow the same.
- Game continues with different actions.
- Give a demo to students.
- Initially do it along with the students.
- Do not repeat any action more than two times.
- Now call any student and let him/her do the actions and others repeat after him/her.

Lunch Break

Mathematics

Counting Experience (1-15) :

- Provide blocks to students and let them sit in small groups.
- Let them play with blocks for 5 minutes.
- Now tell a number(1-15) and instruct them to make a building using the number of blocks.
Example: Tell a number from 1-15 and they will make a building using the blocks.
- Ensure that students are counting properly and instruct the group members to help each other
- After the activity, revisit the quantity with students using fingers, claps, jumps etc.

Outdoor Games

Throw and Catch :

- Have the students stand in two lines facing each other. The distance between the lines should be realistic so students can throw and catch the ball easily.
- A student from one line throws the ball towards the student standing opposite to him/ her and the other student has to catch the ball.
- The game continues until all the students get their turn.

Language (English)

Introduction of Letter-Sound- /B,b/ :

- Narrate the story.

Story- Bela's Teacher

Bela loves going to school. Many of her friends come to school by **bus**, but, she rides her **bicycle** to school. She stays very close to her school.

Bela is very fond of her teacher. The teacher reads them lovely stories from story **books**, play games with them and does many activities. Bela likes the drawings her teacher makes on **blackboard**.

One day while playing with a **ball**, Bela fell down and hurt her knee. Bela's teacher took her inside the classroom and made her sit on the **bench**. She took out some medicine from her **bag** and applied it on the knee. She gave Bela a **bottle** to drink some water. After sometime Bela started feeling better and went out to play with her friends again.

The school **bell** rang and it was time to go home. She could not ride her bicycle because of her bruised knee. She started walking slowly to the gate. Her mother was waiting for her. Bella was happy to see her. Her mother took the bicycle and looked at her knee.

"Don't worry, this will heal quickly," she said. Bela's mother met her teacher and thanked her.

- Who loves going to school?
- How do Bela's friends come to school?
- How does Bela go to school?
- What does her teacher read to tell them stories?
- Where does she make drawings?
- What was Bela playing with?
- Where did her teacher make her sit?
- Where did she take out the medicine?
- What did she give Bela to drink water?

- When it was time to go home what rang?

- Once the story is narrated, ask questions to derive the target words from the story.
- Show the flash cards 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 have the same sound in the beginning/ middle/end.
- 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 sound.
- Let the students draw pictures of the words for the sound introduced.

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.

Library Activity

Storytelling with Movements :

- Narrate a story using rhythm and movement.
- Play 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.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : K.G
Month : November
Week : 1

Day 4

Theme: Our helpers & places around us

Material Required- Pictures for circle time, ध अक्षर के कार्ड, slates, chalk, material for play corners, clay, Worksheet of B/b, puppets for storytelling.

Assembly Time

Circle Time

Structured Conversation- Helping Others and Getting Help from Others :

- Show the pictures to the students and let them observe them for a while.
- Ask the students what is happening in these pictures.
- Let the students talk about each picture one by one.
- Bring student's attention to the concept of help. Help them to observe that in each picture, someone or the other is helping.
- Now pose questions such as-
 - क्या आप सब दूसरों की मदद करते हैं?
 - आप दूसरों की मदद क्यों करते हैं?
 - दूसरों की मदद कर के आपको कैसा लगता है ?
 - अगर हम दूसरों की मदद नहीं करेंगे तो क्या होगा?
 - अगर हम दूसरों की मदद नहीं करेंगे तो उन्हें कैसा लगेगा ?
 - अगर कोई आपकी मदद नहीं करेगा तो आपको कैसा लगेगा ?

Summarise the discussion by adding that helping others is not only good for them and a good thing to do, it also makes us happier and healthier too. Helping also connects us to others, creating stronger relationships. Also use the classroom as an example that if we all help each other then it would be a great place to learn and we would love to come to school.

Note- The pictures are attached at the end of the plan.

Rhyme 38- “आओ मिलकर कपड़े धोएँ” (using actions)

Rhyme 39- “मम्मी पापा करते काम” (using actions)

Language (Hindi)

अक्षर-ध्वनि परिचय - /ध/ :

- विद्यार्थियों को कहानी सुनाएं।

कहानी-धारियों वाली कमीज़

धवल को चटपटा खाना बहुत पसंद है। कभी वह चाट-पकौड़ी खाता, कभी गोलगप्पे खाता। खाने के साथ वह हमेशा अचार, चटनी लेता था। एक दिन दादी उसके लिए **धनिये** की चटनी बना रही थी। धवल उनकी मदद करने लगा। दादी ने धनिया साफ़ कर के दिया तो धवल ने उसे **धो** दिया। दादी ने धनिया और सारा सामान मिक्सी में डाल दिया।

धवल ने दादी से कहा, " दादी मुझे दिखाओ, चटनी बन गयी क्या ?"

धवल ने मिक्सी का ढक्कन खोल दिया। मिक्सी से चटनी उछल कर धवल की **धारियों** वाली कमीज़ पर जा कर गिर गयी। धवल को वह कमीज़ बहुत पसंद थी। उसने रोना शुरू कर दिया।

दादी ने उसे चुप कराया और कहा, " रो मत धवल, यह कमीज़ हम **धोबी** को दे देंगे। वह, यह **धब्बा** निकाल देगा।"

दोपहर को जब धोबी आया तो धवल ने दादाजी की **धोती** की साथ अपनी धारियों वाली कमीज़ भी दी। अगले दिन जब धोबी सारे कपड़े ले कर आया तो धवल ने देखा की उसकी धारियों वाली कमीज़ पर से धब्बा बिलकुल गायब हो चुका था। धवल ने धोबी को **धन्यवाद** दिया।

- किसको चटपटा खाना पसंद था?
- दादी किसकी चटनी बना रहीं थीं?
- धवल ने दादी की मदद कैसे की?
- उन्होंने कमीज़ धोने को किसे दी?
- कमीज़ के साथ धवल ने दादाजी का क्या दिया?
- धोबी ने कमीज़ धोकर क्या निकाल दिया
- 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 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 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

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 the students play in any centre she/he wants to.
- Talk to students towards the end around which corner did they go to and why? What did they do in their corner? How did they feel while doing the activity?

Lunch Break

Mathematics

Introduction of Numbers 11-15 :

- Narrates the story:

Diwali shopping:

Priya and Pawan went out for Diwali shopping with their mother. Priya was very excited to buy diyas. Priya and Pawan were roaming in the market. Mom and Priya bought 10 small diyas and moved ahead. Priya saw beautiful big red diyas in another shop and bought 1 big red diya. Now she counted her Diyas. She has 11 Diyas (stop the story and draw 10 + 1 diyas on the board). Now Pawan loved one yellow elephant shaped diya. He begged his mother to buy it for him. So they took one more (now draw one elephant shaped diya and count all the diyas with students and count diyas with students and stress on quantity 12). As soon as they reached the next shop they bought 2 similar diyas for the front gate (draw 2 more diyas and count all the diyas and focus on number 13 and 14) . At last Priya's mother bought one big colourful diya for rangoli (now draw one more diya and count all the). When Priya reached home, she grabbed the packet and started counting it. Priya said " Wow! We bought 15 diyas for our home. She helped her mother in making 15 wicks for diyas. Pawan was busy in arranging oil for 15 diyas.

- Reinforce all the numbers one more time using the pictures of diyas.
- Keep clay ready.
- Focus student's attention on the quantity and tell students to make 15 rangometry pieces/block diyas using clay.
- Now draw 11 objects on the board and show number 11 to the students.

- Do air tracing of the number.
- Provide slates to students to write 11 and draw 11 objects if time permits.

Outdoor Games

Frog Race :

- Make tracks for the race according to the class strength.
- Decide the length of the track according to the level of your class.
- Instruct the students that they have to complete the race by jumping like a frog.

Language (English)

Recap of Letter Sound /B, b/ + Worksheet-98 :

- Recap the sounds using the story.
- Let the students focus on the targeted vocabulary.
- Ask the students to share more words which have the same sound.
- Draw the pictures and write the name of the pictures on the board for students to see the position of the targeted sound.
- Demonstrate the worksheet to students to colour.
- Focus student's attention towards the names written on the worksheet.
- Instruct children to draw one vocabulary word's picture on the given space.
- Let the students read the names and focus on the initial sound of the words.
- Revise all the vocabulary words at the end.

Reading Three Letter Words - Match with the Correct Picture :

- Draw pictures of two and three letter words on the board.
- Let the students name the pictures.
- Write the names on the board and ask the students to read it by blending.
- After revising the words write words on one side and draw the pictures jumbled up on the other side.
- Randomly call the students to come forward and match the word with the correct picture.

Library Activity

Storytelling Using Puppets :

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

Closure and Bye

Class : K.G
Month : November
Week : 1

Day 5

Theme: Our Helpers & Places Around Us

Material Required- Picture cards of helpers, ध की Worksheet, story books, clay, slates, chalk, picture cards for storytelling, rangometry, blocks.

Assembly Time

Circle Time

Structured Conversation- Our Helpers- Respecting our Helpers :

- Start the day by revising the previous day's conversation that what did we discuss yesterday.
- Revise the concept of help that how do we help others and how do others help us.
- Now ask the students to share the name of the people who help us on a our daily basis.
- Give some time to the students to think and name the people.
- If students are not able to tell the name of the helpers then start giving hints using the school-
 - Who all are there to help us in the school?
 - Who keeps our classrooms/ washrooms clean?
 - Who makes sure that we enjoy in the classroom and learn?
 - Who keep outsiders out from the school? etc.
- Now let students think about the others.
- Derive the names and show the pictures of the helpers.
- Now focus on guard, washerman/women, carpenter, barber and vegetable seller and ask them-
 - ये हमारी मदद कैसे करते हैं?
 - ये हमारी मदद करने के लिए क्या करते हैं?
 - हमारी मदद करने के लिए ये क्या इस्तेमाल (औजार/ tool) करते हैं? (धोबी/ धोबन-इस्त्री और साबुन आदि)

Focused Helpers- Guard(चौकीदार), washerman/women, vegetable seller, teacher, milkman, doctor, policeman, fire fighter, cleaner, barber, tailor, mid day meal Aunty

Rhyme 38- "आओ मिलकर कपड़े धोएं" (using actions)

Rhyme 39- "मम्मी पापा करते काम" (using actions)

Language (Hindi)

अक्षर-ध्वनि अभ्यास /ध /+ Worksheet-99 :

- विद्यार्थियों के साथ मिलकर अक्षर का अभ्यास कर लें ।
- विद्यार्थियों से अक्षर की आवाज़ और उस से शुरू होने वाले शब्दों को बताने को कहें ।
- विद्यार्थियों को ऐसे शब्द निकालने के लिए भी संकेत दें जिसकी आखिरी या बीच में आवाज़ आ रही हो जैसे नभ सांभर, नाभि, गंभीर, सभी आदि ।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें ।
- उन शब्दों के नाम भी लिख लें और विद्यार्थियों को अक्षर को शब्द के बीच और आखिरी में देखने का मौका दें।
- वर्कशीट विद्यार्थियों को समझाएं और रंग करने के लिए दें विद्यार्थियों का ध्यान चित्रों के लिखे नाम की ओर ले जाएं।
- विद्यार्थियों को दिए गए खुली स्थान पर अक्षर से जुड़ा एक चित्र बनाने को कहें।
- विद्यार्थियों को रंग करते समय नाम बोल कर पहली आवाज़ पर ध्यान देने को कहें ।
- वर्कशीट करने के बाद, चित्रों की सहायता से अभ्यास करें ।

Free Play/ Indoor/ Art and Craft

Exploration with Story Books :

- Divide the class into pairs.
- Provide story books with pictures for students to explore.
- Look how students hold the book.
- Show them how to hold it.
- Let students flip through the pages of the books and interpret the pictures.
- Provide only those books using which you have already narrated stories.
- Do this activity in pairs.

