



सत्यमेव जयते

Directorate of Education

Govt of NCT of Delhi

Daily Lesson Plans for Kindergarten

December to February

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

References

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

<p>Places Around us</p>		<p>I can _____. She/ He has a _____. 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>

December

Education is not learning from books, memorising some facts, but learning how to look, how to listen to what the books are saying, whether they are saying something true or false.”

- Jiddu Krishnamurti

Weekly Learning Outcomes - December (KG)				
		Dec - Week 1	Week 2	Week 3
Domain	The student will be able to:	Activity:		
Personal, Social and Emotional Development	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 do, games they like to play etc During structured conversation on different meals during the day During structured conversation on Healthy and junk food	During free conversation on any topic they like to do, games they like to play etc Revising about Healthy and junk food during structured conversation through Food Plate activity	During free conversation on any topic they like to do, games they like to play etc During structured conversation on sources of food; and raw and cooked food
	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 Food" and different food items they like to eat Rhymes with actions: Aam falon ka raja hai, Mujhko ache lagte fal, Watermelon watermelon papaya, Grapes are juicy	During structured conversation on community eating and how it feels to eat together. To appreciate the feeling of love and togetherness During structured conversation on "Wastage of Food" and being sensitive towards people who may not get two meals Rhymes with action: Aam falon ka raja hai, Mujhko ache lagte fal, Aha Tamatar Bada Mazedar, Kaddu ji ki chali Baraat, Watermelon watermelon papaya	During structured conversation on respecting people who grows food During structured conversation on "Our Special Food" Rhymes with actions: Aha Tamatar Bada Mazedar, Aaloo bola mujhko khalo, Daudi daudi aayee pakodi, The vegetable song
	Uses all senses to observe and explore the environment			
	<ul style="list-style-type: none"> Remembers and recalls 4-5 objects seen at a time Uses senses to explore the world around 	During Free play while playing "Taste Time" to taste different food items	Identifying the food item inside a bag by touching them during Free Play	While playing 'Help me Out' with one partner being blindfolded
	Demonstrate awareness about hygiene and sanitation practices and healthy eating habits			
	<ul style="list-style-type: none"> Uses handkerchief when sneezes Washes hands before and after having food Washes hands after using washroom 		While discussing 'Healthy Food Habits' during structured conversation	
Enjoy working and playing with other children				
<ul style="list-style-type: none"> Engages in parallel play Plays with classmates in small groups 	During Free play while playing with others in play corners		While making Fruit Salad in groups during Free play During Free play while playing with others in play corners	
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 	While running during pakdan pakdaaiand "Food Race" Body coordination during "Fruit Hopscotch" and "Shadow Tag"	During exercises like jumping, jogging, joint rotation, bending and stretching etc Body coordination during "Shadow Tag" and "Food Race" Jumping on "Food Grid" during Outdoor Games	While jumping on different shapes Body coordination during "Vegetable Hopscotch"
	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 food	During free play using clay During free hand drawing on healthy and junk food During finger printing in fruits and vegetables While drawing a character	While drawing fruits and vegetables during "Making a Grocery List" activity While colouring in the pictures of Fruits and Vegetables in a worksheet
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 	During free play using clay	During finger printing in fruits and vegetables	While drawing fruits and vegetables of their choice
	Explore and participate in art, music, dance and creative movements			
	<ul style="list-style-type: none"> •Experiences the joy of free play by tinkering with apparatus and clay •Participates in imaginative play and role plays 	During role play on a story being narrated in past	During role play on a scene of market /kitchen etc	During role play on a story being narrated in past
Language Development	Listen attentivelyand maintains eye contact			
	<ul style="list-style-type: none"> •Listens attentively undisturbed to stories 	Stories being narrated by the teacher using puppets, story cards, music & movement and using recorded stories While listening to letter sound stories of /Q q/ and /X x/ in English and ष and ङ in Hindi	While storytelling through read aloud, character drawing, completing the ending of the story and recorded stories While listening to letter sound stories of /Y y/ in English and ऋ and ॠ in Hindi	Stories being narrated by the teacher using puppets, story cards, music & movement
	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: Aam falon ka raja hai, Mujhko ache lagte fal, Watermelon watermelon papaya, Grapes are juicy	Rhymes with action: Aam falon ka raja hai, Mujhko ache lagte fal, Aha Tamatar Bada Mazedar, Kaddu ji ki chali Baraat, Watermelon watermelon papaya	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 while revising the names of Fruits and Vegetables	Sight words introduced during letter sound introduction in English and Hindi Sight words introduced while revising the names of Fruits and Vegetables	Sight words introduced while revising the names of Fruits and Vegetables
	Recognize most letters/ vyanjans and their corresponding sounds			
	<ul style="list-style-type: none"> •Is able to identify Hindi Vyanjans and their sounds •Is able to identify English letters and their sounds •Can differentiate between the letters of common sounds like /a/ and /e/ 	While recognizing the letter sound introduction of /Q q/ and /X x/ in English and ष and ङ in Hindi	While recognizing the letter sound introduction of /Y y/ in English and ऋ and ॠ in Hindi	
	Identify beginning and end sound of words			
	<ul style="list-style-type: none"> •Can identify only the beginning sound in words in Hindi •Can identify the beginning and end sound in words in Hindi •Can identify only the beginning sound in words in English •Can identify the beginning and end sound in words in English 	While recognizing the letter sound introduction of /Q q/ and /X x/ in English and ष and ङ in Hindi	While recognizing the letter sound introduction of /Y y/ in English and ऋ and ॠ in Hindi	
	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 revising the names of fruits using the sentence structure "This is a /an..." While talking about their favourite fruit in Hindi in full sentence	While talking about fruits and their characteristics in full sentences in Hindi	While revising Fruit names using the sentence structure "I like to eat"; "This is a /an..." While talking about fruits and their characteristics in full sentences 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 Fruit names in Hindi and English While recognizing the letter sound introduction of /Q q/ and /X x/ in English and ठ and ढ in Hindi	While learning Fruits and Vegetable names in Hindi and English While recognizing the letter sound introduction of /Y y/ in English and ढ and ढ in Hindi	While learning Fruits and Vegetable names in Hindi and English
	Independently form many letters independently			
	<ul style="list-style-type: none"> • Able to form letters correctly • Able to form invented spellings 	Letter formation of Q and X in English and ठ and ढ in Hindi	Letter formation of Y in English and ढ and ढ 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 two - three vyanjans to make words in Hindi orally While blending and segmenting three sounds in English 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 predictive reading of 3 - 4 letter words in Hindi	While associating pictures with words	While trying to read name of vegetables from the grocery list during Free Play While reading the names of vegetables from the board While trying to read 3-4 letter words from the board While associating the names of Fruits and Vegetables with their pictures in a worksheet
Cognitive Development	Recognize numerals up to 15			
	• Is able to recognize numerals from 1 to 15	Revision of numerals 1 - 15	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 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 	Revision of numbers 1 - 15	Revisiting numbers 1 - 10	Revisiting numbers 1 - 10
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 		While sorting on the basis of colors	While sorting objects on the basis of shape and size
Shows ability to understand relationship such as part and whole, odd one out, association			
<ul style="list-style-type: none"> •Able to match and pair parts of a picture and objects •Able to associate object to object, object to pictures, pictures to pictures 	While matching the parts of fruits during Free Play	While matching shadows with their pictures and objects with shapes	While identifying odd one out from a given set of shapes
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 			While classifying the food items into "Sour, Sweet and Salty"
Develop an understanding of shapes in the environment			
<ul style="list-style-type: none"> •Can identify circles, triangles, rectangles and squares •Is able to identify objects of different shapes in the environment •Is able to draw objects using different shapes 		While introducing Circle through a story - "Golu the Circle" and rhyme - "Gadi ka pahiya gol gol" While drawing objects from surroundings which are circular	While introducing Rectangle through a story and a rhyme While drawing objects from surroundings which are rectangular While recap of Circle and Rectangle through an activity

Class : KG
Month : December
Week : 1

Day 1

Theme: Food

Material Required- ठ के कार्ड, slates, chalk, clay, beads, number cards, dot dice, fruit flashcards, empty box, recorded story.

Assembly Time

Circle Time

Free Conversation:

- Start the day with a free conversation.
- Let students talk about the things they like to do, the games they play or the activities which make them happy.
- Appreciate the students.

Rhyme 44- “आम फलों का राजा है” (using actions)

Rhyme 45- “Watermelon Watermelon Papaya” (using actions)

Language (Hindi)

अक्षर- ध्वनि परिचय -/ ठ/

- विद्यार्थियों को कहानी सुनाएं।

कहानी - ठुमकी और आइसक्रीम

ठंडी- ठंडी आइसक्रीम सब को पसंद होती है। **ठुमकी** को भी आइसक्रीम बहुत पसंद है। उसकी गली में जब भी शाम को एक **ठेले** वाला आइसक्रीम बेचने आता है, ठुमकी अपनी माँ को उसे दिलाने के लिए कहती है। एक दिन ऐसे ही ठुमकी कोई काम कर रही थी कि उसे घंटी की **टन-टन**, की आवाज़ सुनाई दी।

“आइसक्रीम वाला आ गया,” ठुमकी खुश होकर बोली।

तभी उसे आइसक्रीम वाले की आवाज़ भी सुनाई दी, “आइसक्रीम ले लो आइसक्रीम, ठंडी-ठंडी मज़ेदार आइसक्रीम!”

ठुमकी बिना ठहरे, झट से भागी। अचानक उसका पैर फिसला और वह मेज़ से टकराई। उसकी **ठोड़ी** में चोट लग गयी। वह ज़ोर से चिल्लाई, “माँ..... माँ !”

माँ दूसरे कमरे में काम कर रही थी। ठुमकी की आवाज़ सुनकर माँ ने पुछा, “क्या हुआ ठुमकी? तुम ठीक तो हो?”

उन्हें तब ठुमकी के रोने की आवाज़ आई। माँ घबरा कर दूसरे कमरे से बाहर आई। देखा ठुमकी तो गिरी पड़ी है और रो रही है। उसकी ठोड़ी बिलकुल लाल होकर सूज गई है। माँ ने झट फ्रिज से ठंडी

बर्फ निकाली और ठुमकी की ठोड़ी पर लगायी। ठुमकी को बहुत ठंडा लगने लगा और दर्द भी कम होने लगा।

माँ गुस्से से बोली, "कितनी बार समझाया है, घर में ऐसे दौड़ते नहीं है, चोट लग जाती है।"

तभी आइसक्रीम वाले की आवाज़ आई, " ठंडी – ठंडी आइसक्रीम ले लो" और देखा कि पिताजी आइसक्रीम लेकर आ रहे हैं-- ठंडी-ठंडी आइसक्रीम।

माँ ने ठुमकी को देखा और ठुमकी ने माँ को और दोनों ठहाका मारकर हँसने लगे।

ठंडी ठंडी है आइसक्रीम

ठंडी ठंडी है आइसक्रीम

झट से पिघलती आइसक्रीम

जल्दी खाओ आइसक्रीम

- इस कहानी में आइस-क्रीम किसे पसंद है?
 - आइस-क्रीम वाला आइस-क्रीम किस पर बेचता है?
 - कौन सी आवाज़ सुनकर ठुमकी को पता चला की आइस-क्रीम वाला आ गया?
 - ठुमकी को चोट कहाँ लग गयी?
 - बर्फ लगाने पर ठुमकी को कैसा लगाने लगा?
 - माँ और ठुमकी कैसे हँसने लगे?
- 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 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

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 1-5

Activity:

- Draw the picture on the floor or keep cutouts with beads, numbers cards and dot dice.
- Let the students come one by one and roll the dice.
- They have to recognize the number on the dice and pick up the correct number card and place the same numbers of beads on the figure.
- When one child is doing the activity, provide slates to the rest of the students and let them write the number on the slates and draw equal beads.
- Help those who need support.
- After the activity, revise the numbers with the quantity.



Pic courtesy – youtube.com

Outdoor Games

Pakadam Pakadai:

Let the students indulge in some traditional running and catching game under your supervision.

Language (English)

Vocabulary Development- Fruit Names (mango, apple, banana, orange, grapes):

- Show the flashcards of fruits to students.
- Let the students name the fruits.
- Tell the English names of each fruit and let the students repeat after you.
- Now provide the cards to students to hold and see.
- Paste the cards on the board and let the students name the cards in English.
- Label the cards and read the names with the students.
- Focus student's attention on the names.

Activity- Fruit Fetch:

- Put the fruit flashcards on the board and a box near the table.

- Call the students randomly and say- 'Give me a/an (fruit name)' and let the children put the fruit cards on the table.
- Provide slates to students and let them draw the fruits.
- At the end, revise all the fruit names with the students.

Note- Write the names on the cards and put it on the word wall for the students to refer.

Library Activity

Recorded Story-

- Play an audio/ recorded story in the class.
- Let the 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

- Encourage the students to share the activities which they did during the day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Say good- bye by lowering yourself to the child's level.

Class : KG
Month : December
Week : 1

Day 2

Theme: Food

Material Required- ठ की वर्कशीट , material for play area, dodecahedron dice, concrete material for number activity, Q/q vocabulary cards, cards for storytelling, chalk, slates.

Assembly Time

Circle Time

Structured Conversation- Food

Daily Schedule-

Share your daily schedule in detail with students from morning to night but purposely miss talking about breakfast, lunch and dinner. After talking about the day's schedule ask-

- Did I miss something?
- Or prompt students as required.
- Let the students derive breakfast, lunch and dinner.
- Later talk about breakfast, lunch and dinner and when do we eat it, what and why.
- Focus on the vocabulary.
- Divide the students in small groups.
- Let students share what they had for breakfast.

Rhyme 44- “आम फलों का राजा है” (using actions)

Rhyme 45- “Watermelon Watermelon Papaya” (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास - /ठ/ + Worksheet- 113

- 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 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/तीन/चार अक्षर के शब्द-

- विद्यार्थियों के साथ मिलकर दो और तीन अक्षर के शब्दों का अभ्यास कर लें ।
- शब्दों को बोर्ड पर लिख दें और विद्यार्थियों को पढ़ने का मौका दें ।
- एक बार दो/तीन अक्षर के शब्दों का अभ्यास हो जाये तो विद्यार्थियों के साथ चार अक्षर वाले शब्द पढ़ने की कोशिश करें ।
- शुरुआत में आवाज़ बोलकर विद्यार्थियों को आवाज़ मिलाने को कहें ।
- विद्यार्थियों के आवाज़ मिलाने के पश्चात, उन्ही शब्दों को बोर्ड पर लिख दें ।
- शुरुआत ऐसे शब्दों से करें जिनके चित्र बनाने हों ।

Free Play/ Indoor/ Art and Craft

Play Area:

- Create different play areas in the different corners of the room and provide material accordingly.
- Let the students play in the play areas and sometimes ask what they are doing and how
- Suggested Play Areas-
 - Kitchen
 - Dhaba / Restaurant
 - Grocery Shop
 - Garden

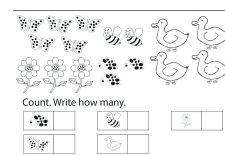
Lunch Break

Mathematics

Revision of Numbers 1-10

Activity:

- Draw the picture on the floor or keep cutouts with beads, numbers cards and dodecahedron dice.
- Let the students come one by one and roll the dice.
- Students have to recognize the number on the dice and pick up the correct number card and place the same numbers of beads on the figure.
- When one child is doing the activity, provide slates to the rest of the students and let them write the number on the slates and draw equal beads.
- Help those who need support.
- After the activity, revise the numbers with the quantity.
- **Pic courtesy** – youtube.com



Outdoor Games

Fruit Hopscotch:

- Make the hopscotch on the floor.
- Students to play this game without a place marker (pithoo).
- Now draw all the fruits in the boxes of hopscotch.
- Instruct the students that they only have to jump on the fruit which is called out by the teacher.
- Demonstrate the game to students first.
- Make more than one hopscotch according to your class strength.

Language (English)

Introduction of letter-sound /Q, q/:

- Narrate the story.

Story- Ducklings find Food

Once there was a **queen** duck that had ten ducklings. The ducklings were very small. The king duck would go and find food for them. He would bring worms and small fish for them. As soon as the ducklings would see their father, they would go “**Quack... quack....quack....**”

After some time the ducklings grew big. The queen duck decided to teach them how to find food for themselves. She asked each of the ducklings to form a **queue**. The ducklings **quickly** stood in one line. Now the queen duck started moving to the pond. The ten little ducklings followed her one by one in a queue. What a lovely sight it was!

Quack...quack....quack....

In a queue we go,

To find food,

For ourselves....

Quick...quick...quick...

In a queue we go,

To find food,

For ourselves.

Quack...quack...quack....Quick....quick...quick!

- Who had ten ducklings?
- What would the ducklings do when they would see their father?
- What did the queen duck ask the ducklings to form?

- Did they form a line quickly or slowly?

- 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 cards 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 Using Cards-

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

Post Activity-

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

Closure and Bye

- Encourage students to share activities which they did during the day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Say good- bye by lowering yourself to the child's level.

Class : KG
Month : December
Week : 1

Day 3

Theme: Food

Material Required- puppet, talking objects per group, उ के कार्ड, drawing files, crayons, number slips (according to class strength) bowls, rangometry, Worksheet of Q/q, fruits flashcards, puppets for storytelling, chalk, slates.

Assembly Time

10

Circle Time

Structured Conversation- My Favourite Food:

- Take a puppet to the class and name that puppet- Gappu.
- Introduce the puppet to the students and share that Gappu likes to eat different things but his favourite food is Rajma Chawal because he likes the taste of it.
- Show the picture to students if possible and tell them that Gappu wants to know about their favourite food too.
- Divide the class into four or five groups and let students share their favourite food and why it is their favourite food.
- In each group provide one talking object so each child gets his/her turn.

Rhyme 44- "आम फलों का राजा है" (using actions)

Rhyme 45- "Watermelon Watermelon Papaya" (using actions)

Language (Hindi)

अक्षर- ध्वनि परिचय -/ ड/

- विद्यार्थियों को कहानी सुनाएं ।

कहानी- डबू का डिब्बा

डबू बहुत खुश है। स्कूल पहुँचते ही उसने अपना टिफ़िन का डिब्बा बैग से निकाला और अपनी दोस्त डिम्पी को दिखाया, "देखो, आज मुझे माँ ने टिफ़िन में जैम वाली डबलरोटी और डोडा बर्फी दी है।"

उसने अपना बैग, मेज़ पर रख दिया। कुछ समय बाद टीचर उन्हें खेल खिलाने के लिए कक्षा के बाहर ले गयी। खेलते-खेलते डिम्पी को प्यास लगने लगी तो पानी पीने के लिए वो दौड़ते-दौड़ते कक्षा में गयी। जैसे ही वो अपने मेज़ तक पहुँची तो उसका पैर डबू के बैग में अटका और उसका टिफ़िन बैग से निकलकर गिर गया। डिब्बा खुल गया और सारा खाना ज़मीन पर गिर गया। डिम्पी बहुत डर गयी। उसने सारा खाना उठा कर डिब्बे में रख दिया। लेकिन सारा खाना उल्ट-पुल्ट हो गया और उसमें मिट्टी भी लग गयी। डिम्पी को लगा कि जब डबू अपना डिब्बा खोलेगा तो टीचर को बता देगा और डिम्पी को तब डांट मिलेगी। डिम्पी डरते - डरते बाहर चली गयी वापस खेलने।

लंच ब्रेक में जब डब्बू ने अपना डिब्बा खोला तो सारा खाना उल्ट-पुल्ट देखकर रोने लगा।

वह अपनी टीचर के पास डिब्बा लेकर गया, "किसी ने मेरा टिफिन खोला है और खाना गिरा दिया है। सारे खाने में मिट्टी लग गयी है। मैं क्या खाऊँ?"

टीचर ने क्लास में पूछा की यह किसने किया पर डिम्पी उस समय चुप रही। डब्बू अपना सर नीचे करके बैठ गया और रोने लगा। डिम्पी को यह देखकर बहुत बुरा लगा। बहुत हिम्मत जुटाकर डिम्पी ने डरते-डरते सारी बात डब्बू को बताई।

उसने डब्बू से माफ़ी मांगी और कहा, "तुम मेरे साथ आज मेरा टिफिन खा लो। मेरी मम्मी ने मुझे **डोसा** और चटनी भेजी है। कल मैं तुम्हारे लिए जैम वाली डबलरोटी लेकर आऊंगी।"

डब्बू ने सारी बातें सुनकर रोना बंद कर दिया और डिम्पी को माफ़ भी कर दिया। फिर दोनों ने मिलकर डोसा और चटनी खायी। टीचर डिम्पी की बात सुनकर बहुत खुश हुई।

- कौन बहुत खुश था?
 - डब्बू ने बैग से क्या निकला?
 - उसने पाना डिब्बा किसे दिखाया?
 - डब्बू के टिफिन के डिब्बे में क्या था?
 - जब सारा खाना गिर गया तो डिम्पी को क्या लगा? क्यों?
 - डिम्पी ने डब्बू को अपने टिफिन से क्या खिलाया?
- 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 लिख लें।
 - विद्यार्थियों को समान आवाज़ से और शब्द बताने के लिए प्रोत्साहित करें।
 - यदि विद्यार्थी न बता पाएं तो उन्हें संकेत देकर शब्द निकलवा लें।
 - विद्यार्थियों द्वारा बताये गए शब्दों को बोर्ड पर लिख 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

Drawing- My Favourite Food:

- Talk about food which the students discussed in the conversation time.
- Provide an opportunity to the students to think about their favourite food.
- Provide drawing files and crayons to students to draw.
- Tell them to write the names of the things they have made.
- Let them share their drawings with their classmates.

Note- Encourage students to write the invented spelling of their own and do not correct them.

Lunch Break

Mathematics

Revision of Numbers 11-15:

- Revise all the numbers using the number slips.
- Provide Rangometry pieces to students to indulge in free play for a while.
- Divide the class into groups of 6 or so as per the class strength.
- Keep a bowl of slips (no. 11-15 written on it) in front of every group.
- Instruct them to pick one slip at one time and make things using the same number of rangometry pieces as mentioned in the slip.
- Go on rounds and ask the students:
 - How many pieces have you already used?
 - How many extra do you need now? (in case the child used less pieces than the no.)
 - How many extra have you used (in case the child use more pieces than the given no.)
- After few minutes, instruct students to pick up a new slip and repeat the same process.
- Do it 3-4 times.
- After the activity, let children talk about their experience.



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 is 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)

Revision of letter-sound /Q, q/ + Worksheet- 114:

- Recap the sounds using the story.
- Let students focus on the targeted vocabulary.
- Ask them 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 of the same sound.
- Focus their attention to the names written.
- Let students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Vocabulary Revision- Fruit Names:

- Revise the fruit names using the flashcard.
- Refer to the word wall and read the fruit names with students.
- Now show the flashcard one by one and ask-
 - What is this?
- Let students respond using the sentence structure -
 - This is a/an_____.

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

Class : KG
Month : December
Week : 1

Day 4

Theme: Food

Material Required- उ की वर्कशीट, material for taste activity, dodecahedron dice, food items, flashcards for race, X/x vocabulary cards, music for storytelling, chalk, slates.

Assembly Time

Circle Time

Structured Conversation- Eating Varieties of Food:

Story- Anoop's Vegetables:

अनूप अपने मम्मी, पापा और दीदी के साथ रहता था। अनूप को खाने में आलू पसंद था। वह हर वक़्त आलू खाने की ज़िद करता। कभी मम्मी आलू की सब्ज़ी बनाती, कभी पराँठे, कभी पकौड़े तो कभी चिप्स। वह बस खाने में आलू खाता था। एक बार वह अपने दादाजी के घर गया। उसने देखा की उसके दादाजी ने अपने बगीचे में बहुत अलग अलग तरह की सब्ज़ियाँ उगा रखी है। रात को खाने का समय हुआ तो दादाजी ने अनूप को कहा की वह बगीचे से कुछ बैंगन तोड़ लाये, आज बैंगन का भरता बनेगा। अनूप बोला- दादाजी मैं तो केवल आलू खाता हूँ। दादाजी बोले की चख के तो देखो। अनूप ने बैंगन का भरता चखा तो उसे पसंद आया और वो खा गया।

अगली सुबह नाश्ते में अनूप ने सोचा की अब तो आलू मिलेंगे लेकिन दादाजी बगीचे से ताज़ी फूल गोभी तोड़ लाये थे। नाश्ते में उन्होंने गोभी के पराँठे खाये। अनूप को गोभी के पराँठे बुरे नहीं लगे। दोपहर में दादाजी ने मटर पुलाव बनाया। अनूप को पुलाव ठीक लगा। फिर रात में भरवा शिमला मिर्च बनी, अनूप ने बहुत चाव से खायी। हर रोज़ अनूप ने नयी नयी सब्ज़ियाँ खाई और उसे सब पसंद आने लगी। अगले हफ्ते जब मम्मी आई तो मम्मी ने कहा की अनूप ने बहुत तंग किया होगा न? ये बहुत आलू खाता है। ये सुनकर दादाजी, दादीजी और अनूप जोर से हँसने लगे। दादाजी ने सारी बात मम्मी को बताई।

- Narrate the story to students and ask questions like-

- अनूप को पहले क्या खाना पसंद था ?
- दादाजी के घर पर जाकर क्या हुआ?
- अलग अलग सब्ज़ियाँ खा कर अनूप को कैसा लगा?
- दादाजी ने अनूप को क्या समझाया?
- क्या आपके साथ भी ऐसा होता है की आपका एक ही खाना रोज़ खाने का मन करता है?
- अगर हम एक ही खाना रोज़ खाएंगे तो क्या होगा?

Summarise the discussion by adding that each food gives us different types of energy and to be healthy we should eat all types of food.

H.W.- विद्यार्थियों से कहें की यदि उन्हें कोई सब्ज़ी पसंद नहीं है तो घर जा कर अपने मम्मी/पापा/दादा/दादी से पूछें की उस सब्ज़ी को क्या किसी और तरीके से बना सकते है ?

Rhyme 44- “आम फलों का राजा है” (using actions)

Rhyme 45- “Watermelon Watermelon Papaya” (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास - /ड/ + Worksheet-115

- 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 उन्हें अक्षर से जुड़ा एक चित्र 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/तीन/चार अक्षर के शब्द:

- विद्यार्थियों के साथ मिलकर दो और तीन अक्षर के शब्दों का अभ्यास कर लें ।
- शब्दों को बोर्ड पर लिख दें और विद्यार्थियों को पढ़ने का मौका दें ।
- एक बार दो/तीन अक्षर के शब्दों का अभ्यास हो जाये तो विद्यार्थियों के साथ चार अक्षर वाले शब्द पढ़ने की कोशिश करें ।
- शुरुआत में आवाज़ बोलकर विद्यार्थियों को आवाज़ मिलाने को कहें ।
- विद्यार्थियों के आवाज़ मिलाने के पश्चात, उन्ही शब्दों को बोर्ड पर लिख दें ।
- शुरुआत ऐसे शब्दों से करें जिनके चित्र बनाने आसान हों ।

Free Play/ Indoor/ Art and Craft

Taste Time:

- Arrange a few things such as salt, lemon juice and sugar or anything sweet in a tray.
- Tell the class you are going to give them something to taste.
- Let the students close their eyes and taste the things one by one.
- Once everybody has tasted the items, let them speak about their experience, which taste did they like the most, which one did they not like, etc.



