



सत्यमेव जयते

Directorate of Education

Govt of NCT of Delhi

Daily Lesson Plans for Nursery

April to August

2020-21



Development Partner:



AHVAAN
A Trust for Education

Preface

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

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

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

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

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

I wish the teachers a very successful year ahead!

Binay Bhushan
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Acknowledgements

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Important Guidelines for Teachers

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

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

Do's and Don'ts for the Daily Plans

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

The Importance of Phonemic Awareness in Early Years

A Note for teachers

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

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

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

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

Time Table for Classes Nur and K.G.

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

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

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In.pinterest. com

Pre-Primary Curriculum

Developmental Milestones

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

Understanding Pre-School Children

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

Understanding how Pre-School Children Learn

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

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

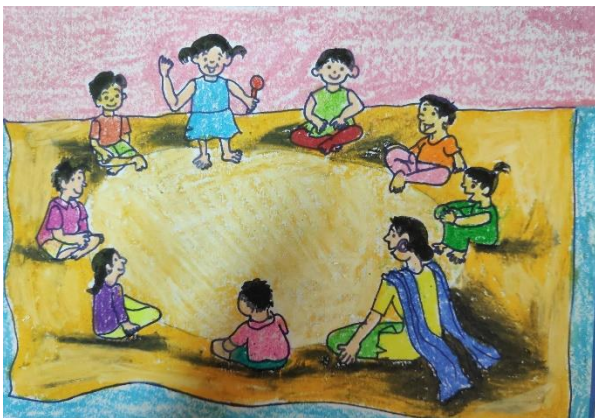
The curriculum is based on the following Principles of Child Development

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

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

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

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



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

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

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

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

The Scope and Purpose of the Pre-Primary Curriculum Framework

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

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

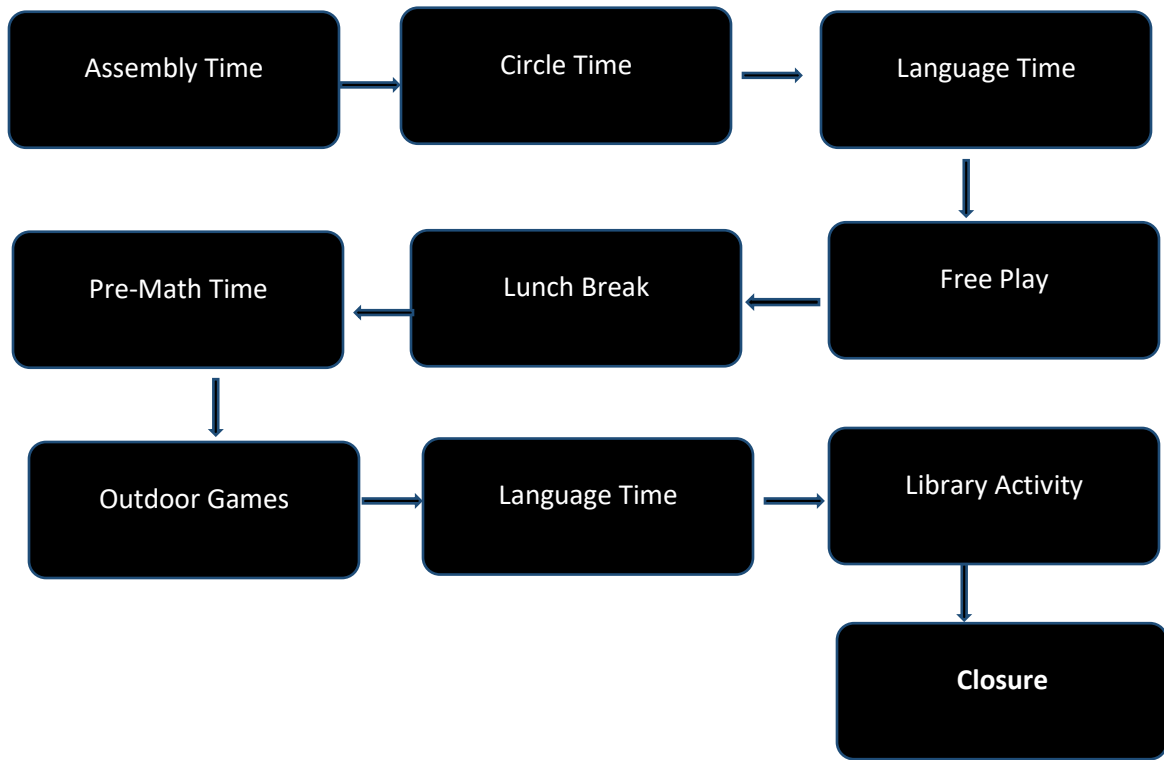
This document in addition to stating clearly the philosophy, methodology and strengths of the curriculum, should also give a ready list of resources and tools required by schools to implement the curriculum in its true spirit.

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

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

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

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



The scope of this document covers:

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

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

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

The curriculum follows a thematic approach which means:

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

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

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

Thematic approach will help the children:

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

Themes Covered in the curriculum:

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

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

The sequence followed in the curriculum is:

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



Skills Covered in the curriculum:

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

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



Emphasis on Stories in the curriculum:

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

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

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

A story should have the following elements:

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

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

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

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

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

The importance of storytelling:

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



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

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

- During conversation time to introduce a theme

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

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

Notes For Teachers

- The words introduced with all the letters are for vocabulary development and are not to be written by children.
- However, the teacher can label some of the flash cards so that children are exposed to the written word.
- We may list common characteristics of a given age group but also ponder that individual differences exist and these should be respected. Hence the teacher must be very sensitive to the learning needs of all children.
- Colouring and drawing are very important activities both for cognitive and emotional expression. These activities, when planned well, provide avenues for emotional expression, expand imagination and enhance cognitive faculties dramatically.
- Display children's work in the classroom: Teachers should be careful about displaying every child's work at some time or the other. The displays need not always be of the best work.
- Young children learn by concrete experiences. Where concrete experiences are not possible, pictures must be used.
- Initially children take long to complete activities; the teachers may have to adjust the day's schedule accordingly. As the children become more confident and competent, they are able to complete tasks in the given time.
- When recapitulating a concept, the teacher must try and focus on more than one skill. For example – when revising numbers, children must not be asked only to draw each time, instead they may be asked to:
 - fold 1 house, 2 flowers and then paste them
 - arrange one leaf, two leaves
 - collect one pebble/ bead/ blocks, two stones/ beads/ blocks
 - show one hand, two hands
 - clap once, twice (one time, two times)

The Classroom

- The child should feel safe and secure in the classroom.
- The classroom should be inviting, colourful and bright.
- Children's work should be displayed at their eye level.
- Keep changing the displays.
- Avoid putting too many displays as it may distract the children.
- Children should be allowed to express their needs without fear or hesitation.
- There should be many opportunities for structured and unstructured conversation in the classroom.
- There should be space for children and teacher to move around.
- Little children cannot sit at one place for long.
- Any activity should not be stretched for too long.
- Children should be kept occupied at all times.
- Encourage children to treat the classroom space as their own.
- Children should be able to attach meaning to whatever they do in the classroom.

The first few days in school are very critical for everyone involved – children, parents and teachers.

It is important for children to settle down, feel secure and feel taken care of. This experience lasts for the rest of their school-lives.

Parents feel confident when they know that their child is comfortable, safe and secure – psychologically and physically.

For the teacher, the first year gives them the parameters within which children function at school and at home. Eventually, a design emerges that enables every child to graduate and move towards attaining his/ her development milestones.

Helping children and parents settle down is the responsibility of the school and the teacher.

Ultimately, what determines the success of pre-school is the teacher's:

- attitude towards the importance and role of pre-schooling,
- understanding of growth patterns,
- belief in children's inherent potential and
- understanding of the complexities involved in planning and approach.

Meaningful Indoor and Outdoor Play

Making Indoor and Outdoor activities meaningful in pre-school is challenging. The purpose of these activities is to develop and refine the children's fine and large motor skills, sharpen senses, balance and steadiness, besides the cognitive, emotional and social skills. These skills determine how well children learn, read and write for the rest of their school lives.

Carefully chosen activities would enable the teacher to:

- recap previous learning
- integrate the cognitive, the affective (pertaining to emotions and feeling) and the physical domains
- seek alternative ways of teaching because different children learn in different ways
- break the class into specific groups for need-based activities

How to introduce numbers:

While teaching shapes

- Show objects/ pictures of particular shapes.
- Encourage children to see the broad similarities between a shape and the objects around, such as for 'circle' the teacher can use examples of objects like plate, moon, wheel, etc.

3. Numbers can also be associated with actions such as jumping, clapping, etc.
4. After sufficient concrete experiences, the teacher can use pictures to reinforce the quantity to numeral relationship. This can be followed by worksheets.

Free Conversation

Free conversation is intended to be part of the daily schedule to motivate children to say what they feel and think. Although the ideas given here are directions/suggestions for teachers, the teachers can enlarge the scope of free conversation when children are allowed and encouraged to go beyond these suggestions.

Most importantly, do not correct their language or interrupt their flow of expression.

Children feel encouraged to talk when the teacher maintains an eye contact with them.

Stories are a great way to develop language and vocabulary

The flash cards, which the teacher prepares for sound association, number concepts and indoor games, should also be available to children at the time of free play so that self-learning, pair learning and reinforcement of concepts take place all the time. Laminating helps to preserve pictures and flash cards so that they can be used multiple times.

Whenever children are asked to draw on their own, the teacher must also draw on the blackboard and the drawing should be simple. This encourages children to make an effort and prevents them from cultivating a fear of 'not being able to reach the teacher's expectation'. The teacher must be sensitive and must stop helping when the class is ready. Continue to help children who are not ready, avoiding any kind of comparisons and judgments.

Encourage children to talk about their drawings. When children begin to give meaning to their illustrations, it takes their language further, and may be considered a first step towards reading.

Recapitulation

A pre-school teacher must build recapitulation as a regular part of the routine. Recapitulation allows repetition, which helps children in anchoring the skills and concepts learnt, and habits cultivated.

However, recapitulation is not only about repeating the same experience or activity.

What is required is CREATIVE RECAP where:

- A skill enforced through one activity is used in another form in another activity/ experience.
- The instructions for the activity are different from the earlier one
- Simply changing the format of the worksheet makes it a new experience for a child
- Variety makes the classroom space exciting and avoids boredom
- Variety prevents “rote learning” or depending entirely on memory. It stimulates thinking and enhances creativity.

Indoor free play should not be restricted only to the use of blocks, puzzles, play dough/ clay and beads, which are provided by the school. A teacher can add things like an old cap, a stick, scarves, a couple of dolls, etc. to allow children to role-play whenever they want to, during free play.