Lunch Break

Mathematics

Revision of Numbers 11 to 15 :

- Revise the numbers with students using the board and concrete material.
- Let the students sit in groups of five and provide Jodo blocks.
- Tell the students to make a tower of 11/12/13/14 and 15 using the blocks/rangometry in their groups.
- Let the students count and compare the towers or rows with their group members.
- Now show the number 11, 12 and 13 to students.
- Do the air tracing with the students.
- Provide slates to students and let the students draw 11,12 and 13 objects and write numbers too.
- At the end revise number 11, 12 and 13 using quantity.

Outdoor Games

PT Drill :

- Do simple PT exercises with the students.
- Add PT of your own choice.

Game- Freeze and Change :

- Place all the action words flash cards, on the board.
- Instruct the students to look at it carefully.
- Ask them to roam around in the class.
- Now announce “freeze” and call out an action.
- The students will have to stop moving and perform the action and then suddenly call out another action for the students to follow.
- Choose one student to come forward and give instructions.
- Give every student a chance.

Language (English)

Reading Three Letter Words :

- Start the class with oral blending.
- Do it a few times.
- Now write three letter words on the board and tell students to blend the sounds of the letters.
- After the students’ read the words after blending the sounds, draw their pictures.
- Use the words whose pictures can be drawn like- hat, rat, mat, dog, log, fan, gun, sun, sit, pin, tap, ten, cat, pan, hut, leg etc.
- At the end revise the words.

Slate Work :

- Provide slates to the students.
- Instruct students that you are going to write a few words on the board and they have to read the words and draw pictures on their slates.
- Help students wherever required.
- At the end, revise the words with 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 the story cards randomly.
- Ask the whole class to arrange the cards in sequence. The students called to the front will position themselves, as decided by the whole class.
- Once, the cards are sequenced, ask the students (who are holding the cards) to revise /retell the story in their own words 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.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : K.G
Month : November
Week : 1

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 23 and 24) to students to complete.



Pic. Courtesy-

www.ourclipart.com



Pic. Courtesy- www.clipartportal.com

www.clipartstation.com



Pic. Courtesy- www.pngtree.com

www.clrgpages.com

Class : K.G
Month : November
Week : 2

Day 1

Theme: Our Helpers & Places Around Us

Material Required- Pictures of our helpers, क्रिया शब्द के कार्ड, picture for picture reading, drawing files, crayons, strings, beads, slates, chalk, picture cards of J/j, recorded story.

Assembly Time

Circle Time

Free Conversation :

- Start the day with free conversation.

Structured Conversation- Our Helpers- Respecting our Helpers :

Focused Helpers-teacher, doctor, postman, policeman, painter :

- Revise the previous day's conversation about our helpers.
- Show the pictures of the helpers to the students.
- Give the cards to students to hold and see.
- Now ask the students to talk about these helpers one by one using the following questions-
 - ये किसका चित्र है ?
 - ये क्या काम करते हैं?
 - ये कैसे हमारी मदद करते हैं?
 - हमारी मदद करने के लिए ये किन चीजों का इस्तेमाल करते हैं?

Provide an opportunity for students to talk about the helpers and how they help us.

Rhyme 40- धोबी आया (using actions)

Rhyme 41- I am a policeman (using actions)

Language (Hindi)

शब्दकोष अभ्यास- क्रिया शब्द :

- फ्लैशकार्ड की मदद से विद्यार्थी क्रिया शब्दों का अभ्यास करेंगे ।
- शिक्षक विद्यार्थियों का ध्यान क्रिया के नाम की ओर ले जाएंगे ।
- शिक्षक क्रिया के नाम बोर्ड पर भी लिखेंगे और विद्यार्थियों के साथ उन्हें पढ़ेंगे ।

चित्र पर बातचीत :

- विद्यार्थियों को चित्र दिखाएं और उनको चित्र के बारे में बात करने का मौका दें ।
- चित्र पर बात करने के लिए सवाल पूछें जैसे -

- आपको चित्र में क्या दिख रहा है?
- चित्र में क्या हो रहा है ?
- लोग क्या कर रहे हैं?
- विद्यार्थियों को चित्र के बारे में बात करने के लिए वाक्यों का प्रयोग करने के लिए प्रोत्साहित करें जैसे-
 - बच्चे **खेल** रहे हैं।
 - लड़की **सो** रही है।
 - मेंढक **कूद** रहा है।
- विद्यार्थियों द्वारा बोले गए वाक्यों को बोर्ड पर विद्यार्थियों के नाम के साथ लिखें।
- कक्षा के अंत में एक बार सभी वाक्यों को विद्यार्थियों के साथ पढ़ लें और सभी क्रिया शब्दों को दोहरा लें।

ध्यान दें :

- चित्र प्लान के अंत में लगा हुआ है।
- विद्यार्थियों द्वारा बोले गए वाक्यों को एक चार्ट पेपर पर लिख लें और उसे कक्षा में चित्र के साथ लगा दें।

Free Play/ Indoor/ Art and Craft

Making Zig-Zag lines :

- Draw three zig-zag lines on the drawing files of the students.
- Demonstrate to the students that they have to draw the same zig-zag lines near the lines already drawn but without crossing the original lines.
- Provide crayons to students to make the zig-zag lines.
- Two to three zig-zag lines with one line is enough.

Preparing Questions for the Interview :

- Inform the students that tomorrow safai wale bhaiya is going to come to our class. Ask them what should we ask to know his work and schedule better.
- Provide opportunities to students to think and share the questions.
- Write the questions on the board and read them with the students.

Lunch Break

Mathematics

Revision of Numbers 11-15 :

- Revise numbers 11-15 using concrete objects.
- Provide strings to students and tell them to put 11 beads in it.
- Now tell them to add one more, then count the beads.
- Let the students add till they string 15 beads.
- Show number 14 and 15 to students along with 11, 12 and 13.
- Do the air tracing of number 14 and 15.
- Provide sheets to students and tell them to draw 14 and 15 objects and write 14 and 15 on the sheets.
- At the end, revise all the numbers and quantity with students.

Outdoor Games

Shadow Tag (Catch the Shadow) :

- In this fun version of Tag, you tag each other's shadow with your feet instead of tagging their body.
- This must be played on a sunny day.
- The closer to noon, the greater the difficulty.
- Tell students to take care of themselves as well as their shadows.

Note – This is similar to pakadam pakadai, except that the Seeker instead of touching the players must touch the shadows of the players with his/her feet.

Language (English)

Introduction of Letter Sound /J, j/ :

- Narrate the story.

Story-Circus

It was the month of **January**. **Jai** was enjoying his winter vacations. His father told him there was a circus in town. That evening after office he would take Jai to the circus.

Jai wore his **jeans** and shirt and got ready. He saw many acrobats and animals but he kept waiting for the **joker** to come. At last came the joker riding a very small **jeep** wearing a green **jacket** with red and blue pockets. He started **juggling** three balls which kept falling here and there. The joker would run to catch one ball here and then **jump** to catch the other ball there. Jai couldn't stop laughing. The joker then added one more ball.

Oh no! The ball fell on the Joker's face and smashed. His face was covered with something red. He looked very funny. Jai **jumped** off his seat laughing loudly.

It was not a ball but **JELLY**.

Jai went home and told his grandmother about the circus. He told her that one day he would become a joker and make everyone laugh.

- Which month was it?
 - Who was enjoying the winter vacations?
 - What did Jai wear with his shirt?
 - Whom was Jai waiting for?
 - What was the Joker riding?
 - What was he wearing?
 - What fell on the Joker's face to make him look funny?
- Once the story is narrated, ask questions to derive the target words from the story.
 - Show the flash cards 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 have the same sound in the beginning/ middle/end.
 - Introduce the letter using the letter card followed 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 sound.
 - Let the students draw pictures of the words of the sounds introduced.

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.

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 : K.G
Month : November
Week : 2

Day 2

Theme: Our Helpers & Places Around Us

Material Required- ह के कार्ड, slates, chalk, dafli, concrete material for number revision, number cards(according to the class strength), quantity cards(11-15), Worksheet of J/j, action word cards.

Assembly Time

Circle Time

Structured Conversation - Our Helpers- Respecting our Helpers :

Talking to a helper- सफाई वाले भैया/ दीदी

- Remind the students that safaiwale bhैया/didi is going to visit our class.
- Revise the questions made by students for the interaction.
- Do a rule setting that how are they going to ask the questions.
- Let students talk to the safaiwale bhैया/didi about:
 - his/her work,
 - the tools s/he use,
 - the preparation s/he does before cleaning the classrooms, washrooms,
 - the challenges s/he faces while cleaning the school,
 - his/her day schedule,
 - how can students help etc.
- After the visit, ask the students about their experiences talking to सफाई वाले भैया/ दीदी.

Note- Before bringing सफाई वाले भैया/ दीदी into the class, talk to him/her about the objective of class, brief her/him about the questions students are going to ask.