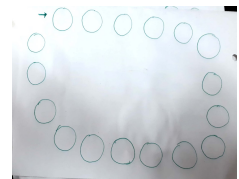
Pic courtesy – devunne.com/thehonestapothecary.com/shutterstock.com

Lunch Break

Mathematics

Revision of Numbers- 1-15:

- Before the class, be prepared with dodecahedron dice with pasted numbers (1-15 in any order).
- Draw 15-18 circles on the floor in any pattern (The teacher can make more than one set according to her class strength).
- Instruct children to roll the dice, identify the number and jump on that number of circles. For eg.- If the student gets 5 so, s/he would jump in five circles.
- When one student is jumping, the rest of the students would draw that number of objects on their slates.



Outdoor Games

Food Race:

- Make tracks for the race according to your class strength.
- Decide the length of the lines according to your class level.
- Put the cutouts of food items on each of the tracks.
- Instruct the students that they have to pick up the food items and take it back.

Language (English)

Introduction of Letter-sound /X, x/:

- Narrate the story.

Story- Birthday on Christmas

Roxy's birthday falls on Christmas day. Every year she and her family celebrates Christmas and her birthday together. She will turn **six** this Christmas.

Roxy woke up and found that her parents were baking her birthday cake. There were eggs, flour, milk, butter, sugar and lots of cherries in the kitchen. Roxy's father lifted her up in his arms and her mother kissed her gently on the cheeks. They both sang the birthday song for her. They asked her to get ready for the Christmas celebration in the church. They put everything in a pot to **mix**. She went upstairs to get ready. She could hear her parents sing-

"Mix ...mix....mix..."

Bake a cake

mix...mix...mix

Put the flour and the eggs

and mix..mix..mix”

When she came down, the cake was ready!

She found **six** candles on the table. One of them fell under the table. She bent down to pick it. There was a **box**, wrapped in a beautiful paper. That was her Birthday gift! Her parents had hidden it under the table. She wont open it now and would wait for them to give it to her in the evening.(Focus on the end sounds of the words)

- What is the name of the girl in the story?
- How old will she turn this Christmas?
- Why did they put everything in the pot?
- What was wrapped with a beautiful paper?
- 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 cards 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 some music in the background according to the theme of the story.
- Involve students in the story while you are narrating.

Closure and Bye

Class : KG
Month : December
Week : 1

Day 5

Theme: Food

Material Required- फलों के नाम के चित्र, Worksheet of fruit parts matching, number slips, concrete material for counting activity, WS of X/x, chalk, slates.

Assembly Time

Circle Time

Structured Conversation- Healthy and Junk food- Self Care:

- Ask the students about the task you gave them yesterday.
- Let them talk about the information they gathered and share it with others.
- After this, share an incident with students that-

मनु का दोस्त शौर्य खाने पीने का बड़ा शौकीन था। वो रोज़ बहार का खाना खाने की ज़िद करता। कभी समोसे खाता तो कभी चाऊमीन। जब इन दोनों से मन भर जाता तो बर्गर और कुरकुरे खाने लगता। वह रोज़ कुछ न कुछ बाहर का खाता। उसकी मम्मी उसे रोज़ समझती लेकिन वो मानता ही नहीं था। मम्मी कहती बेटा रोज़ बहार का खाना नहीं खाते। लेकिन वो अपनी मम्मी की एक न सुनता। रोज़ की ही तरह शौर्य ने मैगी खाई और वह सोने चला गया। रात में अचानक उसके पेट में बहुत ज़ोर का दर्द हुआ और उसे उल्टियां होने लगी। शौर्य को डॉक्टर के पास ले जाया गया। डॉक्टर ने शौर्य को दवाई दी और इंजेक्शन भी लगाया। डॉक्टर ने बताया की बाहर का खाने की वजह से शौर्य की तबियत खराब हुई है। डॉक्टर ने शौर्य को कहा की अब उसे कुछ दिन केवल घर का ही खाना ही खाना है।

- After the sharing ask students:
 - आपको शौर्य के बारे में क्या लग रहा है?
 - आप शौर्य के दोस्त होते तो उसे क्या सलाह देते?
 - क्या कभी आपके साथ ऐसा हुआ है?
 - आपको कैसा लग रहा था ?
 - क्या हमें कभी बाहर का नहीं खाना चाहिए?

Summarise the discussion by adding that food like chips, burgers, maggie, chowmein etc. do not give us enough energy to work and play effectively and eating them regularly can make us sick. Once in a while it is fine to eat food like this but not regularly.

H.W. - Ask students to collect the wrappers of different kinds of food for tomorrow's activity.

Rhyme 44- "आम फलों का राजा है" (using actions)

Rhyme 45- "Watermelon Watermelon Papaya" (using actions)

Language (Hindi)

शब्दकोष परिचय - फलों के नाम (आम, सेव, केला, संतरा, अंगूर)

- कक्षा में कुछ फलों के चित्र या प्लास्टिक के फल ले जाएं।
- बिना फलों का नाम लिए, विद्यार्थियों को संकेत देने की कोशिश करें।
- विद्यार्थियों को मौका दें कि वे फलों के नाम बोल पाएं।
- विद्यार्थियों के नाम बताने के पश्चात, सभी फल विद्यार्थियों को दिखाएं।
- विद्यार्थियों के साथ मिलकर सभी फलों के नाम बोले।
- सभी फलों के कार्ड बोर्ड पर लगा लें।
- कार्ड के नीचे फलों के नाम लिख लें और विद्यार्थियों के साथ मिलकर सभी नाम पढ़ें।

ध्यान दें - सभी फलों के नाम को दीवार पर लगा दें।

Free Play/ Indoor/ Art and Craft

Matching- Fruits- Part to Part + Worksheet-116

- Revise the fruit names with students.
- Ask the names of each fruit.
- Explain and demonstrate the worksheet to students that they have to match the half fruit with their other half.
- Instruct students to read the names of the fruit while matching and colouring.

Lunch Break

Mathematics

Revision of Numbers 1-15:

- Revise the numbers with students using pictures on the board and concrete objects.
- Instruct the students that they are going to get number slips/object slips and they have to find their partner having the same object slip/number slip.
- Now provide number slips(1-15) to half of the students and provide objects slips to half of the students.
- Let the students find their partner.
- After the matching activity, revise the numbers and quantity.

Outdoor Games

Fruit Hopscotch:

- Make the hopscotch on the floor.
- Students are to play this game without a place marker (pithoo).
- Draw all the fruits in the boxes of hopscotch.
- They only have to jump on the fruit which is called out by you.
- Demonstrate the game to the students first.
- Make more than one hopscotch according to your class strength.

Language (English)

Revision of letter-sound /X ,x/ + Worksheet-117

- Recap the sounds using the story.
- Let the students focus on the targeted vocabulary.
- Ask them 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 on the names written.
- Let the students read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Reading and writing of three/four letter words:

- Write a few letters like s, i, a, e, o, u, t, p, b, c, d, f, n on the board.
- Ask the students if we have to write the word "fan" which sound do we need.
- Take the student's help and write the word on the board.
- Read each sound separately and ask them to tell the word. For e.g., say sound 'f', then 'a' and then 'n', (stop there and let students tell the word).
- Do it using different words by following the same procedure.

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 them create their own dialogues according to the situation.
- Appreciate students frequently.

Closure and Bye

Class : K.G
Month : December
Week : 1

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 27) to students to complete.

Class : KG
Month : December
Week : 2

Day 1

Theme: Food

Material Required- फलों के कार्ड, circular objects, slates, chalk, Y/y vocabulary cards.

Assembly Time

Circle Time

Free Conversation-

- Start the day with a free conversation.
- Let the students talk about the things they like to do, the games they play or the activities which make them happy.
- Appreciate students for their effort.

Rhyme 46- “दौड़ी दौड़ी आई पकोड़ी” (using actions)

Rhyme 47- “Grapes are Juicy” (using actions)

Language (Hindi)

शब्दकोष अभ्यास- फलों के नाम

- विद्यार्थियों के साथ मिलकर सभी फलों के नाम का अभ्यास कर लें।
- विद्यार्थियों का ध्यान दीवार पर लिखे फलों के नाम की ओर ले जाएं।
- सभी फलों के फ्लैशकार्ड अपने हाथ में रख लें और बारी बारी कार्ड दिखाकर विद्यार्थियों से पूछें -
 - यह क्या है?
 - इसका रंग कैसा है?
 - यह खाने में कैसा होता है?
- विद्यार्थियों को चित्र देख कर उनके बारे में बात करने दें।
- विद्यार्थियों को फ्लैशकार्ड देखने दें और फिर विद्यार्थियों का ध्यान फलों के नाम की ओर ले जाएं।

गतिविधि - मेरा पसंदीदा फल

- विद्यार्थियों को मौका दें कि वे अपने पसंदीदा फल के बारे में बात करें।
- मेरा पसंदीदा फल _____ है।
ध्यान दें - 'मेरा पसंदीदा फल _____ है।' वाक्य दीवार पर लगा दें।

Free Play/ Indoor/ Art and Craft

Role Play-

- Divide the class into small groups and give each group a scene to perform like- market, dhaba, kitchen etc.
- Let the students prepare the role play and present it in front of the class.
- Help students wherever support is required.

Note- Tell students to bring cut/ peeled fruits for the next day's fruit salad activity.

Lunch Break

Mathematics

Introduction of Shape- Circle:

- Introduce the shape using the story- Golu the circle.
- Let the students derive the shape and draw examples on the board.
- Now show some concrete objects to the students which are circular in shape such as plate, bangles, bottle caps, coins, buttons, tape, etc.
- Have them name the objects in English.
- Pass the objects around the class for students to touch and feel.
- Ask them to identify the similarity in all these objects.
- Do the air tracing of the shape with the students.
- Now provide slates to them to draw the shapes and a few examples of the shape.

Rhyme 50 - "गाड़ी का पहिया" ।

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 is 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 /Y,y/:

- Narrate the story.

Story - Yummy Yellow Kadhi

Today is Sunday. **Yamini's** mother makes her favourite food every Sunday. Yamini wanted to eat kadhi-chawal for a long time. **Yesterday** night her mother had made **yoghurt**. Today she would make her favourite kadhi with it.

Her mother asked Yamini to whisk the yoghurt and besan. Yamini added a pinch of haldi also. There were lots of lumps in it. She kept whisking it until the batter was smooth. Yamini loved the **yellow** colour of the batter.

Her mother had made the pakodas. Now it was time to put the batter in the kadhai. Her mother poured the batter. Yamini added the pakodas. Kadhi was ready to eat!

"Yummy, yummy....Oh! So yummy..! The kadhi is soooo.... yummy! I want more....I want more."

1. Whose mother makes her favourite food every sunday?
 2. What had her mother made to make kadhi with? When had she made it?
 3. Which colour of batter did Yamini like?
 4. How was the kadhi?
- 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 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 Narration-

- Narrate an interesting story to the students using voice modulation, gestures and expression.

Closure and Bye

- Encourage the students to share the activities which they did during the day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the child's level.

Class : KG
Month : December
Week : 2

Day 2

Theme: Food

Material Required- food wrappers, fruits and vegetable flashcards, व के कार्ड , slate, chalk, cardboard sheet, drawing files, crayons, circular objects, circular Newspaper cutouts (according to class strength), Worksheet of Y/y, storybook for read aloud.

Assembly Time

Circle Time

Structured Conversation- Healthy and Junk food- Self Care:

- Revise the previous day's conversation about healthy and junk food.
- Ask the students to share the food wrappers and do a detailed discussion on healthy and junk food.

Activity- Food Plate:

- Tell the students that we are going to make a food plate for our class.
- Keep the food wrappers in the front and add fruits and vegetables flashcards.
- Keep the cardboard ready.
- Start the activity by showing the wrappers/flashcard to students and ask them should we add this.
- Let students have a discussion on that particular food item that why it should or shouldn't be on the plate.
- Let them come and do a similar discussion on each wrapper/flashcard.
- Help students wherever support is required.
- Summarise the activity at the end and take student's responses on healthy and junk food.

Rhyme 46- "दौड़ी दौड़ी आई पकोड़ी" (using actions)

Rhyme 47- "Grapes are juicy" (using actions)

Language (Hindi)

अक्षर- ध्वनि परिचय -/ व/

- विद्यार्थियों को कहानी सुनाएं।

कहानी- वन में मदद

विजय, विक्रम और विकास अपने दोस्तों के साथ गांव के बाहर मैदान में क्रिकेट खेल रहे थे। विजय ने जोर से बल्ला घुमाया और गेंद बहुत दूर चली गयी। विकास और विक्रम दोनों गेंद पकड़ने के लिए भागे लेकिन उन्हें गेंद दिखाई नहीं दी। मैदान के पास में एक **वन** था। गेंद खोजते-खोजते वे वन की ओर निकल गए। गेंद काफी देर तक खोजने के बाद भी नहीं मिली। उन्होंने जब अपना सर उठाया तो उन्हें बस बड़े-बड़े **वृक्ष** दिखे और रास्ता कहीं नहीं दिखाई दिया। उन्होंने विजय और अन्य दोस्तों को आवाज़ लगायी लेकिन उन्हें किसी की आवाज़ नहीं सुनाई दी। अंधेरा भी होने लगा था। विकास और विक्रम एक वृक्ष के नीचे बैठकर रोने लगे।

कुछ देर बाद उन्हें एक **व्यक्ति** दिखाई दिया। उसके सिर पर एक गठरी थी। उस व्यक्ति ने जब दोनों को रोते हुए देखा तो अपनी गठरी नीचे उतारकर उनके पास आ गया। विक्रम और विकास ने बताया कि वे अपने गांव का रास्ता भूल गए हैं और उन्हें भूख भी लग रही है।

उस व्यक्ति ने उन्हें चुप कराया और कहा, "मेरे साथ मेरे घर चलो। मेरा गांव पास ही है। कुछ खा पी लो। खाना खाने के बाद मैं तुम दोनों को तुम्हारे गांव छोड़ दूंगा।"

विकास और विक्रम ने उसकी गठरी उठाने में मदद की। वह लकड़ियों की गठरी थी। बहुत **वजनदार** थी। दोनों दोस्त उस व्यक्ति के घर गए। उसकी पत्नी ने उन्हें दाल, चावल, रोटी और सब्जी खिलाई। खाना खाने के बाद उस व्यक्ति ने उन्हें उनके गांव छोड़ा। विकास और विक्रम को उसके गांव वाले ढूंढ रहे थे। दोनों को देखते ही पूरा गांव खुश हो गया। विजय ने भाग कर उन दोनों को गले लगा लिया।

- कौन अपने दोस्तों के साथ क्रिकेट खेल रहे थे?
- मैदान के पास में क्या था?
- विकास और विक्रम ने जब सर उठाया तो बड़े-बड़े क्या देखे?
- कुछ देर बाद उन्होंने किसको देखा?
- लकड़ियों की गठरी कैसी थी?
- 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

Activity- My Plate of Food:

- Revise the healthy and junk food with students which you did during the conversation time.
- Revise the activity which you did in the morning.
- Put the cardboard sheet on the board so all the students can see that.
- Instruct students that they have to draw their own plate of food out of the food which is pasted on the food plate.
- Distribute the drawing files to students in which an outline of a plate is already drawn.
- Tell the students to label their plate using their invented spellings.
- Let the students share their drawings with their friends.
- Help them wherever required.

Lunch Break

Mathematics

Recap Circle:

- Have the students stand in a circle and revise the shape using the **rhyme- 50 -** “गाड़ी का पहिया.”
- Talk about the things which are circular in shape in your surroundings.
- Ask students to name a few things which are circular in shape (from their classroom/outside experiences).
- Draw a circle on the board and have the students trace it in the air/ on their tables.
- Distribute circular shaped newspaper cutouts for students to colour.

Outdoor Games

Let's Get Fit:

- Let the students stand in a circle with you and make them do simple 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)

Revision of letter-sound /Y, y/ + Worksheet-118:

- Recap the sounds using the story.
- Let students focus on the targeted vocabulary.
- Ask them 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 on the names written.
- Let them read the names and focus on the initial sound.
- Revise all the vocabulary words at the end.

Reading three/four letter words- Picture Word Matching:

- Read and revise three/four letter words with the students.
- Write three/four letter words and draw their pictures on the board in a mixed order.
- Call the students to come and match the correct picture with the word.
- Get the rest of the students to do it in their slates/drawing files/ notebooks.
- Try to use familiar words.

Suggested 4 letter Words- hand, lamp, flag, bank, sand, clap, desk, vest, tent, belt.

Library Activity

Read Aloud-

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

Closure and Bye

- Encourage students to share the activities which they did during the day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Say goodbye to the students by lowering yourself to the child's level.

Class : KG
Month : December
Week : 2

Day 3

Theme: Food

Material Required- व की वर्कशीट, pictures of healthy eating habits, picture for picture reading, Worksheet on matching, fruits flashcards, drawing files, crayons, chalk, slates.

Assembly Time

Circle Time

Structured Conversation- Healthy Eating Habits:

- Show the pictures to students.
- Put the pictures on the board and ask students to observe the pictures carefully.
- Let them do a detailed discussion on the importance of each aspect.
- Also talk about every healthy habit in detail-
 - Washing hands before and after meals.
 - Washing fruits and vegetables before eating.
 - Eating food while sitting.
 - Brushing the teeth regularly.
 - Keeping nails short and trimming them often.

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

Rhyme 46- “दौड़ी दौड़ी आई पकोड़ी” (using actions)

Rhyme 47- “Grapes are Juicy” (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /व/ + Worksheet-119

- 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।
- 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।

शब्दकोष अभ्यास- फलों के नाम:

- विद्यार्थियों के साथ मिलकर फलों के नामों का अभ्यास कर लें।
- विद्यार्थियों का ध्यान दीवार पर लगे शब्दों के नाम की ओर ले जाएं।
- विद्यार्थियों को फलों के बारे में बात करने का मौका दें और अपने अनुभव कक्षा में साझा करने का अवसर दें। जैसे:
 - यह आम है।
 - इसका रंग पीला/हरा होता है।
 - यह गर्मी के मौसम में मिलता है।
 - यह मीठा और रसीला होता है।
- इसी प्रकार विद्यार्थियों को सभी फलों के बारे में बात करने का मौका दें।

Free Play/ Indoor/ Art and Craft

Picture Reading:

- Paste the picture on the board.
- Encourage students to observe the picture closely.
- Let students talk about the picture, what is happening in the picture, what are they feeling and their experiences.
- Encourage them to speak in full sentences.

Note- The picture is attached at the end of the plan.

Lunch Break

Mathematics

Recap Circle:

- Draw some circular and non-circular objects on the blackboard.
- Asks the students to identify circular shaped objects from these pictures.
- Call a few students randomly to cross the objects which are not circular.

Matching- Shadow with the Pictures + Worksheet-120

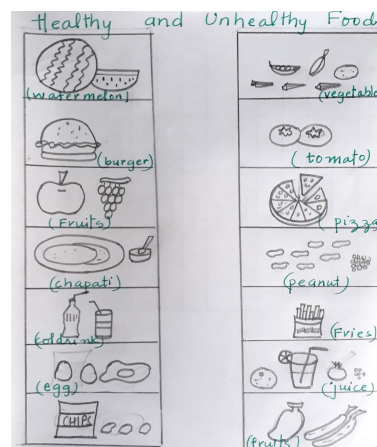
- Revise the concept of matching with the students using the board.
- Demonstrate the worksheet to students that they have to match the objects with the correct shadow.
- Help students wherever support is required.
- Let students talk about their experience related to the worksheet.

Outdoor Games

Game- We can Jump:

- Draw grids according to the class strength.
- Draw one healthy or unhealthy food in each grid.
- Now instruct the students to jump on the healthy food and skip the unhealthy food after identifying it.
- Help students wherever support is required.

Note- Make sure that healthy and unhealthy food should be drawn in such a way that children have to skip one box at a time because it is difficult for the students to skip two boxes at one time.



Two grids are depicted in the image for reference.

Language (English)

Vocabulary Revision- Fruit Names:

- Read and revise the fruit names with the students.
- Do refer to the word wall.
- Focus on the spelling of the fruits.

Game- Fruit Wall Touch Game:

- Before class, be ready with the flashcards of fruits with names written at the bottom.
- Hold up each picture, draw out the name of the fruit from the students and walk around the room taping them to the walls (at a height that your students can reach).
- Now model the game: Say "What fruit do I like?" and then run around the room touching a fruit that you like saying "I like ~" as you touch each fruit.
- Now divide the class into small groups and turn wise let each group stand up and say to them "What fruit do you like?"
- Allow them to run around the room touching the fruit (encourage them to say "I like~" as they touch).

Note: 1. After the activity, revise the names of the fruits and sentence structure- I like_____.

2. Put the sentence structure and sight word- like on the word wall.

Library Activity

Story Narration-

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

Post Activity- Character Drawing:

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

Closure and Bye

- Encourage the students to share the activities which they did during the day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Say goodbye to the students by lowering yourself to the child's level.

Class : KG
Month : December
Week : 2

Day 4

Theme: Food

Material Required- picture of community eating, ढ के चित्र, slates, chalk, cutouts of fruits and vegetables, water colours, Worksheet of matching, circular objects, food and fruit flashcards.

Assembly Time

Circle Time

Structured Conversation- Community Eating:

- The teacher shows the picture to students and poses questions such as-
 - इस चित्र में क्या हो रहा है?
 - आपने आस पास ऐसा कब देखा है?
 - आपके घर में कब इतने सारे लोग एक साथ आते हैं और खाना कहते हैं ?
 - कैसा लगता है जब आप सबके साथ बैठकर खाना खाते हो?
 - जब सब लोग आते हैं तो आप लोग मिलकर और क्या क्या करते हो?
 - क्या हम स्कूल में भी एक साथ खाना खाते हैं?
 - दोस्तों के साथ खाना खा कर कैसा लगता है?
 - अगर कोई दोस्त खाना न लाया हो तो आप क्या करते हैं?
- Conclude the discussion that some occasions gives us opportunities to share our happiness with people and share food with them.

Note- The picture is attached at the end of the plan.

Rhyme 46- “दौड़ी दौड़ी आई पकोड़ी” (using actions)

Rhyme 47- “Grapes are Juicy” (using actions)

Language (Hindi)

अक्षर- ध्वनि परिचय - /ढ/

- विद्यार्थियों को कहानी सुनाएं ।

कहानी - ढाबे का खाना

मंजू चिंटू और गोपी खाना खाने के बहुत शौकीन थे। उन्हें पता चला कि उनके शहर में एक नया **ढाबा** खुला है। उन्होंने सुना था कि वहाँ का खाना बहुत ही स्वादिष्ट है। वहाँ शाम के वक्त संगीत का कार्यक्रम भी होता है।

एक शाम मंजू चिंटू और गोपी ने भी वहाँ जाने का कार्यक्रम बनाया। सब अच्छे कपड़े पहनकर तैयार हो गए।

ढाबे के पास पहुंचे ही थे कि उन्हें **ढोलक** की आवाज़ सुनाई दी। सबके पैर वहीं थिरकने लगे। ढाबे को खूब सुन्दर सजाया गया था। रौशनी में वह जगमगा रहा था। ढोलक की धुन में कुछ लोग नाच रहे थे।

एक कोने में कढ़ाई में कुछ पकोड़े तले जा रहे थे और बड़े-बड़े पत्तीलों में खाना ढक्कन से ढक - कर रखा हुआ था।

मंजू, चिटू और गोपी ने अपने लिए पकोड़े, ढोकला, चटनी और चाय मंगवाई। नरम-नरम ढोकला बहुत ही स्वादिष्ट था और पकोड़े की तो बात ही कुछ और थी। ढेर सारा खाना खाने के बाद तीनों ढोलक की थाप पर जम कर नाचे। उन्होंने इस ढाबे के बारे में अपने बाकी दोस्तों को बताने का सोचा।

- मंजू, चिटू और गोपी के शहर में नया क्या खुला था?
 - ढाबे के पास पहुँचते ही उन्हें किसकी आवाज़ सुनाई दी?
 - पत्तीलें किस से ढके हुए थे?
 - कौन सी नरम-नरम चीज़ स्वादिष्ट थी?
 - तीनों ने कितना सारा खाना 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 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

Fingerprinting of Fruits and Vegetables-

- Make big pictures of all the fruits and vegetables.
- Divide the students into small groups.
- Instruct them that they are going to get colours and fruit/vegetable pictures in which they have to put fingerprints.
- Provide water colour and one fruit/vegetable picture to each group.
- Let students work in small groups and complete their work.
- Display all the pictures and label them.

Lunch

Mathematics

Recap Circle:

- Recap the shape using concrete objects and **Rhyme 50**.
- Show a few objects to the students which are circular and some which are not.
- Let the students identify the circular objects.

Matching- Objects with their respective shape + Worksheet-121

- Revise the concept using the board.
- Explain and demonstrate the worksheet to students that they have to match the objects with their correct shape.
- Help students whenever support is required.

Note- Do not teach other shapes to the students. Focus should be only on matching the objects with the correct shape.

H.W.- Ask the students to bring circular objects from home like- bindi, bottle caps, car wheels, lids etc.

Outdoor Games

Food Race:

- Make tracks for the race according to your class strength.
- Decide the length of the lines according to your class level.
- Put the cutouts of food items in each of the tracks.
- Instruct the students that they have to pick up the food item and take it back.

Language (English)

Vocabulary Revision- Fruit Names:

- Revise all the fruit names with students using the word wall/ flashcards.
- Now write all the fruit names on the board and encourage students to read the names.
- Call a few students randomly to draw the pictures of the fruits in front of their names.
- Revise the names one more time.
- Rub one or two names from the board and ask the students to tell the names of missing fruit.
- Help students wherever support is required.
- After the activity, revise the fruit names with students.

Library Activity

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 the students to share some different ends with the whole class.

Closure and Bye

- Encourage the students to share the activities which they did during the day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Say goodbye to the students by lowering yourself to the child's level.

Class : KG
Month : December
Week : 2

Day 5

Theme: Food

Material Required- Recorded story, vegetables, circular material for shape, सब्जियों के कार्ड, ढ की Worksheet, pictures for circle time.

Assembly Time

Circle Time

Structured Conversation- Wastage of Food- Value of Food- Respect:

- The teacher reinforces the previous day's conversation with students.
- After the reinforcement the teacher shows the first picture and poses some questions like-
 - इस चित्र में क्या हो रहा है?
 - आपने अपने आस पास ऐसा कभी देखा है?
 - क्या आप भी खाना प्लेट में छोड़ देते हो?
 - इस खाने का क्या होता है?
 - क्या कोई ऐसे लोग हैं जिनको खाना नहीं मिल पता होगा?
 - बिना खाना खाये उनको कैसा लगता होगा?
 - क्या कभी आप भूखे रहे हो?
 - आपको कैसा लगा था?
- Now show the next two pictures to students and ask-
 - इन चित्रों में क्या हो रहा है?
 - क्या इनको खाना मिल पा रहा है?
 - जो खाना हम बर्बाद करते हैं, उसे कैसे रोक सकते हैं?
- Summarise the discussion on food and how it is important for us to be alive.
Talk about how can we avoid wasting food.

Note- 1. Take the students out during lunchtime and show them the food they waste.