Nursery Annual Break up

Theme	Values	Language and Literacy (English)	Mathematics	Language and Literacy (Hindi)	Sensory- Motor
April-Myself My Classroom My body-keeping it clean and healthy My Family	Respecting ourselves /Self-care Respecting and setting mutually the classroom norms Hygiene/ cleanliness Appreciating differences	Rhyme: Brush Brush Good Morning Wash our Hands	Pre- Number Skills: Matching Sorting One to one correspondence	शब्दकोष: कक्षा की वस्तुओं की पहचान रंगों की पहचान फलों और सब्जियों के नाम शरीर के अंगों की पहचान अपने आपको पूर्ण वाक्यों में अभिव्यक्त करने का प्रयास वाक्यों का प्रयोग: मेरा नाम.... है। मुझे..... पसंद है। मुझे.... खाना पसंद है। मेरे घर पर..... मेरे पापा/ मेरी मम्मी का नाम। कविता: ची ची चिड़िया आओ मिलकर कपडे धोएं	Sense of Hearing Auditory discrimination using environmental sounds, sound boxes, animal and birds sounds and body parts Sense of Touch Sense of Sight Fine motor activities including free drawing, colouring, scribbling, etc. Gross motor activities including walking on a path, jumping, running, etc.
May-Summer	Self Care		Pre- Number Skills : Odd one out Sorting	शब्दकोष गर्मी से सम्बंधित शब्द कविता: गर्मी आयी आम	Sense of Hearing : Auditory Discrimination activities using bodily sounds.
July- Rain	Respecting ourselves/ Self Care Understanding and appreciating the	Vocabulary: Classroom objects, Parts of body Names of colours, fruits and vegetables Action words	Pre- Number Skills: Comparison Tall/short, Heavy/light, More/less Big / Small (Comparing)	अक्षर-ध्वनि परिचय /क/, /प/, /ज/ शब्दकोष: /क /, /प /, /ज / ध्वनि के शब्द बारिश से सम्बंधित शब्द	Sense of Hearing Auditory Discrimination activities using bodily sounds, names and musical instruments

	importance of rain Water Conservation	Learning to use simple sentences like- My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... Rhyme: Rain on the green grass Two Little Hands Wash Our Hands		वाक्यों का प्रयोग- यह _____ है कविता: बारिश आई मेरी बिल्ली	Sense of Touch Sense of Smell Gross motor activities including throwing, catching, kicking and balancing
August- Animals, Birds and Insects	Sensitivity towards animals, birds and insects and respecting their natural habitat. Sensitivity towards environment Sharing	Sounds : /s/, /a/, /t/ Vocabulary related to the sound /s/, /a/, /t/ Learning to use simple sentences like- I have	Pre-Number Skills: Matching Comparison Sequencing Seriation Patterns Learning to count: counting experience	अक्षर-ध्वनि: /ग/, /र/, /ब/ शब्दकोश : ग/, /र/, /ब/ ध्वनि के शब्द जानवरों , पक्षियों और कीड़ों के नाम वाक्यों का प्रयोग- वह _____ कर रहा/रही है। मैं _____ रहा/ रही हूँ। कविता : मैं तो सो रही थी शेर निराला तोता हूँ मैं तोता हूँ नाच मोर का सबको भाता	Sense of Hearing: Auditory discrimination activities using sounds of animals and birds Sense of Smell Sense of Sight Fine motor activities involving stringing beads, clay, fingerprinting , etc Gross motor activities involving walking, running, following a path, etc.
September Means of transport Land Transport	Respecting rules Respecting public property	Sounds : /p/, /i/, /n/ Vocabulary related to the sounds /p/, /i/, /n/	Learning to count Exploring Numbers (1-5)	अक्षर-ध्वनि: /घ/, /म/, /ख/ शब्दकोष : /घ/, /म/, /ख / ध्वनि के शब्द	Sense of Hearing : Auditory discrimination activities using sounds of different means of transport

Water Transport Air Transport	Sensitivity towards environment	<p>Sentence Usage: 'It is a....'</p> <p>Rhyme: Red Light Red Light Aeroplane</p>	Classification and Comparison (Means of Transport)	<p>यातायात के साधनों का नाम</p> <p>कविता: मेरे पास एक साईकिल लाल बत्ती छुक छुक आयी रेल मेरी किशती</p>	<p>Sense of Taste</p> <p>Fine Motor activities involving craft and clay work</p> <p>Gross Motor activities involving jumping, kicking, sidewalking, etc.</p>
<p>October-Festivals</p> <p>(Revision Month)</p>	<p>Respecting collective norms</p> <p>Hygiene</p> <p>Self Care</p> <p>Respecting Diversity</p>	<p>Revision of all the sounds and vocabulary done so far</p> <p>Sound: /m/</p> <p>Vocabulary related to the sound /m/</p> <p>Song/ Rhyme : If you are happy and you know it</p>	Revision of all the concepts done so far.	<p>अब तक हो चुके अक्षर-ध्वनियों की पुनरावृत्ति</p> <p>अक्षर-ध्वनि: /स /</p> <p>शब्दकोष : /स / ध्वनि के शब्द अब तक हो चुके शब्दों की पुनरावृत्ति</p> <p>कविता आई दिवाली ईद आयी ईद आयी</p>	<p>Sense of Hearing using children's names and sound boxes</p> <p>Fine motor activities involving tearing and pasting, paper cutting and craft work</p> <p>Gross motor activities involving walking while holding an object, balancing, etc.</p>
<p>November-Our Helpers and Places Around us</p>	<p>Empathy</p> <p>Dignity of labour</p> <p>Helping others</p> <p>Sharing</p>	<p>Sounds: /d/, /g/, /o/</p> <p>Vocabulary: related to the sounds /d/, /g/, /o/ Feelings words</p> <p>Sentence Usage- I am (feeling word)</p>	<p>Learning to count</p> <p>Exploring Numbers (1-10)</p>	<p>अक्षर-ध्वनि- /च / ट/, /त/</p> <p>शब्दकोष : /च / ट/, /त / ध्वनि के शब्द हमारे सहायक के नाम हमारी आस पास की जगाओं के नाम</p> <p>कविता मेरी टीचर डाकिया आया डॉक्टर देखो चौकीदार</p>	<p>Sense of Touch</p> <p>Sense of Hearing: identifying first and end sound in the words</p> <p>Fine Motor activities involving tearing and pasting, colouring and free drawing</p> <p>Gross Motor activities involving running, walking, etc.</p>

<p>December Food</p>	<p>Self Care Value of Food</p>	<p>Sounds:/c/, /r/ Vocabulary related to the sound /c/ and /r/ Names of fruits and vegetables Sentence Usage- This is a... It is a.....</p>	<p>Exploring Numbers: (1-10) Shapes: Circle, Triangle and Rectangle Pre- Number Skills revision</p>	<p>अक्षर-ध्वनि: / न / , /ल/, /फ/ आवाज़ों को जोड़ना शब्दकोष : /न / ल/, /फ / ध्वनि के शब्द</p>	<p>Sense of Taste Sense of Hearing: identifying first and end sound in the words Fine motor activities including paper folding Gross Motor activities including running, throwing, catching and hurdle race,</p>
<p>January Winter</p>	<p>Self Care Sensitivity Towards Others</p>	<p>Sounds: /e/, /f/ Vocabulary related to the sound /e/ and /f/ Oral Blending with sounds covered so far</p>	<p>Seriation and Patterns shapes</p>	<p>अक्षर-ध्वनि /द / , /भ / आवाज़ों को जोड़ना दो अक्षरों के शब्दों को पढ़ना शब्दकोष : /द / , /भ / ध्वनि के शब्द सर्दी संबंधित शब्द वाक्यों का प्रयोग यह.... है। कविता: सर्दी आयी सर्दी आयी</p>	<p>Sense of Sight Sense of Hearing Gross motor activities involving balancing and running</p>

<p>February-Our Surroundings Plants and Trees Water Air</p> <p>Experiments related to plants water and air</p>	<p>Sensitivity towards the environment</p>	<p>Oral Blending and Segmenting</p> <p>Action Words</p> <p>Sentence Usage - He/ She is....(action word)</p> <p>Rhyme : Air Air</p>	<p>Shapes</p> <p>Learning to Count Exploring Numbers (1-10)</p>	<p>अक्षर-ध्वनि /ध/,/छ/,/ह /</p> <p>आवाज़ों को जोड़ना और तोड़ना</p> <p>सरल शब्दों को पढ़ना शब्दकोष : /ध/, /छ/, /ह / ध्वनि के शब्द पेड़/ पौधों के भागों की पहचान</p> <p>वाक्यों का प्रयोग यह.... है।</p> <p>कविता: पेड़ पहाड़ी पे पेड़ था पानी बच्चो मेरी सुनो कहानी</p>	<p>Sense of Sight</p> <p>Fine Motor activities tearing and pasting</p> <p>Gross Motor activities involving walking on a rope, walking sideways and backwards.</p>
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April-May

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

		Weekly Learning Outcomes - Apr - May (Nur)				
		Apr - Week 1	Week 2	Week 3	Week 4	May - Week 1
Domain	The student will be able to:	Activity:	Activity:	Activity:	Activity:	Activity:
Personal, Social and Emotional Development	Describe self in terms of physical characteristics					
	<ul style="list-style-type: none"> Talks about his /her name, body parts and other characteristics without inhibitions Identifies close family, friends and family members 	during self introduction using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in Hindi	during self introduction using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in Hindi	during self introduction using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in Hindi	during self introduction using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in Hindi	during self introduction using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in Hindi
	Express own interests and preferences					
	<ul style="list-style-type: none"> Expresses himself /herself without inhibitions Expresses his/her needs /feelings /emotions 	during structured conversations: *on knowing each other through introduction of self and family *about classroom objects and naming them *on setting and respecting classroom norms *about ways to take care of the classroom *about ways of helping each other	during structured conversations: *on healthy habits in school and at home *on daily routine focusing on hygiene and self-care *about their family members and what all they do with them	during structured conversations: *on speaking about family photographs and the role each family member plays *on ways to maintain hygiene at home *about different kinds of families	during structured conversations: *on healthy eating habits at home and at school *the value of nutritional food versus junk food	during structured conversations: *on what all they see at school *about the summer season *ways to take care during summer season *on comparison of summer and winter season
	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 free conversation about each other and Greetings *during structured conversation	during free conversation on a topic on their mind	during free conversation after greeting song on issues of their choice	during free conversation on how they are feeling	during free conversation: *on what they did the previous day *things they like to do, eat and drink, wear during summers
	Use 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 the 5 senses to explore the environment 	mainly sense of hearing during auditory discrimination using environmental sounds, sound boxes, animal and birds sounds and body parts	*mainly sense of hearing during auditory discrimination using environmental sounds, sound boxes, animal and birds sounds and body parts *mainly sense of touch during the feely bag activity	*mainly sense of hearing during auditory discrimination using environmental sounds, sound boxes, animal and birds sounds and body parts *mainly sense of touch during the feely bag activity	mainly sense of hearing during auditory discrimination using environmental sounds, sound boxes, animal and birds sounds and body parts	mainly sense of hearing during auditory discrimination using environmental sounds, sound boxes, animal and birds sounds and body parts
Physical Development	Exhibit gross motor 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 doing action words using the body, striding along on cardboard planks, walking/running/jumping on a narrow path on the floor, walking on a line, during free play	while playing the action game, balancing game with an object on their head, running the action race, walking to the beat, floating a balloon longest in air, during feely bag activity, moving to the tune, playing ankhmicholi and Simon Says	while playing bowling using plastic bottles, circuit training using everyday things, copy cat and crazy dance activity, jumping over legs and race for colour	while doing crazy dance, walking on a path balancing an object n hand, body percussion activity	while jumping from one line to another, doing crazy dance, walking on different paths, body percussion activity, plying statue game
	Exhibit fine motor skills and simple eye hand coordination					
	<ul style="list-style-type: none"> Able to scribble and color Attempts to put beads through the strings Attempts to tear and paste paper Uses the grip to hold 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 	<ul style="list-style-type: none"> while doing free play in the four corners while making stick and finger puppets while throwing and catching the handkerchief while drawing and colouring newspaper sheets while making paper balls of newspaper 	<ul style="list-style-type: none"> while throwing and catching a handkerchief making a photo frame using paper folding while mixing different colours in water while handling the feely bag while colouring the worksheets doing free play with play dough, blocks and beads 	<ul style="list-style-type: none"> while scribbling and crumbling coloured sheets while racing with colours while doing treasure hunt while handling the feely bag during free hand drawing in their files 	<ul style="list-style-type: none"> while making a girl and boy using shapes cut outs while doing free play with rangometry while doing free play with play dough while doing free play in play corners 	<ul style="list-style-type: none"> while making straight lines with coloured chalk while doing finger painting while joining dots to make a straight line while tearing and pasting making mango craft while paper folding making a water melon fan during free play in the play corners
Creative and Aesthetic Development	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 free play outdoors	during free play with play dough, blocks and beads	during free play outdoors	during free play in the play corners	during free play in the play corners, making things related to summers using play dough
Language Development	Listen attentively and maintains eye contact					