Rhyme 40- धोबी आया (using actions)

Rhyme 41- I am a policeman (using actions)

Language (Hindi)

अक्षर-ध्वनि परिचय - /ह/ :

- विद्यार्थियों को कहानी सुनाएं।

कहानी- गुलाटी और दाँत

हिना और हैप्पी स्कूल से गुलाटी मारना सीख कर आये थे। घर लौटकर वे दोनों बिस्तर पर गुलाटी मारने लगे और ज़ोर-ज़ोर से हँसने लगे। कुछ देर बाद जब हैप्पी ने गुलाटी मारने के लिए हाथ बिस्तर पर रखा तो उसका हाथ मुड़ गया और वह सीधे बिस्तर से नीचे लुढ़क गयी। हैप्पी ज़ोर-ज़ोर से रोने लगी। हिना ने देखा, हैप्पी के होंठ से खून निकल रहा था। वह मम्मी को ज़ोर-ज़ोर से आवाज़ लगाने लगी। मम्मी ने आकर हैप्पी को चुप कराया। उन्होंने देखा की उसका दाँत टूट गया है। मम्मी, उसे दाँतों के डॉक्टर के पास ले गयी।

डॉक्टर को देखते ही हैप्पी बोली, " मेरा दाँत टूट गया है और अब मैं हँसते हुए बिलकुल अच्छी नहीं लगूंगी।"

डॉक्टर ने उसके मुँह की अच्छे से जाँच करने के बाद कहा, "हैप्पी तुम परेशान मत हो, यह तुम्हारे दूध का दाँत था। बस कुछ हफ्तों की बात है, तुम्हारा पक्का दाँत निकल आएगा।"

डॉक्टर ने रुई से उसका मुँह साफ़ किया और कुछ दिन उसे सिर्फ नरम खाना खाने को कहा। घर जाकर मम्मी ने उनके लिए सूजी का हलवा बनाया और हैप्पी को हल्दी वाला दूध दिया।

- स्कूल से गुलाटी मारना कौन सीख कर आया था ?
- हैप्पी का क्या मुड़ गया?
- हैप्पी को कहाँ चोट लगी थी ?
- मम्मी ने दोनों के लिए क्या बनाया?
- मम्मी ने हैप्पी को दूध में क्या मिला कर दिया?
- 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 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 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

Walk on the Beat :

- Start the game by asking the students to clap fast, slow and very slow along with you.
- Clap slow and suddenly increase your pace.
- Tell the students to walk in the class as per the beat of dalfi or clap (you can clap or play the dafli).
- The students have to walk slow if the beat is slow and if the beat is fast, the students have to walk fast.

Lunch Break

Mathematics

Revision of Numbers 11-15 :

- Revise numbers 11-15 using concrete objects.
- Now keep number cards (11-15) ready according to the class strength.
- Paste quantity cards (11-15) on different walls or in the gallery.
- Instruct students that they are going to get number cards and they have to identify the number and stand near the correct quantity card.
- Let the students make a line and take a round of the class or outside the class and stand near the correct quantity.
- Check if the students are standing near the correct quantity or not.
- At the end revise the number and the related quantity.

Outdoor Games

Hopscotch :

- This game is different from the traditional hopscotch game.
- Make the hopscotch on the floor.
- Have the students play this game without a place marker (pithoo).
- Students only have to jump on the squares- with one foot on one square and second foot on 2 square.
- Demonstrate the game to students first.

Note- Make more than one hopscotch according to class' strength.

Language (English)

Recap of Letter Sound /J, j/ + Worksheet-100 :

- Recap the sounds using the story.
- Let students focus on the targeted vocabulary.
- Ask students to share more words which have the same sound.
- Draw the pictures and write the name of the pictures on the board for students to see the position of the targeted sound.
- Demonstrate the worksheet to students to colour and draw one vocabulary word from the same sound.
- Focus student's attention to names written.
- Let students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Vocabulary Revision- Action Words :

- Reinforce action words using pictures.
- Call the students randomly and tell them to do an action.
- One student should do an action and the other students will have to guess his/her action by using a sentence structure-
- S/he is ____ (action).

Note- Put the sight words- he/she/can/ has/is on the word wall.

Library Activity

Completing the Story :

- Narrate a story and pause during the climax of the story.
- Ask the students to predict the other half of the story.
- Give some time to the students to think.
- Divide the class into small groups and let the students share their version of the story in their respective groups.
- Ask the students to share some different ends 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.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : K.G
Month : November
Week : 2

Day 3

Theme: Our Helpers & Places Around Us

Material Required- cards of our helpers, ह की Worksheet, sheets, Picture for picture reading, Drawing file, crayons.

Assembly Time

Circle Time

Structured Conversation - Our Helpers- Respecting our Helpers :

Focused Helpers- tailor, gardener, shopkeeper, milkman, firefighter.

- Keep the flashcards ready and provide these cards to some of the students.
- Students who have the cards, try to talk about the helper without telling the name of the helper.
- The rest of the class tries to guess the names of the helper.
- The students sit in small groups and talk about each helper in their respective groups.
- A combined discussion happens at the end of the class to come to a common understanding.
- The teacher adds details wherever required.

Rhyme 40- धोबी आया (using actions)

Rhyme 41- I am a policeman (using actions)

Language (Hindi)

अक्षर-ध्वनि अभ्यास -/ ह/ + Worksheet- 101 :

- विद्यार्थियों के साथ मिलकर अक्षर का अभ्यास कर लें ।
- विद्यार्थियों से अक्षर की आवाज़ और उस से शुरू होने वाले शब्दों को बताने को कहें ।
- विद्यार्थियों को ऐसे शब्द निकालने के लिए भी संकेत दें जिसकी आखिरी या बीच में आवाज़ आ रही हो जैसे महल, शहद, बहन आदि ।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें ।
- उन शब्दों के नाम भी लिख लें और विद्यार्थियों को अक्षर को शब्द के बीच और आखिरी में देखने का मौका दें।
- वर्कशीट विद्यार्थियों को समझाएं और रंग करने के लिए दें तथा अक्षर से जुड़ा एक चित्र और बनाने को कहें।
- विद्यार्थियों का ध्यान चित्रों के लिखे नाम की ओर ले जाएं ।
- विद्यार्थियों को रंग करते समय नाम बोल कर पहली आवाज़ पर ध्यान देने को कहें ।
- वर्कशीट करने के बाद, चित्रों की सहायता से अभ्यास करें ।

दो अक्षर के शब्द :

- विद्यार्थियों को अलग अलग दो आवाज़ें बोलें और उन्हें आवाज़ मिलकर शब्द बताने को कहें ।
- विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर लिख लें और उनके चित्र बना लें ।
- विद्यार्थियों के साथ मिलकर सभी शब्दों को पढ़ें ।
- शब्दों को पढ़ते हुए उनके चित्र पर भी ध्यान दें ताकि विद्यार्थी शब्दों के अर्थ को समझ सकें ।
शब्द सूची- खत, बस, जग, टब, नल, फल, घर, कप, जल

ध्यान दें - शिक्षिका ऐसे शब्द चुने जिनके चित्र बन सकते हों और जो अक्षर विद्यार्थी कर चुके हों ।

Free Play/ Indoor/ Art and Craft

Fire Safety Drill- Stop, Drop, and Roll :

- Explain to students that if their clothes ever catch fire, they should "stop, drop, and roll."
- Demonstrate the proper technique in the classroom.
- Put some fire cutouts on their clothing and let students practice stopping, dropping, and rolling until the flames are off the clothes.
- Let all the students do the practise.

Preparing Questions for the Interview :

- Inform the students that tomorrow **खाना देने वाली दीदी** is going to come to our class and ask them what should we ask to know her work and schedule better.
- Provide opportunities to students to think and share the questions.
- Write the questions on the board and read with students.

Lunch Break

Mathematics

Revision of Numbers 11-15 :

- Bring the 'Ganitmala' in the classroom .
- Call students randomly and tell them to count 11/12/13/14/15 beads.
- Do it a few times with students.
- Now revise the numbers on the board.
- Write the numbers on the board.
- Now explain the task to students that they have to copy the numbers from the board and draw an equal number of objects in front of each number on their drawing files.
- After the task revise numbers and quantity with students.

Outdoor Games

Let's Get Fit :

- Get the students to do simple stretching exercises for their joints 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)

Vocabulary Revision- Action Words :

Picture Reading :

- Draw a similar scene on a chart paper with the targeted actions and keep the action word slips ready.
- Show the chart to students and ask them to observe the picture carefully.
- Use questions like-
 - What do you see in this picture?
 - Who all are there?
 - What are they doing?
 - What do you see?



Pic. Courtesy-

www.dreamstime.com

- Show the action cards to students and ask them to read the action words(prediction) and put them on the chart with the help of students.
- Ask students to speak about the picture.
- Motivate students to speak simple sentences like-
 - The baby is sleeping.
 - A girl is sitting.
 - Boys are playing football.
 - A girl is playing with a dog.
 - A man is walking.
- Write the sentences on the board with the student's name who has spoken the sentence.
- At the end of the class read all the sentences with students.

Note- 1. Before asking students to speak sentences, discuss the vocabulary in English with students like baby, girl, boy etc.

2. Write all these sentences on a Chart Paper and display it in the classroom with the scene.

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 the 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 : K.G
Month : November
Week : 2

Day 4

Theme: Our Helpers & Places Around Us

Material Required- छ के कार्ड, bedsheet for indoor, slates, chalk, ball, slips of three letter words- 2 set of each word (according to class strength), story books, Worksheet on numbers.

Assembly Time

Circle Time

Structured Conversation - Our Helpers- Respecting our Helpers :

Talking to a Helper- खाना देने वाली दीदी/ आंटी :

- Remind the students that खाना देने वाली दीदी/ आंटी is going to visit our class.
- Revise the questions made by students for the interaction.
- Let students talk to the खाना देने वाली दीदी/ आंटी about
 - her work,
 - the tools she uses,
 - the preparation she does before providing food to students.
 - What care does she take while distributing the food?
 - The challenges she faces while distributing the food.
 - her daily schedule,
 - How can students help etc.
- After the visit, talk to students about their experiences talking to खाना देने वाली दीदी/ आंटी .

Note- Before bringing खाना देने वाली दीदी/ आंटी into the class, talk to her about why we are calling her in the class, brief her about the questions students are going to ask.

H.W.- Tell students to talk to their parents and find out about the help they do using the following questions-

- आपके घर में कौन कौन से सहायक हैं?
- वे लोगों की मदद कैसे करते हैं ?
- दूसरों की मदद कर के उन्हें कैसा लगता है?