2. Revise the conversation time before mid day meal so students mindfully eat food and do not waste it.

Rhyme 46- "दौड़ी दौड़ी आई पकोड़ी" (using actions)

Rhyme 47- "Grapes are juicy" (using actions)

Language (Hindi)

अक्षर- ध्वनि अभ्यास- /ढ/ + Worksheet-122

- 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 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।

शब्दकोष विकास- सब्जियों के नाम (आलू, प्याज, गोभी, मटर, टमाटर)

- कक्षा से पहले, सब्जियों के नाम के फ्लैशकार्ड तैयार कर लें।
- विद्यार्थियों को सब्जियों के नाम पर लाने के लिए पहेलियों का इस्तेमाल करें।
- ध्यान रखें कि पहेलियों की भाषा आसान रखें।
- विद्यार्थियों को सब्जियों के नाम का अनुमान लगाने के बाद उन्हें फ्लैशकार्ड दिखाएं।
- विद्यार्थियों का ध्यान सब्जियों के नाम की ओर ले जाएं।

ध्यान दें- कक्षा के अंत में सभी सब्जियों के नाम दीवार पर लगा दें।

Free Play/ Indoor/ Art and Craft

The Veggie/Fruit Guessing Bag:

- Try this activity to increase student's recognition and awareness of different vegetables.
- Place some vegetables/fruits (real or plastic) in a bag (e.g. pillow slip).
- Ask the students to feel inside the bag (guess one at a time) and guess which vegetables are there.
- As a variation, blindfold students and place a vegetable in their hands.
- Ask them to guess what the vegetable is by feeling, smelling and even tasting it.

Lunch Break

Mathematics

Recap Circle:

- Revise the shape with students.
- Ask the students to share the names of circular objects which they see around them.
- Give hints to students if required.
- Now draw the objects on the board.

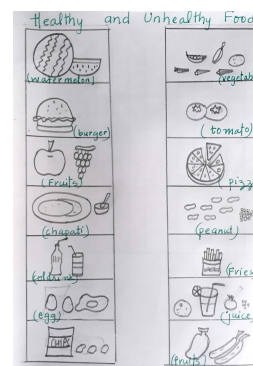
Sorting on the Basis of Colour:

- Divide the class into small groups.
- Instruct students to take out the circular material and collect it at one place.
- Add some material in each group if required.
- In between ask one child from each group to move around in the class or in the ground and collect circular objects if possible.
- Now each group has to sort the circular objects on the basis of the colour.
- To set the tone of the activity, demonstrate the activity.
- After the activity, talk about students' experience related to the activity.

Outdoor Games

Game-We can Jump:

- Draw grids according to the class strength.
- Draw one healthy or unhealthy food in each grid.
- Now instruct the students to jump on the healthy food and skip the unhealthy food after identifying it.
- Help students wherever support is required.



Note- Make sure that healthy and unhealthy food should be drawn in such a way that child have to skip one box at a time because it is difficult for the students to skip two boxes at one time.

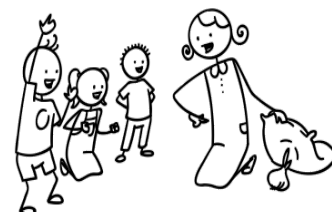
Two grids are depicted in the image for reference.

Language (English)

Vocabulary Development- Vegetables Name (peas, onion, tomato, potato, cabbage):

Activity- Find the Vegetables:

- If possible, before the class buy one of each of the above mentioned vegetables and a basket for the vegetables.
- Before your students enter your classroom hide the



- vegetables all around the room – in drawers, behind books, under things, etc.
- Once you are ready to begin the main part of your lesson, have everyone sit down and say to your students "Let's look for some vegetables!"
 - Then stand up and demonstrate that you are searching for something.
 - Find one of the vegetables (e.g. under a cushion) and show your thrill in doing so.
 - Take it over to the basket and drop it in saying "Put it in the basket".
 - Then get everyone to hunt around the room until all of the vegetables have been found and placed in the basket.
 - Hold up the vegetables one by one and name the vegetables in English.
 - Then pass the vegetable around the class, each student saying the name as they pass it.
 - Do this for all of the vegetables.
 - Now draw the vegetables on the board and write their names.
 - Read the names with the students.

Note- Put the vegetable names on the word wall.

Pic Courtesy-www.eslkidsstuff.com

Library Activity

Recorded Story:

- 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

- Encourage students to share the activities which they did during the day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Say goodbye to them by lowering yourself to the child's level.

Class : K.G
Month : December
Week : 2

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 28) to students to complete.

Picture for healthy eating habits-



www.canstockphoto.com

www.timesofindia.indiatimes.com



www.vectorstock.com



www.ClipatrPals.com



<https://www.quora.com>

www.musely.com

Picture for community eating-



Pic Courtesy- www.pinterest.com



Pic Courtesy-<https://www.parhlo.com/say-no-to-food-waste/>



Pic. Courtesy- <https://www.jamendo.com/track/1542664/4-hungry-people-no-breakfast>

Pic Courtesy- <http://www.madhuriesingh.com/superindiankid/>



<index.php/2012/dont-waste-food-story-for-kids/>

Picture for picture reading-



Pic. Courtesy- www.youtube.com

Class : KG
Month : December
Week : 3

Day 1

Theme: Food

Material Required- सब्जियों के नाम के कार्ड, टोकरी, material for fruit salad, rectangular concrete objects, slates, chalk, vegetable cards, story cards.

Assembly Time

Circle Time

Free Conversation-

- Start the day with a free conversation.
- Let the students talk about the things they like to do, the games they play or the activities which make them happy.
- Appreciate students wherever support is required.

Rhyme 48- कद्दू जी की चली बारात (using actions)

Rhyme 49- आलू बोला मुझको खा लो (using actions)

Language (Hindi)

शब्दकोष अभ्यास- सब्जियों के नाम (आलू, मटर, टमाटर, गोभी, प्याज)

- विद्यार्थियों के साथ मिलकर, सभी सब्जियों के नामों का अभ्यास कर लें।
- विद्यार्थियों का ध्यान दीवार पर लगे सब्जियों के नाम की ओर ले जाएं और सब्जियों के नाम पढ़ें।

गतिविधि - टोकरी का खेल

- विद्यार्थियों को एक बड़े गोले में बैठा दें।
- टोकरी में सभी सब्जियों के फ्लैशकार्ड डाल दें।
- डफली या कोई संगीत बजाएं।
- विद्यार्थियों को निर्देश दें कि जैसे संगीत बजेगा, विद्यार्थी एक दूसरे को टोकरी देते जायेंगे।
- जैसे ही संगीत रुकेगा, जिस विद्यार्थी के पास टोकरी होगी वो एक फ्लैशकार्ड निकाल कर उसका नाम बताएगा और उस सब्जी के बारे में बात करेगा।
- खेल को तब तक खेलें जब तक विद्यार्थियों को आनंद आ रहा है।
- एक बार विद्यार्थियों के साथ मिलकर सभी नामों का अभ्यास कर लें।

Free Play/ Indoor/ Art and Craft

Making of Fruit- Salad:

- Bring a few big plates or bowls and chaat masala for fruit salad.
- Let students of each row put their fruits in the bowl/plates and mix them as per the given instructions.
- Supervise the process and help wherever required.

Note- 1. Ask the students to bring already cut and peeled fruits.

2. While dividing the students into groups, assign roles to each group member who is going to mix and add the chaat masala and all.

Lunch Break

Mathematics

Introduction of Shape- Rectangle:

Story

One day, Mohini was sitting with her grandmother. Grandmother drew a rectangle. She asked Mohini if she could draw a rectangle and Mohini did so. Then Grandmother drew a cupboard using her rectangle and Mohini did the same.

Now Grandmother said, "Let's draw a television." They both drew an outline of the rectangle and made a television. It really looked like a television. Then Grandmother asked, "Mohini, can you draw more things with the rectangle?"

Mohini then drew a television remote, window, door, tree and see-saw with horizontal and vertical rectangles.

- After narrating the story to students, draw a rectangle on the board.
- Explain the properties of rectangle that it has 2 long sides and 2 small sides.
- Ask the students to carefully identify the things which are rectangular in their classroom.
- Provide hints to students if required.
- Draw the objects told by students.
- Do the air tracing of the shape.
- Provide slates to students to draw rectangles on their slates and a few objects with the same shape. the o

Outdoor Games

Game- Help Me Out:

- Make various zig-zag or different types of tracks.
- Make 5 to 7 paths at one time.
- Keep two/three vegetables/fruits in between the path.
- Instruct the students that they are going to play this game in pairs.
- In the pair, one child would be blindfolded and would walk on the track.
- The other would instruct the first one to collect all the vegetables/fruits without touching him/her.

- Give turns to students and help wherever support is required.
- Note-** Before giving instructions to students, spend some time on rule setting.

Language (English)

Vocabulary Revision- Vegetable Names:

Game- Musical Pass the Vegetables:

- Get everyone to sit in a circle, put on some music, and have everyone pass all of the vegetables around the circle (in the same direction) or the flashcards with names written.
- So the music plays and all the vegetables or the flashcards go around the circle.
- Suddenly stop the music – the students holding the vegetables must shout out the name of the vegetable they are holding.
- The last person to shout out the correct word is out (and also remove their vegetable card).
- Keep playing and with each round the last person should go out.
- This should end with just 2 students passing two vegetables back and forth.



Reading and Writing-

- Now refer to the board and revise the names of the vegetables.
- Focus on the names written on the board.
- Rub the board and write only names of the vegetables.
- Provide slates to students and let them write any one vegetable name on their slate and draw their picture.

Library Activity

Storytelling Using Cards:

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

Post Activity:

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

Closure and Bye

Class : KG
Month : December
Week : 3

Day 2

Theme: Food

Material Required- sheets, सब्जियों ने नाम के कार्ड, material for play corners, Worksheet of rectangle, slates, chalk, puppets.

Assembly Time

Circle Time

Structured Conversation- Sources of Food- Respect:

- Revise the previous conversation on food.
- Ask the students to draw any food which they have had yesterday or they have brought for lunch.
- After drawing the objects, divide the students into smaller groups and ask them to share the source of the food.
 - ये खाना कहाँ से मिलता है?
 - मम्मी/पापा इसे कहाँ से लाते हैं?
 - दूकान वाले भैया/दीदी इन्हे कहाँ से लाते होंगे ?
- Start by giving example of one food item.
- Let the students discuss it in their respective groups.
- Now put two charts on the board and name the charts- Animals/Farm.
- Let students come one by one and discuss the source of the food using questions-
 - ये हमें कहाँ से मिलता है?
- Let the students paste it on the correct chart.
- At the end of the activity, refer to the chart and talk about food items and their sources.

Note- Now put the charts on the wall after labelling all the pictures.

Rhyme 48- “कद्दू जी की चली बारात” (using actions)

Rhyme 49- “आलू बोला मुझको खा लो” (using actions)

Language (Hindi)

शब्दकोष अभ्यास- सब्जियों के नाम

- विद्यार्थियों के साथ मिलकर सभी सब्जियों के नाम का अभ्यास कर लें ।
- दीवार पर लगे सब्जियों के नाम भी विद्यार्थियों के साथ मिलकर पढ़ लें ।

गतिविधि-

- सभी सब्जियों के नाम के कार्ड बना कर रख लें ।
- विद्यार्थियों को कार्ड बाँट दें जिसमें सब्जियों के नाम भी लिखे हैं ।
- सभी सब्जियों के नाम फ्लैशकार्ड के साथ सभी दीवारों पर लगा लें ।
- सभी विद्यार्थियों को निर्देश दें कि वे अपने कार्ड पर लिखे सब्जी के नाम को पढ़कर सही नाम के फ्लैशकार्ड का पास आकर खड़े हो जाएं ।
- गतिविधि खत्म होने के पश्चात, सभी नामों का अभ्यास कर लें ।

Free Play/ Indoor/ Art and Craft

Play Area-

- Let students play in different corners.
- Ensure that each child experiences each corner.
- Provide an opportunity for students to talk about their experience.
- Help students wherever support is required.

Lunch Break

Mathematics

Recap Rectangle + Worksheet-123

Rhyme- Rectangle

Here is a rectangle, straight and tall
(arms straight up, over the head, fingers touch)

Two long sides and that's not all

Two short sides that face each other

Draw one rectangle, now another (draw in the air)

- Revise the concept of rectangle using the rhyme.
- Draw a few rectangles on the board and ask students "What can we make of these rectangles?"
- Develop the rectangles into different objects based on their answers.
- Explain and demonstrate the worksheet to students.
- Provide the worksheet to students to complete.
- Help students wherever required.
- Revise the shape using the activity.

Outdoor Games

Jump on Me:

- Draw a few rectangles and circles in the class and tell the students that they have to jump only on one shape at a time, which they will be told.
- Call a few students at one time and instruct them to jump in the rectangle and circle.
- The game continues until all the students get their turn.

Language (English)**Vocabulary Revision- Vegetable Names:**

- Read and revise all the vegetable names with the students.
- Refer to the word wall and focus students' attention on the names written.
- Use the sentence structure- I like to eat_____.
- Now let students read the names of the vegetables written on the board.
- After reading the names, encourage students to draw vegetables on their slates.
- After completing the work, read the vegetable names with the students.

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

- Encourage students to share the activities which they did during the day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Greet them bye by lowering yourself to the child's level.

Class : KG
Month : December
Week : 3

Day 3

Theme: Food

Material Required- Pictures of food items, सब्जियों और फलों के नाम के कार्ड, cutouts of food items, concrete material for shape revision, Music for storytelling.

Assembly Time

Circle Time

Structured Conversation- Sources of Food- Farm Food- Gratitude

- Show the pictures of food items to the students and give them to hold and see.
- Now ask students -
 - ये हमें कहा से मिलती है?
 - ये हम तक कैसे पहुँचती है?
 - इसे कौन उगाता है?
 - ये कैसे उगती है?
 - अगर ये खाना न उगाएं तो क्या होगा?
- Let them share a related experience if they have.
- Add your experience in brief.
- Now show pictures to students(attached at the end of the Weekly plan) and call 5 students to come in front to help the cards.
- Now the rest of the students would help them to put the cards in sequence using the process of growing food.
- After the activity, summarise the process in brief using the pictures.

Rhyme 48- “कद्दू जी की चली बारात” (using actions)

Rhyme 49- “आलू बोला मुझको खा लो” (using actions)

Language (Hindi)

शब्दकोष अभ्यास- सब्जियों और फलों के नाम

- सभी फलों और सब्जियों के नामों को बोर्ड पर लगा लें ।
- विद्यार्थियों की मदद से सभी फलों और सब्जियों के नाम पढ़ लें ।
- विद्यार्थियों का ध्यान नामों की ओर ले जाएं ।

गतिविधि-

- अभ्यास के बाद, कार्ड और स्लेट विद्यार्थियों में बाँट दें और विद्यार्थियों को बारी बारी आगे आकर उस फल या सब्जी के बारे में बात करने दें।
- जब एक विद्यार्थी आगे आकर बात कर रहा हो तो बाकि विद्यार्थी अपनी कार्ड पढ़कर उस फल/सब्जी का चित्र अपनी स्लेट पर बनाएंगे ।

- मेरे पास _____ है ।
- इसका रंग _____ है ।
- यह सब्जी/फल है ।

ध्यान दें - सभी वाक्यों को दीवार पर लगा दें ।

Free Play/ Indoor/ Art and Craft

Complete the missing part- Fruits and vegetable + Worksheet- 124

- Revise the fruits and vegetables name with students.
- After revising the vocabulary, explain the worksheet to students to complete the given pictures.

Lunch Break

Mathematics

Recap Rectangle:

- Revise rectangles using the rhyme.
- Draw different sizes of rectangles on the board.
- Let students come and draw a few things using different rectangles.

Sorting- Shapes:

- Revise the concept of sorting using concrete material.
- Call a few students to come and sort few objects on the basis of their shapes.

Group Work-

- Divide the class into smaller groups and provide rangometry + aakar parivar shapes in a bowl.
- Instruct the students to sort the pieces on the basis of their shapes.
- Help the students wherever required.

H.W.- Ask the students to bring objects which are circular or rectangular in shape.

Outdoor Games

Game- Help me Out:

- Make various zig-zag or different types of tracks.
- Make 5 to 7 paths at one time.
- Keep two/three vegetables/fruits in between the paths.
- Instruct the students that they are going to play this game in pairs.
- In the pair, one child would be blindfolded and would walk on the track.
- The other would instruct the first one to collect all the vegetables/fruits without touching him/her.
- Give turns to students and help wherever support is required.

Note- Before giving instructions to students, spend some time on rule setting. Make simpler tracks for the students.

Language (English)

Vocabulary Revision- Vegetable Names:

- Read and revise all the vegetable names with students.
- Focus students' attention on the names written.
- Provide vegetable cards to students in groups with pictures and let them read the names.
- Help students wherever required.
- At the end read all the names.

Library Activity

Storytelling with Movement-

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

Closure and Bye

- Encourage students to share the activities which they did during the day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Say goodbye to the students by lowering yourself to the child's level.

Class : KG
Month : December
Week : 3

Day 4

Theme: Food

Material Required- Flashcards of food items, sheets, concrete material for revising shapes, Worksheet- fruits & vegetables, slates, chalk.

Assembly Time

Circle Time

Structured Conversation- Raw and Cooked Food:

- Revise the previous day's conversation and talk about the sources of food.
- Introduce a few more food items which were not discussed yesterday and provide opportunities to students to trace the origin of the food.
- Now put the flashcards of different items like-cottage cheese, fruits, pulses and vegetable on the board.
- Now ask a few questions by pointing one food item at one time-
 - हम इसे कैसे कहते हैं?
 - इसका क्या बनता है?
 - इस से और क्या बनाया जा सकता है?
 - क्या हम इन सबको कच्चा खा सकते हैं? नहीं तो क्यों?
 - फिर इन्हें हम कैसे खाते हैं?
- Now let students reach to the conclusion that some food items we eat raw and some we cook.

H.W.- Instruct students to find out one dish from their mother/father/grandfather/mother which is they made on special occasion or which is different and also inquire the food item out of which is made.

Rhyme 48- "कद्दू जी की चली बारात" (using actions)

Rhyme 49- "आलू बोला मुझको खा लो" (using actions)

Language (Hindi)

शब्दकोष अभ्यास- सब्जियों और फलों के नाम

- सभी फलों और सब्जियों के नामों को बोर्ड पर लगा लें ।
- विद्यार्थियों की मदद से सभी फलों और सब्जियों के नाम पढ़ लें ।
- विद्यार्थियों का ध्यान नामों की ओर ले जाएं ।
- विद्यार्थियों को स्लेटी दें और अलग अलग फल और सब्जियों के चित्र बनाएं।
- आवश्यकता पड़ने पर विद्यार्थियों की मदद करें ।
- कार्य करने के पश्चात, सभी फलों और सब्जियों के नामों का अभ्यास कर लें ।

Free Play/ Indoor/ Art and Craft

Making a Grocery List-

- Tell the students that they are going to visit the market to buy fruits and vegetables.
- So inform that they are going to need a grocery list.
- Instruct students that they are going to get a sheet in which they have to draw the grocery they want to buy.
- Provide each child a sheet and let them draw their grocery and write the quantity in front of them.
- Help students wherever support is required.

Lunch Break

Mathematics

Recap- Circle and Rectangle:

- With the help of concrete examples, revise shapes with students.
- Draw a few big Circles and Rectangles on the floor.
- Instruct the students to walk on the outline of one shape as long as you clap; the moment you stop clapping the students will have to change to the next shape and start walking on the outline of that shape.
- Students to change the shape every time you stop clapping.
- Demonstrate the activity to the students with clear instructions.

Sorting- Size:

- Collect the material from the students.
- Divide the class into four groups and provide one shape material to two groups e.g.- two group gets all the circular objects and two group gets all the rectangular objects.
- Now keep three different sized boxes in front of each group and instruct them to put the objects in the correct size box according to the shape of the objects.
- Let the students discuss it in their groups and put the objects accordingly.
- After the activity, each group shares their reflection.

Outdoor Games

Vegetable Hopscotch:

- Make the hopscotch on the floor.
- Students to play this game without a place marker (pithoo).
- Draw all the vegetables in the boxes of hopscotch.
- They only have to jump on the vegetable which is called out by you.
- Demonstrate the game to the students first.

Make more than one hopscotch according to your class strength.

Language (English)

Vocabulary Revision- Fruit and Vegetable Names + Worksheet-125

- Revise the names of fruits and vegetables with students.
- Read the names with students.
- Let students talk about each fruit and vegetable using the sentence structure:
- I like to eat_____.
- Call them randomly and let them circle the fruits and cross the vegetables .
- Explain and demonstrate the worksheet to students that they have to match the fruits and vegetable names with their pictures.

Note- Put the sentence structure on the word wall.

Library Activity

Role Play-

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

Closure and Bye

- Encourage students to share the activities which they did during the day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Say goodbye to the students by lowering yourself to the child's level.

Class : KG
Month : December
Week : 3

Day 5

Theme : Food

Material Required- Worksheet- फल & सब्जियां, bowls, fruits and vegetable slips, Worksheet on shapes, cards of three letter words.

Assembly Time

Circle Time

Structured Conversation- Our Special Food:

- Start the day by repeating the homework which the teacher gave the last day.
- To start the activity the teacher can start by sharing one special food item which is unique and the food item which is used to make the dish.
- Now use the talking object and provide an opportunity for students to share the special food.
- Keep writing the dish and item name on the board.
- At the end, the teacher can revise the name of the dish and food items with which it is made.

Rhyme 48- “कद्दू जी की चली बारात” (using actions)

Rhyme 49- “आलू बोला मुझको खा लो” (using actions)

Language (Hindi)

शब्दकोष अभ्यास- सब्जियों और फलों के नाम + Worksheet-126

- सभी फलों और सब्जियों के नामों को बोर्ड पर लगा लें ।
- विद्यार्थियों की मदद से सभी फलों और सब्जियों के नाम पढ़ लें ।
- विद्यार्थियों का ध्यान नामों की ओर ले जाएं ।
- विद्यार्थियों को वर्कशीट समझाएं की उन्हें सभी फलों और सब्जियों को उनके सही नाम के साथ मिलाकर, चित्रों में रंग भरना है ।
- विद्यार्थियों को मौका दें की वे बिना मदद के कर पाएं और केवल आवश्यकता पड़ने पर ही मदद करें ।

Free Play/ Indoor/ Art and Craft

Grocery Shopping:

- Tell students that they are going for shopping.
- Let them check their grocery list one last time.
- Keep the market ready in which the fruit and vegetable name slips are kept in baskets/bowls like all the apple slips in one basket, all the onion name slips in one basket etc.
- Let the students pick up the grocery which is written in their grocery list.
- After shopping, the teacher ensures that they have picked the correct grocery in correct quantity.

Lunch Break

Mathematics

Recap Circle and Rectangle:

- Make a few rectangles and circles on the board.
- Ask the students to share what more can be made out of these shapes.
- Call students randomly and let them develop the shapes into different objects.

Odd one out + Worksheet-127

- Revise the concept using concrete objects.
- Keep a few circular objects and one rectangular objects.
- Ask the students to identify the odd object.
- Do a similar exercises on the board.
- Explain and demonstrate the worksheet to students that they have to find the odd objects.

Note- The focus is on the concept. Do not try to teach all the shapes.

Outdoor Games

Game- Help Me Out:

- Make various zig-zag or different types of tracks.
- Make 5 to 7 paths at one time.
- Keep two/three vegetables/fruits in between the paths.
- Instruct the students that they are going to play this game in pairs .
- In the pair, one child would be blindfolded and would walk on the track .
- The other would instruct the first one to collect all the vegetables/fruits without touching him/her.
- Give turns to students and help wherever required.

Note- Before giving instructions to students, spend some time on rule setting. Make

simpler tracks for the students.

Language (English)

Reading three/ four letter words:

- Write three or four letter words on the board and let students read them.
- Now show the flashcard to students and let students talk about each picture using the sentence structure-
- This is a/an_____.

Activity- Filling in the Missing Letter:

- Draw a few three letter words' pictures on the board and write their names below the picture but miss one letter.
- The students should copy the pictures and complete the words.



The _un



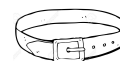
a _ag



a _and



a _at



a _elt

Note- 1. Use words which are easy and familiar for the children. Do miss the initial sound first.

2. Initially use the simple drawing which students can copy easily.

Library Activity

Story Narration-

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

Closure and Bye

- Encourage students to share the activities which they did during the day.
- Get them to do some calming down activity such as deep and long breathing, relaxing with eyes closed and chanting.
- Say goodbye to the students by lowering yourself to the child's level.



Class : KG
Month : December
Week : 3

Day 6

Reflections







Pic Courtesy- 1. https://unsplash.com/photos/_SIAvImOOg

2.

<http://www.forbesindia.com/article/briefing/a-problem-of-plenty-indias-wheat-surpluses/24052/1>

3. <https://www.bioadvanced.com/articles/direct-sowing-starting-seeds-outdoors>

4. <https://www.hindustantimes.com/india-news/modi-government-exploring-new-ways-to-curb-farm-water-use/story-EOsEVlioX8XJWMvhhKjBvJ.html>

5. <https://www.umn.org.np/photo-gallery/16>

Project-

Food :

The students are divided into groups and asked to bring any one type of food ingredients like- pulses, spices, grains, nuts, herbs etc in pouches. At the end of the month, the teacher can ask the students to put all the ingredients on the table. Later segregate the food items into spices, pulses, cereals etc taking students help. A brief discussion should happen about each of the category that why 'moong' and 'rajma' are pulses and how are spices used to add flavor to the food they eat.