<ul style="list-style-type: none"> Listens attentively undisturbed to stories 	during story narration using: a prop, read and look at story books, a picture book, a book to see and hold, a puppet	during story narration using: a prop, read and look at story books, a picture book on the theme colours, a book to see and hold, puppets on the theme self-care	during story narration using: props, read and look at story books, a big picture book, children to complete the ending, a role play	during story narration using: read and look at story books, a picture cards on the theme fruits and vegetables, a book to see and hold, a big book with repetitive text, pretend read	during story narration using: pretend read, retelling a story with big pictures, children to complete the ending, a puppet on the theme summers
Participate in conversations, stories and sharing experiences					
<ul style="list-style-type: none"> Is eager to share experiences during conversations and while listening to stories 	during story narration using: a prop, read and look at story books, a picture book, a book to see and hold, a puppet	during story narration using: a prop, read and look at story books, a picture book on the theme colours, a book to see and hold, puppets on the theme self-care	during story narration using: props, read and look at story books, a big picture book, children to complete the ending, a role play	during story narration using: read and look at story books, a picture cards on the theme fruits and vegetables, a book to see and hold, a big book with repetitive text, pretend read	during story narration using: pretend read, retelling a story with big pictures, children to complete the ending, a puppet on the theme summers
Follow one or two simple instructions					
<ul style="list-style-type: none"> Understands simple instructions Follows two-three steps instructions 	while doing activities, games and worksheets	while doing activities, games and worksheets	while doing activities, games and worksheets	while doing activities, games and worksheets	while doing activities, games and worksheets
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 	चीची चिड़िया आओ मिलकर कपडे धोएं Brush Good Morning Wash our Hands	चीची चिड़िया आओ मिलकर कपडे धोएं Brush Brush Good Morning Wash our Hands	चीची चिड़िया आओ मिलकर कपडे धोएं Brush Brush Good Morning Wash our Hands	चीची चिड़िया आओ मिलकर कपडे धोएं Brush Brush Good Morning Wash our Hands	गर्मी आयी, आम Brush Brush Good Morning Wash our Hands
Demonstrate introductory phonological awareness skills and identifies familiar sounds in the environment					
<ul style="list-style-type: none"> Identifies sounds in the environment, sounds of musical instruments, transport, animals, birds, body etc Able to differentiate between the sounds in the environment, sounds of animals, birds, transport, body and musical instruments Able to differentiate between target sounds in English and Hindi 	during auditory discrimination activities usingbodily sounds, names andmusical instruments	during auditory discrimination activities usingbodily sounds, names andmusical instruments	during auditory discrimination activities usingbodily sounds, names andmusical instruments	during auditory discrimination activities usingbodily sounds, names andmusical instruments	during auditory discrimination activities usingbodily sounds, names andmusical instruments

Recognize most letter sounds/ vyanjans and their corresponding sounds					
<ul style="list-style-type: none"> • Is able to identify Hindi Vyanjans and their sounds • Is able to identify some English letters and their sounds • Is able to identify pictures with words with sounds • Can differentiate between the letters of common sounds like /a/ and /e/ • Is able to overwrite/color vyanjans and letters introduced 	during segmentation of sounds in the rhyme चीची चिड़िया, names of daily life objects, using sound box	during segmentation of sounds in the rhyme चीची चिड़िया, names of daily life objects especially the ones that help us stay clean, using sound box, names of colours	during segmentation of sounds in the names of daily life objects, in sounds of birds, in names of body parts, action words,	during segmentation of sounds in the names of daily life objects, in sounds of birds, in names of body parts, action words,	during segmentation of sounds in the names of daily life objects, in sounds of birds, in names of body parts, action words,
Use appropriate vocabulary for some common and familiar objects					
<ul style="list-style-type: none"> • Associate words with pictures /real objects • Can associate naming words/ action 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 • Remembers words from word-wall or flashcards put up in class • Uses new vocabulary like names of colors, animals, fruits etc in his /her daily conversation • Shows curiosity to know the meaning of new words from a storybook • Uses learnt vocabulary with sentence structures 	<p>*while using names of: classroom and daily life objects, objects in the school bag, action words,</p> <p>*during self introduction using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in Hindi,</p> <p>*during picture talk on classroom norms and space</p>	<p>*while using names of: classroom and daily life objects, objects in the school bag, names of colours, action words,</p> <p>*during self introduction using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in Hindi,</p> <p>*during picture talk on classroom norms and space</p>	<p>*while using names of: classroom and daily life objects, objects in the school bag, parts of the body, names of colours, action words,</p> <p>*during self introduction using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in Hindi,</p> <p>*during picture talk on classroom norms and space</p>	<p>*while using names of: classroom and daily life objects, objects in the school bag, parts of the body, names of colours, action words, food we eat</p> <p>*during self introduction using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in Hindi,</p> <p>*during picture talk on classroom norms and space</p>	<p>*while using names of: classroom and daily life objects, objects in the school bag, parts of the body, names of colours, action words, things related to summers</p> <p>*during self introduction using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in Hindi,</p> <p>*during picture talk on classroom norms and space</p>
Enjoy age appropriate stories and responds by answering simple questions					
<ul style="list-style-type: none"> • Answers comprehension questions from the story in one word • Responds in full sentence • Uses sentence structures of Hindi 	while listening to stories in story time	while listening to stories in story time	while listening to stories in story time	while listening to stories in story time	while listening to stories in story time
Cognitive Development	Compare two objects on the basis of observational properties				

<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 	using daily life objects like big and small circle, big and small circle				
Compare and classify on the basis of any one category					
<ul style="list-style-type: none"> • Able to sort a group of objects on the basis of shape or size or color 		sorting beads, blocks and rangometry pieces	sorting beads, blocks and rangometry pieces	sorting beads, blocks and rangometry pieces and healthy and unhealthy items using picture cards	sorting beads, blocks and rangometry pieces and healthy and unhealthy items using picture cards, summer and winter items using picture cards
Identify names of basic colors and shapes					
<ul style="list-style-type: none"> • Is able to name few colors and shapes • 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 	during activities with big and small circles				
Show ability to understand relationship such as part and whole, odd one out, association					
<ul style="list-style-type: none"> • Able to match and pair parts of a picture, objects 	matching two sets of classroom object flashcards, real classroom objects, rangometry pieces, actions	*matching two sets of classroom object flashcards, real classroom objects, rangometry pieces, actions, *during colour matching using dominos	*matching two sets of classroom object flashcards, real classroom objects, rangometry pieces, actions, shapes *during colour matching using dominos *matching things in the worksheet	*matching two sets of classroom object flashcards, real classroom objects, rangometry pieces, actions, shapes *during colour matching using dominos *matching things in the worksheet	*matching two sets of classroom object flashcards, real classroom objects, rangometry pieces, *finding the odd one out on the basis of size, shape, colour
Place 3 -4 objects in one to one correspondence					
<ul style="list-style-type: none"> • Is able to establish one to one correspondence between objects and pictures 	on the basis of the same colour or corresponding size	on the basis of the same colour or corresponding size		on the basis of same colour, corresponding size, relationship with common objects and counting objects	on the basis of same colour, corresponding size, relationship with common objects and counting objects

Class : Nursery

Month : April

Week : 1

Day 1

Theme: Myself

Preparation - Arrange for the following: Objects for auditory discrimination activity, play material, sheets of paper, colours, old newspaper, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Getting to know the class

- Begin by greeting the class with a cheerful “Good Morning” and introduce yourself.

Initiate free conversation:

- Get them to do the “Hello, Hello, Hello Song”
- Conduct the “Getting to know you” icebreaker game as given below:

Ice Breaker Game – Getting to know each other:

- Have the children hold hands and stand in a circle with you. Tell them to leave their hands and listen carefully to the instructions.
- Each child says her/ his name and passes on the ball to the next child.
- Start the game by passing the ball after saying your name.
- In the second round, the children share the game they like to play the most and then pass the ball.
- Take them around the classroom and show them where different things such as toys, story books, colours, dustbin, etc, are kept.
- Tell them what they should do when they want to use the washroom.
- Tell them where to keep their bags and bottles.
- Put up naming labels in the classroom.

Language (Hindi)

Rhyme no. 1 ची ची चिड़िया

ध्वनि भेद

- बच्चों को आँख बंद करके आस-पास की आवाज़ें सुनने को कहें ।
- बच्चों के आवाज़ सुन लेने के बाद उनसे कुछ सवाल पूछें जैसे - कैसी कैसी आवाज़ें सुनाई दीं ? वो आवाज़े किस चीज़ से आ रही होंगी, आदि।
- बच्चों को अपने साथ गोले में बैठाएँ और अलग अलग चीज़ों की आवाज़ें सुनाएं जैसे चाबी की आवाज़, बॉक्स में रखे सिक्कों की आवाज़, ग्लास गिरने की आवाज़, आदि। इन चीज़ों को बच्चों

- को भी दें और खुद से इन्हें प्रयोग कर के देखने को कहें।
- अब बच्चों को आँख बंद करने को कहें और इन्हीं आवाज़ों का दोबारा अभ्यास करें इस बार बच्चों को आँख बंद कर के आवाज़ पहचानने को कहें।

Free Play/Indoor/Art and Craft

Play Corners:

Create 4 play corners (Teacher should name these corners)

- First corner has rangometry and blocks (Math Corner)
- Second corner has toys (Toy Corner)
- Third corner has drawing sheets and colours (Drawing Corner)
- Materials like cardboard boxes, *duppatta*, balls, etc, for children to 'Pretend Play' (Craft corner)
- Assign one corner each to a group of children and let them explore the material
- Make sure each corner has sufficient material
- Tell the children that when you clap or sing a rhyme they have to move to the next Play Corner
- Give children time to play at each corner for a while.

Lunch Break

Mathematics

Matching:

- Have the children stand up, hold hands and form a circle.
- Announce "This is a Circle". Instruct them to step inwards and announce "Small circle." Instruct them to step outwards and announce "Big Circle".
- To make it a fun activity, repeat the commands, small circle/ big circle in a random manner.

- Draw outlines of circles with different colors on sheets of paper. For e.g. one red outline of a circle on one sheet and another red outline of a circle on another sheet. Do not fill the circle with colour. Draw as many so that each child gets a sheet.
- Have at-least 2 sets for each color.
- Distribute these randomly to the children and let them find their 'matching' partner. Once they find their partners, they sit with their partners and colour the circle with the same colour as the outline.

Outdoor Games

Action Words क्रिया शब्द (Hindi):

- Make children stand far apart and spread out all over the room or playground.
- Instruct them to listen carefully and do the action.
- Tell them to keep doing the action of the word called out till you say the next one. Call out different doing words like:
 - Jump (कूदना)
 - Run (भागना)
 - Walk (चलना)
 - Sit (बैठना)
 - Stand (खड़े होना)

Free Drawing

- Give children colors and old newspapers, let them draw freely using crayons.

Library Activity

- Use any story on children's first day at school.
- Narrate the story using the picture/ book.
- Use voice modulation and gestures.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- Close the day with the greeting song using "Bye bye bye" instead of "Hello hello hello"

Class : Nursery

Month : April

Week : 1

Day 2

Theme: Myself

Preparation - Arrange for the following: Objects for auditory discrimination activity, play material, picture cards of classroom objects (2 sets), picture cards of action words, drawing file, colours, doll, puppet, storybooks, etc.

Assembly Time

Circle Time

Free Conversation and Greetings:

- Begin by greeting the class with a cheerful “Good morning” and introduce yourself again. Draw their attention to the way you greeted them when they entered the class.
- Introduce the word “Good Morning” followed by Good Afternoon, Good Evening, Good Night, Hello, Bye.
- Tell them when these words are to be used.
- Discuss whether they understand the correct usage.

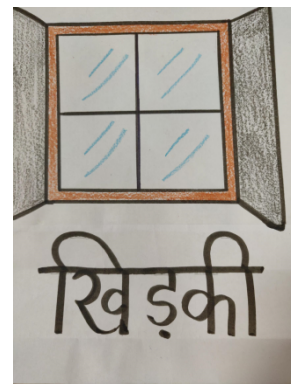
Sit in a circle along with the students. Initiate free conversation by asking questions like:

- How are you feeling today?
- Did you enjoy your day at school yesterday?
- What did you do in the morning before coming to school?

Getting to know the Classroom:

Value: Taking Care of the Classroom

- Take them around the classroom and show them where different things such as toys, story books, colours, chalks, dustbin, pencils, etc, are kept.
- Tell them what to do when they feel like using the washroom.
- Tell them where to keep their bags and bottles.
- See if children are able to relate to the labels put up the previous day at these spaces.
- Vocabulary : खिड़की, दरवाज़ा, चटाई, कूड़ेदान, खिलौने, कुर्सी, किताबें



Use labels like:

Point to the labels while talking about these objects and spaces.