Rhyme 40- धोबी आया (using actions)

Rhyme 41- I am a policeman (using actions)

Language (Hindi)

अक्षर-ध्वनि परिचय - /छ/ :

- विद्यार्थियों को कहानी सुनाएं।

कहानी- छाया के दोस्त

आज रविवार है, इसलिए आज सबकी छुट्टी है। छाया आज सुबह से ही अपने दोस्तों के साथ छत पर खेल रही है। सभी को छुप्पन-छुपाई खेलने में बहुत मज़ा आ रहा है। कभी वे छत पर रखी पानी की टंकी के पीछे छुपते, तो कभी छत पर टंगे कपड़ों के पीछे।

दोपहर होते-होते आसमान में बादल घिर आये और फिर बारिश होने लगी। छाया नीचे घर से अपना छाता ले आयी। लेकिन एक छाता और छः बच्चे! छाया फिर नीचे गयी। उसने माँ से और दादी से उनका छाता माँगा और ऊपर छत पर ले गयी। अब उनके पास तीन छाते थे। सब छाता लेकर पानी में छपाक-छपाक कूदने लगे। छाते को गोल-गोल घूमने लगे।

शाम को जब छाया ने दादी का छाता उन्हें दिया तो देखा उसकी तनी टूटी हुई थी और उसमें एक छोटा सा छेद भी हो गया था। छाया को बहुत बुरा लगा।

लेकिन दादी ने कहा, "कोई नहीं छाया! हम छाते को मोची से ठीक करवा लेंगे"। दोनों छाते को मोची के पास ले गए। मोची ने उसकी तनी बदल दी और छेद को सिल दिया। अब छाता बिलकुल नया लगने लगा। छाया यह देखकर बहुत खुश हो गयी।

1. रविवार के दिन सबकी क्या थी?
2. कौन अपने दोस्तों के साथ खेल रही थी?
3. छाया और उसके दोस्त कहाँ खेल रहे थे और क्या?
4. बारिश होने पर छाया क्या लेकर आई?
5. कितने बच्चे खेल रहे थे?
6. दादी के छाते को क्या हो गया 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 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 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

Fire Safety Drill - Crawl Below the Smoke :

- Use a bed sheet and let some students hold the sheet on each side.
- Let some students "shake" the sheet up and down to make it look like smoke.
- The other students practice crawling under the sheet on their hands and knees to escape the smoke.
- Continue the drill, till all the students get their turn.

Lunch Break**Mathematics****Revision of Numbers 11- 15 + Worksheet- 102 :**

- Keep all the material like rangometry pieces/beads ready for students.
- Divide the class into smaller groups.
- Ask the students to make things using rangometry/string beads.
- Provide opportunities to students to explore the numbers.
- Explain the worksheet to students that they have to identify the numbers and match with the equal quantity.
- Provide the worksheet to them to complete.
- After the worksheet, revise the number with the quantity.

Outdoor Games**Kicking and Throwing the Ball :**

- Have the students stand in a circle and ask them to pass the ball to each other without dropping it.
- Throw the ball to students and they have to kick it in a particular direction.

Language (English)**Three Letter Words :**

- Do oral blending with students.
- Tell them to make words by listening to sounds.
- Call out different sounds and let them blend the letters like- b...u...s = bus, c..a...p = cap, mat, cup, bag, mat, hat, fan, hut, bat, bin, pin etc.
- Write words on the board. Randomly call the students to read and make the pictures of words (assist the students whenever required).

Matching:

- Write the above mentioned words in slips and make two sets .
- Distribute the slips to students and give them time to read it.
- Assist students in reading it through blending and segmenting.

- Call a student in the front and ask him/her to read it loudly (for e.g., pot) (support students to read through blending and segmenting) and use the sentence structure-
 - I have a_____.
- Ask the rest of the students to check their slips and find if they have the same word (for e.g., pot) and come forward to show it and repeat.
 - I have a_____.
- Do this many times to make students understand the procedure of the activity.

Library Activity

Read Aloud :

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

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 : K.G
Month : November
Week : 2

Day 5

Theme: Our Helpers & Places Around Us

Material Required- छ की Worksheet, clay, dafla, word cards of three letter words(according to class strength), dice, rangometry.

Assembly Time

Circle Time

Free Conversation :

- Initiate free conversation with the students on any topic of their interest.
- Motivate and appreciate students .
- Do participate with them.

Structured Conversation- How my Parents Help Others?

- Now discuss with students how many of them talk to their parents.
- Provide an opportunity for students to share with the rest of the class.
- Use question like-
 - आपके घर में कौन कौन से सहायक हैं?
 - वे लोगों की मदद कैसे करते है ?
 - दूसरों की मदद कर के कैसा लगता है?

Let half of the class strength share about their parents and rest can share the next day.

Rhyme 40- “धोबी आया” (using actions)

Rhyme 41- “I am a policeman” (using actions)

Language (Hindi)

अक्षर-ध्वनि अभ्यास /छ/ + Worksheet- 103 :

- विद्यार्थियों के साथ मिलकर अक्षर का अभ्यास कर लें
- विद्यार्थियों से अक्षर की आवाज़ और उस से शुरू होने वाले शब्दों को बताने को कहें
- विद्यार्थियों को ऐसे शब्द निकालने के लिए भी संकेत दें जिसकी आखिरी या बीच में आवाज़ आ रही हो
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें ।
- उन शब्दों के नाम भी लिख लें और विद्यार्थियों को अक्षर को शब्द के बीच और आखिरी में देखने का मौका दें
- वर्कशीट विद्यार्थियों को समझाएं और रंग करने के लिए देते समय बताएं की उन्हें दिए गयी जगह में एक /छ/ का चित्र बनाएं।

- विद्यार्थियों का ध्यान चित्रों के लिखे नाम की ओर ले जाएं ।
- विद्यार्थियों को रंग करते समय नाम बोल कर पहली आवाज़ पर ध्यान देने को कहें ।
- वर्कशीट करने के बाद, चित्रों की सहायता से अभ्यास करें ।

दो अक्षर के शब्द :

- विद्यार्थियों को अलग अलग दो आवाज़ें बोलें और उन्हें आवाज़ मिलकर शब्द बताने को कहें ।
 - विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर लिख लें और उनके चित्र बना लें ।
 - विद्यार्थियों के साथ मिलकर सभी शब्दों को पढ़ें ।
 - शब्दों को पढ़ते हुए उनके चित्र पर भी ध्यान दें ताकि विद्यार्थी शब्दों के अर्थ को समझ सकें ।
- शब्द सूची-** खत, बस, जग, टब, नल, फल, घर, कप, जल

ध्यान दें - शिक्षिका ऐसे शब्द चुने जिनके चित्र बन सकते हों और जो अक्षर विद्यार्थी कर चुके हों ।

Free Play/ Indoor/ Art and Craft

Free Play – Play Dough/Clay :

- Let the students enjoy playing with the play dough.
- Motivate students to make whatever they like.
- Ask the students to share their creations with their friends.

Lunch Break

Mathematics

Revision of Numbers 11-15 :

- Revise numbers 11-15 using concrete objects.

Activity- Sajana :

- Divide the class into two groups and make a shape/figure(any) on the floor.
- Students to come one by one, roll the number dice (10-15), pick up an equal number of rangometry pieces and put the pieces on the edge of the shapes.
- Ensure that students get opportunities to quantify.
- Help as required.

Note- Do the activity with the half of the class strength and do the same activity with the rest of the class in the next class.

Outdoor Games

Dance :

- Play some music/dafli or sing a song and encourage the students to dance without inhibitions.
- Play the dafli changing the pace every now and then and ask the students to walk/dance to match the pace of the dafli.

Language (English)**Three Letter Words :**

- Read and revise all the words with the students.
- Write the words on the board and provide opportunities for students to read.

Game- Word Hunt :

- The teacher distributes the word cards to students.
- More than one card of the same word can be added.
- Each student should get a card.
- Teacher calls the word, the students who have the word card run and put the word card back in the box.
- The game continues until all the students get their turns.
- At the end of the game, let students talk about the activity that what did they do and how did they feel.

Library Activity**Creating a Story :**

- Sit with students in a circle.
- Instruct students that they are going to create a story.
- Now speak one sentence and let the next student add to that sentence like- There was a boy. The next student added- The boy lives in a village and so on.
- The process would continue.
- All the students would add one line to make it 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.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.

Class : K.G
Month : November
Week : 2

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 23 and 34) to students to complete.



Pic Courtesy- educators.brainpop.com

Class : K.G
Month : November
Week : 3

Day 1

Theme: Our Helpers & Places Around Us

Material Required- क्रिया शब्द के कार्ड, concrete objects for number activity, sheets, cards of sound Z/z, story books.

Assembly Time

Circle Time

Free Conversation :

- Initiate free conversation with the students on any topic of their interest.
- Motivate and appreciate the students .
- Do participate with them.

Structured Conversation- How do my Parents Help Me?

- Discuss with the students how many of them talk to their parents.
- Provide an opportunity for students to share with the rest of the class .
- Use questions like-
 - आपके घर में कौन कौन से सहायक हैं?
 - वे लोगों की मदद कैसे करते है ?
 - दूसरों की मदद कर के कैसा लगता है?

Rhyme 42- “देखो एक डाकिया आया” (using actions)

Rhyme- 43- “What is my job?” (using actions)

Language (Hindi)

शब्दकोष अभ्यास- क्रिया शब्द- कूदना, चलना, भागना, खेलना, सोना, बैठना :

- विद्यार्थियों को मौका दें की वे सभी क्रियाओं का अनुभव कर ले।
- विद्यार्थियों के साथ मिल कर, सभी क्रिया शब्दों को पढ़ लें।
- शिक्षिका फ्लैशकार्ड को कक्षा की अलग अलग दीवारों पर लगा देगी।
- सभी विद्यार्थियों को क्रिया शब्दों की एक एक कार्ड दिया जायेगा।
- विद्यार्थियों को अपने कार्ड को दीवार पर लगे क्रिया शब्दों की मदद से पढ़कर सही फ्लैशकार्ड के पास आकर खड़े होना है।
- जब सभी विद्यार्थी क्रिया शब्दों के फ्लैशकार्ड के पास खड़े हो जाएं तो एक बार फिर से सभी क्रिया शब्दों का अभ्यास कर लें।

Free Play/ Indoor/ Art and Craft

Game- Do As I Do :

- Play the game using the occupations of the students' parents.
- Pretend that you are working in some occupations, such as a carpenter.
- The students do the same.
- As everyone is pretending to do a specific job, chant several times, "I'm a carpenter, hammering and sawing." Switch to another occupation, such as a doctor. Chant while pretending to see a patient , "I am observing....observing...observing".
- Continue the game using other familiar occupations.

Lunch Break

Mathematics

Revision of Numbers- 11-15 :

- Revise the numbers and quantity with students.

Game- Number Treasure Hunt :

- Divide the class into small groups.
- Keep counting material available in different corners of the classroom like pebbles, rangometry, crayons, counters, blocks etc.
- Provide sheets to each group in which 1 number out of 11-15 is written.
- Instruct the students to find material from the classroom or outside and put it in front of the number. for eg.- students can collect twigs, dry leaves from outside and rangometry/ block/ beads from classroom etc.

Outdoor Games

Let's do Some Actions :

- Set a starting point on the ground.
- Have the students stand at the starting point.
- Now instruct them that they have to go to the other end of the field and return either by running, hopping, backward running, sideways running etc. as specified by you.
- Tell them that it is a race and that they can start once they hear your clap.