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

January

**If we really understand the problem, the answer will come out of it,
because the answer is not separate from the problem.”**

- Jiddu Krishnamurthi

Weekly Learning Outcomes - January (KG)			
		Jan - Week 1	Week 2
Domain	The student will be able to:	Activity:	
Personal, Social and Emotional Development	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 of interest to them During structured conversation on different meals during the day During structured conversation on Healthy and junk food	During free conversation on any topic of interest to them Revising about Healthy and junk food during structured conversation through "Food Plate" activity
	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 winter season, activities they like to do in winters, cloths they like to wear Rhymes with actions: Kit kit daant bajane wali, Sardi aayee sardi aayee, Its winters	During structured conversation on winter season, food that they like to eat During structured conversation on helping homeless people and animals during winters and being empathetic towards them Rhymes with action: Kit Kit daant bajane waali, Sardi ki ritu aayee,
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 	Body coordination and Balancing while "Freeze and Water", "Shadow Tag" and "Kick and Throw" During exercises like jumping, jogging, joint rotation, bending and stretching etc	During exercises like jumping, jogging, joint rotation, bending and stretching etc Body coordination while "Koklachi Paki", "Winter Race", "Shadow Tag"
	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 hand drawing During paper tearing and finger printing	While making letter cards During free hand drawing
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 		During Free play while playing with clay
	Explore and participate in art, music, dance and creative movements		
	<ul style="list-style-type: none"> Experiences the joy of free play by tinkering with apparatus and clay Participates in imaginative play and role plays 	During role play on a story being narrated in past	During role play on a scene of market /kitchen etc
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 read aloud, story on triangle, puppets, music & movement While listening to letter sound story of श in Hindi	While storytelling through story cards, read aloud, character drawing, completing the ending of the story and recorded stories While listening to letter sound stories of य in Hindi
	Carry out simple instructions in English		

<ul style="list-style-type: none"> • Understands simple instructions in Hindi and English • Follows two-three steps instructions in Hindi • Follows two-three steps instructions in English 	During learning activities and games through explanation, paraphrasing, demonstration	During learning activities and games through explanation, paraphrasing, demonstration
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: Kit kit daant bajane wali, Sardi aayee sardi aayee, Its winters	Rhymes with action: Kit Kit daant bajane waali, Sardi ki ritu aayee
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 while revising the names of cloths they wear in winters	Sight words introduced during letter sound introduction in English and Hindi Sight words introduced while revising the names of Fruits and Vegetables
Recognize most letters/ vyanjans and their corresponding sounds		
<ul style="list-style-type: none"> • Is able to identify Hindi Vyanjans and their sounds • Is able to identify English letters and their sounds • Can differentiate between the letters of common sounds like /a/ and /e/ 	While recognizing the letter sound introduction of श in Hindi	While recognizing the letter sound introduction of ष in Hindi
Participate in picture reading		
<ul style="list-style-type: none"> • Is able to predict the story by reading the pictures 	During picture reading of helping others and helping animals	
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 श in Hindi	While recognizing the letter sound introduction of ष in Hindi
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 winter cloths using sentence structure "I have a /an..."
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 vocab related to winter cloths in Hindi and English both While recognizing the letter sound introduction of श in Hindi	While learning vocab related to winter cloths in Hindi and English both While recognizing the letter sound introduction of श in Hindi
	Independently form many letters independently		
	<ul style="list-style-type: none"> • Able to form letters correctly • Able to form invented spellings 	Letter formation of श in Hindi	Letter formation of श 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 vnyajans and read new words • Joins two to three letter sounds to make meaningful words in english • Able to decode words 	While blending and segmenting three and four letter words in english orally using letter cards	While blending and segmenting three and four letter words in english orally using letter cards
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 		Concept of more and less using shapes
	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 		Patterns using shapes
	Can seriate in any order		
	<ul style="list-style-type: none"> • Can arrange 3 – 4 objects in a sequence • Can arrange 3 – 4 picture cards in a sequence • Can arrange 3 – 4 numbers in a sequence 		Seriation of shapes using pictures and concrete objects
	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 	While comparing similar shapes, odd one out, big and small of Circle, Rectangle and Triangle using pictures and concrete objects		

Develop an understanding of shapes in the environment		
<ul style="list-style-type: none"> •Can identify circles, triangles, rectangles and squares •Is able to identify objects of different shapes in the environment •Is able to draw objects using different shapes 	<p>While introducing Triangle through a story and rhyme</p> <p>While drawing objects from surroundings which are Triangular</p> <p>While revising Circle, Triangle and Rectangle</p>	<p>While introducing Square in relation to real objects, properties of Square</p> <p>While drawing objects from surroundings which are Square in shape</p> <p>While revising Circle, Triangle and Rectangle</p>

Class : KG
Month : January
Week : 1

Day 1

Theme: Winters

Material Required- कपड़ों के कार्ड, slates, chalk, drawing files, colours, triangular objects/pictures, flashcards of three letter words.

Assembly Time

Circle Time

Free Conversation:

Indulge in free conversation with the students on any topic that is of interest to them.

Rhyme 51- सर्दी आई सर्दी आई (using actions)

Rhyme 52- It's winter (using actions)

Language (Hindi)

शब्दकोष परिचय- कपड़ों के नाम (स्वेटर, कोट, टोपी, जुराब, रजाई, दस्ताने)

- विद्यार्थियों से पूछें कि इस मौसम में हम कौन से अलग कपड़े पहनते हैं ।
- विद्यार्थियों को अपने आप कपड़ों के नाम बताने दें ।
- विद्यार्थियों के बताने के बाद फ्लैशकार्ड दिखायें और विद्यार्थियों को नाम हिंदी में बोलने के लिए प्रोत्साहित करें।
- सभी विद्यार्थियों को फ्लैशकार्ड देखने दें।
- फ्लैशकार्ड को बोर्ड पर लगा दें और उनके नीचे उनके नाम लिख दें।
- विद्यार्थियों का ध्यान, कपड़ों के नामों की ओर ले जाएं ।
- विद्यार्थियों के साथ मिलकर सभी नाम पढ़ लें ।

स्लेटी कार्य:

- सभी विद्यार्थियों को स्लेटी दें और उन्हें कपड़ों के चित्र बनाने को कहें।
- एक बार अंत में सभी कपड़ों के नाम विद्यार्थियों के साथ पढ़ लें ।

ध्यान दें- कपड़ों के चित्र, उनके नाम के साथ शब्दों की दीवार पर लगा दें ।

Free Play/ Indoor/ Art and Craft

Free Drawing-

- Provide slates/ drawing files to students.
- Tell the students to draw anything of their choice.
- Motivate the students to draw a complete scene.
- Tell the students to label their pictures using the initial sounds.

Lunch Break

Mathematics

Introduction of triangle:

Story-

Once Mr. Shape called a few shapes to his house for a party. All the shapes were enjoying the party but one shape was missing. It was a Triangle.

- Now, show the shape Triangle to students.
- Ask students to observe the shape carefully. (Derive three sides and three corners from students.)

Then, the triangle entered from the window. The triangle was very naughty. He demanded all the things like him. So, he started picking up things which were like him. He put the birthday cap on his head. Then, he kept hot samosas, a slice of cake, and a creamy sandwich on his plate. All started noticing Triangle. Mr Shape offered others things to him but Triangle rejected and demanded more things like him. All the shapes were confused and didn't know what to offer next. Can we help the triangle to find more things like him.

- Now, ask the students to observe their surroundings and name the objects which are triangular in shape.
- Now, show some concrete objects/pictures to the students which are triangular in shape such as birthday hat, fish, hanger, sandwich, scale, ice-cream cone etc.
- Let them name the objects in English.
- Pass the objects around the class for students to touch and feel.
- Ask the students to identify the similarity in all these objects.
- Do the air tracing of the shape with students.
- Now provide slates to students to draw the shapes and a few examples of the shape.
- After the activity, revise the shape with students and its properties.

Outdoor Games

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Game-Freeze and water

- Instruct the students that one student who will be the Seeker is “winter” and the rest of them are “summer”.
- If winter catches any student and says “freeze”, that student will freeze at his or her place, until any other student comes and touches him/her and says water. Once, somebody touches him/her and says water, that student can run again.
- Keep changing the (winter) student.

Language (English)

Revision of three /four letter words:

- Show the pictures of three/four letter-words and ask- ‘What is this?’
- Let the students respond using the sentence structure- ‘This is a/an _____.’
- After doing it with all the pictures, paste the pictures on the board and write the sentences on the board.
- Read all the sentences with the students.
- Now rub the board, provide slates to students and draw pictures of 3 or 4 letter words on the board.
- Let the students draw pictures and write the names on their slates.
- After the drawing, take student's help and write the names of the pictures and read.

Library Time

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 : January
Week : 1

Day 2

Theme: Winters

Material Required- /श/ के कार्ड, slates, chalk, newspaper, Worksheet- Triangle, Worksheet- 3/ 4 letter words.

Assembly Time

Circle Time

Structured Conversation - Winter Season:

- Initiate a conversation about today's weather.
- Ask the students if they know which season it is now.
- Tell them it is "winter", when everything in their surroundings is cold.
- Ask them- Do you like/ dislike this weather? Why?
- Divide the students into small groups and let them talk about it in their respective groups.
- After the discussion let some students share their responses with the whole class.

Rhyme 51- सर्दी आई सर्दी आई (using actions)

Rhyme 52- It's winter (using actions)

Language (Hindi)

अक्षर-ध्वनि परिचय- /श/

- विद्यार्थियों को कहानी सुनाएं।

कहानी- मददगार शिल्पा

शिल्पा को सर्दियाँ बहुत पसंद थी। स्कूल से आकर वह धूप में बैठती और शांति से अपनी किताबें पढ़ती थी। छुट्टी के दिन तो वह पूरा दिन धूप के मज़े लेती थी। उसकी माँ उसके लिए तरह-तरह का खाना बनाकर देती थी।

एक सर्दी के **शनिवार**, जब शिल्पा की छुट्टी थी तो वह बाहर धूप में बैठकर किताब पढ़ रही थी। माँ भी उसके साथ बाहर बैठी थी। वह **शलगम** का अचार बना रही थी। शिल्पा ने अपनी किताब रखी और माँ की मदद करने लगी। खुश होकर माँ ने उसके लिए **शकरकंदी** की चाट बनायी। चटपटी, मज़ेदार चाट खाकर शिल्पा बहुत खुश हुई।

शाम को जब उसके पापा ऑफिस से घर आये तो शिल्पा ने उन्हें बताया कि कैसे आज उसने माँ की मदद की थी। उसकी बात सुनकर पापा ने उसे **शाबाशी** दी। माँ ने फटाफट पापा और शिल्पा को गरमा-गर्म टमाटर का **शोरबा(soup)** दिया। सर्दियों में गर्म शोरबा पीने की बात ही कुछ और होती है।

- किसको सर्दियाँ बहुत पसंद थीं?
- किस दिन शिल्पा बाहर बैठकर किताब पढ़ रही थी?
- **शिल्पा** की माँ किसका अचार बना रही थी?
- खुश होकर माँ ने **शिल्पा** लिए किसकी चाट बनायी?
- शिल्पा के पापा ऑफिस से कब आये?
- बात सुनकर पापा ने **शिल्पा** को क्या दी?
- माँ ने गरमा-गरम क्या बनाया?

- 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-ध्वनि 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

Paper Tearing:

- Provide sheets/newspapers to students.
- Demonstrate a straight line tearing to students.
- Let students do the paper tearing.
- After doing it a few times, demonstrate slanting line tearing to students and let them practice it.

Lunch Break

Mathematics

Revise- Triangle + Worksheet-128:

- Using the previous day's story, recap the triangle shape in the class.
- Ask the students to tell the triangular shaped objects present around them.
- Provide slates to the students and instruct them to develop the triangle shape into different objects.
- Now provide worksheet to students to complete.
- After the worksheet, reinforce the shape and its properties.

Note - Help the students in drawing shapes on the slates if necessary.

Outdoor Games

Game- 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 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)

Revise three/four letter words + Worksheet-129:

- Revise all the phonetically true words(3 or 4 letter) with students.
- After revising the words, paste a few pictures and write the question in front of each picture - 'What is this?'
- Let the students answer the question using the sentence structure- 'This is a/an_____.' and write the responses in front of each picture.
- Read all the sentences.
- Explain the worksheet to students that they have to complete the sentences structure by writing correct three/ four letter words using the help box.
- Provide a worksheet to students to complete.
- Help the students wherever required.
- After the worksheet, read the sentences with the students.

Library Activity

Story Narration-

Narrate an interesting story to students using voice modulation, gestures and expression.

Closure and Bye

Class : KG
Month : January
Week : 1

Day 3

Theme: Winters

Material Required- कपड़ों के चित्र, /श/ की Worksheet, picture chart for picture reading, concrete objects to reinforce shapes- circle, triangle, rectangle, Worksheet of comparing shapes, a ball, sentence strips- 8 sets.

Assembly Time

Circle Time

Structured Conversation - Winter Season:

- Ask the students about the activities they do only in winters and not in any other season.
- Prompt and encourage the students to think and reply.
- Use a talking object to ensure the participation of all.
- Summarise the discussion by enlisting activities we do in winter, such as: आग में हाथ सेकना, गरम पानी से नहाना, हीटर चलना, कम बाहर खेल पाना- अंधेरा जल्दी हो जाता है, etc.

Rhyme 51- सर्दी आई सर्दी आई (using actions)

Rhyme 52- It's winter (using actions)

Language (Hindi)

अक्षर-ध्वनि अभ्यास - /श/ + Worksheet-130

- 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 /श/ की आवाज़ आ रही हो ।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें ।
- सभी शब्दों के नाम 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 नीचे लिखे नाम की ओर ले जाएं ।
- विद्यार्थियों को रंग करते समय नाम बोल कर अक्षर की आवाज़ पर ध्यान देने को कहें ।
- वर्कशीट करने के बाद, चित्रों की सहायता से अभ्यास करें ।

शब्दकोष अभ्यास- कपड़ों के नाम

- दीवार पर लगे शब्दों की सहायता से कपड़ों के नाम का अभ्यास कर लें।
- बोर्ड पर कपड़ों के नाम लिख कर उनके नामों का एक बार और अभ्यास कर लें।
- विद्यार्थियों को मौका दें कि वे कपड़ों के नाम को अर्थ-पूर्ण वाक्यों में प्रयोग कर पाएँ जैसे-
 - टोपी लाल रंग की है।
 - हम सर्दियों में स्वेटर पहनते हैं।

Free Play/ Indoor/ Art and Craft

Picture Reading:

- Show the picture to students.
- Ask the students to observe the picture carefully.
- Let the students talk about the pictures.
- Encourage them to respond in complete sentences.
- Write students' responses on a chart paper.
- Paste the picture and chart on the word wall for students to refer.

Note- Picture is attached at the end of the plan.

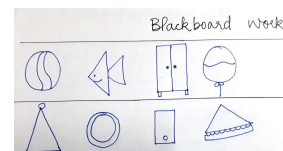
Note- Ask students to bring their favourite toy or object for Show & Tell.

Lunch Break

Mathematics

Revision of shapes:

- Revise shapes- circle, rectangle and triangle using pictures or concrete objects.
- Let students name the objects and tell the properties of each shape.



Comparing shapes- Concept of similar + Worksheet-131:

- Draw objects on the board and ask students to identify the objects with a similar shape in each row.
- Call the students randomly and let them practise on the board first.
- Explain and demonstrate the worksheet to students and tell them that they have to colour the objects having the same shape.
- Provide worksheet to students to complete.
- After completing the worksheet, revise the concept with students by asking what have they done in the worksheet.

Outdoor Games

Game- Kick and throw 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 the students and have them kick it in a particular direction.

Language (English)**Revision of three/four letter words:**

- Revise the words with the students.
- Before the class, be ready with flash cards having three/four letter words (Preferably one group should get 4/5 words).
- Divide students into groups of 4/5.
- Instruct each group that they would be given 4-5 word cards and a blank sheet.
- Each group would have to read the words and draw pictures of each word.
- Move around in class, and ensure that each student is participating in the group activity.
- Read and revise all the sentences after the activity.

Library Activity**Role play-**

- Let 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 : January

Week : 1

Day 4

Theme: Winters

Material Required- Flashcards of clothes, कपड़ों के नाम की कार्ड (विद्यार्थियों की संख्या अनुसार), water colours, worksheet, concrete objects to reinforce circle, rectangle and triangle, slates, chalk, music for story time.

Assembly Time

Circle Time

Structured Conversation- Clothes that we wear in Winters- Self Care:

- Start with the rhyme - सर्दी आई, सर्दी आई using actions.
- Talk about the previous day's discussion, and ask the students:
 - हम सदियों में कैसे कपड़े पहनते हैं और क्यों?
 - हम सर्दी में गर्म कपड़े नहीं पहनेंगे तो क्या होगा?
 - अगर स्वेटर पहनने के बाद भी ठंड लगेगी तो हमें क्या करना चाहिए?
 - हम अपने हाथ, पैरों और गर्दन में ठंड लगने से कैसे बचा सकते हैं ?
 - जब आपको बहुत ठण्ड लगती है तो आप क्या क्या करते हो? या मम्मी/ पापा/ दादा/ दादी क्या करने को कहते हैं?
- Once the students have answered, revise the vocabulary of winter clothes using the flashcards of - कोट, स्वेटर, टोपी, कम्बल, जुराब, दस्ताने, मफलर etc.

Rhyme 51- सर्दी आई सर्दी आई (using actions)

Rhyme 52- It's winter (using actions)

Language (Hindi)

शब्दकोष अभ्यास- कपड़ों के नाम:

- विद्यार्थियों के साथ मिलकर सभी शब्दों का अभ्यास कर लें ।
- विद्यार्थियों को मौका दें कि वे सभी शब्दों के नाम पढ़ ले ।

रेल का खेल:

- इस खेल से पहले सभी विद्यार्थियों के लिए पर्याप्त कपड़ों के नाम की कार्ड बना लें ।
- कक्षा में पहले छः विद्यार्थियों को कपड़ों के फ्लैशकार्ड दें, जिनमें चित्र के साथ नाम भी लिखा हो तथा बाकी विद्यार्थियों को केवल चित्र के कार्ड दे दें।
- जिन विद्यार्थियों के पास फ्लैशकार्ड हैं वे रेल के इंजन बन जायेंगे और बाकी विद्यार्थियों को सही नाम पढ़कर डिब्बा बनकर सही इंजन के पीछे लग जाना है ।
- जब सभी विद्यार्थी अपने अपने इंजन के पीछे लग जाएं तो एक बार जाँच कर लें कि विद्यार्थी सही इंजन के पीछे लगे हैं या नहीं ।

- जाँच के बाद सभी रेलगाड़ियों को बाहर के मैदान का एक चक्कर लगाने को कहें ।
- सभी रेलगाड़ियों के वापस आने के बाद कार्ड वापस लेते समय सभी विद्यार्थियों को कार्ड पर बने चित्र का नाम बोलने के लिए प्रोत्साहित करें।

Free Play/ Indoor/ Art and Craft

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 to the students to do a 'show and tell' of their favourite toys/objects.

Note- Let half of the students do the 'show and tell' today and other half can do it the next day.

Lunch Break

Mathematics

Revision of shapes:

- Revise shapes circle, rectangle and triangle using pictures or concrete objects.
- Let the students name the objects and tell the properties of each shape.

Comparing Shapes- 'What is Different' + Worksheet-132:

- Draw an 'What is Different' exercise on the board using the shapes.
- Call students randomly to come and cross the odd object/shape.
- After completing the exercise explain the worksheet to students.
- Provide a worksheet to students to complete.
- Help the students wherever required.
- After the worksheet, reinforce the concept using the worksheet.

Outdoor Games

Follow the path:

- Draw different paths with different colours on the ground.
- Divide the students into 4 groups based on 4 colors such as blue group, red group etc., and distribute the colour tickets (one ticket to each group).
- Instruct each group to walk on the path according to the colour of their tickets.
- Once everybody in the team gets a chance, exchange tickets with another group.

Language (English)

Vocabulary Development- Clothes Name (coat, cap, sweater, socks, quilt, gloves):

- Introduce the vocabulary using the conversation time's discussion.
- Introduce the English names of the vocabulary words.
- Show the cards to students to hold and see.
- Focus students' attention to the names written.
- Put the cards on the board and read with students.

Slate Work:

- Provide slates to the students and let them draw the vocabulary pictures on their slates.
- Tell the students to name the pictures when they have drawn them.

Note- Put the vocabulary words on the word wall for the students to refer.

Library Activity

Storytelling with movement:

- 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.

Class : KG
Month : January
Week : 1

Day 5

Theme: Winters

Material Required- Flashcards of clothes, सर्दी का चित्र (बातचीत के लिए) , objects for show and tell, pictures/concrete objects of circular, triangular and rectangular objects, Worksheet of comparing, ball, sentence strips- 8 sets.

Assembly Time

Circle Time

Structured Conversation- Clothes we wear in Winters:

- Keep pictures of clothes related to winter in a basket.
- Have the students sit in a circle.
- Pass the basket while you play dafli.
- As the music stops, the student who has the basket has to pick up a card, name the object and try to speak a sentence about it..
- Use pictures of a pair of socks, sweaters, pair of gloves, quilt, blanket, coat, muffler, etc. for the basket activity.

Rhyme 51- सर्दी आई सर्दी आई (using actions)

Rhyme 52- It's winter (using actions)

Language (Hindi)

शब्दकोष अभ्यास- कपड़ों के नाम- चित्र पर बातचीत

- विद्यार्थियों के साथ मिलकर, सभी शब्दों का अभ्यास कर लें ।
- विद्यार्थियों को मौका दें कि वे शब्दों के नाम पढ़ें।
- दिए गए चित्र जैसा चित्र चार्ट पर बना कर लगाएँ या बोर्ड पर बनाएँ ।
- विद्यार्थियों को मौका दें की वो चित्र को देखकर, उनके बारे में वाक्य बोल पाएं जैसे-
 - यह लड़की है । लड़की ने लाल रंग का स्वेटर पहना है
 - विद्यार्थियों ने अपने हाथों पर दस्ताने पहने हैं । आदि
- विद्यार्थियों द्वारा बोले गए वाक्यों को, किसी चार्ट पर लिख लें और बाद में दीवार पर चित्र के साथ लगा दें ।



Free Play/ Indoor/ Art and Craft

Show and tell-

- Let half of the students do the show and tell.
- Help students wherever required.

H.W.- Ask students to bring 2 A4 size pastel sheets from home to make letter cards of English.

Lunch Break

Mathematics

Revision of shapes:

- Revise shapes: circle, rectangle and triangle using pictures or concrete objects.
- Let the students name the objects and tell the properties of each shape.

Comparing shapes- Big/small + Worksheet- 133

- Revise the concept of big/small with students using concrete objects or pictures.
- Explain the worksheet to students that they have to colour the big objects with a particular colour and the small one with another colour.
- Provide the worksheet to students.
- After the worksheet, revise the concept 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- Clothes Name:

- Revise all the vocabulary words using the flashcards.
- Read the names with the students.

Activity- Find me:

- Before the activity, be ready with the slips of clothes name (according to the class strength).
- Explain the activity to the students-
Instructions to be given to students -
 - The clothes name flashcards have been put on the different walls of the class.
 - The students are going to work in groups and each group would be getting a set of clothes name.
 - The groups would try to identify the names written in each slip (can take a hint from the word wall).
 - Then, each student would take one slip, search the flash card from the walls and stand next to it.
- Provide the slips to students and do the activity.
- Help the students wherever required.
- After the activity, read and revise the names of clothes with the students.

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 : January
Week : 1

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 29) to students to complete.

Pic. Courtesy- www.pinterest.com



Class : KG
Month : January
Week : 2

Day 1

Theme: Winters

Material Required- कपड़ों के नाम की पर्चियां(विद्यार्थियों की संख्या अनुसार), slates, chalk, concrete objects or pictures of square, slips of clothes name, fingerprinting Worksheet, story cards.

Assembly Time

Circle Time

Free Conversation :

- Motivate students to speak about any favourite topic of theirs.
- Ask them about their weekend.
- Encourage them to speak.

Rhyme 53- सर्दी की ऋतू आई (using actions)

Rhyme 54- किट किट दांत बजाने वाली (using actions)

Language (Hindi)

शब्दकोष अभ्यास- कपड़ों के नाम :

- विद्यार्थियों के साथ मिलकर सभी कपड़ों के नामों का अभ्यास कर लें ।
- विद्यार्थियों को मौका दें की वे कपड़ों के नाम पढ़ें ।

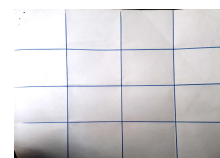
खेल- आओ मिलकर बनाएं :

- विद्यार्थियों को निर्देश दें की वे एक खेल खेलने वाले हैं जिसमें उन्हें कपड़ों के नामों के कार्ड दिए जाएंगे और उन्हें बारी बारी कार्ड उठाकर, उसका नाम पढ़कर उसका सही चित्र बनाना है
- कक्षा में विद्यार्थियों को छोटे छोटे समूहों में विभाजित करें ।
- हर समूह को कपड़ों के नाम का कार्ड और सलेटी दें ।
- हर विद्यार्थी को कार्ड पढ़कर, उसका नाम सलेटी पर लिख कर उनके सही चित्र बनाने को दें ।
- कक्षा में घूम- घूम कर यह सुनिश्चित करें की विद्यार्थी सही चित्र बना रहे हैं या नहीं ।
- जरूरत पड़ने पर विद्यार्थियों की मदद करें ।
- गतिविधि के बाद, सभी नामों का अभ्यास बोर्ड पर करें ।

Free Play/ Indoor/ Art and Craft

Finger-Printing + Worksheet-134 :

- Show the worksheet to students.
- Ask the English name of the picture.
- Demonstrate the worksheet to students.
- Provide a worksheet and water colour to the students.
- Let the students do the finger-printing on the given clothes.



Note- Make grids on the sheets which students have brought. Sample is attached.

Lunch Break

Mathematics

Introduction of Shape- Square :

Story

One-day Mohini was sitting with her grandmother. Her grandmother drew a Square and asked Mohini, "Can you draw a Square?"

Mohini drew a square. Then, her grandmother drew a window using her Square and Mohini did the same. Now, grandma said "Let's draw a wall clock."

Both of them then drew a square and turned it into wall clock. It surely looked like a wall clock. The grandmother then asked Mohini, "Can you draw some more things using a Square?" So, Mohini drew a table, a window, a box, a slice of bread, a dice, a photo frame using squares.

- After narrating the story to students, draw a square and other objects which came in the story on the board and ask students to observe the pictures carefully.
- Now let students derive the properties of a square, that it has four equal sides and four corners.
- Ask them to observe around the class carefully and name the things which are square in shape.
- Also, ask them if they have seen square shaped objects at their home.

H.W.- Explore things around you on your way back home or at home and look for square shaped objects.

Outdoor Games

PT Drill M:

- Do simple PT exercises with students.
- Let the students follow you.
- Help the students follow the steps.

Language (English)**Vocabulary Revision- Clothes Name :**

- Revise all the vocabulary words with the students.
- Focus students' attention on the names.

Train Game :

- Call six students and give them flashcards of clothes (with only names.)
- Give clothes' slips (both the picture and its name) to the rest of the students.
- Call the 6 students with flashcards and instruct them to be an engine.
- Ask the rest of the students to see their slips and join the respective train. For e.g., if a student has the slip of cap, he/she has to stand in 'cap' train and if a student has a glove slip, he/she has to stand in 'glove' train etc.
- After the students take the correct train, let them take a round of the ground under the teacher's supervision/
- When the students are giving back the slips, they talk about their pictures using the sentence structure-
 - I have a _____.

Library Activity**Storytelling using cards :**

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

Post Activity :

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

Closure and Bye

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

Class : KG
Month : January
Week : 2

Day 2

Theme: Winters

Material Required- /य/ कार्ड्स, slates, chalk, A4 Pastel sheets, Worksheet of square, cards of clothes name, recorded story, colours.

Assembly Time

Circle Time

Structured Conversation- Food that we eat in Winters :

- After revising the previous day's conversation, probe the students about the kinds of food and vegetables we eat during the winter, and ask:
 - हमें सर्दियों में कैसा खाना खाना अच्छा लगता है?
 - हमें कौन कौन सी चीजें खाने को मिलती हैं?
 - आपको आजकल क्या -क्या खाने को मिलता है?
- Let the students talk about different food items like- मेथी के परांठे, मूली के परांठे, गाजर का हलवा, मूंगफली, रेबड़ी, गज्जक etc., and fruits and vegetables which they see in this season only.
- Use the flashcards to reinforce the vocabulary words.
- At the end, summarise by discussing that this food gives us energy and keeps us warm.