Language (Hindi)

Rhyme 1 :ची ची चिड़िया

गतिविधि से पहले इस कविता को कराएं।

वाक्य का परिचय

- मेरा नाम _____ है, मुझे बच्चों को पढ़ाना पसंद है!
- बच्चों को अपने साथ एक गोले में खड़ा करें और “मेरा नाम _____ है।” “ मुझे _____ करना पसंद है” वाक्य का प्रयोग करते हुए परिचय दें।
- अब एक गेंद बच्चों को दें और उन्हें बतायें कि जिनके पास ये गेंद होगी वही बच्चा अपने बारे में बताएगा
- सारे बच्चों को बारी दें।

ध्वनि भेद

- बच्चों को घेरे में बैठाएं और अब तक हुई आवाज़ों को दोहराएं जैसे - चाबी, ग्लास, चम्मच और कुछ नई चीज़ों को भी जोड़ें।
- फिर एक बार इन चीज़ों को बच्चों को भी दें अन्वेषण के लिये।
- आवाज़ सुन लेने के बाद बच्चों से सारा सामान वापस ले लें।
- बच्चों को आँख बंद करने को कहें और इन आवाज़ों के नाम दोबारा पहचानने को कहें।

Free Play/Indoor/Art and Craft

Play Corners (Created on day 1):

- Remind the children about the four corners.
- Assign one corner each to a group of children.
- Make sure each group has sufficient material.
- Tell children that when you clap or sing a rhyme they move to the next play corner.
- Give children time to play at each corner for a while.

Lunch Break

Mathematics

Matching:

Context: Share with the children that there are two monkeys (Use puppets/ toys). Both of them like to have exactly the same thing. If one wants a banana, the other one also wants a banana. If one sits on a blue chair, the other one also wants a blue chair. What if both of them come to the classroom? Which matching things will they pick up today?

- Use easily available objects like chalk, blocks, pencils, colors, water bottle, chair, etc.
- Keep each one of these in front of the children.
- Tell the children that the monkeys will need a chalk 'matching' this chalk and ask any child to help you in finding the 'matching' object. Ask for more volunteers.
- Repeat this using other objects.
- Now tell the children to sit in a circle.
- Have 2 sets of matching flashcards (5 in each set) of classroom objects like chair, table, window, mat, pencil, etc.
- Keep one set in the center and ask the children to name these objects.
- Distribute the flash cards of other set to the children.
- Let children come and match the cards.

Outdoor Games

Let's Do The Actions:

Make children stand far apart, spread all over the room or playground and call out different action words, like:

(Use these words in Hindi)

- Jump/ कूदो
 - Run/ भागो
 - Walk/ चलो
 - Sit/ बैठो
 - Stand/ खड़े हो जाओ
 - Dance/ नाचो
 - Stop/ रुक जाओ
- Once the students have got familiar with the vocabulary, use flash cards of the action words. Show the flashcard and let children do the action.

Free Drawing

- Ask the children what they like the most in the classroom and why.
- Distribute drawing sheets/ files to the students.
- Encourage them to draw their favourite things from the classroom and colour it.
- While children are drawing and colouring, move around the classroom and ask

them what they have drawn and label their drawings.

Note : Children at this stage may only scribble, accept their scribbling as drawing and label it

Library Activity

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

Closure and Bye

- Revise the rhyme and encourage children to share all the activities they did during the day.
- Wind up with the Greeting song using "Bye bye bye" instead of "Hello hello hello"

Class : Nursery

Month : April

Week : 1

Day 3

Theme: Myself

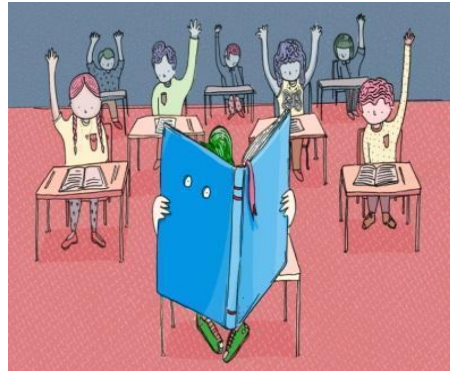
Preparation - Arrange for the following: Posters on classroom norms, picture of a classroom scene, objects for auditory discrimination activity, play material, material for making stick/ finger puppets, picture cards (classroom objects), cardboard planks, handkerchief, storybooks, etc.

Assembly Time

Circle Time

**Structured Conversation: Setting Mutual Agreements for the Classroom:
Value: Respecting Collective Norms**

- Do the greeting song “ Hello, hello, hello.”
- Have the children sit in a circle.
- Initiate a conversation using questions like:
 - ‘What do you like the most in your classroom?’
 - Refer to the drawings the children made the previous day and ask them - ‘How their classroom should be?’
 - Use prompts like:
 - What should it look like?
 - Should it be clean?
 - How can we keep it clean?
- Ask children what norms/ rules/ good habits would you like to have for your classroom? With the help of students’ responses make the following classroom agreements:



Note: In case, children don't respond, teachers can create situations like throwing garbage on the floor and asking 'how's is our classroom looking?', What should we do? etc; or asking a very simple question and when everyone shouts, teacher can say, I can't hear anything like this, what should we do?

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

- We will take care of our classmates
- Display posters like these in the classroom
- Make posters for different norms

Language (Hindi)

संरचित वाक्यों का अभ्यास

- बच्चों को गोले में खड़ा करके एक गेंद पास करने को दें।
- जिस बच्चे के पास भी गेंद आएगी वह अपने बारे में इन वाक्यों का प्रयोग करके बताएगा और गेंद आगे देगा।
 - 'मेरा नाम _____ है'
 - 'मुझे _____ पसंद है'
 - 'मुझे _____ खाना पसंद है'
- बच्चों को ये वाक्य प्रयोग करने के लिए प्रोत्साहित करें और जिन बच्चों को ज़रूरत है उन्हें वाक्य बोलने में मदद करें।

ध्वनि भेद

- बच्चों को घेरे में बैठाएँ और आँख बंद करने को कहें।
- उन्हें कार्य के बारे में बताएं जैसे उन्हें टीचर द्वारा की गई आवाज़ों को सुनना है और पहचानना है।
- पहले की चीज़ों का प्रयोग करते हुए गतिविधि को आगे बढ़ाएं।
- कक्षा में से एक बच्चे को बुलाएं और उसे किसी भी एक चीज़ का प्रयोग करके आवाज़ प्रस्तुत करने को कहें। बाकी बच्चे आँखें बंद करेंगे और आवाज़ पहचानेंगे।
- ऐसा 5-6 बच्चों के साथ करें।

Free Play/Indoor/Art and Craft

Handkerchief Game :

- Have the children stand in a circle.
- Throw a handkerchief up, and call out the name of a child.
- The child whose name is called has to step forward and catch the handkerchief when it comes down.

Stick Puppets:

- Have the children sit in a circle along with you. Have them watch you make stick/ finger puppets of a boy and a girl. Let them help you.
- Involve them in the task by asking their opinion of the colour of the dress for the puppets, etc.
- As you work, instruct them to pick a colour for you, give you the glue, etc. Ask them to point out which puppet is a boy and which one is a girl.

Lunch Break

Mathematics

Matching:

- Use two sets of matching classroom objects flashcards.
- Call out 5 students and give them 5 cards from one set.
- Distribute the matching cards to another 5 students.
- Ask them to find their 'matching' partners
- **Worksheet 1:** Match the picture of a classroom object with the same classroom object
- Demonstrate how to do the worksheet before distributing it
- The students can colour the pictures after matching

Outdoor Games

Stride Along:

- Place cardboard planks in a straight line leaving some space between each plank.
- Ask the children to take long steps and walk across by stepping only on the cardboard planks.

Language

चित्र पर बातचीत

- बच्चों को कक्षा की तस्वीर दिखाएं और उन्हें चित्र में दिखाई देने वाली चीजों को पहचानने और नाम देने के लिए प्रोत्साहित करें।
- बच्चों से पूछें कि इस चित्र में उन्हें क्या क्या दिखाई दे रहा है।
- उन्हें चित्र और उसमें नज़र आ रही वस्तुओं के बारे में बात करने के लिए प्रोत्साहित करें।



Library Activity

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

Note - **Ask the children to get their favourite toy to school tomorrow.**

Closure and Bye

- Revise rhymes and encourage children to share all the activities they did during the day
- Close the day with the greeting song using “Bye bye bye “instead of “Hello hello hello

Class : Nursery

Month : April

Week : 1

Day-4

Theme: Myself

Preparation - Arrange for the following: Posters on classroom norms, sound boxes, newspaper, colours, two empty boxes, rangometry pieces, story books, puppet, etc.

Assembly Time

Circle Time

Structured Conversation: Reinforcing the Mutual Agreements, Helping each other
Value: Respecting Classroom Norms and Helping Each Other

- Sing the Greeting song “ Hello, hello, hello”
- Have the children sit in a circle
- Reinforce the mutual agreements using the posters
- Ask them to check whether the classroom looks clean
- Encourage them to put everything in its proper place
- Ask the children how they can help each other
- Give children situations like:
 - ‘If one of our classmates gets hurt, what should we do?’
 - ‘If there is one toy and two children want it, what should we do?’
- Add on to their responses
- Encourage classroom agreements like:

‘We will help each other by.....’

Language (Hindi)

कक्षा को जाने

- बच्चों से उनके घर से लाये गए खिलौने निकालने को कहें और बाकी कक्षा को दिखाने को कहें।
- बच्चों को नाटकीय खेल खेलने के लिए प्रेरित करें जैसे कि बच्चे अपने खिलौने को लेकर उसे अपनी कक्षा की चीज़ों से परिचित कराएं जैसे कि कुर्सी, मेज़, दरवाजा, खिड़की, चटाई, आदि। इस गतिविधि से पहले बच्चे कक्षा की वस्तुओं से परिचित हों।

ध्वनि भेद

- तीन ध्वनि डिब्बों का उपयोग करें, एक ही चीज़ को दो डिब्बों में रखें और तीसरे में एक अलग चीज़ रखें।
- बच्चों को एक जैसी आवाज़ करने वाले डिब्बों से मिलाने के लिए कहें।

Free Play/Indoor/Art and Craft

Free Drawing/ Coloring:

- Give children newspapers along with red, blue, yellow crayons and encourage them to scribble and colour freely. Encourage the children to tell what they have drawn or scribbled.
- Let the children crumple the newspaper and make balls out of it with the coloured side on the top.
- Place 2 boxes in the front, each labeled with a colour card, red/ green/ yellow (the teacher doesn't have to use the colour names)
- Have the children stand at a distance and see which colour matches the colour they have used.
- Children try to match the colour they have used to the boxes and would try to throw the ball in the correct box.

Lunch Break

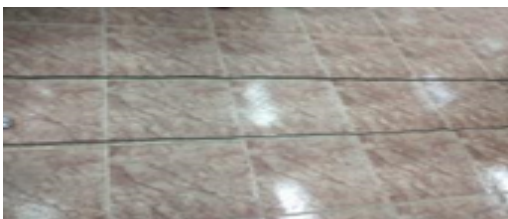
Mathematics

Matching:

- Give children rangometry for free play.
- Let them make different things using the rangometry.
- Paste a few pieces on the blackboard using a little water on one side of the piece
- Ask the children to find similar pieces.
- Ask the children to take out 3-5 pieces from the rangometry kit and then ask them to find identical/ matching pieces for each.
- End the class by asking children what all they did in the class and how they did it.

Outdoor Games

- Draw two parallel lines making a slightly narrow path on the floor.
- Ask the children to walk within the lines.
- Change the instruction, for e.g. Hop between the lines like a rabbit.



Language

शब्दावली: स्कूल बैग

- उन चीजों के बारे में बात करें जो बच्चे रोज़ स्कूल लाते हैं
- स्कूल बैग लें और बच्चों को इसमें रखी चीजों के बारे में बात करने के लिए प्रोत्साहित करें

Worksheet 2 - उन्हें वर्कशीट दिखाएं और उन्हें अपनी इच्छानुसार रंगों का उपयोग करके पानी की बोतल और स्कूल बैग में रंग भरने को कहें ।

Library Activity

- Use puppets to narrate a story.
- Give a chance to the students to hold the puppets.