Language (English)

Introduction of letter sound /Z, z/ :

- Narrate the story.

Story- Visit to the Zoo

Zahir and **Zeinab** woke up early in the morning. It was their day to visit the **zoo**. It was the first time they were going to the zoo to see the animals they had read about in story books.

“Will there be an elephant?” asked Zahir.

“I want to see a giraffe and its long neck,” said Zeinab.

“I am scared of snakes, I hope we won’t see them at the zoo,” said their mother.

“We must see the leopard,” said their father.

Zeinab and Zahir wore their favourite jackets. **Z-z-z-z-z-z-ip** they pulled their **zips** up. Both the jackets had black and white stripes. They both looked like an animal in the zoo. *Can you guess which animal?*

The first stop in the zoo was the elephants. “Do you remember how the elephant got its trunk?” asked their father.

“The crocodile pulled its nose!” said the children. Zahir and Zeinab had read a story about it. The **zookeeper** giving food to the elephants heard it and started laughing.

The next stop at the zoo was the giraffe. “Do you remember how the giraffe got its long neck?” asked their mother.

“He ate a magic medicine,” said the children. Zahir and Zeinab had read a story about it too.

The next stop at the zoo was to say hello to the **zebra**. The black and white stripes on their jacket looked just like the stripes on the zebra. The zebra looked at them and shook his head. Zahir and Zeinab also shook their head and started laughing.

“How did the zebra get its black stripes?” asked Zahir and Zeinab.

“Now that’s a story for another day!” said the zookeeper from behind them. He was now carrying food for the zebra.

“Oh! it must be so much fun being zookeeper,” said Zahir to the zookeeper.

- Name the two children in the story?
- Where were they going that day?
- What did they pull up to close their jackets?
- Who was taking care of the animals in the zoo?
- Which animal had black and white stripes?
- Once the story is narrated, ask questions to derive the target words from the story.

- Show the flash cards 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 have the same sound in the beginning/ middle/end.
- 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 sound.
- Let the students draw pictures of the words for the sound introduced.

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.

Library Activity

Reading Words in Storybooks :

- Provide story books to the students in pairs.
- Ask the students to open the books and identify the words they are able to read.
- At the end of the class, do a whole group discussion in which students share the words they were able to read in the given book.

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 : K.G
Month : November
Week : 3

Day 2

Theme: Our Helpers & Places Around Us

Material Required- cards on our helpers, क्रिया शब्द के कार्ड, concrete material for number introduction, balls, Worksheet OF Z/z.

Assembly Time

Circle Time

Structured Conversation- The Helper that I Want to Be :

- Revise all the helpers with students.
- Pass on the cards to the students and let them see and name the helpers.
- Now take the cards back and ask the students to think which helper they would want to be if they get a chance to become and why.
- Give some time to students to think.
- Talk to students if they require some extra help or motivation.

Group Sharing :

- Now divide the class into groups of three or four.
- Tell students to share with their groups what helper they want to be and why.

Let students share in their respective groups and later ask some of them to share their responses with the whole group.

Rhyme 42- “देखो एक डाकिया आया” (using actions)

Rhyme 43- “What is my job?” (using actions)

Language (Hindi)

शब्दकोष अभ्यास- क्रिया शब्द :

- विद्यार्थियों के साथ मिलकर क्रिया शब्दों का अभ्यास करें ।
- विद्यार्थियों का ध्यान क्रिया शब्दों की ओर ले जाएं।
- बोर्ड पर क्रियाओं के नाम लिख कर विद्यार्थियों को वे नाम पढ़ने के लिए प्रोत्साहित करें ।
- कक्षा में विद्यार्थियों को क्रिया शब्दों के फ्लैशकार्ड दे दें जिसमें क्रिया के नाम के साथ उसका चित्र भी बना हो (चित्र अखबार से काट सकते हैं!) ।
- विद्यार्थियों को मौका दें कि वे बारी बारी आगे आकर चित्र और नाम दिखा कर बोलें जैसे-
 - एक लड़की भाग रही है ।
 - बिल्ली फर्श पर सो रही है ।
- सभी विद्यार्थियों को मौका दें की वे चित्र के बारे में बोल पाएं ।
- अंत में एक बार सभी क्रियाओं के नाम दोहरा लें।

Free Play/ Indoor/ Art and Craft

Role Play- Occupations :

- Divide the class into three or four groups.
- Ask students to do a role play of any scene of the helper they see everyday.
- Talk to each group separately and help them wherever required.

Note- This is the first time where students are doing something like this. Teacher's assistance would be high here.

Lunch Break

Mathematics

Counting Experience :

- Divide the class into three or four groups.
- Provide each group one dice (dot dice 1-6) and rangometry in a big bowl.
- In each group of students would roll the dice and pick an equal number of rangometry pieces.
- Each student gets 3-4 turns in his/her respective groups.
- Later the students would count their collected pieces.
- Then get students to make something using their collected pieces.

Outdoor Games

Throw and Catch :

- Have the students stand in two lines facing each other.
- The distance between the lines should be realistic so students can throw and catch the ball easily.
- A student from one line throws the ball towards the student standing opposite to him/ her and the other student has to catch the ball.
- The game continues until all the students get their turn.

Language (English)

Revision of Letter-Sound /Z,z / + Worksheet-104 :

- Recap the sounds using the story.
- Let students focus on the targeted vocabulary.
- Ask students to share more words which have the same sound.
- Draw the pictures and write the name of the pictures on the board for students to see the position of the targeted sound.
- Demonstrate the worksheet to students to colour and draw one vocabulary word on the same sound.
- Focus student's attention to the names written.
- Let students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Encircle the Correct Word :

- Draw a picture on the board like a bus and ask the students to find its correct name from the words.
- Draw or stick more pictures on the board and ask the students to circle the correct word.

Note-Use a variety of words to develop more reading skills.

pic courtesy – [pinterest.com/canstockphoto.com](https://www.pinterest.com/canstockphoto.com)
bus



fan hat



big cot

Library Activity

Interviewing the Character :

- Let students sit in pairs for the activity.
- Ask students to choose one of their favourite characters from any story.
- In pairs, each student would ask questions to know more about the other student's favourite character.

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 : K.G
Month : November
Week : 3

Day 3

Theme: Our Helpers & Places Around Us

Material Required- Worksheet on our helpers, slates, chalk, cards of sound W/w, rangometry, dice- 5.

Assembly Time

Circle Time

Structured Conversation- What if our Helpers are not Around- Respect :

- Initiate a discussion with students by posing a situation or problem in front of them such as, “ आज मैं सुबह उठी तो चाय नहीं पी पायी , मुझे बहुत अजीब लग रहा है, किसी को पता है मैं चाय क्यों नहीं पी पायी?”
- Let the students think a while and come up with a reason.
- Listen to all the responses patiently and then tell them the actual reason, “क्योंकि दूध वाला नहीं आया था”
- Give them similar situations such as, “ अगर एक दिन दूध वाले भैया , सफाई वाले भैया , guard भैया छुट्टी पर जायें तो?
- Provide opportunity for students to think about what would happen if the helpers are not around and talk about their importance.

Rhyme 42- “देखो एक डाकिया आया” (using actions)

Rhyme 43- “What is my job?” (using actions)

Language (Hindi)

दो/तीन अक्षर के शब्द :

- विद्यार्थियों को अलग अलग दो/तीन आवाज़ें बोलें और उन्हें आवाज़ मिलकर शब्द बताने को कहें ।
 - विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर लिख लें और उनके चित्र बना लें ।
 - विद्यार्थियों के साथ मिलकर सभी शब्दों को पढ़ें ।
 - शब्दों को पढ़ते हुए उनके चित्र पर भी ध्यान दें ताकि विद्यार्थी शब्दों के अर्थ को समझ सकें।
- शब्द सूची-** खत, बस, जग, टब, नल, फल, घर, कप, जल, मटर बटन, कमल, बतख, गरम, नरम, मगर

आओ चित्र बनाएं :

- सभी शब्दों को विद्यार्थियों के साथ मिलकर पढ़ने के पश्चात विद्यार्थियों को जोड़े में बैठने को कहें ।
- बोर्ड पर कोई भी छह, दो/तीन अक्षर वाले शब्द लिख दें ।
- विद्यार्थियों को कहें कि वे बोर्ड में लिखे शब्दों में से कोई भी तीन शब्द अपनी स्लेट पर लिख लें ।
- इसके पश्चात विद्यार्थियों से कहें की वे अपनी स्लेट अपने अपने साथी से बदल ले।

- जब विद्यार्थी स्लेट बदल लें तो उन्हें निर्देश दें की वे अपने दोस्त की स्लेट पर लिखे शब्द पढ़कर उनके चित्र बना लें ।
- चित्र बनाने के पश्चात, विद्यार्थी अपनी अपनी स्लेट वापस ले लेंगे और देखेंगे कि उनकी स्लेट पर उनके दोस्त ने सही चित्र बनाएं है या नहीं ।
- शिक्षिका विद्यार्थियों की सहायता के लिए बोर्ड पर शब्द पढ़कर उनके चित्र बना देगी ।

Free Play/ Indoor/ Art and Craft

The Helper which I Want to Be- + Worksheet-105 :

- Use the conversation time and talk about the helper which students want to be.
- Explain the worksheet to students and give it to them to complete.
- Let students talk about their drawing and label the pictures.

Lunch Break

Mathematics

Counting Experience :

Game- Win as Much as you Can:

- Divide the class into small groups.
- Each group is given a small dice and a bowl full of rangometry pieces/ counters.
- Instruct the students that each student in their respective groups will get a turn to roll the dice, count the dots and take an equal number of counters/ rangometry from the bowl.
- 10 minutes will be given to the groups to play the game.
- After the activity, each student counts their rangometry pieces/counters.
- In each group, the student having the maximum number of rangometry pieces/counters will win the game.
- The teacher demonstrates the game before providing material to each group.

Outdoor Games

Shadow Tag (Catch the Shadow) :

- In this fun version of Tag, you tag each other's shadow with your feet instead of tagging their body.
- Thus, it must be played on a sunny day.
- The closer to noon, the greater the difficulty.
- Tell the students to take care of themselves as well as their shadows.

Note – This is similar to pakadam pakadai, except that the Seeker instead of touching the players must touch the shadows of the players with his/her feet.

Language (English)

Introduction of Letter Sound /W,w/ :

- Narrate the story.

Story- Waahid's Whistle

Waahid is a farmer. Every morning he **wakes** up early and **walks** to his fields. He takes out **water** from the **well** and waters his crops. In the **warm** season he grows **watermelon** and in the **winters** he grows **wheat**. His **wife** also helps him in the fields.