Rhyme 53- सर्दी की ऋतू आई (using actions)

Rhyme 54- किट किट दांत बजाने वाली (using actions)

Language (Hindi)

अक्षर-ध्वनि परिचय- /य/ :

- विद्यार्थियों को कहानी सुनाएं।

कहानी- मनाली की यात्रा

सर्दियों की छुट्टियों में दो दोस्त **यश** और **युवराज** ने सोचा की वो घूमने के लिए मनाली जायेंगे। वह बर्फ-बारी देखना चाहते थे और बर्फ में खेलना चाहते थे। एक जानवर **याक** जो वहाँ मिलता है उसकी सवारी करना चाहते थे।

उन्होंने अपनी **यात्रा** की **योजना** बनायी। यहाँ तो इतनी ठण्ड नहीं होती है जितनी वहाँ होती है इसलिए उन्होंने मोटे-मोटे गरम कपड़े रखे। फिर उन्होंने सोचा की वे कौन से **यातायात** के साधन से वहाँ जायेंगे, बस या कार। उन्हें याद आया कि मनाली में होटल की बुकिंग अभी तक नहीं की है। उन्होंने फटाफट अपना फ़ोन उठाया और होटल की बुकिंग कर दी। अब दोनों यश और युवराज मनाली जाने की लिए तैयार थे।

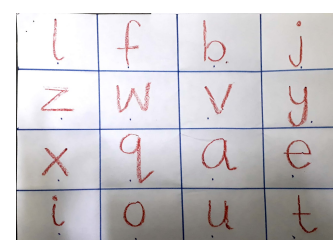
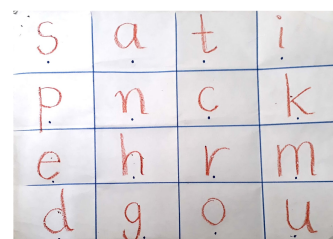
- सर्दियों की छुट्टियों में मनाली जाने के बारे में किसने सोचा?
- वहाँ वो किस जानवर को देखना चाहते थे?
- उन्होंने किसकी योजना बनाई?
- कहाँ कम ठण्ड होती है?
- फिर उन्होंने किसके बारे में सोचा?
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें।
- विद्यार्थियों को फ्लैशकार्ड 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

Making Letter- Cards :

- Give the sheets to students in which you have made grids.
- Show a sample to students on the board.
- Demonstrate to the students that they have to write one letter in each grid.
- Put both the sheets on the boards and let students copy.
- Help the students wherever required.



Note- Keep the sets of letter cards of students safe with you for future use. You can also cut these grids and make letter cards set for activities. You can make the similar cards for Hindi vyanjans.

Lunch Break

Mathematics

Revision of square + Worksheet-135 :

- Using the previous day's story, revise the shape in the class.
- Ask the students if they have done their homework. If so, ask them to share the square-shaped things that they have noticed around them.
- Take students' responses and draw them on the board.
- Now, explain the worksheet to students to complete.

Outdoor Games

Kokla Chappaki :

- Have all the students except one, 'the Tapper', sit cross legged in a circle.
- The 'Tapper' takes a handkerchief and walk around the circle.
- He/she then drops the handkerchief randomly behind one of the players and says 'mor'.
- The 'mor' then picks up the hanky and runs after the 'Tapper', who tries to occupy the space vacated by 'mor'.
- If the 'mor' is unable to catch the 'Tapper' before he/she occupies the vacated spot, then the 'mor' becomes the 'Tapper' and the game starts again.

Language (English)

Vocabulary Revision- Clothes Name :

- Read and revise the vocabulary words using flashcards/board.
- Provide cards to students to hold and see.
- Divide students in small groups and provide them card to read.
- Teacher to help students wherever required.
- After reading in the groups, revise the names with students using the word wall.

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, talk about students' 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 : January
Week : 2

Day 3

Theme: Winters

Material Required- Pictures of homeless people, worksheet of /य/, slates, chalk, winter vocabulary cards for race, notebooks/drawing files

Assembly Time

Circle Time

Structured Conversation- My favourite winter food :

- Revise the previous day's conversation about food.
- Ask students - what is your favourite winter food and why?
- Divide the students in small groups and let them discuss their favourite winter food with their reasons.
- After the discussion, ask each group to share a few responses with the whole class.

Rhyme 53- सर्दी की ऋतू आई (using actions)

Rhyme 54- किट किट दांत बजाने वाली (using actions)

Language (Hindi)

अक्षर-ध्वनि अभ्यास- /य/ + Worksheet- 136 :

- 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 अक्षर की आवाज़ आ रही हो ।
- विद्यार्थियों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें ।
- शब्दों के नाम लिख लें और विद्यार्थियों को, अक्षर को शब्द के बीच में और आखिरी में देखने का मौका दें ।
- वर्कशीट विद्यार्थियों को समझाएं और रंग करने के लिए दें ।
- विद्यार्थियों का ध्यान चित्रों के नीचे 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 ।

शब्दकोष अभ्यास- कपड़ों के नाम :

- दीवार पर लगे शब्दों की सहायता से कपड़ों के नाम का अभ्यास कर लें ।
- बोर्ड पर कपड़ों के नाम लिख कर उनके नामों का एक बार और अभ्यास कर लें ।
- विद्यार्थियों को मौका दें कि वे कपड़ों के नाम को अर्थ-पूर्ण वाक्यों में प्रयोग कर पाएँ जैसे-

- टोपी लाल रंग की है ।
- हम सर्दियों में स्वेटर पहनते है। आदि

Free Play/ Indoor/ Art and Craft

Shape Game- Find Your shape :

- Draw a shape on one hand of the students, such as square, triangle or circle.
- Draw big shapes on the floor, such as square, triangle and circle.
- Instruct the students that when you start clapping they should walk around the shapes on the floor.
- When you stop clapping, they have to run to the shape similar to the one drawn on their hand. For e.g., students having a square on their hand will stand in the big square and so on.

Lunch Break

Mathematics

More/Less using shapes :

- Revise all the four shapes with the students.
- Let the students discuss the properties of all the shapes.
- Revise the concept of more or less using the shapes.
- Draw a few shapes and call students randomly to compare which shape is more in number and which is less.

Pair Activity :

- Provide slates to the students and make them sit in pairs.
- Instruct them to draw any shape a multiple number of times on their slates.
- After drawing it on their slates, let the students compare it with their partners and discuss who has more/less number of shapes.
- Let the students do the activity four to five times.

Note- The instructions of the teacher should be clear and given before distributing the material to students. Do the demonstration of the activity before starting.

Outdoor Games

Winter Race :

- Make the race tracks according to your class strength.
- Keep one winter related vocabulary card in the centre of each track.
- The students have to pick up the card and complete the race.
- Continue the activity, till all the students get their turn.

Language (English)

Vocabulary Revision- Clothes Name :

- Revise all the vocabulary words with students.
- Randomly write the names on the board and let students read them.
- Rub the board and write the vocabulary words again in a different order.
- Provide drawing files to students and ask them to write any three vocabulary words from the board.
- Tell the students to read the words written in their drawing file and draw a picture of those words.
- At the end, revise all the vocabulary words with students.

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 some students to share their endings with the whole class.

Closure and Bye

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

Class : KG
Month : January
Week : 2

Day 4

Theme: Winters

Material Required- Pictures of stray animals, Worksheet of clothes in Hindi, 16- blank strips, concrete objects of different shapes in 3 - 4 sizes, slates/drawing files

Assembly Time

Circle Time

Structured Conversation- Helping homeless people- Courage :

- Show the pictures to students and ask-
 - क्या आप इन्हे जानते हैं?
 - आपने अपने आस पास इन्हे कभी देखा है?
 - ये सड़क पर क्यों रहते होंगे?
 - इनको सड़क पर रहने में कैसा लगता होगा?
 - सर्दी में सड़क पर रहने में कौन सी दिक्कत आती होंगी ?
 - आप इनकी मदद कैसे कर सकते हो?
- Summarise the discussion by telling students that in winters, it is very difficult for the people to survive so we can help these homeless people by giving them some clothes and food.

Rhyme 53- सर्दी की ऋतू आई (using actions)

Rhyme 54- किट किट दाँत बजाने वाली (using actions)

Language (Hindi)

शब्दकोष अभ्यास- कपड़ों के नाम + Worksheet- 137 :

- विद्यार्थियों के साथ मिलकर सभी नामों का अभ्यास कर लें ।
- विद्यार्थियों को मौका दें कि वे कपड़ों के नाम पढ़ पाएँ ।
- नामों का अभ्यास करने के बाद, विद्यार्थियों को वर्कशीट समझाएं कि उन्हें चित्र को देख कर सही नाम से मिलान करना है।
- वर्कशीट खत्म करने के बाद विद्यार्थियों को मौका दें की वह सभी शब्दों को पढ़ें ।
- एक बार अंत में सभी शब्द विद्यार्थियों के साथ मिलकर पढ़ें ।

Free Play/ Indoor/ Art and Craft

Free Drawing :

- Provide slates/ drawing files to students.
- Tell the students to draw anything of their choice.
- Motivate the students to draw a complete scene.
- Tell the students to label their pictures using the initial sounds/ invented spellings.

Lunch Break

Mathematics

Shapes- Seriation- Double Seriation :

- Revise all the shapes with students.
- Ask students to name objects of different shapes.
- Now draw a shape on the board in four different sizes.
- Take students' help to arrange the shapes in a series according to their size.
- Now do the same with other shapes and call students to arrange the shapes in a series according to their sizes.

Activity :

- Divide the students into small groups and give each group 2 strips to draw different objects/shapes in three different sizes.
- Now collect all the strips and distribute 2 strips to each group in random order.
- Now explain to the students that they have to match one strip's object with other strip's object on the basis of their size like small fish with small bubble, medium fish with medium bubble and big fish with a big bubble.
- Now tell the students to put the numbers on the strips according to their sizes.
- After the activity, discuss the strategies students were using while doing the activity.

Outdoor Games

Game- 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 three/four letter words :

- Write some letters on the boards and tell a three letter word.
- Ask the students to identify the sounds required to make that particular word.
- Now, provide students with the letter-cards sets.
- Give some time to students to arrange the cards.
- Start with the letter sound revision, tell a sound and let students pick up that letter-sound.
- Now, tell three letter words and let the students make those words.
- After making each word, write the same words on the board for students to see.
- Do it with as many as words the students are able to make.

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.

Class : KG
Month : January
Week : 2

Day 5

Theme: Winters

Material Required- Notebooks /drawing files, clay, rangometry/blocks/beads for pattern, story books, letter cards sets, worksheet of clothes name.

Assembly Time

Circle Time

Structured Conversation - Helping Animals- Courage :

- Show the pictures to students and ask -
 - आप अपने आस पास कौन से जानवर देखते हो?
 - उनको सर्दी के मौसम में बाहर कैसा लगता होगा ?
 - क्या हम किसी तरह से इनकी मदद कर सकते हैं?कैसे?
- Let the students share their responses and then summarise the discussion by suggesting ways to help the animals. For eg., by giving them food, woollen clothes to keep them warm etc.

Rhyme 53- सर्दी की ऋतू आई (using actions)

Rhyme 54- किट किट दाँत बजाने वाली (using actions)

Language (Hindi)

2/3/4 अक्षर के शब्द :

- विद्यार्थियों के साथ मिलकर, 2/3/4 अक्षर के शब्दों का अभ्यास करें ।
- बोर्ड पर चित्र बनाएँ और विद्यार्थियों को मौका दें कि वे शब्दों के नाम में आने वाली अलग अलग आवाज़ें बताएं।
- एक या दो शब्द को लिख के बताएं और लिखने के लिए -'यह ____ है ।' वाक्य का प्रयोग करें।
- बाकि कुछ चित्रों के नाम लिखने के लिए विद्यार्थियों को बुलाएं ।
- 3 या 4 शब्दों को करने के पश्चात, बोर्ड पर फिर से कुछ (5 -6)चित्र बना दें ।
- विद्यार्थियों को ड्राइंग फाइल में चित्र बना कर उनका नाम वाक्य के साथ खुद लिखने को कहें ।
- विद्यार्थियों की सहायता के लिए -' यह ____ है ।' बोर्ड पर लिख दें ।
- कक्षा के अंत में सभी चित्रों के सामने वाक्य लिख लें और विद्यार्थियों के साथ पढ़ें ।

Free Play/ Indoor/ Art and Craft

Free Play- Clay :

- Let the students enjoy playing with play dough.
- Let them make whatever they want.
- When the students are making things, observe them and talk to them about what they are making.
- Let the students share their creation with their immediate partners.

Lunch Break

Mathematics

Patterns using shapes :

- Show a pattern to students or draw it on the board for students to observe and identify it.
- Now, draw a few patterns using concrete material like- classroom objects etc., and call students to extend the pattern.

Group Activity :

- Provide material to students like- rangometry, blocks, beads etc., to create a pattern of their own.
- Motivate the students to use different shapes to create patterns.
- Let the students discuss in their groups and create different types of patterns.
- After the activity, let students present their patterns to the rest of the class.
- Talk about each pattern in detail.

Outdoor Games

Game-Freeze and water :

- Instruct the students that the student who will be the seeker is “winter” and the rest of them will be “summer”.
- If winter catches any student and says “freeze”, that student will freeze at his or her place until any other student comes and touches him/her and says water. Once somebody touches him/her and says water, that student can run again.
- Keep changing the (winter) student.

Language (English)

Vocabulary Revision- Clothes Name + Worksheet- 138

- Read and revise all the vocabulary words with students.
- Let students read the names.
- Explain the worksheet to students that they have to choose the correct word match it with the pictures.
- Provide a worksheet to the students to complete.
- Help students if required.
- After the worksheet, reinforce the vocabulary words.

Library Activity

Read Aloud :

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

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 the way of holding it.
- Let students flip through the pages of the books and interpret the pictures. Encourage them to share it with their partners.
- Provide only those books, stories from which you have already narrated.

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 : January
Week : 2

Day 6

Reflections



Pic. Courtesy- you.38degrees.org.uk



Pic. Courtesy- www.cphpost.dk



Pic. Courtesy-www.scroll.in



Pic. Courtesy-www.chawrangi.pk



Pic. Courtesy-www.pinterest.com



Pic. Courtesy- www.pixabay.com

February

**Real learning comes about when the competitive spirit has ceased.”
- Jiddu Krishnamurthi**

Weekly Learning Outcomes - February (KG)				
		Feb - Week 1	Week 2	Week 3
Domain	The student will be able to:	Activity:		
Personal, Social and Emotional Development	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 of their choice During structured conversation on things they see in their surroundings: plants and trees, importance of plants and trees	During free conversation on any topic of their choice During structured conversation on the importance of water, usage of water, sources of water and conservation of water	During free conversation on any topic of their choice During structured conversation on air around us, usage of air, importance of air, air pollution, reducing air pollution
	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 sensitivity towards plants and trees Rhymes with actions: Im a big tree, ek budiya ne boya dana	Rhymes with action: Water water every where, pyaas lage to piyo paani, ek kaula pyaasa tha	Rhymes with actions: This is air, Ibnbatuta pehan ke joota, Hawa chali bhai hawa chali
	Uses all senses to observe and explore the environment			
	<ul style="list-style-type: none"> Remembers and recalls 4-5 objects seen at a time Uses senses to explore the world around 	While playing "Chinese Whisper"	While playing "Chinese Whisper" and "Sensory Scavenger Hunt"	While playing and "Sensory Scavenger Hunt"
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 	While playing "Follow the Path", "Walking to the Beat", "Circuit Training"	Body coordination during "Water Glass balancing" activity and long jump	During flying "Wind Socks" During Blowing objects and Blow painting While playing "Move like this"
	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 cutting newspaper pieces While drawing a garden scene During activity on "Autograph of a Tree" While creating a collage on leaf and flower	During color mixing activity	While making "Wind Socks" While listening and drawing During cutting newspaper pieces
Creative and Aesthetic Development	Demonstrate awareness of and appreciates beauty in the environment			
	<ul style="list-style-type: none"> Loves to go for nature walk Likes to draw objects from nature 	During Nature walk		
	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 	While creating a collage on leaf and flower		During Free Play
	Explore and participate in art, music, dance and creative movements			
	<ul style="list-style-type: none"> Experiences the joy of free play by tinkering with apparatus and clay Participates in imaginative play and role plays 	During role play on a story being narrated in past	During role play on a story being narrated in past	
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 interviewing the character, puppets, story cards, music & movement and using recorded stories	Stories being narrated by the teacher using interviewing the character, puppets, story cards, music & movement and using recorded stories	Stories being narrated by the teacher using pair reading, picture books, puppets, story cards, music & movement and using recorded stories
	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: Im a big tree, ek budiya ne boya dana	Rhymes with actions: Water water every where, pyaas lage to piyo paani, ek kaua pyaasa tha	Rhymes with actions: This is air, Ibnbatuta pehan ke joota, Hawa chali bhai hawa chali
	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 revision in English and Hindi	Sight words introduced during letter sound revision in English and Hindi	Sight words introduced during letter sound revision 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 the letter sound of all the vyanjans and alphabets done so far	While revising the letter sound of all the vyanjans and alphabets done so far	While revising the letter sound of all the vyanjans and alphabets done so far
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 revising the letter sound of all the vyanjans and alphabets done so far	While revising the letter sound of all the vyanjans and alphabets done so far	While revising the letter sound of all the vyanjans and alphabets done so far
Participate in picture reading			
<ul style="list-style-type: none"> •Is able to predict the story by reading the pictures 	During picture reading on our surroundings	During picture reading on our surroundings	
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 	During revision of vocabulary related to all the vyanjans and alphabets done so far	During revision of vocabulary related to all the vyanjans and alphabets done so far	During revision of vocabulary related to all the vyanjans and alphabets done so far
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 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 While blending and segmenting three sounds in english orally	While blending two - three vyanjans to make words in Hindi orally While blending and segmenting three sounds in english orally
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 	During activities related to the concept of up-down, in-out, on-under	During activities related to the concept of on-under, near-far	
Cognitive Development	Recognize numerals up to 15			
	•Is able to recognize numerals from 1 to 15			Revision of numerals 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 - 15

Class : KG

Month : February

Week : 1

Day 1

Theme: Our Surroundings

Material Required- /भ/, /ध/, /ह/, /छ/, /झ/ और /थ/ के कार्ड, scissors(according to class strength), letter cards names of /b/,/j/,/z/,/w/, dafli.

Assembly Time

Circle Time

Free Conversation :

- Motivate the students to speak about any favourite topic of theirs.
- Ask them about their weekend. Give them conversation starters to encourage them to speak.

Structured Conversation- Plant and Trees :

- Take the students out and tell them to observe things around them. Encourage them to talk about them.
- Focus students' attention to plants and trees.
- Let them observe their size, colour, height, leaves etc., carefully.
- Take the students back in class and ask them to share their observations.
- Note down their observations related to the size, colours, leaves etc., on the board.

Rhyme 55- I am a big tree (using actions)

Rhyme 56- एक बुढ़िया ने बोया दाना (using actions)

Language (Hindi)

अक्षर अभ्यास - /भ/, /ध/, /ह/, /छ/, /झ/ और /थ/ :

- विद्यार्थियों के साथ मिलकर सभी अक्षरों और उस से जुड़े शब्दों का अभ्यास कर लें ।

खेल- अक्षरों की खोज :

- अक्षर के कार्ड तथा उस से जुड़े शब्दों के कार्ड, शिक्षिका विद्यार्थियों को बांटेगी ।
- शिक्षिका सभी विद्यार्थियों को निर्देश देगी कि वे अपने कार्ड को ध्यान से देख लें और जैसे ही शिक्षिका किसी अक्षर का नाम लेगी तो जिन विद्यार्थियों के उस अक्षर का कार्ड या उस से जुड़े शब्दों का कार्ड है वो भाग कर आगे आ जायेंगे ।
- यह खेल तब तक चलेगा, जब तक सभी विद्यार्थियों की बारी न आ जाए ।
- खेल के अंत में सभी कार्ड का प्रयोग कर शिक्षिका अक्षरों का अभ्यास करवाएगी ।

Free Play/ Indoor/ Art and Craft

Cutting :

- Provide newspaper pieces and scissors to students for cutting.
- Demonstrate to the students how to hold the scissors and then demonstrate how to cut with it.
- Let the students do the freehand cutting.
- After some practise, let them do the straight line cutting.
- Help them wherever required.

Lunch Break

Mathematics

Introduction of Up/Down- :

*Once a rabbit was playing with a ball in the jungle. He was playing alone. He was bouncing the ball **up** and it was coming back **down**. He was doing it repeatedly. But, as he was doing it alone, he was not enjoying it. He wanted someone to see how up, up, **up** the ball is going. All of a sudden, he heard a chatter. He looked **up** and on the branch of a tree there was a monkey. The monkey came **down** and started seeing the ball going **up** and coming **down**. The monkey was enjoying it so much that along with the ball his head was going **up** and **down**. The rabbit stopped playing with the ball and passed it to the monkey. Then, the monkey started throwing the ball **up** in the sky. They both became friends . They went inside the jungle to find out things which are **up** and **down**. Can you help them to find out what they see up and down.*

- Ask the students to share what are the things which they see up on the wall/roof/sky and what can they see, down on the ground.
- Give some time to the students to think and answer.
- Write the term 'up' on the top of the board and 'down' on the bottom of the board and draw the responses accordingly.

Note- Put the words /up/ and /down/ on the word wall.

Outdoor Games

Chinese Whisper :

- It is a game in which players form a line, and the first player comes up with a message and whispers it in the ear of the second person of the line.
- The second player repeats the message to the third player, and so on.

- When the last player is reached, he/she will announce the message he/she has heard to the entire group.
- The first person then compares the original message with the final version.

Language (English)

Revision of letter-sound- /B,b/, /J, j/, /Z,z/, /W,w/ :

- With the help of flashcards, revise the letter, its sounds and related vocabulary with students.
- Provide opportunities for students to revise the sound and share the vocabulary words.

Music letter Game :

- Write the names of the letters on the cards and keep the cards in a circle.
- Have students stand around that circle.
- Ask the students to move around the letters as they hear the daflī. And, when the daflī stops, ask them to freeze.
- Then, the teacher calls out a child's name and he/she picks up the letter near his/her toe, say its sound and something that begins with that sound.
- The rest of the students share other words related to that sound.
- Do a demonstration before doing the activity with the students.
- At the end, revise all the letters and their sounds.

Library Activity

Interviewing the character :

- Let students sit in pairs for the activity.
- Ask the students to choose one of their favourite characters from any story/cartoon show.
- In pairs, each student would ask questions to know more about the other student's favourite character.
- Help the students wherever required.

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 : February

Week : 1

Day 2

Theme: Our Surroundings

Material Required- Pictures of plant & tree, Worksheet- अक्षर, drawing files, crayons, Worksheet- up/down, cards of letter-sound-/b/,/j/,/z/ & /w/

Assembly Time

Circle Time

Structured Conversation- Plants and trees :

- Take the students out to the ground and ask them to see the trees and plants again.
- Let the students look at the plants and trees around for 5 minutes.
- Let them touch and feel trees and plants and encourage them to closely observe their parts.
- Bring them into the class, and ask them to share their observations.
- Put pictures of plants and trees on the board.
- Let students talk about and then label them.
- Provide opportunities for students to talk about the use of each part.
- Summarise the discussion by talking about each part.

Note- Put the chart of a plant and a tree on the wall.

Rhyme 55- I am a big tree (using actions)

Rhyme 56- एक बुढ़िया ने बोया दाना (using actions)

Language (Hindi)

अक्षर अभ्यास - /भ/, /ध/, /ह/, /छ/, /झ/ और /थ/ + Worksheet-139 :

- विद्यार्थियों के साथ मिलकर सभी अक्षरों और उस से जुड़े शब्दों का अभ्यास कर लें ।
- विद्यार्थियों को मौका दें, अक्षरों की आवाज़ और उस से जुड़े शब्दों का अभ्यास कर लें ।
- अभ्यास के बाद शिक्षिका विद्यार्थियों को वर्कशीट समझाएगी की विद्यार्थियों को सभी अक्षरों को उनके सही चित्रों से मिलान करना है तथा उस अक्षर से जुड़ा एक चित्र और बनाना है ।
- कक्षा के अंत में शिक्षिका सभी अक्षरों का अभ्यास वर्कशीट की सहायता से करवाएगी ।

Free Play/ Indoor/ Art and Craft

Drawing- Garden Scene :

- Talk to the students about a garden nearby or just any garden.
- Ask them what all they get to see in a garden.
- Let them share their responses.
- Draw a garden on the board for students to see and get an idea.
- Give them time to observe it.
- Erase the board and distribute the drawing files.
- Instruct the students to make a garden scene on their files.
- Ask them to label their pictures by writing the initial sounds.

Lunch Break

Mathematics

Recap Up/Down +Worksheet-140 :

- Have the students do some physical activities such as:
 - Stand up and sit down
 - Hands up, hands down
 - Look up, look down
 - Head up, head down
- Draw a picture on the board and ask the students to identify the objects which are up/down.
- Use the sign of 'up' (↑) and 'down' (↓) to label the pictures.
- Take the students' help to put the sign.
- Explain and demonstrate the worksheet to students and colour things which are 'up' with red colour and things which are down with 'green colour'.
- At the end, use the worksheet to reinforce the concept of 'up' and 'down'.

Outdoor Games

Follow the Path :

- Draw different paths with different colours on the ground.
- Divide the students into 4 groups based on 4 colors such as blue group, red group etc., and distribute the colour tickets (one ticket to each group).
- Instruct each group to walk on the path according to the colour of their tickets.
- Once everybody in the team gets the chance, exchange tickets with another group.

Language (English):

Revision of letter-sound- /B,b/, /J, j/, /Z,z/, /W,w/ :

- With the help of flashcards, revise the letter, its sounds and related vocabulary with students.
- Provide opportunities for students to revise the sound and share the vocabulary words.

Group Work- Drawing file work :

- Explain the activity to students that each group would get the letter cards and they have to write the letters on their drawing file and will have to draw two vocabulary words with the same sound.
- Provide cards to each group and let them draw the vocabulary words.
- Help the students wherever required.
- After the activity, revise all the letters and their sounds.

Library Activity

Role Play :

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

Week : 1

Day 3

Theme: Our Surroundings

Material Required- Pictures of plant & tree, slates, chalk, papers, crayons, concrete material for in/out, dafla, word cards(according to class strength), music for storytelling.

Assembly Time

Circle Time

Structured Conversation- Importance of Trees/ Plants :

- Using the pictures of parts of a plant and a tree, discuss the importance of plants and trees-
 - पेड़ और पौधे हमारे किस काम आते हैं?’
 - पेड़ और पौधों से हमें क्या-क्या मिलता है?
 - पेड़/ पौधों से मिलने वाली चीजों से क्या-क्या बनता है ?
- Let the students sit in small groups and talk about the importance of plants and trees.
- At the end, summarise the discussion by telling the uses and importance of trees in our daily lives. For eg- They provide us with food, medicine, wood, paper, clothes etc.