Closure and Bye

- Revise rhymes and encourage children to share all the activities they did during the day.
- End the day with the Greeting song using “Bye bye bye” instead of “Hello hello hello”.

Class : Nursery

Month : April

Week : 1

Day 5

Theme: Myself

Preparation - Arrange for the following: Posters on classroom norms, empty sound boxes, play material, things like soap, nail cutter, towel and brush in a basket, picture cards of classroom objects and things we use to keep ourselves clean, rangometry pieces, pictures for picture talk (tidy and untidy classroom), story books, puppet, etc.

Assembly Time

Circle Time

Structured Conversation: Mutual Agreements and My Family

Value: Respecting Classroom Norms and Helping Each Other

- Use the posters displayed in the classroom to revisit the mutual agreements of the class.
- Encourage the children to put the things at their proper place if required.
- Get the children into a circle and pass a ball. The child who has the ball tells his name/ a thing he likes to do and something about her/ his family.
- They may use sentences like:
 - 'मेरा नाम ___ है'
 - 'मेरे घर पर ___ हैं'
 - 'मेरी मम्मी का नाम ___ है'
 - 'मेरे पापा का नाम ___ है'

Language (Hindi)

ध्वनि भेद

- कुछ खाली ध्वनि बॉक्स लें (2-3)
- बच्चों से पूछें कि वे इनमें क्या रखना पसंद करेंगे।
- उन्हें उन वस्तुओं के बारे में सोचने के लिए प्रोत्साहित करें जिनसे आवाज़ आती है।
- इन डिब्बों में बच्चों द्वारा सुझाई गई विभिन्न चीजों को रखें।
- एक एक करके डिब्बों को बजायें और बच्चों को बॉक्स के अंदर की वस्तु को पहचानने दें।

Value: Self Care and Hygiene/ Cleanliness:

- कक्षा में एक ढकी टोकरी लायें।
- टोकरी में साबुन, तौलिया, नेल कटर, कंघी, टूथ ब्रश आदि चीजें रखें।
- एक-एक करके इन चीजों को बाहर निकालें।
- बच्चों को वस्तुओं का नाम बताने के लिए प्रोत्साहित करें और बात करें कि हम इन वस्तुओं का उपयोग कैसे करते हैं।
- बच्चों को उन चीजों के बारे में सोचने के लिए कहें जो हम खुद को साफ रखने के लिए करते हैं।
- शब्दकोश को फिर से अभ्यास करें - साबुन, तौलिया, कंघी, ब्रश

Free Play/Indoor/Art and Craft

Play Corners:

- Create 4 play corners in the classroom using toys, blocks, rangometry, play dough, daily objects and other available material.
- Assign one corner each to a group of children.
- Make sure each group has sufficient material.
- Tell children that when you clap or sing a rhyme they have to move to the next play corner.
- Give children adequate time to play at each corner.
- Talk to the children about what they are playing/ doing.

Lunch Break

Mathematics

Follow me: Finding Similar Things:

- Do some random actions like jump, clap, etc, and tell the students to follow you.
- Tell students that you would touch/ pick an object and they have to touch/ pick a similar object.
- Take very simple objects like pencil, bottle, eraser - i.e. objects which children also have access to.
- Pick a pencil and ask children to find and pick a similar pencil for themselves.
- Make sure that the objects you choose are available in plenty.

Matching Similar Things:

Value: Self Care and Hygiene/ Cleanliness

- Paste some flashcards of classroom objects and things that help us to 'clean' on the blackboard.
- Take at least 10 similar cards.
- Distribute the other set to the children.
- Encourage the children to find a matching card.
- Please note that the children can match things like a yellow chair to a blue chair, a big book to a small book, a small comb to a big comb, etc.
- When one set of children have done the activity, divide the rest of the class into 2 groups and distribute one set to each group and let them match the cards.

Outdoor Games

Walk On the Line:

- Draw a line on the floor and ask children to walk on it.
Pic courtesy –
khomloymontessori.blogspot.com



Free Play:

Let the children play freely under your supervision.

Language

चित्र पर बातचीत

Value: Respecting Classroom Norms and Space

- बच्चों को दो कक्षाओं के चित्र दिखाएं - एक स्वच्छ और एक असंगठित।
- उनसे पूछें कि ये कैसे अलग हैं और कौन सा बेहतर दिखता है और क्यों।
- बच्चों को पूरे वाक्यों में बोलने के लिए प्रोत्साहित करें।

कक्षा को जाने

- कक्षा की वस्तुओं से सभी लेबल निकालें और बच्चों को उन्हें वापस लगाने के लिए कहें।
- शब्दकोश का अभ्यास करते हुए काम समाप्त करें

Library Activity

- Use puppets to narrate the story done previously.
- Give a chance to the students to hold the puppets.
- Add dialogues and voice modulation to make the narration interesting.

Closure and Bye

- Revise rhymes and encourage children to share all the activities they did during the day
- End the day with the Greeting song using “Bye bye bye” instead of “Hello hello hello”

Class : Nursery
Month : April
Week : 1

Day 6

- 1- Complete the worksheet number -1 (मुझे जानो और पहचानो)**
- 2-Complete the worksheet number -2 (मुझे जानो और पहचानो)**

Class : Nursery

Month : April

Week : 2

Day 1

Theme: Myself

Preparation - Arrange for the following: Handkerchief, A4 size sheets, colours, classroom labels, storybooks, etc.

Assembly Time

Circle Time

Revisit the mutual agreements with the children

Structured Conversation: Self Care/ Hygiene

Ask questions such as:

- What do you do before coming to school? What are all the things that you do on your own? Encourage the children to think of different things.
- Do you ask others to help you?
- Do you brush your teeth by yourself? If not, who helps you?
- Do you bathe yourself everyday?
- Do you wash your hands before lunch and dinner?
- Close the class by asking what all we do to keep ourselves clean
- Use the rhyme: 2 ' Brush Brush your teeth'

Language (Hindi)

संरचित वाक्यों का अभ्यास

- बच्चों को सिखाए गए वाक्य संरचना का उपयोग करके अपना परिचय देने के लिए प्रोत्साहित करें, जैसे कि - "मेरा नाम _____ है", साथ ही क्रिया (action) करें जो बच्चों के लिए रोमांचक हो जैसे कि खेलना, ताली बजाना, घूमना, कूदना, आदि
- कक्षा के सारे बच्चों को अवसर दें, खेल तब तक जारी रखें जब तक प्रत्येक छात्र की बारी न हो जाए

रंगों का परिचय

- "लाल और पीला" का परिचय करने के लिये 'लारा पीली गुबरायिल' कहानी का प्रयोग करें।

कहानी को सार-

लारा एक विशेष गुबरैला है, जिसके पंख उसके बाकि साथियों से अलग हैं। उसके पंख चमकीले पीले रंग के हैं। सबको उसके पीले पंख बहुत पसंद हैं। पर लारा अपने बाकि साथियों की तरह होना चाहती है। एक दिन लारा ने अपने पंख लाल रंग लिए। वह बहुत खुश थी लेकिन

उसके दोस्तों ने उसे पहचाना ही नहीं। लारा की अध्यापिका ने उसे समझाया कि उसके पीले पंख ही उसे सबसे अलग बनाते हैं। लारा ने घर जाकर खूब रगड़कर नहाया और सारा लाल रंग निकाल दिया।

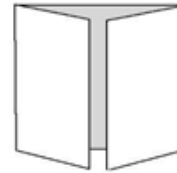
'Lara the Yellow Ladybird' Authors: Catherine Holtzhausen, Martha Evans, Nadene Kriel
Illustrator: Catherine Holtzhausen

- रंगों का नाम निकलवाने के लिए कहानी से सम्बन्धित कुछ सवाल करें।
- पीला और लाल रंग दिखाएं और बच्चों से इन रंगों को नाम देने को कहें और उनसे पूछें कि कौन सी वस्तुएं पीली होती हैं और कौन सी लाल।
- रंगों के नाम पर बच्चों का ध्यान केंद्रित करें।

Free Play/Indoor/Art and Craft

Indoor Play:

- Get the children to stand in a circle. Throw a handkerchief up, and call out the name of a child.
- The child whose name is called out has to step forward and catch the handkerchief when it comes down.



Paper Folding:

- Guide the children to make a photo frame.
- Take an A4 sheet and fold the paper from either side to make a door in the centre.
- Get the children to colour one door red and the other one yellow.



Pic courtesy – zoro.blaszczak.co

- Demonstrate how to make a handkerchief using the paper-folding technique.
- Paste it in their drawing file and label it.

Lunch Break

Mathematics

Worksheet 3: Match Similar Things:

- Demonstrate how to do the worksheet first.
- Encourage children to match.
- End the class by making the students see a filled worksheet (choose from

students' work).

Outdoor Games

Action Game:

- Take the children out and get them to stand in a circle.
- Show them flashcards for action words such as run, jump, shout, laugh, twist, etc. and discuss the pictures.
- Encourage the children to come up with answers on what those actions are. Call out an action for the children and ask them to replicate it.



Balancing Game:

- Draw a straight line on the floor.
- Have the children walk on it balancing an object on their head or holding it in their hands, for e.g., a book on the head or lemon and spoon etc.

Pic courtesy – clipart.com

Language

शब्दकोश अभ्यास - कक्षा की वस्तुएँ

- सब को कक्षा के बीच में घेरा बनाकर खड़ा होने को कहें।
- एक वाक्य ज़ोर से कहें (जैसे "दरवाजा छूओ!") और सभी को दरवाजे को दौड़कर छूना है।
- खेल रोमांचक होना चाहिए।
- कुछ राउंड के बाद, पिछले पाठों में शामिल किए गए अन्य शब्दों को भी जोड़कर अभ्यास कराएं।
- कक्षा की वस्तुओं से सभी लेबल निकालें और बच्चों को उन्हें वापस लगाने के लिए कहें।
- शब्दकोश को अभ्यास करके कक्षा समाप्त करें।

Library Activity

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

Closure and Bye

- Revise rhymes and encourage children to share all the activities they did during the day
- Wind up with the Greeting song using "Bye bye bye" instead of "Hello hello"

Class : Nursery

Month : April

Week : 2

Day 2

Theme: Myself

Preparation - Arrange for the following: A teddy bear/ soft toy, objects for auditory discrimination activity, picture cards of blue, yellow and red colour objects or real objects, a blue, yellow and red big sheet/ chart paper, transparent glasses, water colours, colour dominoe, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation Time: Daily Routine

Value: Hygiene and Self Care

- Get the children sit in a circle with you. Begin with the 'Greeting Song'. Encourage children to introduce themselves using the structure taught previously, giving them prompts whenever needed.
- मेरा नाम _____ है, मुझे _____ खेलना पसंद है, मेरे घर पर _____ है
- Get a teddy bear to the classroom. Introduce the teddy bear to the children and give it a name, for e.g., Bholu
- Let the children greet Bholu. Tell them, "He just woke up from his sleep and he needs to go to school just like you, can you help him get ready?"
- Ask - "What should Bholu do once he wakes up?" (Wait for the children to respond)
- Say - "Let's get Bholu to brush his teeth." Call one child and ask him/ her to help Bholu brush his teeth.
- Ask - "What should Bholu do after brushing?" Wait for the children to respond and prompt whenever required.

Continue the activity asking questions based on the sequence in which the daily routine is followed.

- Summarise the activity by asking questions such as "What would have happened if Bholu went to school without brushing? Or if he ate his food without washing his hands?"
- Reinforce the importance of personal hygiene.

Rhyme 2 : Brush brush brush your teeth

Recite the rhymes using actions and props and rhythm.