One day when Waahid reached his fields he saw someone had eaten his watermelons. He got **worried**. That night he slept in his field. Late at night he heard some sound. He saw a buffalo and a donkey eating watermelons. He blew his **whistle** loudly "**wee..wee...weee....**" The buffalo and the donkey heard the whistle and ran far away.

From that day onwards no animal came into Waahid's fields.

- Name the farmer?
 - What does he do early every morning?
 - How does he go to the fields?
 - From what does he take the water?
 - What does he grow in warm season?
 - What does he grow during winter season?
 - Who helps him in the fields?
 - What did he blow to frighten the animals?
- Once the story is narrated, ask questions to derive the target words from the story.
 - Show the flash cards 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 have the same sound in the beginning/ middle/end.
 - 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 sound.
- Let the students draw pictures of the words for the sound introduced.

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

Library Activity

Story Weaving :

- Divide the students into small groups and give them some hint words.
- Now instruct students to create stories in their groups using those hint words.
- At the end, let all the groups share their stories.

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 : K.G
Month : November
Week : 3

Day 4

Theme: Our Helpers & Places Around Us

Material Required- झ के कार्ड, material from pretend play, slates, chalk, concrete material for number introduction, Worksheet of W/w, action word cards, objects for show and tell.

Assembly Time

Circle Time

Structured Conversation- How can we Help the Helpers- Showing Gratitude :

- Initiate a discussion on respect by posing different questions such as-
 - कौन कौन लोग हमारी मदद करते हैं?
 - हम उनकी मदद कैसे कर सकते हैं?
 - अगर guard भैया ने gate खोला तो हम उनके लिए क्या कर सकते हैं ?
 - अगर सफाई वाले भैया/दीदी ने class की सफाई की तो हम उनको कैसे अच्छा महसूस करा सकते हैं?
- Make more situations like this and discuss it with the students.
- Let students come up with the way in which we can show gratitude to the helpers who are helping us everyday like- Keeping the classroom and washroom clean, throwing the garbage in the dustbin, making a line for mid day meal, saying thank you to them and passing a smile.

Rhyme 42- “देखो एक डाकिया आया” (using actions)

Rhyme 43- “What is my job?” (using actions)

Language (Hindi)

अक्षर-ध्वनि परिचय - /झ/ :

- विद्यार्थियों को कहानी सुनाएं ।

कहानी- झिलमिल की मम्मी का झुमका

झिलमिल ने इसी साल स्कूल जाना शुरू किया था। पापा उसे रोज़ स्कूल छोड़ने जाते और लेने आते थे। झिलमिल को स्कूल में बहुत मज़ा आता था। उसके नए दोस्त बन गए थे। स्कूल में बहुत सारे खिलौने, झूले और रंग-बिरंगी किताबें थीं। उसकी टीचर भी बहुत अच्छी थी। बच्चों को अच्छे से पढ़ाती, खेल-खिलाती और बहुत प्यार करती थी।

एक दिन झिलमिल को लेने उसके मम्मी आयी। झिलमिल का छोटा भाई भी मम्मी के साथ आया। झिलमिल बाहर लगे झूले में झूला झूल रही थी। मम्मी को स्कूल में देखकर वह बहुत खुश हुई। उसका भाई मम्मी कि गोदी से उतर कर इधर-उधर भागने लगा। कभी झूले में चढ़ जाता, तो कभी घास पर भागता, तो कभी झाड़ियों के पीछे छुप जाता। झिलमिल कक्षा से अपना बस्ता उठाने गयी तो वह उसके

पीछे-पीछे भागते हुए अंदर आ गया। माँ ने झुककर उसे उठाया और तीनों घर की ओर गए। घर पहुंचकर माँ ने देखा कि उनका एक **झुमका** कान में नहीं था। बहुत खोजने पर भी नहीं मिला।

अगले दिन जब झिलमिल को छोड़ने माँ गयी तो सफाई करने वाली दीदी ने उन्हें वह खोया हुआ झुमका दे दिया। उन्होंने कहा, "कल **झाड़ू** से साफ़ करते हुए उन्हें झुमका कक्षा में मिला था।" झिलमिल ने सोचा कि सफाई करने वाली दीदी का काम कितना जरूरी होता है।

आप क्या सोचते हैं.....?

- स्कूल में जाना किसने शुरू किया था?
- जब माँ आई तो झिलमिल क्या कर रही थी?
- झिलमिल का भाई कहाँ छिप रहा था ?
- माँ का स्कूल में क्या खो गया था ?
- सफाई वाली दीदी कमरा किस से साफ कर रही थी ?
- 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 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 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

Pretend Play- Ghar Ghar :

- Keep home related material in different sets (plastic material) and provide opportunities for students to play with the material.
- Roam around in the class and ask each group what they are playing and the roles they have taken up.

Lunch Break

Mathematics

Revision of Numbers 1-15 :

- Keep concrete material like- rangometry pieces, blocks, counters etc. ready for the activity.
- Divide the students into groups and provide material for each group.
- Ask the students to keep (1-15) objects in front of them.
- Now count the objects with the students and focus on the quantity.
- Provide slates and chalk to the students.
- Let students write numbers and draw objects on their slates.

Outdoor Games

Hopscotch :

- This game is different from the traditional hopscotch game.
- This game is only for gross motor skills.
- Make the hopscotch on the floor. Have the students play this game without a place marker (pithoo). Students only have to jump onto the squares- with one foot on one square and the second foot on the 2nd square.
- Demonstrate the game to the students first.

Note- Make more than one hopscotch according to her class' strength.

Language (English)

Revision of Letter-Sound /W,w/ + Worksheet-106 :

- Recap the sounds using the story.
- Let the students focus on the targeted vocabulary.
- Ask the students to share more words which have the same sound.
- Draw the pictures and write the name of the pictures on the board for students to see the position of the targeted sound.
- Demonstrate the worksheet to students to colour. and draw one more vocabulary word with the same sound.
- Focus student's attention to the names written.
- Let the students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Vocabulary Revision- Action Words :

- Read and revise all the words with students using the board.
- Show the action cards in which only names are written.
- Call the students to read the cards and do the actions and let others respond using-
 - He is _____.(action)

- She is _____.(action)

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 an opportunity for 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 : K.G
Month : November
Week 3

Day 5

Theme: Our Helpers & Places Around Us

Material Required- झ की Worksheet, music for indoor activity, concrete material for number revision, action words dice, action word and picture cards(according to class strength), picture book, drawing files, crayons.

Assembly Time

Circle Time

Structured Conversation- How can we Help the Helpers- Showing Gratitude :

- Follow up on yesterday's conversation about the importance of "Helpers" in our lives and how they make our lives comfortable and how important these services /professions are.
- Let students come up with the way in which we can show gratitude to the helpers who are helping us everyday like- keeping the classroom and washroom clean, throwing the garbage in the dustbin, making a line for mid day meal, saying thank you to them and passing a smile, in terms of the way we speak to them, treat them etc.
- Keep it open ended.

Rhyme 42- "देखो एक डाकिया आया" (using actions)

Rhyme 43- "What is my job?" (using actions)

Language (Hindi)

अक्षर-ध्वनि अभ्यास /झ/ + Worksheet- 107 :

- विद्यार्थियों के साथ मिलकर अक्षर का अभ्यास कर लें ।
- विद्यार्थियों से अक्षर की आवाज़ और उस से शुरू होने वाले शब्दों को बताने को कहें ।
- विद्यार्थियों को ऐसे शब्द निकालने के लिए भी संकेत दें जिसकी आखिरी या बीच में आवाज़ आ रही हो ।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें ।
- उन शब्दों के नाम भी लिख लें और विद्यार्थियों को अक्षर को शब्द के बीच और आखिरी में देखने का मौका दें।
- वर्कशीट विद्यार्थियों को समझाएं और रंग करने के लिए दें तथा अक्षर से जुड़ा एक चित्र वर्कशीट पर बनाये ।
- विद्यार्थियों का ध्यान चित्रों के लिखे नाम की ओर ले जाएं।
- विद्यार्थियों को रंग करते समय नाम बोल कर पहली आवाज़ पर ध्यान देने को कहें।
- वर्कशीट करने के बाद, चित्रों की सहायता से अभ्यास करें।

दो/तीन अक्षर के शब्द :

- विद्यार्थियों को अलग अलग दो/तीन आवाज़ें बोलें और उन्हें आवाज़ मिलकर शब्द बताने को कहें ।
- विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर लिख लें और उनके चित्र बना लें ।
- विद्यार्थियों के साथ मिलकर सभी शब्दों को पढ़ें ।
- शब्दों को पढ़ते हुए उनके चित्र पर भी ध्यान दें ताकि विद्यार्थी शब्दों के अर्थ को समझ सकें।

शब्द सूची- खत, बस, जग, टब, नल, फल, घर, कप, जल, मटर बटन, कमल, बतख, गरम, नरम, मगर

ध्यान दें - शिक्षिका ऐसे शब्द चुने जिनके चित्र बन सकते हों और जो अक्षर विद्यार्थी कर चुके हों ।

Free Play/ Indoor/ Art and Craft

Dance :

- To improve gross motor skills, social skills, coordination and rhythm dance is important for students.
- Play music in the class and dance with the students. (Do not play Bollywood item numbers; instead, play songs such as - taare zameen par, bam bam bole, itni si hasi itni si khushi or any other student related song).

Lunch Break

Mathematics

Revision of Numbers :

- Keep concrete materials like- rangometry pieces, blocks, counters etc. ready for the activity.
- Revise number 1-15 with students and provide opportunities for students to count objects.
- Now show the numbers to students.
- Do the air tracing of numbers and provide drawing files to the students.
- Instruct the students to write numbers on their slates and draw the related quantity.
- At the end, revise the quantity with students.

Outdoor Games

Let's Get Fit :

- Get the students to do simple stretching exercises for their joints 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)

Vocabulary Revision- Action Words :

Game- Dice Game :

- Put the action words on the dice.
- Instruct the students to students roll the dice, read the word and do the actions.
- Prepare two dice in the same way.
- Call two students at one time.
- Students should roll the dice, read the action words and do the actions.
- Help students wherever required.

Action Words :

Matching - Picture to Word :

- Divide students into two groups.
- Give word cards to half of the class and give picture cards to the other half of the class.
- Tell the students to make groups who have the same action words cards and pictures.
- At the end, check each group.

Note- Flashcards of each action could be more than one on the basis of the class strength.

Library Activity

Picture Book :

- Use a picture book in the class.
- Let the 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 : K.G
Month : November
Week : 3

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 26) to students to complete.

Class : K.G
Month : November
Week : 4

Day 1

Theme: Our Helpers & Places Around Us

Material Required- थ के कार्ड, chalk, slates, blocks, material for numbers, ball, Worksheet on three letter words, story books, concrete material for number activity.