Rhyme 55- I am a big tree (using actions)

Rhyme 56- एक बुढ़िया ने बोया दाना (using actions)

Language (Hindi)

अक्षर अभ्यास - /ठ/, /ड/, /व/, /ढ/, /श/ और /य/ :

- विद्यार्थियों के साथ मिलकर सभी अक्षरों और उस से जुड़े शब्दों का अभ्यास कर लें ।
- विद्यार्थियों को वे अक्षरों से जुड़े और शब्दों के नाम बताएं ।

खेल - तुम और मैं :

- विद्यार्थियों को दो टीम में बांटें ।
- बोर्ड को तीन भागों में बांटें और दोनों टीम का नाम दूसरे और तीसरे डिब्बे में लिखें दें ।
- हर विद्यार्थी को स्लेट दें ।

- शिक्षिका बोर्ड पर एक अक्षर का नाम लिखेगी या चित्र बनाएगी और टीम में से विद्यार्थी बारी बारी आकर उस से जुड़े चित्र बनाएंगे या उस के शुरू में आने वाले अक्षर का नाम लिखेंगे तथा बाकि सभी विद्यार्थी अपनी स्लेट पर अक्षर से जुड़े चित्र बनाएंगे ।
- हर टीम को क्रम से बारी मिलेगी ।
- इस खेल को तब तक खेलें जब तक की सभी अक्षरों का अभ्यास न हो जाये ।

Free Play/ Indoor/ Art and Craft

Activity- Autograph of a Tree:

- Take the students out to the ground with plain papers and crayons with them.
- Tell them to select a tree, put plain paper against the trunk of the tree and rub the crayon on it.
- Observe their own paper and that of their friends'.
- Encourage them to observe the impression of the bark of the tree on the paper.

Note- Ask students to bring fallen leaves and flowers for the next day's activity.

Lunch Break

Mathematics

Introduction of In/out :

*Arnika and Mihika went to a pond with their family. They thought of boating in the pond as they had heard that many beautiful ducks live in that pond. Both of them were very excited. But, as they reached the pond, they saw the ducks were going **out** of the pond. They were surprised to see the ducks **outside** the pond. Then, they took a boat ride. The boats were kept **out** of the water. The boat man took the boat **in** the pond and all of them sat in the boat. They took two rounds of the pond. While taking the boat ride, they saw some fish and tortoises **in** the water. The fish were colourful. As soon as they got down from the boat, they saw that the ducks were going **in** the water. They were happy to see the ducks swimming in the water. They thought, if they were ducks, they would also be able to go **in** and **out** of the pond whenever they wanted.*

- While narrating the context, draw pictures on the board for the students to refer.
- Now ask-
 - Where were the ducks before?

- Where was the boat?
- Where did the boatman take the boat?
- Where were the fish and tortoise?
- Where were the ducks going at last?
- Now let the students answer and bring their attention to the term 'in' and 'out'.
- Bring a box having different objects in it and ask the students, "Can you guess what's inside it?"
- Take out an object for e.g., a ball and tell, "the ball is out of the box" now put it back and say "now it's back in the box." Do the same with other objects too.
- Ask the students, what do they have in their bags? **Instruct** - Take your lunch box out / keep the lunch box in, take your colours out/put your colours in.
- Repeat the same with other things in the bag as well. Say, "I am in the class" walk out and say, "I am out of the class".
- At the end revise the concept using the objects.

Note- Put the in and out cards on the word wall for the students to refer.

Outdoor Games

Walk to the Beat :

- Start the game by asking the students to clap fast, slow and very slow along with you.
- Clap slowly and then suddenly increase your pace.
- Tell the students to follow the beat and, walk in the class as per the beat of the dalfi or clap (you can clap or play the dafli).
- The students have to walk slowly if the beat is slow and if the beat is fast, the students have to walk fast.
- Give variations as per your choice (jump, clap, run, shaking/moving hands, stomping feet, etc.)

Language (English)

Revision of three/four letter words- Word matching :

- Make two sets of each word cards (hut, bat, cot, top, jug, cup, ant, box, dog, fan, leg, lips, jump, hand etc).
- Provide one card to each child.
- Instruct the students to read their word cards and find their partner (the one who has the same word card).
- Once everybody matches, change their cards and repeat the activity.
- At the end, read all the words.

Library Activity

Storytelling with Movements :

- Narrate a story using rhythm and actions.
- 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.

Class : KG

Month : February

Week : 1

Day 4

Theme: Our Surroundings

Material Required- Worksheet-अक्षर, dried leaves & flowers, sheets/chart paper, Worksheet- in/out, letter cards- b/j/z/w/o/x/q/and /y/, puppets.

Assembly Time

Circle Time

Structured Conversation- Importance of Trees :

- Revise the previous day's conversation and ask the students to think-
- How are the trees/plants helping us/others ?
- Engage the students in detailed conversation about the importance of trees. Also, talk about the things they give us like fresh air, provide shelter to birds/animals, protect us from rain and sunlight etc.
- After discussing the importance of trees, ask students what do the plants/trees need?
- Let students think and come up with responses like- air, sunlight, water and soil.
- Use a talking object to ensure the participation of all.

Language (Hindi)

अक्षर अभ्यास - /ठ/, /ड/, /व्/, /ढ/, /श/ और /य/ + Worksheet- 141 :

- विद्यार्थियों के साथ मिलकर सभी अक्षरों और उस से जुड़े शब्दों का अभ्यास कर लें ।
- विद्यार्थियों को उस अक्षरों से जुड़े और शब्दों के नाम बताएं ।
- विद्यार्थियों को वर्कशीट समझाएं की उन्हें चित्र देख कर, उस के नाम की पहली आवाज़ पहचानकर सही अक्षर पर गोला लगाकर, रंग करें ।

Free Play/ Indoor/ Art and Craft

Leaf and Flower Collage :

- Make the students sit in small groups.

- Let the students put their dried leaves and dried flowers collection together in their groups.
- With the collection of different types of leaves and flowers, let them create a collage on a sheet/ chart paper.

Lunch Break

Mathematics

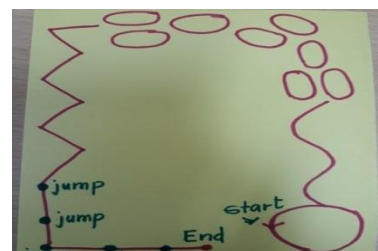
Revision of In/Out + Worksheet-142 :

- Draw a scene on the board in which some objects are in/out.
- Ask the students to observe the pictures carefully.
- Call them randomly to come and circle/cross the in/out objects.
- Bring a box having different objects in it and ask the students, “Do you know what’s inside it?”
- Take out an object for e.g., a pen and tell, “The pen is out of the box” now put it back and say “Now it’s back in the box.”
- Keep a few objects on the table and a few in the box and call students randomly to put the objects in the box or out of the box.
- Provide opportunities for students to experience the concept of in and out.
- Explain and demonstrate the worksheet to students.
- Provide them a worksheet to complete.
- After the worksheet, revise the concept.

Outdoor Games

Circuit Training :

- Draw a similar path on the floor (as shown in the picture).
- Demonstrate by doing the activity for students.
- Have them perform this activity one by one.



Note- The teacher can make more than one path according to her class strength.

Language (English)

Revision of letter-sound-/B,b/, /J,j/, /Z,z/, /W,w/, / O,o/ , /X,x/, /Q,q/ and /Y,y/ :

- Revise all the letters, their sounds and related vocabulary with students.
- Provide opportunities for the students to identify the letters and their sounds.

Game- Letter Tray :

- Revise the letters covered so far with students.
- Put all the letter cards on the floor.
- Give students slates and chalk.
- Call the students one by one and ask him/her to pick up a letter.
- The rest of the students would write the letter on their slates and draw one picture.
- Show the letter to all the students and they can correct themselves on their slates.
- The game continues until all the letters covered.

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 : February

Week : 1

Day 5

Theme: Our Surroundings

Material Required- Picture for circle time, व्यंजन कार्ड (समूह के अनुसार) , sheets, picture for picture reading, slates, chalk, Worksheet - letters, story cards.

Assembly Time

Circle Time

Structured Conversation- Sensitivity towards Plants/ Trees :

- Show the picture to students and ask-
 - What is happening in this picture?
 - What would happen if we cut all the trees?
 - What can we do to save the trees?
 - How can we take care of the trees/plants?
- Provide opportunities to the students to think about the adverse effects of cutting trees. And, how can all of us help in preserving nature.
- Summarise the discussion by telling the adverse effects of cutting trees on both humans and on animals. Also, talk about how can we generate awareness and take care of trees to protect them.

Rhyme 55- I am a big tree (using actions)

Rhyme 56- एक बुढ़िया ने बोया दाना (using actions)

Language (Hindi)

दो/तीन/चार अक्षर के शब्दों को पढ़ना :

- बोर्ड की सहायता से दो/तीन/चार अक्षरों के शब्दों का अभ्यास कर लें ।
- अभ्यास के बाद बोर्ड पर दस से बारह व्यंजन लिख लें और नीचे कुछ चित्र बना लें ।
- विद्यार्थियों से एक-एक कर चित्रों के नाम पूछें और उसको लिखने में इस्तेमाल होने वाली ध्वनियों को पूछकर उन्हें बोर्ड पर लिख लें ।
- एक दो बार स्वयं कर के दिखाएं और बाकि शब्दों को लिखने के लिए विद्यार्थियों को बारी बारी बुला लें।

समूह कार्य :

- कक्षा को 6 समूहों में बाँट दें ।

- प्रत्येक समूह को व्यंजन के कार्ड का सेट और एक कागज़ दें ।
- विद्यार्थियों को उन्हें खोलकर रखने को कहें और उन्हें स्वयं कार्ड प्रयोग कर के शब्द बनाने को कहें ।
- शब्द बनाने के बाद हर समूह अपने बनाये गए शब्दों को कागज़ पर लिखेगा ।
- उन्हें यह कार्य करने के लिए 10 मिनट दिए जायेंगे और उन्हें इतने समय में ज्यादा से ज्यादा शब्द बनाने हैं ।
- गतिविधि के बाद, सभी समूह को उनके शब्द पढ़ने का मौका दें और शिक्षिका उन शब्दों को बोर्ड पर लिखेगी।

Free Play/ Indoor/ Art and Craft

Picture Reading :

- Draw a similar picture on a chart paper/ board.
- Ask the students to observe the picture carefully.
- Now tell the students to share, what is happening in the picture.
- Take student's responses and write them on the board.
- Read and revise the sentences at the end.

Note- Write down the sentences on a chart paper and paste it on a word wall with the picture for students to refer.

Lunch Break

Mathematics

Introduction of On/Under :

A visit to the zoo :

*Aarav and Nisha, went to the zoo with their family. They were excited to visit the zoo. In the school, they had heard about various animals who live in the zoo. As soon as they reached, they took the bus which takes people around. They sat **in** the bus. When they reached near the lion's cage, they saw there were two lions. One was sitting **under** the shed and one was standing **on** the big rock and looking at the people. Then, they saw some deers, all of them were sleeping **under** the shade of trees as it was too hot. Then, they moved towards the bear cage. The bear was trying to climb **up** the tree. In the birds' cage, they saw some beautiful birds. All the birds were sitting **on** the branches and chirping. In the next cage, there were many monkeys **on** the trees. Aarav and Nisha wanted to feed something to the monkeys but their mum stopped them as there were clear instructions about not to feed any animal.*

*Now, all of them were tired. They sat **on** the benches which were placed **under** the sheds. Mummy took out the sandwiches from her bag. Papa kept the sandwiches **on** a plate and they ate it. Everyone enjoyed the day.*

- Ask questions and derive the concept of on and under from the context.
- Focus their attention to the terms.
- Use concrete material to like ball, button , chalk and use to reinforce the concept of on/ under.
- Let the students sit under their tables and have them stand on their benches (under your supervision) or on the platform.
- Use sentences such as: “the ball is on the table, the ball is under the table.”
- Provide colour boxes to students and ask them to take out one colour. Give them instructions, such as:
 - Put the colour on the colour box and then under the colour box.
 - Keep hands on your head and then keep one hand under the other hand, etc.
- Ask students to share things which are on/under some object.
- Draw students’ responses on the board.
- Now provide slates to the students to draw objects on/under.
- Help students wherever required.

Outdoor Games

Nature Walk :

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

Language (English)

Revision of letter-sound- /B,b/, /J,j/, /Z,z/, /W,w/, /O,o/ , /X,x/, /Q,q/ and /Y,y/ + Worksheet-143 :

- With the help of flashcards, revise all the letters, their sounds and related vocabulary.
- Explain the worksheet to students that they have to identify the initial sounds of the pictures and write it on the given box.
- Try not to help students as it is an assessment worksheet.

Library Activity

Storytelling Using Cards :

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

Post Activity :

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

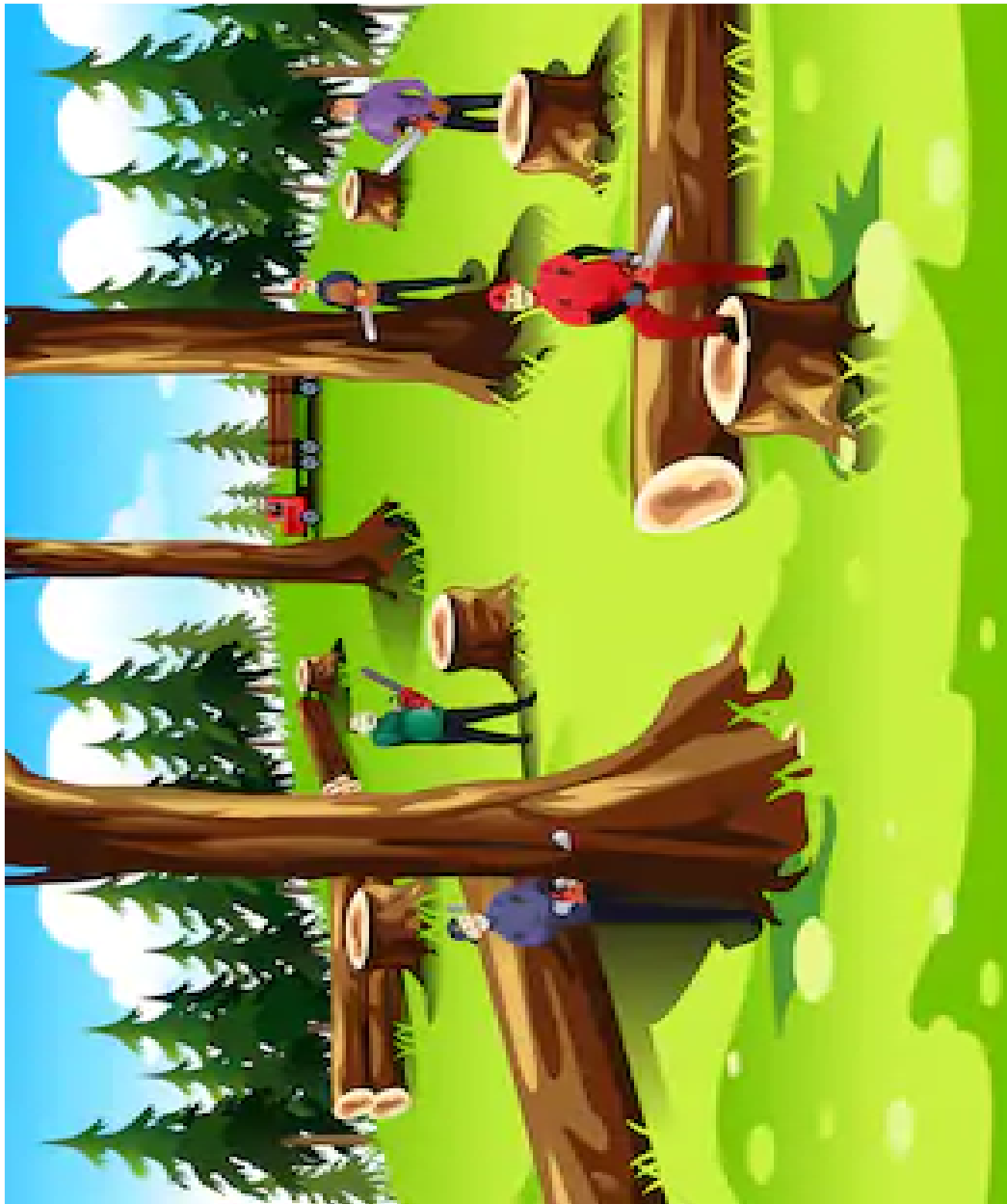
Closure and Bye

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

Class : KG
Month : February
Week : 1

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 30) to students to complete.



www.shutterstock.com

Picture for picture reading-



Pic. Courtesy- www.threeriverscc.co.uk

Class : KG

Month : February

Week : 2

Day 1

Theme: Our Surroundings

Material Required- टोकरी, दो /तीन /चार अक्षर के शब्द कार्ड, glass, water colours,
Worksheet- on/under, word search(according to groups), recorded story.

Assembly Time

Circle Time

Free Conversation :

- Motivate the students to speak about any favourite topic of theirs.
- Ask them about their weekend. Give them conversation topics to encourage them to speak.

Structure Conversation- We need water :

- Narrate an incident to students where water supply was disrupted in a town and ask students what would happen in that town.
- Motivate students to respond.

Rhyme 57-प्यास लगे तो पियो पानी (using actions)

Rhyme 58 -Water - Water Everywhere (using actions)

Language (Hindi)

शब्दों को पढ़ना :

- विद्यार्थियों के साथ मिलकर सभी सहायक शब्दों का और 2/3/4 अक्षर के शब्दों का अभ्यास कर लें ।
- विद्यार्थियों को मौका दें की वे स्वयं शब्दों को पढ़ पाएं ।

टोकरी का खेल :

- सभी शब्दों के कार्ड को टोकरी में डाल कर रख दें ।
- विद्यार्थियों को एक गोले में बैठने को कहें ।
- विद्यार्थियों को निर्देश दें की जब तक संगीत या डफली बजती रहेगी तब तक टोकरी को एक दूसरे को देते जाना है और जैसे ही आवाज़ रुक जाये जिसके भी पास टोकरी होगी वह टोकरी में से कार्ड निकालकर शब्द को पढ़ेगा ।
- खेल ऐसे ही चलता रहेगा जब तक की सभी शब्दों का अभ्यास न हो जाये ।

Free Play/ Indoor/ Art and Craft

Experiment- Water is colourless :

- Divide the students into small groups.
- Ask the students to put their glasses in front of them and fill water in their glasses from their water bottles.
- Ask the students to observe the colour of the water and let them discuss in groups-
 - What is the colour of the water?
 - Is the colour of the water in each glass the same?
- Provide water colours to students to put it in their glasses except one glass and let them observe it for some time
- Ask the students to share their observation by using the following questions-
 - What changes did you notice?
 - How would it happen?
 - What is the actual colour of the water?
- Conclude the discussion by mentioning that water is colourless and it absorbs the colour we add to it.

Lunch Break

Mathematics

Revision of Concept- On/Under+ Worksheet-144 :

- Use classroom material and concrete objects such as bag, ball, etc., and reinforce the concept of on and under.
- Use the board to reinforce the concept through pictures.

Simon Says :

- Have the students play the game 'Simon Says' using the concept of 'on and under'. For e.g.,
 - Simon says, put your hands on your bag.
 - Simon says 'put your hands under your table.
 - put your hands on your friend's shoulder.
 - put your hands under your chin, etc.

Worksheet :

- Explain and demonstrate the worksheet to students to complete.

Outdoor Games

Water- Glass Balancing :

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

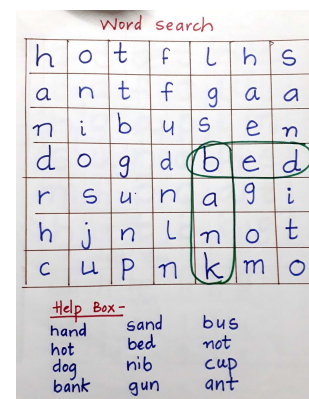
Language (English)

Reading 3/ 4 Letter Words :

- Read and revise all the words with the students.
- Help students to join the sounds and read the words.

Simple Wordsearch :

- Draw a grid on the board and make a simple word search for students.
- Demonstrate students how to search the words from the grid.
- Now call a few students randomly to search the words.
- Divide the students into smaller groups and provide a similar word search to each group.
- Instruct each group to search as many words from the word search as possible.



Library Activity

Recorded Story :

- Play an audio/ recorded story in the class.
- Let students listen to the story without any props, gestures, book etc.
- After the story, talk about students' 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 : February
Week : 2

Day 2

Theme: Our Surroundings

Material Required- व्यंजन कार्ड (समूह अनुसार), कागज़, tub, objects for sink and float, Worksheet- ¾ letter words, drawing files, crayons.

Assembly Time

Circle Time

Structure Conversation- Uses of Water :

- Use the previous day's conversation to derive uses of water in our daily life.
- Ask the students to think about the uses of water.
- Divide the students into small groups and let them share the uses of water.
- After sharing in groups, ask students to share it with the whole group.
- Write the responses of students on the board.
- Summarise the discussion by adding more uses of water.

Rhyme 57-प्यास लगे तो पियो पानी (using actions)

Rhyme 58 -Water - Water Everywhere (using actions)

Language (Hindi)

दो/तीन/चार अक्षर के शब्दों को पढ़ना :

- बोर्ड की सहायता से दो/तीन/चार अक्षर के शब्दों का अभ्यास कर लें ।
- अभ्यास के बाद बोर्ड पर दस से बारह व्यंजन लिख लें और नीचे कुछ चित्र बना लें ।
- विद्यार्थियों से एक एक कर चित्रों के नाम पूछें और उसको लिखने में इस्तेमाल होने वाली ध्वनियों को पूछकर उनके बोर्ड पर लिख लें ।
- एक दो बार स्वयं कर के दिखाएं और बाकि शब्दों को लिखने के लिए विद्यार्थियों को बारी बारी बुला लें।

समूह कार्य :

- कक्षा को 6 समूहों में बाँट दें ।
- प्रत्येक समूह को व्यंजन के कार्ड का सेट दे दें और एक कागज़ दे दें ।
- विद्यार्थियों को उन्हें खोलकर रखने को कहें और उन्हें स्वयं कार्ड प्रयोग कर के शब्द बनाने को कहें ।
- शब्द बनाने के बाद हर समूह अपने बनाये गए शब्दों को कागज़ पर लिखेगा ।

- उन्हें यह कार्य करने के लिए 10 मिनट दिए जायेंगे और उन्हें इतने समय में ज्यादा से ज्यादा शब्द बनाने हैं।
- गतिविधि के बाद, सभी समूह को उनके शब्द पढ़ने का मौका दें और शिक्षिका उन शब्दों को बोर्ड पर लिखेगी।

Free Play/ Indoor/ Art and Craft

Sink and Float Experiment :

- Fill a tub or bucket with water.
- Before adding objects to the water, ask your students to predict which objects they think will sink and which will float.
- Now, have the kids drop the objects (either you provide or decided by students), one by one, into the water and observe what happens.
- Ask the students why they think an object sinks or floats.
- Let the students guess the reason.
- Then, explain that items sink or float based on their weight.

H.W.- Ask the students to bring 1 transparent plastic glass.

Lunch Break

Mathematics

Introduction of the Concept- Near/Far :

*One day Nishu and Gungun were playing with their toys. Nishu was playing with her cars and Gungun was playing with her dolls. They were playing in their corners. All of a sudden Nishu's car rolled towards Gungun's side. Nishu told Gungun to pass her car as it is moved **far** from her. Gungun said- 'Your car is not **near** me. It is **far** from me. It is **near** to you'. Nishu said no, it is **near** to you. Both of them started arguing. All of a sudden their brother Shaurya came. He asked about them the matter. He told both of them to stand and see. When both of them stood up, they realised that the car was **far** from both of them. They both were amazed that they were sitting in the opposite corners and the car was equally **far** from them. They started looking at things which were **near** and **far** to them.*

- Start with a game by calling all the students near you and then ask them to go and stand near the last row in the class. Then go near the students and tell them 'I am near you' and move back to your place and say "Now I am far from you." Again, call the students, "Come near me".
- Show hand gestures as well, while calling them near you, once they come close, ask them to go far, again use hand gestures along with the sentences.

- Do this with objects. For e.g. pick up a chair and take it near the students and say, “ It is near you ” and then take it far and say, “ It is far from you”
- Draw their attention on the words Near and Far.
- Now mention two objects and ask the students to identify which object is near and far. For e.g., “ Table and Door” and ask them which is near and far.
- Do this with different things/objects.
- At the end revise the concept using the pictures on the board.

Note- Explain students that horizontal distance is under near and far. Also that we need a central point from where we see near and far. If the central point changes, the things which are near and far would also change.

Outdoor Games

Chinese Whispers :

- It is a game in which players form a line, and the first player comes up with a message and whispers it in the ear of the second person in the line.
- The second player repeats the message to the third player, and so on.
- When the last player is reached, they have to announce the message they heard to the entire group.
- The first person then compares the original message with the final version.

Language (English)

Reading 3/ 4 Letter Words + Worksheet-145 :

- Read and revise all the words with students.
- Help the students to join the sounds and read the words.
- Now explain and demonstrate the worksheet to students and that they have to look at the pictures and search those words in the word search worksheet.
- At the end, read and revise all the words using the worksheet.

Note- At the end of the class, read all the sight words and vocabulary words with students.

Library Activity

Story Narration :

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

Post Activity- Character Drawing :

- After the story narration, ask students to draw their favourite characters 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 : February
Week : 2

Day 3

Theme: Our Surroundings

Material Required- Pictures of various sources of water, drawing files, crayons, transparent containers of different shape and size, Worksheet- near & far.

Assembly Time

Circle Time

Structure Conversation- Sources of Water :

- Initiate a conversation about the sources of water using the previous day's conversation.
- Ask the students to share various sources of water.
- Let the students think for a while and share.
- At the end, show the pictures of various sources of water to students and let them share their experiences about it.
- Share a little detail about the various sources of water.

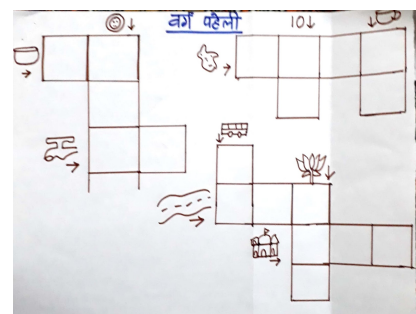
Rhyme 57-प्यास लगे तो पियो पानी (using actions)

Rhyme 58 -Water - Water Everywhere (using actions)

Language (Hindi)

सुनो और चित्र बनाओ :

- विद्यार्थियों को निर्देश दें की अब वे एक गतिविधि करने वाले हैं जिसमे उनको वाक्य को सुनकर चित्र बनाना है।
- विद्यार्थियों को एक बार बोर्ड पर कर के दिखाएं।
- सभी विद्यार्थियों को ड्राइंग फाइल दें और वाक्य बोलने शुरू करें ।
- शुरुआत में वाक्य सरल रखें और वाक्यों को धीरे धीरे बोलें।
- प्रत्येक वाक्य के बाद, उसका चित्र बोर्ड पर बना दें ताकि जिन विद्यार्थियों को थोड़ी कठिनाई हो रही है वो देखकर चित्र बना पाएँ।
- कक्षा के अंत में, विद्यार्थियों को सभी चित्रों के नाम लिखने को प्रोत्साहित करें ।
 - बगीचे में एक पेड़ है ।



- एक लड़की पेड़ के पास खड़ी है ।
- लड़की के पास उसका कुत्ता बैठा है ।
- पास में एक सड़क है ।
- सड़क पर एक बस और ट्रक हैं ।

वर्ग पहेली

- विद्यार्थियों के साथ मिलकर सभी शब्दों का अभ्यास कर लें ।
- विद्यार्थियों के साथ एक वर्ग पहेली का अभ्यास करें ।
- बोर्ड पर वर्ग पहेली बनाएं और विद्यार्थियों की सहायता से शब्दों को लिखें ।

Free Play/ Indoor/ Art and Craft

Experiment - Water does not have shape :

- Bring a few transparent containers of different shapes/sizes in the class along with a transparent glass of water.
- Show the glass of water to the students.
- Pour the water in different containers one by one. After pouring water in another container, tell students to observe it clearly
- Initiate a discussion on the shape of water by asking if every time is the shape of the water the same? Why?