Language (Hindi)

ध्वनि भेद

- आवाज़ करने और पहचानने के लिए बच्चों को अलग-अलग चीज़ें (चाबियाँ, एक बॉक्स में पत्थर, ग्लास और चम्मच, आदि) दें।
- बच्चों से सामान वापस ले और बच्चों को आँखें बंद करने को बोलें।
- एक के बाद एक दो आवाज़ें करें और बच्चों को दोनों आवाज़ों का क्रम पूछें।

रंग: नीले रंग का परिचय, पीले और लाल रंग का अभ्यास

- कक्षा में नीले रंग की वस्तुएं लाएं।
- बच्चों को नीले रंग की वस्तुओं के फ्लैशकार्ड जैसे कि नीले रंग का फूल, नीला आकाश, नीला समुद्र, इत्यादि दिखायें।
- बच्चों से रंग को पहचानने और नाम देने के लिए कहें, नीले रंग से और क्या हो सकता है बच्चों से पूछें।

रंगों के नाम- 'लाल, पीला, नीला'

- कक्षा के केंद्र में एक लाल, नीला और पीला चार्ट पेपर रखें। यदि आपके पास इन रंगों की पर्याप्त पेस्टल शीट है तो बच्चों को समूहों में विभाजित करें और प्रत्येक समूह को इन रंगों की पेस्टल शीट दें।
- बच्चों को शीट के रंग से मेल खाने वाली चीज़ों को खोजने के लिए प्रोत्साहित करें और इसे शीट पर बच्चों से रखवायें। (चित्र देखें)
- रंगों के नाम दोहरायें।



Free Play/Indoor/Art and Craft

Fun with Colors:

- Have the children sit in a circle along with you.
- Take three transparent glasses. Dilute the paints in water and prepare a red glass, a yellow glass and a blue glass.
- Take an empty glass and mix coloured water to show how they mix. Let children take turns to prepare coloured water.
- Alternately, children can also take turns to wash coloured brushes in water contained in transparent glasses.

Lunch Break

Mathematics

Colour Matching:

- Prepare dominoes as shown below
- (arrow-lemon-lemon-apple-apple-flower-flower-red chilli)



-
- Demonstrate how it has to be completed by matching.
- Divide the students in groups.
- Give a set of dominoes to each group (use colours) for them to match and complete.

Outdoor Games

Action Race:

- Take the children outside.
- Divide the class into two groups and make them stand in a line. Decide on a touch point at the other end.
- Choose a student from each group for every action you call out. Tell them it's a race and that they have to go to the touch point and return doing the action that has been called out. For e.g., walk, run, hop, etc.

Walk to the Beat:

- Have the children walk on a line/ rope (kept on the floor) to the beat of a *dafli* (tambourine) or to the music of a song
- Children should change their pace to match the beat of the *dafli*

Free Drawing/ Scribbling

- Give children slates or drawing files.
- Let children make things introduced using the different colours.
- Let them talk about their drawings/ scribbling.
- Ask them what they have drawn.
- Label their drawings.
- Create a colour corner in the class. Display the children's drawing in the corner.

Library Activity

- Use any story on colours.
- Narrate the story drawing students' attention to different colours.
- Use pictures, voice modulation and gestures while narrating the story.

Closure and Bye

- Revise rhymes and encourage children to share all the activities they did during the day
- End the day with the Greeting song using "Bye bye bye"

Class : Nursery

Month : April

Week : 2

Day 3

Theme: Myself

Preparation - Arrange for the following: Daily routine cards, picture cards of blue, yellow and red colour objects or real objects, feely bag with objects like leaves, spoon, cotton, keys, etc, colour domino, balloons, storybooks, etc.

Assembly Time

Circle Time

Structured conversation: Daily Routine

- **Value: Self Care/Hygiene**
- Initiate conversation using questions like:
- What do you do before coming to school?
- What kind of things do we do in school?
- What do you do after school?
- Prepare 4-5 flashcards of different activities that children do during the day.
- After the conversation, encourage the children to put these in sequence.

Language (Hindi)

ध्वनि भेद

- बच्चों को अपने आस-पास की आवाजों को ध्यान-पूर्वक सुनने के लिए प्रोत्साहित करें।
- उनसे ऐसे सवाल पूछें जैसे - आपने कौन सी आवाजें सुनीं?
- वह ध्वनि क्या है? क्या आपने वह आवाज़ सुनी?
- उन्हें हमारे आसपास पाए जाने वाले जानवरों के फ़्लैशकार्ड दिखायें।
- उन्हें जानवरों की पहचान करने के लिए कहें। जानवर, उसके नाम, रंग, आदि के बारे में चर्चा करने के लिए प्रोत्साहित करें
- बच्चों को प्रत्येक जानवर द्वारा की गई ध्वनि को करने और उनकी नक़ल करने के लिए कहें।
- जब भी जरूरत हो सही आवाज़ के साथ उनका मार्गदर्शन करें।

<https://www.youtube.com/watch?v=JgDfayWETvI&authuser=0>

<https://www.youtube.com/watch?v=G5ndcpAZPXE&authuser=0>

रंग की गतिविधि

- फ़्लैशकार्ड का उपयोग करके रंग के नामों (लाल, पीले और नीले) पर बच्चों का ध्यान केंद्रित करें।

Free Play/Indoor/Art and Craft

Sense of Touch:

- Make a feely bag with small familiar objects like teaspoons, leaves, chalk, keys, bangle, ball, etc.
- Ask a child to put her/ his hand into the bag and feel an object, identify and tell its name.
- Then let him/ her take the object out and show it to all the children.

Simon Says:

- Have the children sit or stand in a circle around you. Instruct them to do two or three actions in a sequence that you specify. For e.g. - first touch your legs, then put your hands on your head and then jump three times.
- Begin with two actions and increase the level of difficulty by adding more actions.

Lunch Break**Mathematics****Matching Colours:**

- Divide the children into pairs or groups of 5 each.
- Give one set of dominoes (used the previous day) to each pair/ group.
- Let them complete the dominoes independently this time.
- Make sure that each child has the chance to match the dominoes.
- Close the class by asking children what they did.

Outdoor Games**Floating in the Air:**

- Divide the class into two groups and have them stand in two circles.
- Give a balloon to each team. Instruct that the teams will have to keep the balloon floating by just blowing air with their mouth.
- They are not allowed to touch the balloon.

The team that keeps the balloon afloat the longest wins the game.

Colouring

Worksheet - 4 Colour Sun and Tomato
Reinforce the colours (yellow and red)

Library Activity

- Use any story on colours.
- Narrate the story drawing students' attention to different colours.
- Use pictures, voice modulation and gestures while narrating the story

Closure and Bye

- Revise the rhymes and encourage children to share all the activities they did during the day.
- End the day with the greeting song using "Bye bye bye"

Class : Nursery
Month : April
Week : 2

Day 4

Theme: Myself

Preparation - Arrange for the following: Daily routine cards, flashcards of orange, green and pink colour objects, feely bag with objects like ball, keys, etc, play dough, beads, blocks and rangometry, any musical instrument, story books, etc.

Assembly Time

Circle Time

Initiate Free Conversation.

- Pose questions about their family, home, friends, etc, to direct the conversation.
- Encourage the children to express what they have in their mind.

Structured Conversation: Daily Routine

Value: Self Care/ Hygiene

- Use the daily routine cards.
- Encourage children to put these in sequence.
- Let children do sequencing independently this time.
- After putting them in sequence, let children talk about them.
- Rhyme: Brush Brush

Language (Hindi)

ध्वनि भेद गतिविधि (जानवरों की आवाज़)

- बच्चों को हमारे आसपास पाए जाने वाले जानवरों के फ़्लैशकार्ड या प्रॉप्स दिखाएं।
- जानवर, उसका नाम, रंग, आदि, के बारे में चर्चा करने के लिए उदाहरण दें।
- बच्चों को प्रत्येक जानवर द्वारा बनाई गई ध्वनि को करने और उसकी नक़ल करने के लिए कहें।
- बच्चों को आँखें बंद करने को कहें और अलग जानवरों की आवाज़ निकालें और बच्चों को पहचानने के लिए प्रेरित करें।

रंगों का परिचय: हरा, नारंगी, गुलाबी

- फ़्लैश कार्ड का उपयोग करके हरे, नारंगी, गुलाबी (हरा, नारंगी और गुलाबी) का परिचय दें। बच्चों को कक्षा से अधिक उदाहरण देने के लिए प्रेरित करें।
- फ़्लैशकार्ड या प्रॉप्स का उपयोग करें और समान रंगों के लिए और अधिक उदाहरण दें।

Free Play/Indoor/Art and Craft

Sense of Touch

Feely Bag:

- Make a feely bag with small familiar objects like teaspoons, paper, leaves, keys, ball, etc.
- Ask a child to put her/ his hand into the bag and feel an object, identify and tell the name.
- Then let her/ him take the object out and show to all the children.

Free Play:

- Free play with play dough.
- Ask the children what they have made using play dough.

Lunch Break

Mathematics

Sorting:

- Give each child some beads, blocks and rangometry pieces.
- Ask the children to sort them.
- Use instructions like ' एक जैसी चीज़ों को इकट्ठा करो।'

Note: This is an exploratory activity, let children sort things on their own.

Outdoor Games

Move to the Tune (Song and action activity):

- Sing the lines given below to a catchy tune, accompanied with a musical instrument. Ask children to repeat after you and also perform the actions.
- To make the activity more interesting/ challenging, associate the actions with the rhythm of any available musical instrument such as a *dhapli* or maracas. For e.g., Sing the line "Come children come, let's walk-walk-walk" and start playing the *dhapli* with a varying rhythm. Children will have to match their speed to the rhythm of the instrument being played.
- Do it for all other actions like running, jumping, etc.



Song: Come children come, let's run-run-run
Come children come, let's walk-walk-walk
Come children come let's walk and run
Come children come let's run and walk... and so on

Aankhmicholi

Colouring

Worksheet 5 : Colour the orange tree

- Demonstrate the worksheet first.
- Reinforce the colour 'green' and 'orange' through this worksheet.

Library Activity

- Use any story on self-care/ hygiene.
- Narrate the story using puppets.

Value: Self Care/ Hygiene

Closure and Bye

- Revise rhymes and encourage children to share all the activities they did during the day.
- Wind up with the Greeting song using "Bye bye bye"

Class : Nursery

Month : April

Week : 2

Day 5

Theme: Myself

Preparation - Arrange for the following: Orange, green and pink colour pastel sheet and objects, play material, feely bag with objects (with two of every object), rangometry, play dough, picture cards of classroom objects and things we use to keep ourselves clean, any musical instrument, story books, etc.

Assembly Time

Circle Time

Structured Conversation: My Family:

- Revisit the classroom's mutual agreements
- Initiate conversation by asking children who all are in their family.
- Let children talk about their families and things they do at home.
- **Rhyme/ Song 3: Good Morning**

Language (Hindi)

ध्वनि भेद

- अब तक की गई जानवरों की आवाज़ों का अभ्यास कराएं।
- किसी भी जानवर की आवाज़ करें। अन्य बच्चों को आवाज़ का अनुमान लगाने दें और जानवर का नाम दें।
- किसी भी बच्चे को बुलाएं और उसे किसी भी जानवर की आवाज़ बनाने के लिए कहें। अन्य बच्चों से जानवर की आवाज़ पहचानने को कहें।
- एक क्रम में दो/ तीन जानवरों की ध्वनि बनाएं और बच्चों को अनुक्रम में आवाज़ों को बताने के लिए प्रोत्साहित करें।

रंगों का अभ्यास (नारंगी, हरा और गुलाबी)

- कक्षा के केंद्र में एक हरे, गुलाबी और नारंगी चार्ट पेपर रखें। यदि आपके पास इन रंगों की पर्याप्त पेस्टल शीट है।
- बच्चों को समूहों में विभाजित करें और प्रत्येक समूह को इन रंगों की पेस्टल शीट दें
- बच्चों को शीट के रंग से मेल खाती चीजों को खोजने के लिए प्रोत्साहित करें और इसे शीट पर रखें
- रंगों के नामों को पुष्ट करके कक्षा को बंद करें

Free Play/Indoor/Art and Craft

Activity 1:

- Free Play using play material like blocks and beads.

Activity 2:

Feely bag

- Make a feely bag with two of every object: two rubber bands, two balls, etc. Let children find both the objects by using the sense of 'touch'.

Lunch Break

Mathematics

Sorting:

Give some rangometry pieces to each child:

- Ask children to sort them
- Use instructions like ' एकजैसी चीज़ों को इकट्ठा करो।' (Group similar things together.)
- Encourage children to sort on the basis of colour
- Ask children to explain/ articulate why did they sorted the pieces like that.