Assembly Time

Circle Time

Free Conversation :

- Initiate a conversation by asking the students to close their eyes and think of the things they did during the weekend.
- Ask them to tell one thing they liked the most. Listen to their responses.
- Share your weekend experience as well.

Structured Conversation- Places Around Us :

- Ask the students how they come to school and about the places they see on their way to school.
- Give them time to think and give everybody an opportunity to speak.
- Let the students come up with different places like market, bank, hospital, metro stations etc.
- Encourage the ones who are usually silent.

Revise rhymes done so far.

Language (Hindi)

अक्षर-ध्वनि परिचय - /थ/ :

- विद्यार्थियों को कहानी सुनाएं ।

कहानी - थपकी के पापा

थपकी के पापा एक थानेदार(पुलिस वाला) हैं। उनका थाना थपकी के स्कूल के पास ही है। रोज़ सुबह जब थपकी उनको वर्दी पहनते हुए देखती तो सोचती कि वह भी बड़ी होकर अपने पापा जैसी बनेगी। हर रोज़ थपकी अपने मम्मी और पापा के साथ मोटरसाइकिल से स्कूल जाती है ।

एक दिन जब वे स्कूल के पास पहुंचे ही थे कि उन्हें “चोर-चोर” कि आवाज़ सुनाई दी। थपकी के पापा ने मोटरसाइकिल रोक़ी और इधर-उधर देखा। एक आदमी, एक बूढ़ी औरत का थैला लेकर भाग रहा था। थपकी के पापा उस आदमी को पकड़ने के लिए बहुत तेज़ भागे। मम्मी ने उस बूढ़ी औरत को बेंच पर बिठाकर अपने थरमस से पानी पिलाया। तब तक थपकी के पापा ने उस चोर को पकड़कर थाने ले गए। फिर उन्होंने उस बूढ़ी औरत का थैला उन्हें वापस कर दिया। उस बूढ़ी औरत ने थपकी के पापा कि पीठ थप - थपाकर उन्हें धन्यवाद किया। यह देखकर थपकी ने अब पक्का सोच लिया कि वह बड़े होकर पापा जैसी बनेगी और लोगों की मदद करेगी।

- कहानी में लड़की का क्या नाम है?
 - उसके पापा क्या हैं?
 - थपकी के स्कूल के पास उसके पापा का क्या है ?
 - एक आदमी बूढ़ी औरत का क्या लेकर भाग रहा था ?
 - मम्मी ने बूढ़ी औरत को किस से पानी पिलाया ?
 - बूढ़ी औरत ने थपकी के पापा को कैसे धन्यवाद किया ?
- 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 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 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

Community Helpers Learning Center Ideas :

Block Center :

- Invite the students to think about the places they see around and build them together with the blocks.
- Add some labels (Hospital, Police Station, Fire Station, School, Grocery Store, etc.) with some tape.
- Help the students to place the labels on the different buildings.
- Add street signs and card stock streets for students to build streets as well.
- Add other things if possible.

Lunch Break

Mathematics

Counting Experience :

- Revise the numbers and quantity with the students.
- Keep all the material like rangometry pieces/beads ready for students.
- Divide the class into smaller groups.
- Ask the students to make things using rangometry/string beads and count the number of pieces everytime they make something.
- Provide opportunities for students to explore the quantity.

Oral Addition :

- Ask children to pick some rangometry pieces/ block and let them play with it for some time.
- Now instruct them to pick a few more pieces and let them count the pieces together.
- Represent the same on the board using pictures/ rangometry pieces.
- Do the similar exercise two or three times.

Outdoor Games

Kicking and Throwing the Ball :

- Let the students stand in a circle and ask them to pass the ball to each other without dropping it.
- Throw the ball to students and they have to kick it in a particular direction.

Language (English)

Three letter Words- Picture Matching + Worksheet-108 :

Activity :

- Read and revise all the three letter words with the students.
- Distribute picture cards and word cards of three letter words to the students.
- Tell the students who have picture cards to come one by one and show their cards to the rest of the students and the others would respond using,
- S/he has a/an_____, and,
- The students having the word cards would come in front to match it.
- Once everybody matches, revise the words.

Worksheet :

- Explain using the worksheet to students that they have to read the words and match them with their respective pictures.
- Provide the worksheet to students.
- Let them match first and then tell them to colour the pictures.
- Help the students as required.

Library Activity

Pair Reading :

- Provide an age appropriate story book to the students in pairs for paired reading.
- The teacher should provide only those books which she has already done in the class.

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 : K.G
Month : November
Week : 4

Day 2

Theme: Our Helpers & Places Around Us

Material Required- थ की वर्कशीट, picture for picture reading, number slips, slates, chalk, cards of V/v, story book for read aloud.

Assembly Time

Circle Time

Structured Conversation- Places around us :

Focused Places- market, hospital and school :

- Recap the previous day's discussion and ask the students -
 - What do you see in the market?
 - What do you buy?
 - Who takes you to the market?
 - When do you visit a hospital?
 - Who would you see in a hospital?
 - Who do you see in school?
 - What happens in a school?
- Frame questions depending on the direction in which the conversation flows.

Revise rhymes done so far.

Language (Hindi)

अक्षर-ध्वनि अभ्यास /थ/ + Worksheet- 109 :

- विद्यार्थियों के साथ मिलकर अक्षर का अभ्यास कर लें।
- विद्यार्थियों से अक्षर की आवाज़ और उस से शुरू होने वाले शब्दों को बताने को कहें।
- विद्यार्थियों को ऐसे शब्द निकालने के लिए भी संकेत दें जिसकी आखिरी या बीच में आवाज़ आ रही हो।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें।
- उन शब्दों के नाम भी लिख लें और विद्यार्थियों को अक्षर को शब्द के बीच और आखिरी में देखने का मौका दें।
- वर्कशीट विद्यार्थियों को समझाएं और रंग करने के लिए दें तथा दी हुई जगह पर अक्षर के एक चित्र बनाएं।
- विद्यार्थियों का ध्यान चित्रों के लिखे नाम की ओर ले जाएं।
- विद्यार्थियों को रंग करते समय नाम बोल कर पहली आवाज़ पर ध्यान देने को कहें।
- वर्कशीट करने के बाद, चित्रों की सहायता से अभ्यास करें।

दो/तीन अक्षर के शब्द- सही शब्दों पर गोला लगाओ

- विद्यार्थियों के साथ मिलकर, सभी शब्दों को एक बार दोहरा लें।
- अलग अलग आवाज़ें बोले और विद्यार्थियों को आवाज़ मिलकर शब्द बताने को कहें।
- बताये गए शब्द का नाम और चित्र बोर्ड पर बना लें।
- इसी प्रकार सभी चुने गए शब्दों का अभ्यास कर लें सभी के अभ्यास के बाद, बोर्ड को साफ़ कर दो/तीन अक्षर के शब्द बोर्ड पर लिख लें और शब्दों के सामने 3 चित्र बना लें (1 सही और 2 गलत)।
- विद्यार्थियों से कहें की वे शब्द को पढ़ कर सही चित्र का पता लगाएँ।
- कुछ विद्यार्थियों को मौका दें की वे आगे आकर सही चित्र पर गोला लगाएँ।

Free Play/ Indoor/ Art and Craft

Picture Reading- Hospital :

- Show the pictures to students and ask them to observe it.
- Now let the students talk about the picture.
- Use questions like -
 - What is happening in this picture?
 - Can you identify the place?
 - Who all are there?
 - Give the name to the people's picture and let them talk about them.
 - Have you ever been to this place?

Lunch Break

Mathematics

Revision of Numbers 1-15 :

- Revise the numbers and quantity with students.
- Send students to the ground in groups. Tell them to collect dried leaves/stones/twigs etc.
- Each group sits with their material in front of them.
- Teacher to provide two number slips (1-15) to each group and ask students to make a set of those many leaves/twigs/stone.
- At the end, talk to each group and let them read their slip and count the quantity.

Oral Addition :

- Ask children to pick some rangometry pieces/ block and let them play with it for some time.
- Now instruct them to pick a few more pieces and let them count the pieces together.
- Represent the same on the board using pictures/ rangometry pieces.

- Do the similar exercise two or three times.
- H.W- Ask students to bring 1 plastic glass from home for the next day's activity.**

Outdoor Games

PT Drill :

- Do simple PT exercises with the students.
- Add some PT exercises of your own choice.

Game- Freeze and change :

- Place all the action words flash cards, on the board. Instruct the students to look at it carefully. Ask them to roam around in the class.
- Now announce “freeze” and call out an action.
- The students will have to stop moving and perform the action and then suddenly call out another action for the students to follow.
- Choose one student to come forward and give instructions.
- Give every student a chance.

Language (English)

Introduction of Letter Sound /V,v/ :

- Narrate the story.

Story- Helping Vivek

Vivek sold **vegetables** in the city. Early morning he used to collect the vegetables from the **village** and take them to the city. He used to carry the vegetables in his **van**. He loved driving his van early in the morning. He could see **vast** fields from the van window.

One day when he was driving his van to the city, he saw an accident. Two **vehicles** had hit each other. The people were lying on the road. Vivek stopped his van, picked up the people and put them in his van. Then he drove them quickly to the hospital. The doctor thanked Vivek for helping people and saving their lives.

That day Vivek got late to sell his vegetables but he was **very** happy that he could help someone.

- Name the man in the story?
- What did he sell?
- From where did he collect vegetables?
- How did he take the vegetables to the city?
- What had hit each other?

- Once the story is narrated, ask questions to derive the target words from the story.
- Show the flash cards 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 have the same sound in the beginning/ middle/end.
- 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 sound.
- Let the students draw pictures of the words for the sound introduced.

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.

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. 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.

Class : K.G
Month : November
Week : 4

Day 3

Theme: Our Helpers & Places Around Us

Material Required- Picture for library time, slates, chalk, concrete material for numbers, Worksheet of V/v.

Assembly Time

Circle Time

Structured Conversation- Places Around Us :

Focused Places- bank, park, police station and railway station :

- Initiate a conversation about different places in our neighborhood.
- Ask the students about the different places they go to with their parents such as: parks, banks and railway stations.
- Let students talk about the places.
- Make them speak about the importance of these places or ask questions like - why are parks/railway stations/banks etc., important?
- Summarise the discussion by sharing the importance of these places.

Revise rhymes done so far.