Extension Activity: Pour a little water in three different containers and add three different water colours into the three containers to build the concept that water takes the colour of the substance which is added to it.

Pic courtesy – Shutterstock.com

Lunch Break

Mathematics

Revision of the Concept- Near/Far + Worksheet-146 :

- Revise the concept using the previous day's story.
- Divide the students into two groups, take the groups out and let them stand in opposite directions and identify things which are near and far.
- Let both the groups share things which are near/far to them.
- Provide opportunities for students to compare and understand when the central point changes, the things which are near/far also change.

- Explain the worksheet to students that from the central point of the girl they have to colour the near things in one colour and things which are far with another colour.
- At the end, revise the concept using the worksheet.

Outdoor Games

Sensory Scavenger Hunt :

- Collect the items you're sure to find around the park (twigs, stones, leaves, feathers, pebbles).
- Affix them to a piece of paper using tape.
- Have your students look for those items.
- Divide the students into groups.
- Let each group find as many objects as they can in a limited time.

Language (English)

Listen and Draw-

- Tell the students that they have to follow the instructions and draw the pictures on the basis of the sentences which they will hear.
- First do a demonstration of the activity.
- Provide drawing files and crayons to the students.
- Use simple sentences as the students are doing the activity for the first time.
 - Draw a big orange cat.
 - There is a big green tree on the ground.
 - A dog is sitting on the grass.
 - A boy is standing.
 - A girl is sitting.
- After telling each sentence, give some time to the students to draw and then draw the same on the board for the students who are not able to follow the instructions.

Note- Speak the sentences in English only.

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 endings with the whole class.

Closure and Bye

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

Class : KG
Month : February
Week : 2

Day 4

Theme: Our Surroundings

Material Required- Picture for circle time, Worksheet-वर्ग पहेली, tub, material for sink & float, slates, chalk, Worksheet-3 or 4 letter words.

Assembly Time

Circle Time

Structure Conversation- Importance of Water- Respecting Natural Resources :

- Revise the conversation about uses of water.
- Show pictures to students and ask -
 - What is happening in these pictures?
 - If we continue doing the same, what will happen?
- Let the students talk about how we are wasting the water in our daily lives.
- Let the students think about the consequences of wasting water.

Rhyme 57-प्यास लगे तो पियो पानी (using actions)

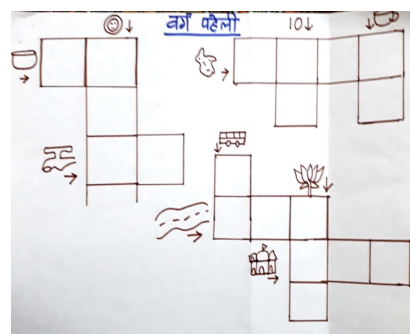
Rhyme 58 -water - water everywhere (using actions)

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

Language (Hindi)

वर्ग पहेली + Worksheet-147 :

- विद्यार्थियों के साथ मिलकर सभी शब्दों का अभ्यास कर लें ।
- विद्यार्थियों के साथ एक वर्ग पहेली का अभ्यास करें ।
- बोर्ड पर वर्ग पहेली बनाएं और विद्यार्थियों की सहायता से शब्दों को लिखें ।
- विद्यार्थियों को वर्कशीट समझाएं की उन्हें चित्र देखकर सही शब्द लिखना है ।
- बच्चों के साथ मिलकर वर्कशीट करें क्योंकि यह इस तरह की पहली वर्कशीट है।
- कक्षा के अंत में सभी शब्दों को पढ़ लें ।



Free Play/ Indoor/ Art and Craft

Sink and Float Experiment :

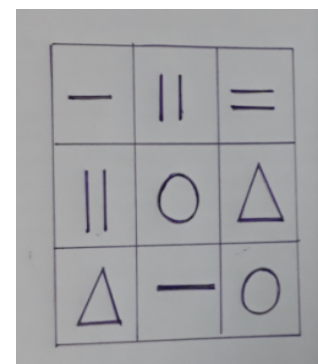
- Fill tubs or buckets with water.
- Divide the class into groups .
- Before taking students out, tell them to keep few objects to do the sink and float experiment.
- Ask students to discuss in their groups whether the objects would sink or float and make a list using the picture/ invented spellings in a sheet.
- Now, let the kids drop the objects (either you provide or decided by students), one by one, into the water and observe what happens.
- Let students cut the objects that sink and tick the objects that float.
- Later discuss with the whole group and discuss their lists.

Lunch Break

Mathematics

Spatial Understanding :

- Draw the following on the board as drawn below and provide slates to the students and ask them to make 4 boxes/6 boxes or 9.
- Start drawing pictures one by one and let the students follow the pattern.
- Tell the students to copy as it is on the boxes and in the same sequence.
- Don't help the students in coping down or don't speak up for the students.



Note- This will help in spatial ability of students.

Outdoor Games

Long Jump :

- Draw 2 lines with a gap of 2 feet and tell the students that it is a river and they have to cross it without getting into the river.
- The students will have to jump across. Increase the width between the 2 lines depending on how much the students can jump

Note- The gap between the two lines should be realistic.

Language (English)

Reading 3/ 4 Letter Words + Worksheet -148 :

- Read and revise all the sight words, vocabulary words and three or four letter words referring to the word wall.
- Use the flashcards to revise and pass it to the students to hold and see.
- Draw a scene on the board and call students randomly to label the given pictures.
- Now explain the worksheet to the students that they have to label the pictures in the given space.
- At the end, take students' help and write the names of the pictures on the board.

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 : February

Week : 2

Day 5

Theme: Our Surroundings

Material Required- वाक्यों के कार्ड, चित्र कार्ड(समूह के अनुसार), plastic glasses, water colours, slates, chalk.

Assembly Time

Circle Time

Structure Conversation- Conservation of Water- Respecting Natural Resources :

- Revise the conversation about wastage of water.
- Use the previous day's conversation.
- Ask the students ways in which we can save water.
- Divide the class into groups and let them come up with ways to conserve water.
- Provide an opportunity to each group to share and write the responses on the board.
- Summarise the discussion by talking about ways we can save water in detail.

Rhyme 57-प्यास लगे तो पियो पानी (using actions)

Rhyme 58 -water - water everywhere (using actions)

Language (Hindi)

वाक्यों को पढ़ना :

- विद्यार्थियों के साथ सभी शब्दों का अभ्यास कर लें।
- बोर्ड पर कुछ साधारण वाक्य लिखें और विद्यार्थियों को मौका दें की वे वाक्यों को पढ़ कर उनका अर्थ समझ सकें।
- वाक्य पढ़ने के पश्चात, उनके सामने उनके चित्र विद्यार्थियों की सहायता से बनाएं।



समूह कार्य :

- इस गतिविधि से पहले शिक्षिका को वाक्यों के कार्ड तथा उनके चित्रों के कार्ड बनाने है। हर समूह के पास कम से कम 5 वाक्य और उनके चित्रों के कार्ड होने चाहिए।

- विद्यार्थियों को छोटे छोटे समूहों में विभाजित कर दें।
- हर समूह को वाक्य और उनके चित्रों के कार्ड दें और विद्यार्थियों को उनके समूह में वाक्य पढ़कर चित्र से मिलान करने को कहें।
- गतिविधि के अंत में सभी वाक्यों को विद्यार्थियों के साथ मिलकर पढ़ें।

Free Play/ Indoor/ Art and Craft

Colour Mixing :

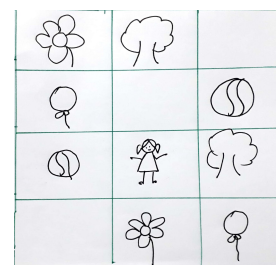
- Divide the class into small groups and ask each group to keep their plastic glasses half filled with water.
- Provide water colours to each group and let them do the colour mixing on their own.
- The teacher can suggest some colour combinations to try also like-
 - Yellow + blue
 - Yellow + red
 - Blue + red etc.

Lunch Break

Mathematics

Spatial Ability :

- Draw a similar grid with 12 boxes on the board.
- Provide slates with 12 empty boxes already drawn on it.
- Instruct the students to copy the things inside the boxes after looking at the board. Tell them to copy as it is in the boxes and in the same sequence
- Don't help students in copying down.



Outdoor Games

Let's Race :

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

Let's Sing and Play :

- Be a part of their games and involve yourself with them.

- Make a circle along with them and sing (make a circle round and round, round and round).

Language (English)

Reading Simple Sentences :

- Read and revise all the vocabulary words and sight words.
- Now use the sight words and vocabulary words in simple sentences.
- Take students' help to read the sentences.
- Now write a few sentences on the board and motivate students to read them.
- At the end, the teacher reads the sentences by taking students' help.

Library Activity

Story Narration :

Narrate an interesting story to the 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.

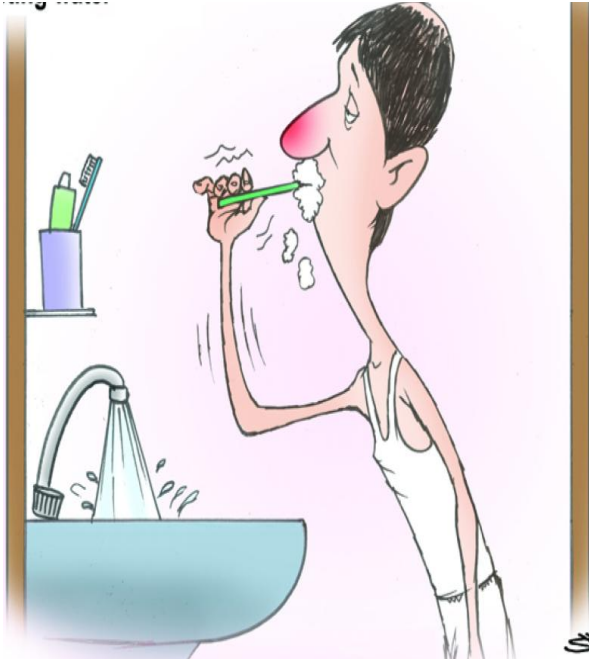
Class : KG
Month : February
Week : 2

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 32) to students to complete.

Reflections

Pictures for conversation time-



www.audigazette.com

www.pinterest.com



www.youtube.com



<https://dannystreeservice.wordpress.com>

Class : KG
Month : February
Week : 3

Day 1

Theme: Our Surroundings

Material Required- Polythenes, sheets, crayons, balloons, concrete objects for number revision, sentence strips, slates, chalk.

Assembly Time

Circle Time

Free Conversation-

- Motivate the students to speak about any favourite topic of theirs.
- Ask them about their weekend. Give them conversation topics to encourage them to speak.

Structured Conversation- Air around us :

- Take the students out.
- Show a polythene attached with strings to the students.
- Let the students observe it carefully.
- Now give the polythene attached with a string to 4-5 students and let them run in the ground.
- Tell the students to observe the difference in both the polythenes.
- Take students' responses and introduce the term air to them.

Rhyme 59- This is air (using actions)

Rhyme 60- इनबतूता पहन के जूता (using actions)

Language (Hindi)

वाक्यों को पढ़ना :

- विद्यार्थियों के साथ सभी शब्दों का अभ्यास कर लें।
- बोर्ड पर कुछ साधारण वाक्य लिखें और विद्यार्थियों को मौका दें की वे वाक्यों को पढ़ कर उनका अर्थ समझ सकें।
- वाक्य पढ़ने के पश्चात, उनके सामने उनके चित्र विद्यार्थियों की सहायता से बनाएं।

समूह कार्य :

- इस गतिविधि के लिए विद्यार्थियों को छोटे छोटे समूहों में विभाजित कर दें।
- हर समूह को कुछ वाक्य लिख कर दें और विद्यार्थियों को उनके समूह में वाक्य पढ़कर चित्र बनाने को कहें।
- गतिविधि के अंत में सभी वाक्यों को विद्यार्थियों के साथ मिलकर पढ़ें।

ध्यान दें- कोशिश करें की हर समूह को अलग अलग तरीके के सरल वाक्य दें।

Free Play/ Indoor/ Art and Craft

Experiment – Air Occupies Space :

- Get balloons to the class. Ask the students to inflate (fill air) the balloon. Demonstrate if needed.
- Ask them to deflate (release the air) the balloon and inflate. Ask them to observe how the shape of the balloon is changing. Ask them if they know the reason behind it.
- Give them time to think. Let them express their views.
- Summarise the discussion by telling them that if we fill the air in the balloon it would blow up and if we let the air out, it would come back to its previous position.



Pic courtesy – [shutterstock.com/click4balloons.co.uk](https://www.shutterstock.com/click4balloons.co.uk)

Lunch Break

Mathematics

Revision of Numbers - 1 to 15 :

Game- I Know My Numbers :

- Recap numbers (1-15) using concrete objects.
- Distribute slates with numbers and Rangometry pieces soaked in water in groups.
- Instruct the students that they will hear a number, they have to write the number and paste as many number of Rangometry pieces against the number written on the slate.

Extension Activity :

- Ask the students to add 2 more Rangometry pieces with 5 and count what is the new number or pick up 3 pieces from 7, and check how many pieces are left.
- Let the students have exposure to add and subtract.

Outdoor Games

Free Play :

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

Language (English)

Reading Simple Words :

- Read and revise all the sight words and vocabulary words.
- Before the class, be ready with the flashcards having three/four letter words. (Preferably one group should get 4/5 sets)
- Divide students into groups of 4/5.
- Instruct each group that they would be given 4-5 sets and a blank sheet.
- Each group would have to make words and draw pictures of each.
- Move around in the class, and ensure that each child is participating in the group activity.
- Read and revise all the words after the activity.

Library Activity

Reading Words in Storybooks :

- Provide story books to students in pairs.
- Ask 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.

Class : KG

Month : February

Week : 3

Day 2

Theme: Our Surroundings

Material Required- वाक्य के card, sheets, thread,crayons,rangometry/pebbles/counters, drawing files, music for storytelling.

Assembly Time

Circle Time

Structured Conversation- Uses of Air :

- Revise the previous day's conversation.
- Now switch on the fan and switch it off, ask-
 - पंखा चलाया तो क्या हुआ?
 - पंखा बंद कर दिया तो क्या हुआ?
- Bring the students' focus on air.
- Now ask the students to think of uses of air in our daily lives.
- Take the responses and write them on the board.
- Summarise the discussion by sharing the uses of air in our daily lives such as for breathing, animals and plants needs air, it helps in drying, fill it in tyres, fill in balloons, footballs, use to move things- kite, aeroplane, boats etc.

Rhyme 59-This is Air (using actions):

Rhyme 60- इनबतूता पहन के जूता (using actions)

Language (Hindi)

वाक्यों को पढ़ना :

- विद्यार्थियों के साथ सभी शब्दों का अभ्यास कर लें ।
- बोर्ड पर कुछ साधारण वाक्य लिखें और विद्यार्थियों को मौका दें की वे वाक्यों को पढ़ कर उनका अर्थ समझ सकें।
- विद्यार्थियों को समूहों में विभाजित कर दें।
- विद्यार्थियों को कार्य समझाएं की उन्हें वाक्य कार्ड और चित्र मिलेंगे , उन्हें अपने अपने समूह में वाक्य पढ़कर, उसका सही चित्र से मिलान करना है ।
- कक्षा के अंत में, विद्यार्थियों के साथ मिलकर सभी वाक्य पढ़ लें ।

Free Play/ Indoor/ Art and Craft

Making Windsocks :

- Decorate a sheet of paper with markers, crayons, paint, or stickers.
- Roll the paper widthwise into a tube, then glue, tape, or staple it shut.
- Cut tissue paper or crepe paper into streamers.
- Tape or glue the streamers to the inside bottom edge of the windsock.
- Thread a piece of string through both holes, then tie the ends together.



Pic Courtesy- www.kinderart.com

Lunch Break

Mathematics

Introduction of Addition-

Neha and Her Laddoos :

Neha was fond of laddoos. She likes to eat Laddoos. Everytime when her mother makes laddoos, she ate as many as she can. Today was Sunday and her mother planned to make laddoos. In the morning, when her mother made laddoos, she gave two laddoos to Neha (keep two balls on the table). Her mother went out shopping and instructed Neha not to eat any laddoos. But Neha could not stop herself and ate two more (Keep two more separately on the table). In the evening, when all the family members sat together, the mother gave two laddoos each to everyone (Now keep 2 more balls separately on the table). After eating the laddoos, Neha's stomach started to hurt. Her mother asked Neha, did you eat more than two laddoos. Initially she refused but then she told the truth. Her mother asked how many laddos did you eat today? Can we help Neha to count all the laddoos which she ate.

- Count all the balls with the students.
- Tell the students that when we count two or more quantities together, this is called addition.
- Now provide some word problems in front of the students using concrete objects like- pencils, erasers etc. to do the addition.
- Call the students to solve the word problems and do the same on the board.

Group Work :

- Divide the students into small groups.

- Now provide counters/ rangometry pieces/ block to students in groups and narrate words problems. Tell the students to solve the problems.
- Discuss each word problem in detail and solve it on the board for the students to refer.
- At the end, revise the concept of addition with students.

Outdoor Games

Flying Windsocks :

- Take students out with their windsocks.
- Instruct students to run with their windsocks.

Language (English)

Reading :

- Read and revise all the sight words, vocabulary words and phonetically true words using the word wall.
- Provide opportunities for students to read the words in simple sentences.
- Call the students randomly to draw the pictures related to the words.

Read and Draw :

- Write 5 to 6 simple sentences on the board.
- Explain the activity to the students and that they have to refer to the words which are written on the board and draw pictures related to each sentence.
- Provide drawing files to the students to draw the pictures.
- Do not make students write the sentences.

Library Activity

Pair Reading :

- Provide an age appropriate story book to students in pairs for pair reading.
- Teacher to 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.

Class : KG

Month : February

Week : 3

Day 3

Theme: Our Surroundings

Material Required- Drawing files, crayons, newspaper, scissors, beads, strings, puppets.

Assembly Time

Circle Time

Structured Conversation- Importance of Air :

- Revise the previous day's conversation.
- Revise the uses of air.
- Now ask-
 - अगर हमारे आस पास हवा न हो तो कैसा लगेगा?
 - क्या हवा सिर्फ हमारे लिए जरूरी है?
- Provide opportunities to students to think about how life would suffer without air.
- Summarise the discussion that air is not only important for us but equally important for plants and animals to survive.

Rhyme 59-This is Air (using actions)

Rhyme 60- इनबतूता पहन के जूता (using actions)

Language (Hindi)

सुनो और चित्र बनाओ :

- विद्यार्थियों को निर्देश दें की अब वे एक गतिविधि करने वाले हैं जिसमे उनको वाक्य को सुनकर चित्र बनाना है।
- विद्यार्थियों को एक बार बोर्ड पर कर के दिखाएं।
- सभी विद्यार्थियों को ड्राइंग फाइल दें और वाक्य बोलने शुरू करें ।
- शुरुआत में वाक्य सरल रखें और वाक्यों को धीरे धीरे बोले।
- प्रत्येक वाक्य के बाद, उसका चित्र बोर्ड पर बना दें ताकि जिन विद्यार्थियों को थोड़ी कठिनाई हो रही है वो देखकर चित्र बना पाएँ।
- कक्षा के अंत में, विद्यार्थियों को सभी चित्रों के नाम लिखने को प्रोत्साहित करें ।
 - एक लड़का छत पर है ।
 - उसके पास एक बन्दर बैठा है ।
 - बन्दर के हाथ में केला है ।

- पापा पास में कुर्सी पर बैठे हैं ।

Free Play/ Indoor/ Art and Craft

Cutting :

- Provide newspaper pieces and scissors to students for cutting.
- Demonstrate to students how to hold the scissors and then demonstrate how to cut with it.
- Let the students do the freehand cutting.
- After a little bit practise, let students do the straight line cutting.
- Help the students wherever required.

Lunch Break

Mathematics

Revision of Addition-Making Malas :

- Keep some beads and threads on the table.
- Write one number(1-9) on the board and put an equal number of beads in the thread. Then write another number and put an equal number of beads in the same thread.
- Now count all the beads to make the mala by taking students' help. Write that number in front of the numbers.
- Introduce the addition sign.
- Give thread and beads to students.
- Instruct the students that you are going to write two numbers, one after the other on the board and they have to put the beads in the thread to make a mala and count the number of beads used for mala.
- Do it a few times with different number combinations and write the responses on the board.
- At the end, revise the concept of addition with students.

Outdoor Games

Blow It :

- Take the students out and keep some materials on the ground like- paper balls, polythene, stones, wool, cotton, brick, cloth pieces, feather, bottle caps, etc.
- Keep it on different places and ask the students to try to move these objects by blowing at them.

- Ask the students about the objects which they were able to move and which they were not.

Language (English)

Listen and Draw :

Instruct the students that they have to follow the instructions and draw the pictures on the basis of sentences which they will hear.

- First do a demonstration of the activity.
- Provide drawing files and crayons to the students.
- Use simple sentences as the students are doing the activity for the first time.
 - Draw a big orange cat.
 - There is a big green tree on the ground.
 - A dog is sitting on the grass.
 - A boy is standing.
 - A girl is sitting.
- After telling each sentence, give some time to the students to draw using stick people and then draw the same on the board for the students who are not able to follow the instructions.

Note- Speak the sentences in English only.

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 : February

Week : 3

Day 4

Theme: Our Surroundings

Material Required- Pictures for circle time, चित्र, drawing files, crayons, water colours, straws, Worksheet- addition, Worksheet- read & draw, story cards.

Assembly Time

Circle Time

Structured Conversation- Polluting Air- Respecting Natural Resource:

- Revise the previous day's conversation and focus how air is important for all of us, including plants and animals.
- Show the pictures to students and let them observe the pictures carefully.
 - What is happening in these pictures?
 - If this happens continuously, then what would happen?
- Tell students that when these substances add in water, it causes air pollution.
- Let them talk about the harmful effects of air pollution.
- Summarise the discussion by talking about the effects of air pollution.

Rhyme 59-This is Air (using actions)

Rhyme 60- इनबतूता पहन के जूता (using actions)

Language (Hindi)

चित्र पर बातचीत:

- बोर्ड पर एक चित्र बनाएँ और विद्यार्थियों को उसके बारे में वाक्य बनाने को कहें ।
- विद्यार्थियों द्वारा बोले गए वाक्यों को चित्र के नीचे लिख लें \
- एक बार सभी वाक्यों को विद्यार्थियों के साथ मिलकर पढ़ लें ।
- अब बोर्ड को साफ़ कर उसमें एक दूसरा चित्र बनाएँ ।
- विद्यार्थियों को मौका दें कि वे चित्र के बारे में सरल वाक्य सोच पाएँ ।
- विद्यार्थियों को कॉपी या ड्राइंग फाइल दें और उन्हें वाक्य लिखने के लिए प्रोत्साहित करें ।
- विद्यार्थियों को जरूरत पड़ने पर सहायता करें।

ध्यान दें- विद्यार्थियों द्वारा लिखे गए वाक्यों को ठीक न करें । इस गतिविधि का उद्देश्य विद्यार्थियों को लिखने की ओर ले जाना है।

Free Play/ Indoor/ Art and Craft

Blow Painting-

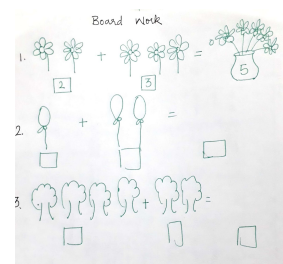
- Provide drawing files and small pieces of straws to students.
- Drop some water colour on the sheets of students and let them blow at it.
- Repeat the activity until the sheet of students is filled with colours.

Lunch Break

Mathematics

Revision of Addition- Picture Addition + Worksheet-149:

- Revise the concept of addition using concrete objects first and then introduce pictorial addition.
- Draw pictures on the board and take students help to complete it.
- Now explain the worksheet to students and provide them to complete it.
- At the end, revise the concept using the worksheet.



Outdoor Games

Sensory Scavenger Hunt-

- Collect items you're sure to find around the park (twigs, stones, leaves, feathers, pebbles)
- Affix them to a piece of paper using tape,
- Have your students look for those items
- Divide the students into groups
- Let each group as many objects as they can in a limited time

Language (English)

Reading:

- Read and revise all the sight words, vocabulary words and phonetically true words using the word wall.
- Provide opportunities for students to read the words in simple sentences.
- Call the students randomly to draw the pictures related to words in the sentences.

Read and Draw:

- Write 5 to 6 simple sentences on the board.

- Explain the activity to the students that they have to listen to the sentences you read out which are written on the board and they have to draw pictures related to each sentence.
Provide drawing files to students.
- Help the students wherever required.
- At the end, read all the sentences with the students.

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.

Class : KG

Month : February

Week : 3

Day 5

Theme: Our Surroundings

Material Required- चित्र, balloons, Worksheet- addition, sentence strips (according to groups), recorded story.

Assembly Time

Circle Time

Structured Conversation- Reducing Air Pollution - Respecting Natural Resources:

- Revise the previous day's conversation and focus on how the air is being polluted by our everyday actions.
- Now ask students- What are the ways through which we can reduce air pollution?
- Divide the class into groups and let students come up with ways to reduce air pollution.
- Provide an opportunity to each group to share their views.
- Summarise the discussion by sharing a few small steps to reduce air pollution which students can adapt in their daily lives like not burning garbage, limited or no use of crackers, increasing awareness in their families to use cycle/ rickshaw while commuting to nearby places and using more public transport etc.

Rhyme 59-This is Air (using actions)

Rhyme 60- इनबतूता पहन के जूता (using actions)

Language (Hindi)

चित्र पर बातचीत-

- बोर्ड पर एक चित्र बनाएँ और विद्यार्थियों को उसके बारे में वाक्य बनाने को कहें ।
- विद्यार्थियों द्वारा बोले गए वाक्यों को चित्र के नीचे लिख लें \
- एक बार सभी वाक्यों को विद्यार्थियों के साथ मिलकर पढ़ लें ।
- अब बोर्ड को साफ़ कर उसमें एक दूसरा चित्र बनाएँ ।
- विद्यार्थियों को मौका दें कि वे चित्र के बारे में सरल वाक्य सोच पाएँ ।
- विद्यार्थियों को कॉपी या ड्राइंग फाइल दें और उन्हें वाक्य लिखने के लिए प्रोत्साहित करें ।
- विद्यार्थियों को जरूरत पड़ने पर सहायता करें।

ध्यान दें- विद्यार्थियों द्वारा लिखे गए वाक्यों को ठीक न करें । इस गतिविधि का उद्देश्य विद्यार्थियों को लिखने की ओर ले जाना है।

Free Play/ Indoor/ Art and Craft

Experiment – Air Occupies Space:

- Get balloons to the class. Ask the students to inflate (fill air) the balloon. Demonstrate if needed.
- Ask them to deflate (release the air) the balloon and inflate it. Ask them to observe how the shape of the balloon is changing. Ask them if they know the reason behind it
- Give them time to think. Let them express their views.
- Summarise the discussion by telling them that if we fill the air in the balloon it would blow and if we let the air out, it would come back to its previous position

Pic courtesy – [shutterstock.com/click4balloons.co.uk](https://www.shutterstock.com/click4balloons.co.uk)

Lunch Break

Mathematics

Revision of Addition + Worksheet-150:

- Revise the concept of addition using concrete objects first and then introduce number addition using the board.
- Write numbers on the board and take students help to add them.
- Now explain the worksheet to students and let them complete it.
- At the end, revise the concept using the worksheet.