Outdoor Games

Move to the Tune (Song and action activity):

- Sing the lines given below to a catchy tune, accompanied with a musical instrument. Ask children to repeat after you and also perform the actions.
- To make the activity more interesting/ challenging, associate the actions with the rhythm of any available musical instrument such as a *dhapli* or maracas. For e.g., Sing the line "Come children come, let's walk-walk-walk" and start playing the *dhapli* with a varying rhythm. Children will have to match their speed to the rhythm of the instrument being played.
- Do it for all other actions like running, jumping, etc.



Song: Come children come, let's run-run-run
Come children come, let's walk-walk-walk
Come children come let's walk and run
Come children come let's run and walk... and so on

Aankhmicholi

Language

Value: Self Care/ Hygiene

- विद्यार्थियों को कक्षा की वस्तुओं और साबुन, कंघी, तौलिया आदि की झलक दिखायें।
- उन्हें इन वस्तुओं का नाम देने को कहें।
- उन्हें पूरे वाक्यों में इन के बारे में बोलने के लिए प्रोत्साहित करें।

शब्दावली: साबुन, कंघी, तौलिया ,आदि।

- बच्चों को चिकनी मिट्टी दें
- उन्हें कक्षा की वस्तुओं/ चीजों को बनाने दें जो उन्हें जिसका उपयोग करना पसंद है
- उनसे उन चीजों के बारे में बात करें जो उन्होंने बनाई हैं
- कक्षा के अंत में कक्षा से संबंधित शब्दकोष को दोराहें

Library Activity

- Use any story on self-care/ hygiene.
- Narrate the story using puppets.

Value: Self Care/ Hygiene

Closure and Bye

- Revise the rhymes and encourage children to share all the activities they did.

Class : Nursery
Month : April
Week : 2

Day 6

- 1- Complete the worksheet number -3 (मुझे जानो और पहचानो)**
- 2- Complete the worksheet number -8 (मुझे जानो और पहचानो)**

Class : Nursery

Month : April

Week : 3

Day 1

Theme: Myself

Preparation - Arrange for the following: Photographs/ pictures on family, drawing file, colours, drawing sheet, colour dominoes, old plastic/ light weight bottles, ball, picture cards of body parts, a big chart paper, story books, etc.

Assembly Time

Circle Time

- Begin the day with the 'Greeting Song' and initiate free conversation.
- Revisit the classroom norms.

Structured Conversation: My Family:

Direct the conversation towards 'family'

- Show them your family photographs and speak about your own family.
- Speak about the members in your family, their names and the role each one plays.
- Encourage the children to speak about their family.

Pose questions such as –

- आपके घर में कौन कौन रहता है?
- परिवार में सबसे अच्छा कौन लगता है और क्यों?
- घुमाने कौन ले कर जाता है?
- काम करने में कौन मदद करता है? आदि

Rhyme 4 : आओ मिलकर कपडे धोएं

Language (Hindi)

मेरा परिवार:

- बच्चों को अपने परिवार का चित्र बनाने को कहें और अपने दोस्तों को अपने चित्र के बारे में बताने को कहें।
- बच्चों को उनकी तस्वीर के बारे में बात करने के लिए प्रोत्साहित करें।
- बच्चों को - 'मेरे घर पर मेरी मम्मी, मेरे पापा...' जैसे वाक्य बोलने के लिए प्रोत्साहित करें।
- जब बच्चों ने अपनी ड्राइंग पूरी कर ली है, तो उनके ड्राइंग को लेबल करें।

ध्वनि भेद: पक्षियों की आवाज़

- बच्चों को हमारे आस-पास पाए जाने वाले पक्षियों के फ़्लैशकार्ड या प्रॉप दिखाएं। उन्हें पक्षियों की पहचान करने के लिए कहें।
- पक्षियों, उनके नाम, रंग आदि के बारे में चर्चा के लिए प्रोत्साहित करें।
- बच्चों से प्रत्येक पक्षी की आवाज़ की नकल करने को कहें। जब भी जरूरत हो सही आवाज़ के साथ उनका मार्गदर्शन करें।

- बच्चों को पक्षियों के बारे में कुछ रोचक तथ्य बताएं जैसे: सभी पक्षी उड़ नहीं सकते, कुछ पक्षी बहुत ऊँची उड़ान भरते हैं जबकि कुछ नहीं।
- अब तक की गई पक्षियों की आवाज़ों का अभ्यास कराएं।
- किसी भी पक्षियों की आवाज़ करें। अन्य बच्चों को आवाज़ का अनुमान लगाने दें और पक्षी का नाम दें।
- किसी भी बच्चे को बुलाएं और उसे किसी भी पक्षियों की आवाज़ बनाने के लिए कहें। अन्य बच्चों को पक्षियों की आवाज़ पहचानने को कहें।
- एक क्रम में दो / तीन पक्षियों की ध्वनि बनाएं और बच्चों को अनुक्रम में आवाज़ों को बताने के लिए प्रोत्साहित करें।

Free Play/Indoor/Art and Craft

Scribble and Crumble:

- Have the children sit in a circle. Give them plain sheets/ one-sided sheets and crayons (colours that have already been introduced)
- Have each child choose one colour. Ask them to scribble on these sheets with the colour they have chosen
- Ask them to crumble the coloured sheets and roll it into balls. Mix all the balls together and throw in the center
- Call out a particular colour name and ask them to collect the balls with that colour. Repeat this by calling out different colours until all the colours introduced have been covered
- You can also call out combinations of two or three colours

Lunch Break

Mathematics

Matching on the Basis of Colour:

- Divide the children in groups and give a set of domino cards to each group
- Ask children to complete the colour dominoes in groups
- Add different colour objects covered so far.
- Use the given picture for reference



- Move in the class and reinforce the names of the colours
- End the class by demonstrating a set of matched dominoes and reinforcing colour names

Outdoor Games

Bowling:

- Make a lane by drawing 2 parallel lines
- Arrange a few plastic bottles or empty soft drink bottles, anything light that can be knocked down easily, at the other end of the lane. Have the children stand at one end of the lane and roll the ball through the lane to knock down the bottles
- Give each child at least 2 chances

Language

शरीर के अंग

- बच्चों को शरीर के विभिन्न हिस्सों - आँखें, कानों, नाक, हाथों और पैरों के फ्लैश कार्ड दिखाएं। (हिंदी में शब्दकोश का उपयोग करें)
- बच्चों को उन्हें पहचानने और नाम देने के लिए प्रोत्साहित करें
- बच्चों को इन शरीर के अंगों के उपयोग के बारे में पूछें
- एक बच्चे को चार्ट पेपर पर लेटा दें।
- बच्चों की मदद से उस बच्चे की रूपरेखा तैयार करें।
- एक चार्ट को इस तरीके से रखें कि बच्चे उस पर ड्राइंग कर सकें।
- उस रूपरेखा को लें और बचे हुए भागों को बनाने के लिए बच्चों को बुलाएं।
- हिंदी में शरीर के अंगों के नाम को अभ्यास करके कक्षा को समाप्त करें।

Library Activity

- Choose a theme related story.
- Narrate the story using props, voice modulation and actions.

Closure and Bye

- Revise rhymes and encourage children to share all the activities they did during the day
- Wind up with the Greeting song using "Bye bye bye"

Class : Nursery
Month : April
Week : 3

Day 2

Theme: Myself

Preparation - Arrange for the following: Drawings made by the children of their families, rangometry pieces, beads, buttons, rope, ball, picture cards of body parts, picture for picture talk, story books, etc.

Assembly Time

Circle Time

Structured Conversation: My Family:

- Begin the day with the "Greeting Song" and initiate free conversation.
- Direct the conversation towards their family.
- Encourage each child to speak about their family.
- Pose questions in Hindi such as:
 - How many siblings do you have?
 - Are they older or younger to you?
- What do you play with your siblings?
- How do you help your siblings?
- How do they help you?

Talk about the ways in which one can help others at home.

Rhyme 4 : आओ मिलकर कपडे धोएं

Language (Hindi)

आओ बात करें: मेरा परिवार

- बच्चों से कहें कि वे पिछले दिन की गई ड्रॉइंग निकाल लें
- बच्चों को जोड़े में बैठाये
- उन्हें अपने साथियों को अपनी ड्राइंग दिखाने दें
- उन्हें अपने साथियों के बारे में बोलने/ उनका वर्णन करने के लिए प्रोत्साहित करें

ध्वनि भेद

- पक्षियों, जानवरों और वस्तुओं की आवाज़ों को बच्चों को सुनायें।
- आगे आने के लिए एक छात्र को बुलायें और एक आवाज़ करने को कहें - बाकी कक्षा से उस पक्षी/ जानवर या वस्तु का नाम पूछें जो उस ध्वनि को करता है

Free Play/Indoor/Art and Craft

Race for Colour:

- Divide the class into pairs. Spread the Rangometry pieces on the floor.
- Call out the name of a colour in Hindi and the children hold hands and run to collect the pieces of the colour called out.
- Have 4 – 5 pairs playing at a time to avoid chaos
- Reinforce colour names

Lunch Break

Mathematics

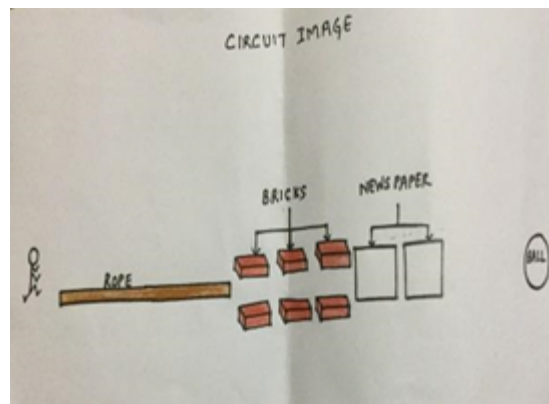
Sorting:

- Give children beads, buttons or rangometry of different colours.
- Let them sort these on the basis of colour.
- Use buckets or boxes for different colours, for e.g. one yellow box, one blue and so on.
- Encourage children to put the same coloured things in the appropriate box.
- End the class by encouraging students to share how they sorted the objects.

Outdoor Games

Circuit Training:

- Create a circuit pattern using the things available around you. For e.g. - lay a rope on the ground followed by a few bricks placed parallel to each other. Then place newspapers one after the other
 - Leave some distance and place a ball
 - Have the children walk on the rope, then spread their legs and walk on the bricks, jump on the newspapers, run to the ball take it and come back through the same circuit.
- Demonstrate the circuit once, by doing it yourself before you get them to do it.



Language

शरीर के अंग और क्रिया शब्द

शरीर के अंग

- शरीर के अंगों के नाम और उनके उपयोग के बारे में दोबारा बात करें।
- बच्चों को उन कार्यों के बारे में सोचने के लिए प्रोत्साहित करें जो हम अपनी आँखों, हाथों, पैरों आदि से करते हैं।

चित्र पर बात

- नीचे दी गई तस्वीर या इसी तरह की तस्वीर बच्चों को दिखाएं। उन्हें इसका निरीक्षण करने के लिए कहें
- चित्र को देखते हुए, उन्हें क्रिया का नाम देने के लिए कहें
- क्रिया-जैसे शब्द का उपयोग करें जैसे - खाओ, कूदो, हँसो, पढ़ो, चढ़ो (खेलना, कूदना, देखना, पढ़ना, भागना, बैठना आदि।



Pic courtesy – freepik.com

Library Activity

Story Time:

- Retell the story done the previous day.
- Incorporate role play.

Closure and Bye

Revise rhymes and encourage children to share their experience.

Class : Nursery

Month : April

Week : 3

Day 3

Theme: Myself

Preparation - Arrange for the following: A picture on family, finger puppets representing different members of family, any musical instrument, feely bag, rangometry pieces, objects for auditory discrimination activity, story books, etc.

Assembly Time

Circle Time

Begin the day with the 'Greeting Song'. Encourage free conversation.

Structured Conversation: My Family and Helping Family Members

Picture Reading:

- Show the children a family picture (Sample attached at the end of the plan).
- Encourage them to speak about what they see in the picture.
- Ask them what they think is happening in the picture
- Pose questions such as:
 - How many members are there in your family?
 - Who are they?
 - What do they do?
 - What do they do at home?