Language (Hindi)

दो/तीन अक्षर के शब्द

- विद्यार्थियों के साथ मिलकर सभी शब्द दोहरा लो।
- अभी तक कराये गए सभी अक्षरों को बोर्ड पर एक लाइन में लिख दो और विद्यार्थियों से अक्षरों की आवाज़ पूछ लो।
- विद्यार्थियों को निर्देश दो कि अब वे एक शब्द सुनेंगे और उन्हें उस वाली आवाज़ें बतानी होंगी जैसे छत - विद्यार्थी बताएँगे की छत में पहली आवाज़ कौन सी है और दूसरी कौन सी होगी।
- इसी प्रकार एक उदाहरण तीन अक्षर वाले शब्द का भी कर दिखाएं।
- सभी विद्यार्थियों को सलेटी दे दें और और बोर्ड पर दो/ तीन अक्षर वाले शब्द लिख लें।
- विद्यार्थियों को मौका दें कि वे शब्द पढ़कर उनके चित्र अपनी स्लेटी पर बनाएं।
- शुरुआत दो अक्षर के शब्दों से करें और हर शब्द के बाद वह शब्द का चित्र बोर्ड पर बना कर दिखा दें।

Free Play/ Indoor/ Art and Craft

Role Play- Places Around Us :

- Divide the class into three or four groups.
- Ask the students to do a role play of any place around them and who and what would be there.
- Talk to each group separately and help them wherever required.

Note- This is the first time where students are doing something like this. Teacher's assistance would be high here.

Lunch Break**Mathematics****Revision of Numbers 1-15 :**

- Revise the numbers and quantity with students.

Activity :

- Provide a ball, beads, basket and glasses with numbers written (1-15) to students in each group.
- Divide the students in groups (10 in each group).
- Place glasses at some distance and place balls and beads basket on the table.
- Let one student hit the glasses and other group member stay at some distance.
- As soon as the glasses fall group members pick the glasses read the number written on it and place those many beads in the glasses.
- The activity continues until all the students get their turn in their respective groups.

Outdoor Games**Frog Race :**

- Make tracks for the race according to the class strength.
- Decide the length of the track according to your class.
- Instruct the students that they have to complete the race by jumping like a frog.

Language (English)

Revision of Letter-Sound /V,v/ + Worksheet- 110 :

- Recap the sounds using the story.
- Let the students focus on the targeted vocabulary.
- Ask the students to share more words which have the same sound.
- Draw the pictures and write the name of the pictures on the board for students to see the position of the targeted sound.
- Demonstrate the worksheet to students to colour and draw one more vocabulary word of the same sound.
- Focus the student's attention to the names written.
- Let students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Library Activity**Picture Reading :**

- Show any picture to the students.
- Let the students observe the picture carefully and tell what is happening in the picture.
- Appreciate the students to respond in complete sentences.

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 : K.G
Month : November
Week : 4

Day 4

Theme: Our Helpers & Places Around Us

Material Required- pictures of places around us, दो/तीन अक्षर के शब्दों की Worksheet, picture for picture reading, Concrete material for number activity, dafla, cards of O/o, story books.

Assembly Time

Circle Time

Structured Conversation- Places Around Us:

- Keep pictures of different places in the basket (market, road, playground, school, railway station, etc.)
- Play the basket game with the students.
- Play some music and ask the students to pass the basket in a circle.
- Stop the music and the student having the basket will pick up a picture and name the place.
- Let the students also talk about the picture.

Ask questions like-

- Who all are there?
- What are they doing?
- Have you been to this place?
- What happens there?
- Who would you meet there?

Note - Use pictures of different places (samples are attached at the end of the plan)

Revise rhymes done so far.

Language (Hindi)

दो/तीन अक्षर के शब्द + Worksheet-111 :

- विद्यार्थियों के साथ मिलकर सभी शब्द दोहरा लो।
- विद्यार्थियों को मौका दें की वे शब्दों को पढ़ें।
- विद्यार्थियों को वर्कशीट समझाएं की उन्हें शब्द को पढ़कर, उसके आगे बने चित्रों में से सही चित्र पर गोला लगा लें।
- विद्यार्थियों को वर्कशीट करने को दें।
- वर्कशीट करने के पश्चात, वर्कशीट की सहायता से सभी शब्दों का अभ्यास कर लें।

Free Play/ Indoor/ Art and Craft

Picture Reading-Railway Station :

- Show the picture to students and ask them to observe it.
- Now let the students talk about the picture .
- Use questions-
 - What is happening in this picture?
 - Can you identify the place?
 - Who all are there?
 - Give the name to the people's picture and let them talk about them.
 - Have you ever been to this place?

Lunch Break

Mathematics

Revision of Numbers 1-15 :

- Keep all the material like rangometry pieces/beads ready for students.
- Divide the class into smaller groups.
- Ask the students to make things using rangometry/string beads using the numbers.
- Provide opportunities to students to explore the numbers.

Oral Addition :

- Provide oral addition experience to students.
- Ask some oral word problems with small numbers and tell students to add the numbers. For eg. Rohan have 2 toffees and his brother gave him two more. How many does he have now?
- Let students add it orally or using fingers to solve the numbers.

Outdoor Games

Dance :

- Play some music/daflī or sing a song and encourage the students to dance without inhibitions.
- Play the daflī changing the pace every now and then and ask the students to walk/dance to match the pace of the daflī.

Language (English)

Introduction of letter sound /O, o/ :

- Narrate the story.

Story - Food near Office

Olly works in an **office**. He goes to the office early in the morning. He carries his lunch box with him. One day Olly was getting late and the lunch box was not ready. He left for the office without lunch.

During break time Olly went down to eat something. There were many stalls selling different types of food and fruits. Some were selling chole bhature, some rajma chawal, some fruit chat and some eggs. There was a stall selling fresh **oranges**. Everyone seemed very busy. Olly saw an egg seller. There were many trays of eggs in his stall. Many people were surrounding his stall.

Olly decided to eat an **omelette**. First the egg-seller put some **oil** in a pan. He whisked eggs in a bowl with chillies and salt. He put the whisked eggs in the pan and after cooking for sometime, the omelette was ready to eat. After having an omelette, Olly thanked the egg-seller. Then he went to the fruit seller and bought some juicy oranges.

He was very thankful that these food sellers were near his office.

- What is the name of the man in the story?
 - Where does Olly work?
 - What did Olly eat?
 - What did the egg-seller put first in the pan?
 - Which fruit did he buy?
-
- Once the story is narrated, ask questions to derive the target words from the story.
 - Show the flash cards 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 have the same sound in the beginning/ middle/end.
 - 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 sound.
 - Let the students draw pictures of the words for the sound introduced.

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

Library Activity

Reading Words in Storybooks :

- Provide story books to students in pairs.
- Ask the students to open the books and identify the words they are able to read.
- At the end of the class, do a whole group discussion in which students share the words they were able to read in the given book.

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 : K.G
Month : November
Week : 4

Day 5

Theme: Our Helpers & Places Around Us

Material Required- टोकरी, दो.तीन अक्षर के शब्दों के कार्ड, blocks, picture and number cards(1-20), Worksheet of O/o.

Assembly Time

Circle Time

Structured Conversation- Places Around Us :

- Start the day by revising the previous day's conversation about the places around us and their importance.
- Let the students talk about the places in brief.
- Now ask-
 - अगर हमारे आस पास अस्पताल/बैंक/ स्कूल आदि न हो तो क्या होगा?
- Provide opportunities to students to think and share in small groups.
- Let the students share in small groups and ask each group what they discussed.
- Summarise the discussion using student's point and adding the importance of such places.

Revise rhymes done so far.

Language (Hindi)

दो तीन अक्षर के शब्द :

- बोर्ड पर दो/तीन अक्षर के शब्द लिख लें।
- विद्यार्थियों को मौका दें कि वे शब्दों की आवाज़ जोड़कर उन्हें पढ़ पाएं।
- विद्यार्थियों को प्रोत्साहित करें कि वे शब्द को एक साथ बोले जैसे - बस, मटर, ना कि, "ब..स", या "म..ट..र"।

शब्द अंताक्षरी :

- विद्यार्थियों के साथ मिलकर, एक गोले में बैठ जाएं।
- टोकरी में दो या तीन अक्षर के शब्द के कार्ड डाल दें।
- डफली बजाएं और विद्यार्थियों से कहें की वे टोकरी को एक दूसरे को देते जाएं।
- डफली को बजाना रोक दें और जिस विद्यार्थी के हाथ में टोकरी होगी वह टोकरी में से एक कार्ड निकलेगा और उसको पढ़ कर दिखायेगा।
- इस खेल को खेलते रहे जब तक विद्यार्थियों को मज़ा आ रहा है।

Free Play/ Indoor/ Art and Craft

Community Helpers Learning Center Ideas :

Block Center :

- Invite students to think about the places they see around and build them together with the blocks.
- Add some labels (Hospital, Police Station, Fire Station, School, Grocery Store, etc.) and some tape.
- Help students to place the labels on the different buildings.
- Add street signs and card stock streets for students to build streets as well.
- Add other things if possible.

Lunch Break

Mathematics

Revision of Numbers 1-15 :

- Provide picture cards and number cards(11-20) to students for example 6 flowers ,7 cups, 1 sun etc.
- Instruct the students that when you will call a number, the students having the number card would come in front and students having the same number of objects would come later.
- Give time to students to look at their number/quantity card.
- Continue the activity until all the students get their turns.
- After the activity, revise the numbers and their quantity with students.

Outdoor Games

Actions :

- Set a starting point on the ground.
- Have the students stand at the starting point.
- Now instruct them that they have to go to the other end of the field and return either by running, hopping, backward running, sideways running etc. as specified by you.
- Tell them that it is a race and that they can start once they hear your clap.

Language (English)

Revision of Letter-Sound /O, o/ + Worksheet-112 :

- Recap the sounds using the story.
- Let the students focus on the targeted vocabulary.
- Ask the students to share more words which have the same sound.
- Draw the pictures and write the name of the pictures on the board for students to see the position of the targeted sound.
- Demonstrate the worksheet to students to colour and draw one more vocabulary word of the same sound.
- Focus student's attention on the names written.
- Let the students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Library Activity**Interviewing the Character :**

- Let the students sit in pairs for the activity.
- Ask the students to choose one of their favourite characters from any story.
- In pairs, each student would ask questions to know more about the other student's favourite character.

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 : K.G
Month : November
Week : 4

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 31) to students to complete.

Reflections

Pictures of Different Places

Picture1



Pic courtesy – alamy.com



Pic courtesy – 123RF.com



Pic courtesy- the logicalindian.com

Picture Reading-

Pic Courtesy- www.picsarena.com



Project-

Our Helpers and Places around us :

The students will be asked to collect information about their parents around what kind of work do they do and how do they serve the society with their work. Every week, few students can be called to share the information with the rest of the students.

Extension- The teacher can call a few parents at the end of the week and can ask them to share the kind of help they do and how to inculcate dignity of labour in students. If possible, the teacher should take the students to a nearby place for an exposure visit.

Note- At the end of the month, the teacher can display students' work and call parents to see the work of the students.