Outdoor Games

Move Like This-

- Play music and let students move like kites. Play the music beat sometimes fast, slow and medium and let the students move their bodies to the musical beat.
- Add instructions like-
 - The kites now fly high up in the sky and now come slowly down to the ground and so on.
 - The tall trees swaying in the wind.

Language (English)

Reading Simple Words-

- Read and revise all the sight words and vocabulary words.
- Before the class, be ready with the sentence strips having three/four letter words (Preferably one group should get 4/5 sentence strips) for eg-
 - This is a red box.
 - It is a green mat.
 - This is a yellow bus.
 - It is a tent.
 - This is a blue pin.
 - The elephant has big ears.
- Divide students into groups of 4/5.
- Instruct each group that they would be given 4-5 sentence strips and a blank sheet.
- Each group would have to read the sentences and draw pictures of each sentence.
- Move around in class, and ensure that each child is participating in the group activity.
- Read and revise all the sentences after the activity.

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, talk about student's 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 : February
Week : 3

Day 6

Provide 'Mujhe Jano Aur Pehchaano' book(Page- 33) to students to complete.

Pictures for conversation time-



<https://www.theguardian.com>

<https://www.thehindu.com>



www.shutterstock.com

www.dreamstime.com

Project-

Our Surroundings :

The teacher divides the class into small groups and provide each group a pot filled with mud and some seeds to germinate. The teacher demonstrate first and help each group to put the seed in the pot correctly. The teacher explains the process to students on how to water the seeds and when. After every few days, students can go and see the growth of their seed. Students can be encouraged to maintain a portfolio where they can draw the different stages of the growth of their seed /plant. After germination, the students can be asked to take care of their plants. In case, they decide to grow say tomatoes, coriander etc, they can also make a salad and celebrate their success.

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. Vegetable Printing

- Instruct the students to get a vegetable each, cut into half. Preferably ladies finger (भिंडी) / bitter guard (करेला) / onion (प्याज़) / capsicum (शिमला मिर्च)
- Distribute a sheet of paper, brushes and paints among students.
- Demonstrate how to apply the paint on the vegetable using the brush and then stamp it on the paper.
- Once dried they can create different designs using these prints.

Source – youtube.com



2. Bunting

- Cut out several triangles out of different coloured or white charts/papers.
- Distribute it among students along with colours and decorative material
- Encourage each one to colour or decorate the triangle as per their imagination.
- Once done collect all the triangles and attach it with a string.
- You can use this to decorate your classroom.

Source – Pinterest



3. Leaf Printing

- Instruct the students to collect leaves of different shapes.
- Give them brushes, paints and a sheet of paper.
- Ask them to apply paint on the leaf and print it on the paper.
- Demonstrate before you let them start printing.

Source – creativejewishmom.com



4. Theme based drawing

- Choose a few topics and instruct the students to select one topic and draw/paint anything related to it.

5. Hand Fan

- Give a rectangular sheet of coloured/white paper and two ice cream sticks to each student.
- Show them how to make folds in alternate directions to form a fan structure as shown in the figure and paste the two ends together.
- Then paste an icecream stick each at both ends of the fan structure.
- Demonstrate the activity first.

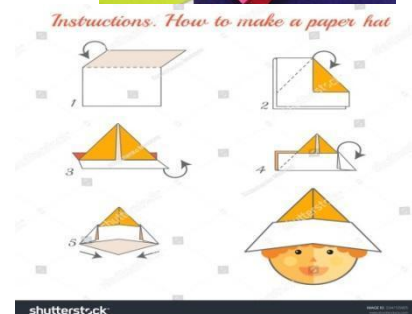


Source – Pinterest and krokotak.com

6. Making hats

- Instruct the students to make different types of hats using newspapers.
- They can paint their hats and decorate it by adding frills/bows etc.
- Let them explore their creativity.

Source – Shutterstock and momjunction.com



7. Class Chart

- Paste 3-4 blank charts at the beginning of the month.
- Display these charts at a height that is reachable and visible to small students.
- Instruct a student each day/alternate day to draw something related to the day before. It can be related to the celebration of any festival or any event in the school.
- Label /write a brief note on what the picture is about. (to be written by the Teacher)



Rhyme-1

मम्मी शीशा बड़ा नकलची

मम्मी शीशा बड़ा नकलची,
नहीं मुझे ये भाता है
जो कुछ भी मैं करता हूँ,
ये भी करता जाता है
जीभ निकालूँ अपनी तो
ये भी जीभ चिढ़ाता है
घुसे पर घुसा दिखलाता
हँसू तो हँसता जाता है
मैं मुँह में टॉफ़ी रख लूँ
ये उसको भी खा जाता है
मम्मी तुम इसको ले जाओ
नहीं मुझे यह भाता है।

Rhyme-2

मेरे चारों ओर खिलौने

मेरे चारों ओर खिलौने,
घेर लिया हैं मुझको सबने,
सोचूँ रख कर मुँह पर हाथ,
पहले खेलूँ किसके साथ,
भालू मुझको नाच दिखाए,
खरगोश कहता आओ मेरे पास,
पहले खेलूँ किसके साथ,
कुत्ता अपनी दुम हिलाए,
बिल्ली आती पैर दबाए,
गुड़िया कहती आओ मेरे पास,
पहले खेलूँ किसके साथ।

Rhyme-3

I am special

I am special,
I am special,
Look at me, You will see.
Someone very special,
Someone very special,
Because it's me,
Because it's me.

Rhyme-4

अच्छे बच्चे बनना

अच्छे बच्चे बनना हमको अच्छा लगता है,
खूब पढ़े और जी भर खेलें,
खूब पढ़े और जी भर खेलें,
ध्यान से हम बात सुनें,
ध्यान से हम बात सुनें,
स्कूल आना और काम करना अच्छा लगता है,
आपस में हम कभी न लड़ते,
आपस में हम कभी न लड़ते,
तोड़-फोड़ हम कभी न करते,
तोड़-फोड़ हम कभी न करते,
सबके साथ मिलकर रहना अच्छा लगता है,
अच्छे बच्चे बनना हमको अच्छा लगता है।

Rhyme-5

I love my school

सूरज निकला सुबह हुई है,
चिड़िया देखो गा रही है,
देर न कर जाना है स्कूल,
I love my school
I love my school
I love my school
टीचर मेरी कितनी प्यारी,
दोस्त मेरे कितने सारे,
Oh! It's so cool
I love my school
I love my school
I love my school
ट्रिन-ट्रिन देखो घंटी बजी है,
खेलने-कूदने पलटन चली है,
Oh! It's so cool
I love my school
I love my school
I love my school.

Rhyme-6

चुन्न मुन्न थे दो भाई

चुन्न मुन्न थे दो भाई,
रसगुल्ले पर हुई लड़ाई,
चुन्न बोला मैं खाऊंगा,
मुन्न बोला मैं खाऊंगा,
झगड़ा सुन कर मम्मी आयी,
प्यार से एक बात बताई,
आधा तू ले चुन्न बेटा,
आधा तू ले मुन्न बेटा,
एसा झगड़ा कभी न करना ,
सब मिलकर प्यार से रहना।

Rhyme-7

Head and Shoulders

Head and shoulders knees and toes
Knees and toes, knees and toes
Eyes and ears, mouth and nose,
Mouth and nose, mouth and nose
Head and shoulders, knees and toes.

Rhyme-8

Brush-Brush

Brush-brush-brush your teeth..
Brush them everyday,
Father- mother- brother- sister ..
Brush them everyday.

Wash-wash-wash your hands
Wash it everyday
Father-mother-brother-sister
Wash them everyday.

Comb-comb-comb your hair..
Comb them everyday,
Father-mother-brother-sister..
Comb them everyday.

(Follow with-- Eat-eat-eat your food, Drink-drink-drink your milk)

Rhyme- 9

Two little hands

Two little hands go clap clap clap
Two little feet go tap tap tap
Two little eyes are open wide
One little head goes side to side

Rhyme-10

गर्मी आई गर्मी आई

गर्मी आई गर्मी आई घर घर मे या पंखा लाई,
सबको पास बुलाता पंखा,
मीठी नींद सुलता पंखा.
गर्मी आई गर्मी आई घर घर मे या पंखा लाई,
ठंडी हवा खिलता पंखा,
बहुत आराम हे देता पंखा

Rhyme-11

गर्मी के दिन आये

गर्मी के दिन आये,
तेज चलाओ पंखे, कूलर,
गर्मी के दिन आये,
कुल्फी, शरबत , आइसक्रीम ,
तरबूजे के दिन आये ,
गर्मी के दिन आये,
गर्म हवा के पड़े थपेड़े तन से बहे पसीना,
धूप तेज है, बिन छाते के घर से जाओ कहीं न,
फ्रिज का ठंडा पानी पीने के दिन आये,
तेज चलाओ पंखे, कूलर,
गर्मी के दिन आये।

Rhyme-12

बारिश आई छम छम छम

देखो देखो बादल आए,
साथ अंधेरा कैसा लाए,
बदल गरजा गर गर गर,
मेंढक बोला टर टर टर,

बारिश आई छम छम छम,
छाता लेकर निकले हम,
पैर फिसल गया गिर गये हम,
नीचे छाता उपर हम ..

Rhyme-13

Rain rain go away

Rain-rain go away,
Come again, another day,
Little Cheeku wants to play.

Rhyme-14

बादल के क्या जी में आयी

बदल के क्या जी में आयी,
सब की करने चला सफाई,
धो दिए पेड़, धो दी घास
धो दिया सब कुछ आस-पास,
धुल गयी छत, धुले मकान,
धुल गयी पटरी, धुली दूकान,
जगह-जगह तालाब बनाये,
बच्चे-बूढ़े सभी नहाये।

Rhyme-15

Incy-wincy spider

incy -wincy spider
Climbing up the spout,
Down came the rain and washed the spider out,
Out came the sun and dried up all the rain,
Incy-wincy spider climbed up the spout again.

Rhyme- 16

मेरी बिल्ली काली पीली

मेरी बिल्ली काली पीली,
पानी में वो हो गई गीली,
गीली होकर लगी काँपने,
आक्छी आक्छी लगी छींकने,
मैंने बोला कुछ तो सीख,
बिना रूमाल के कभी ना छींक।

Rhyme-17

चू-चू, ची-ची, चा-चा

चू-चू, ची-ची, चा-चा
घड़ी में चूहा नाचा,
घड़ी ने एक बजाया,
चूहा नीचे आया,
आज चूहे की शादी है,
चूहे के घर जायेंगे,
रसमलाई खायेंगे,
मोटे होकर आएंगे।

Rhyme-18

शेर निराला

शेर निराला हिम्मत वाला,
लंबी लंबी मूछों वाला,
भागो भागो आया है शेर,
दौड़ो दौड़ो आया है शेर।
शेर निराला हिम्मत वाला,
लंबी लंबी मूछों वाला,
जंगल का है ये राजा,
शेर निराला हिम्मत वाला।

Rhyme-19

The elephant is so big and fat

The elephant is so big and fat,
He walks like this,
And he walks like that,
He has no fingers
He has no toes
But oh my god!
What a loooooong nose!

Rhyme-20

आजा चिड़िया आजा री

आजा चिड़िया आजा री
चुग चुग दाना खाजा री,
मीठा गाना गा जा री

आजा चिड़िया आजा री,
चिड़िया बोली आती हूं मैं आती हूं
चुग चुग दाना कहती हूं
मीठा गाना गाती हूं
फिर फुर्र से उड़ जाती हूं।

(Do the same with तोता)

Rhyme-21

जंगल में जानवर खेलते हैं

जंगल में जानवर खेलते हैं,
जंगल में जानवर खेलते हैं,
खेलते हैं, खेलते हैं
हम भी खेलेंगे ऐसे।

खरगोश ऐसे उछलता है,
उछलता है, उछलता है
हम भी उछलेंगे ऐसे।

भालू ऐसे ठुमकता है
ठुमकता है, ठुमकता है,
हम भी ठुमकेंगे ऐसे।

(Follow the rhyme with- हाथी, शेर)

Rhyme-22

हम भालू को गिनती सिखाएंगे

हम भालू को गिनती सिखायेंगे,
भालू बोलो एक- तुम्हें मिलेगा केक,
थोड़ा सा हम भी तो खाएँगे।

हम भालू को गिनती सिखायेंगे,
भालू बोलो दो- तुम्हें मिलेगा जौ,
थोड़ा सा हम भी तो खाएँगे।

हम भालू को गिनती सिखायेंगे,
भालू बोलो तीन- तुम्हें मिलेगी बीन,
थोड़ी हम भी बजाएँगे।

हम भालू को गिनती सिखायेंगे,

भालू बोलो चार- तुम्हें मिलेगी कार,
थोड़ी सी हम भी चलाएँगे।

हम भालू को गिनती सिखायेंगे,
भालू बोलो पाँच- तुम्हें मिलेगी चाट,
थोड़ी सी हम भी खाएँगे।
हम भालू को गिनती सिखायेंगे

Rhyme-23

Two little dickie birds

Two little dickie birds
Sitting on a wall
One named Peter
One named Paul,
Fly away Peter,
Fly away Paul,
Come back Peter,
Come back Paul.

Rhyme-24

Once I caught a fish alive

One, two, three, four, five,
Once I caught a fish alive,
Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right.

Rhyme-25

लाल बत्ती रूको रूको

लाल बत्ती
रूको रूको,
पीली कहे जरा ठहर के देख,
हरी बत्ती कहे हमें चलो चलो,
आगे बढ़ो भाई आगे बढ़ो भाई,
मैं तो हूँ एक मोटर गाडी ,

चारो पहिये मेरे भारी,
बत्ती हो या कोई रंग सही
मैं फिर भी ठहरू नहीं,
ना बाबा ,ना बाबा , ऐसा मत तू कर ,
छोडो ये गाड़ी , छोडो अकड़ ,
किया जो तूने ऐसा चक्कर ,
हो जाएगी भरी टक्कर।

Rhyme-26

मेरे पास एक साइकिल

मेरे पास एक साइकिल है,
जो ट्रिन ट्रिन ट्रिन ट्रिन करती है,
धीरे धीरे चलती है ,
वो ट्रिन ट्रिन ट्रिन ट्रिन करती है,
पम -पम -पम -पम -पम
हम सबकी ये गाड़ी है ,
बड़े मज़े की सवारी है ,
फरटि से चलती है ,
पम -पम -पम -पम -पम।

Rhyme-27

सड़क बनी है लंबी चौड़ी

सड़क बनी है लंबी चौड़ी
उसपे जाते मोटर गाड़ी,
सब बच्चे पटरी पर आओ,
बीच सड़क पर कभी ना जाओ,
सब बच्चे पटरी पर आओ,
बीच सड़क पर कभी ना जाओ ।

जाओगे तो दब जाओगे,
चोट लगेगी पछताओगे,
जाओगे तो दब जाओगे,
चोट लगेगी पछताओगे।

Rhyme-28

Aeroplane

Aeroplane, Aeroplane
Aeroplane, Aeroplane

up in the sky,
Aeroplane, Aeroplane
up in the sky,
Please take me with you
whenever you fly,
Over the clouds oh! so high,
Let's meet the rainbow in the sky.

Rhyme-29
एक छोटी किशती

एक छोटी किशती मेरे पास,
नयी बनवाई, नीली रंगवाई,
और पानी में तैराई
इक मेंढक बैठा पानी में,
उसने देखा, मुझको घूरा,
और कूदा किशती में
मेरी किशती डगमगा गयी,
उलट गयी, पलट गयी
और डूबी पानी में।

Rhyme-30
बच्चे और त्यौहार

बच्चों को अच्छे लगते, सब अपने त्यौहार,
खाते पीते, झूमते, होती खुशी अपार,
यह तो खुश होते सभी, जब आते त्यौहार,
पर बच्चे करते इन्हे, सबसे ज्यादा प्यार।

Rhyme-31
आयी दीवाली रे

आई दीवाली, आई दीवाली,
आई दीवाली रे.
दीप जलाओ, खुशी मनाओ,
आई दीवाली रे.
खूब चले फुलझड़ी और पटाखे,
आई दीवाली रे..
सबको बाँटें खूब मिठाई आई दीवाली रे।

Rhyme-32
आओ रे आओ ईद मनाओ

आओ रे आओ ईद मनाओ
आओ रे आओ ईद मनाओ
आओ रे आओ ईद मनाओ
ईद मनाओ, ईद मनाओ
ईद मनाओ, ईद मनाओ

जुम्मन आओ, शेखु आओ
खालू भाई तुम भी आओ
ईद मनाओ, ईद मनाओ,
ईद मनाओ, ईद मनाओ,

आओ रे आओ ईद मनाओ
आओ रे आओ ईद मनाओ
आओ रे आओ ईद मनाओ
ईद मनाओ, ईद मनाओ
ईद मनाओ, ईद मनाओ

सुबह जल्दी सब उठ जाओ
अम्मी मेरे कपड़े लाओ,
टोपी ये भाई को मेरे पहनाओ
अल्लहा का सदगा करने जाओ,

आओ रे आओ ईद मनाओ
आओ रे आओ ईद मनाओ
आओ रे आओ ईद मनाओ
ईद मनाओ, ईद मनाओ
ईद मनाओ, ईद मनाओ।

Rhyme-33

टन टन करता आया सांता क्लॉज़

बड़े बूट पहन थैला लेके
आया सांता क्लॉज़
रुडोल्फ की गाड़ी में
सर सर करता आया सांता क्लॉज़
पेड़ों के ऊपर से हँसता हँसता आया सांता क्लॉज़
टॉफ़ी और खिलौने लेके आया सांता क्लॉज़
टन टन करता घंटी
बजा कर आया सांता क्लॉज़।

Rhyme-34

सर-सर सर-सर उड़ी पतंग

सर-सर सर-सर उड़ी पतंग,
पफर-पफर पफर-पफर उड़ी पतंग।
इसको काटा, उसको काटा,
खूब लगाया सैर सपाटा।
अब लड़ने में जुटी पतंग,
अरे कट गई, लुटी पतंग।
सर-सर सर-सर उड़ी पतंग,
पफर-पफर पफर-पफर उड़ी पतंग।

Rhyme-35

आई-आई लोहड़ी

आई-आई लोहड़ी आई
सबको हो बहुत बधाई
लकड़ी सजा के
आग लगा के
फुलले रेवड़ी
खूब खाई
सबको लोहड़ी की
बहुत बधाई।

Rhyme-36

तीन रंग का अपना झंडा

तीन रंग का अपना झंडा
झंडा हम फहराते हैं।
इसे तिरंगा कहते हैं हम,
इसका गाना गाते हैं।
इसे देखकर हम सब बच्चे,
अपना शीश झुकते हैं।

Rhyme-37

Rabbit rabbit 1,2,3

Rabbits, Rabbits 1 2 3
Will You Come And Play With Me?
Camels, Camels 4 5 6
Why Do You Have A Hump Like This?

Monkeys, Monkeys 7 8 9
Will You Teach Me How To Climb?
When I Counted Up To 10,
The Elephant Says To Start Again!

Rhyme-38

आओ मिलकर कपड़ें धोयें

आओ मिलकर कपड़ें धोयें,
हम सब मिलकर कपड़ें धोयें,
मम्मी तुम लगा दो साबुन,
पापा इन्हे निचोड़ेंगे,
भैया, दीदी और मैं मिलकर,
इन्हे सुखाने दौड़ेंगे।

Rhyme-39

मम्मी पापा करते काम

मम्मी पापा करते काम,
चाहे सुबह हो चाहे शाम,
कुछ न कुछ करते ही रहते,
सारे घर का बोझा ढोते,
नहीं उन्हे मिलता आराम,
मम्मी पापा करते काम,
हम भी थोड़ा काम करेंगे,
मम्मी पापा की मदद करेंगे।

Rhyme-40

धोबी आया

धोबी आया, धोबी आया
कपड़े साफ़, कपड़े साफ़
कितने कपड़े लाया,
कितने कपड़े लाया,
एक, दो, तीन, चार, पांच, छह,
सात, आठ, नौ, दस
और बस।

Rhyme-41

I am a policeman

I am a policeman, with my star.
I help people near and far.
If you have a problem, call on me.
And I will be there, 1, 2, 3!

Rhyme-42

देखो एक डाकिया आया

देखो एक डाकिया आया,
थैला एक हाथ में लाया,
पहने है वह खाकी कपडे,
चिट्ठी कई हाथ में पकडे,
चिट्ठी में संदेश आया,
शादी में हमें बुलाया,
शादी में सब जाएंगे,
खूब मिठाई खाएंगे

Rhyme-43

What is my job?

What is my job?
What is my job?
Can you guess?
Can you guess?
I help people get well.
I help people get well.

Rhyme-44

आम

आम फलो का राजा है,
सबके मन को भाता है ।
जब गर्मी का मौसम आता,
आम को हर-एक खाता है ।

Rhyme-45

Watermelon Watermelon Papaya

Watermelon, Watermelon, Papaya,
Watermelon, Watermelon, Papaya,
Cheeku, Cheeku, Cheeku
Fruit salad, Fruit salad

Rhyme-46

दौड़ी दौड़ी आई पकोड़ी

दौड़ी दौड़ी आई पकोड़ी
छुन-छुन- छुन- छुन तेल में नाची,
प्लेट में आ शरमाई पकोड़ी
दौड़ी दौड़ी आई पकोड़ी।

Rhyme-47

Grapes are juicy

Grapes are juicy, Grapes are round,
Grapes are tasty, they come from the ground
Some are green. Some are red,
I like to eat them in my bed,
Grapes are great!

Rhyme-48

कद्दूजी की चली बारात

कद्दू जी की चली बारात,
हुई बताशों की बरसात!

बैंगन की गाड़ी के ऊपर
बैठे कद्दू राजा
शलजम और प्याज ने मिलकर
खूब बजाया बाजा!

मेथी, पालक, भिंडी, तोरी
टिंडा, मूली, गाजर,
बने बराती नाच रहे थे
आलू, मटर, टमाटर!

कद्दू जी हँसते-मुस्काते
लौकी दुल्हन लाए
कटहल और करेले जी ने
चाट पकौड़े खाए!

प्रातः पता चली यह बात,
सपना देखा था यह रात!

Rhyme-49

आलू बोलै मुझको खा लो

आलू बोला मुझको खा लो ।

मैं तुमको मोटा कर दूंगा ।
पालक बोली मुझको खा लो ।
मैं तुमको ताकत दे दूँगी ।

गाजर, भिन्डी, बैंगन ।
गोभी, मटर, टमाटर बोले ।
अगर हमें भी खाओगे ।
खूब बड़े हो जाओगे ।

Rhyme-50

गाड़ी का पहिया

गाड़ी का पहिया गोल - गोल
मम्मी की बिंदी गोल- गोल
पापा के पैसे गोल गोल
दादीजी की रोटी गोल- गोल
दादाजी का चश्मा गोल गोल
दीदी की चूड़ी गोल गोल
हम भी गोल, तुम भी गोल
साडी दुनिया गोल गोल

Rhyme-51

सर्दी आई- सर्दी आई

सर्दी आयी सर्दी आयी ,
ठण्ड की पहने वर्दी आयी,
सबने लादे ढ़ेरो कपड़े,
चाहे दुबले चाहे तगड़े,
नाक सभी की लाल हो गई ,
सुकड़ी सब की चाल हो गई ,
सारे बदन में ठिठुरन भर दी ,
सर्दी आयी ,सर्दी आयी।

Rhyme-52 It's Winter

It's winter, It's winter and I am feeling cold
It's winter, It's winter and I have got cold,
I am coughing, I am sneezing, I am blowing my nose,
It's winter, It's winter and I am feeling cold

Rhyme-53

सर्दी की ऋतू आई

ठिठुर रहे सब बच्चे बूढ़े सब,
सर्दी की ऋतू आई,

तन पर बोझ बढ़ा कपड़ों का,
कैसी आफत आई,
सर्दी की ऋतू आई ।

Rhyme-54

किट किट दांत बजाने वाली

किट किट दांत बजाने वाली आयी सर्दी आयी
भाग गए सब पतले चादर, निकली लाल रजाई
दादा दादी नाना नानी, सब सर्दी से डरते
धूप सेकते, आग तापते,
फिर भी रोज़ ठिठुरते
कोट पहन कर मोठे वाला, पापा दफ़्तर जाते,
पहने टोपा, बांधे मफलर, सर्दी से घबराते।

Rhyme-55

I am a big tree

I am big Tree.
La, la, la, la,
These are my branches
And these are my leaves.
These are my flowers.
And these are my fruits.
I give shade to birds and you.

Rhyme-56

एक बुढ़िया ने बोया दाना

एक बुढ़िया ने बोया दाना
गाजर का था पौधा लगाना
धीरे धीरे घास बढ़ी गाजर हाथों हाथ बढ़ी सोचा तोड़ इसे ले जाऊँ हलवा गरमा गरम बनाऊँ
खींची छोटी जोर लगाया
हाँ शा हाँ शा
नहीं बना भाई नहीं बना
काम हमारा नई बना
और बुलाओ एक जाना
फिर बुढ़िया का बुढ़्हा आया.... बेटा आया..... बहु आई। पोता आया
बन गया भाई बन गया
काम हमारा बन गया
हलवा गरमा गरम बना
सबने खाया
वाह भाई वाह क्या खूब बना।

Rhyme-57

प्यास लगे तो पियो पानी

प्यास लगे तो पियो पानी
हाथ धोये तो ये लो पानी
पौधों में हम डाले पानी
कुत्ता बिल्ली माँगे पानी
पानी बिन हम जी न पाएं
फिर पानी को क्यों यूँ ही बहाये

Rhyme-58

Water water everywhere

Water water everywhere

To wash my hands and wash my hair

It's nice to drink it by the pool,

Slurp it, sip it, nice and cool.

Rhyme-59

This is Air

You can not see it,

You can not touch it

You can feel it on your skin,

You can blow it, you can fill it, With a deep breath, take it in, This is air, air is everywhere,

Do not pollute it, please take care.

Rhyme-60

इबनबतूता पहन के जूता

इबनबतूता पहन के जूता निकल पड़े तूफ़ान में

थोड़ी हवा नाक में घुस गई, थोड़ी घुस गई कान में

कभी नाक को कभी कान को मलते इबनबतूता इसी बीच में निकल पड़ा उनके पैरों का जूता

उड़ता उड़ता जूता उनका जा पहुंचा जापान में

इबनबतूता खड़े रह गए मोची की दूकान में