Talk to them about the importance of family.

- What do you like to do with your family?
- Do you help your mother or father in any activity at home?
- Encourage them to take up some small responsibilities and help their family members. For example, they can help in keeping the house clean. they can water the plants.

Rhyme 4 : आओ मिलकर कपडे धोएं

Language (Hindi)

मेरा परिवार

- विभिन्न परिवार के सदस्यों की फिंगर पपेट बनाएं
- इसे बच्चों को दिखाएं और उन्हें बताएं कि प्रत्येक उंगली कठपुतली (फिंगर पपेट) किसको दर्शाती है बच्चों को आगे आने, कठपुतली (puppet) का उपयोग करने और अपने परिवार के सदस्यों के बारे में कुछ कहने के लिए कहें।

परिचय

- डफली या किसी अन्य वाद्य यंत्र का उपयोग करें
- बच्चों को एक-दूसरे से टकराए बिना कक्षा में घूमने के लिए कहें

- जैसे ही संगीत या आवाज़ बंद होती है, उन्हें रुकना है
- कक्षा में यह गतिविधि आराम से हो जाए इसके लिए पहले एक छोटे समूह में इस गतिविधि को खेलें
- जब संगीत बंद हो जाता है तो उन्हें अपने निकटतम व्यक्ति के साथ हाथ मिलाना है और वाक्य संरचनाओं का उपयोग करके अपना परिचय देना है जैसे - मेरा नाम ...। 'मेरा घर'। ... '

Free Play/Indoor/Art and Craft

Sense of Touch:

- Prepare a feely bag with two of every object; two rubber bands, two balls, two leaves, two similar kinds of cloth pieces, etc.
- Tell the children that the bag consists of two of every object.
- Let children find both the objects just by using the sense of 'touch'.

Lunch Break

Mathematics

Treasure Hunt : Find the Matching Shape:

- Divide the children into 4-5 groups.
- Assign a rangometry piece/ shape to each group.
- Assign a corner to each group and make sure that the corner has cut outs/ rangometry pieces similar to/ matching the one assigned to the group.
- Encourage the children to find out the pieces matching the piece assigned to them.

Outdoor Games

Copy Cat:

- Have the children stand in a circle and choose one child to be the "Cat" (first demonstrate the game to the class).
- Have the chosen child wear a mask of a cat.
- Instruct that when the "Cat" does an action such as - wiggle his/ her finger or stamp the floor, the rest of the children must copy the action.
- Any child who doesn't imitate, becomes the next "Cat".

Crazy Dance:

- Get the children to stand in a circle.
- Play a rhythm using a musical instrument or play a song.
- The children have to dance in the circle until the music stops.
- When you stop the music, call out the name of a part of the body. The children

find a partner and touch the body part that was called out. For e.g.:

- Hands – children touch palms together and sit down.
- Feet – Lay down on their backs and touch the soles of their feet together.
- Shoulders – get back to back with the partner and sit down.

Language

ध्वनि भेद

पक्षियों, जानवरों और वस्तुओं की आवाज़ों को याद करें

- आगे आने के लिए एक छात्र को बुलायें और एक आवाज़ करने को कहें। बाकी कक्षा से पक्षी/ जानवर या वस्तु को पहचानने को कहें।

क्रिया शब्दों का अभ्यास

- बच्चों को क्रिया फ्लैशकार्ड दिखाएं।
- उन्हें फ्लैशकार्ड में चित्रित क्रिया की नक़ल करने को कहें।
- एक बार जब वे सभी कार्य कर चुके हों उन्हें घेरे में बैठायें।
- उन्हें फ्लैशकार्ड देखकर क्रिया शब्द को नाम देने को कहें।
- क्रिया शब्दों को उनके नाम के साथ अभ्यास करके कक्षा को समाप्त करें।

Library Activity

Story - Help the children perform a role play based on the story you narrated previously.

Closure and Bye

Class : Nurerly

Month : April

Week : 3

Day 4

Theme: Myself

Preparation - Arrange for the following: Any musical instrument, rangometry, picture for picture talk, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: My Family, Hygiene:

Initiate a conversation on family using questions like-

- What do you like doing the most with your family?
- Whom do you play with?
- Who helps you at home?
- When do you visit your grandparents?
- How do we keep our houses clean?
- What can you do to keep your house clean?
- Talk about general norms of hygiene like keeping the washroom/ house clean.

Rhyme 5 : Wash our hands

Language (Hindi)

मेरा परिचय (मेरा नाम...। मुझे... पसंद है, 'मेरा घर पर ...')

- उफली या किसी अन्य वाद्य यंत्र का उपयोग करें।
- बच्चों को एक-दूसरे से टकराए बिना कक्षा में घूमने के लिए कहें।
- अराजकता से बचने के लिए, पहले एक छोटे समूह में इस गतिविधि को खेलें।
- जैसे ही संगीत बंद होता है, उन्हें रुकना है और उन्हें अपने निकटतम व्यक्ति से हाथ मिलाना है।
- फिर वे अपना परिचय देंगे और अपनी पसंद की चीजों के बारे में बात करेंगे।
- बच्चों को कुछ वाक्यों का उपयोग करने के लिए प्रोत्साहित करें जैसे मेरा नाम...। मुझे... पसंद है, 'मेरा घर पर ...'।

आवाज़ों की पहचान

- बच्चे को एक घेरे में बैठाये।
- अपना नाम बताएं और अपने नाम में पहली आवाज़ पर उनका ध्यान आकर्षित करें।
- बच्चों से उनके नाम और उनके नाम की पहली आवाज़ बताने के लिए कहें।
- जब भी आवश्यकता हो, बच्चों को उनके नाम से पहली आवाज़ पहचानने में मदद करें।

Free Play/Indoor/Art and Craft

Treasure Hunt:

- Divide the class into 4-5 groups.
- Assign a rangometry piece/ shape to each group.
- Assign a corner to each group and make sure that the corner has cut outs/ rangometry pieces similar to/ matching the one assigned to the group. The students have to find the same shape.
- Encourage the children to find out the pieces matching the piece assigned to them.

Lunch Break

Mathematics

Matching:

- Tell the students that they have to match the shapes in the worksheet.
- **Worksheet- 6** Match shapes with same shape.
- Let them colour the matched shapes with the same colour.
- End the class by showing a completed worksheet to the children.

Outdoor Games

Activity 1: Repeat the “Copy Cat” game.

Activity 2: Repeat the “Crazy Dance” game.

Language

- नीचे दी गई तस्वीर या इसी तरह की तस्वीर बच्चों को दिखाएं। उन्हें इसका निरीक्षण करने के लिए कहें
- तस्वीर को देखकर, उन्हें क्रिया का नाम देने के लिए कहें
- क्रिया शब्दों का प्रयोग करें, जैसे - खाना, कूदना, हंसना, पढ़ना, चढ़ना, आदि।

Pic courtesy – freepik.com

- बच्चों को विभिन्न कार्यों के फ्लैश कार्ड दिखाएं और बच्चों को उन कार्यों को करने दें।



Library Activity

- Narrate any of the previous stories and stop mid-way.
- Ask the children to narrate the rest of the story.

Closure and Bye

Class : Nursery

Month : April

Week : 3

Day 5

Theme: Myself

Preparation - Arrange for the following: Pictures of different kinds of families, drawing file, colours, rangometry, action flashcards, storybooks, etc

Assembly Time

Circle Time

- Initiate a free conversation by asking the children what they did the previous day.

Structured Conversation: My Family (Different Kinds of Family):

Value: Appreciating Differences

- Use pictures of different kinds of families and encourage the children to talk about the pictures.
- Tell the children that there are different kinds of families - some children live with their grandparents, and some live with their aunts and uncles, etc.
- Ask them about their families.
- Tell them some families are bigger and some are small.

Language (Hindi)

मेरे जैसे करो

- बच्चों को एक घेरे में बैठाये।
- कुछ क्रियाएं करें, उदाहरण के लिए, अपने बालों को स्पर्श करें, अपने कानों को पकड़ें, अपनी आँखों को झपकाएँ, अपने घुटनों को रगड़ें, अपना मुँह खोलें, आदि।
- बच्चों को नक़ल करने को कहें।
- गतिविधि हो जाने के बाद बच्चों को शरीर के कुछ अंगों के नाम और उनके द्वारा किये जाने वाले कार्यों के नाम बताने के लिए कहें जैसे पैर - पैर से चलते हैं, कूदते हैं आदि।
- शब्दकोश का अभ्यास करते रहने के लिए कक्षा में चित्र चिपकाएँ और बच्चों का ध्यान आकर्षित करें।

आवाज़ों की पहचान :

- बच्चों को एक घेरे में बिठाये।
- अपना नाम बताएं और अपने नाम में पहली आवाज़ पर उनका ध्यान आकर्षित करें।
- बच्चों से उनके नाम और उनके नाम की पहली आवाज़ बताने के लिए कहें।
- जब भी आवश्यकता हो, बच्चों को उनके नाम से पहली आवाज़ पहचानने में मदद करें।

Free Play/Indoor/Art and Craft

Find the Sound:

- Have the children close their eyes for 2-3 minutes and listen carefully to the sounds around them.
- Create some sounds such as stamp your feet, cough, etc.
- Ask the children to open their eyes and mention the sounds they heard.
- Engage the children in free hand drawing in drawing files.
- Encourage them to use colours that have been introduced.

Lunch Break**Mathematics**

Worksheet 7: Find the given shape and colour it.

Outdoor Games**Jump over legs:**

- Have 2 children form a hurdle by placing their feet together as they sit facing each other on the ground.
- Each child takes turns and jumps over their legs.

Race for Colour:

- Divide the class into pairs. Spread the Rangometry pieces on the floor.
- Call out the name of a colour in Hindi and the children hold hands and run to collect the pieces of the colour called out.
- Have 4-5 pairs playing at a time to avoid confusion.

Language

बच्चों को क्रिया शब्दों के फ़्लैशकार्ड दिखाएं, उन्हें वह क्रिया करने दें।

Worksheet 8

वर्कशीट में होने वाली विभिन्न क्रियाओं का वर्णन करें।

Library Activity

- Narrate any story using a big picture book.
- Draw students' attention towards the pictures in the book.
- Encourage them to predict the story through pictures.
- Use appropriate voice modulation.

Closure and Bye

Class : Nursery
Month : April
Week : 3

Day 6

Complete the worksheet number -4 (मुझे जानो और पहचानो)

Complete the worksheet number -5 (मुझे जानो और पहचानो)

Class : Nursery

Month : April

Week : 4

Day 1

Theme: Myself

Preparation - Arrange for the following: Drawing files, handkerchief, plates and spoons, shape cut outs, any musical instrument, play dough/ clay, action picture cards, story books, etc.

Assembly Time

Circle Time

Structured Conversation: Healthy Eating Habits:

Value: Self Care

- Have the children sit in a circle.
- Ask them about their favourite food.
 - Use questions like:
 - What do you like to eat?’
 - Which is your favourite fruit/ vegetable?
 - Why do we eat?
 - Why is it important to eat healthy?
 - Close the discussion by talking about the importance of eating healthy.
 - Rhyme 5 : Wash our hands

Language (Hindi)

गतिविधि 1 :

- बच्चों को ड्रॉइंग फाइल दें, उन्हें उनकी पसंद की चीजें बनाने और रंग करने को बोलें।
- उनके चित्र अंकित करें

गतिविधि 2:

- बच्चों को एक घेरे में खड़ा करें।
- रुमाल उछालें, एक बच्चे का नाम पुकारें ।
- जिस बच्चे का नाम पुकारा जाता है उसे आगे बढ़ना है और रुमाल पकड़ना है
- जिनके पास रुमाल आएगा वह अपने पसंदीदा खाने के बारे में बताएँगे।

Free Play/Indoor/Art and Craft

- Make a boy/ girl using different shapes and objects.
- Give each child a few shape cut outs like a circle, triangle and some sticks and buttons or any object found around you.
- Let them use their creativity and make a boy/ girl using these objects.

Note: Let children talk about what they have made.

Lunch Break

Mathematics

One to One Correspondence:

- Bring some plates and spoons to the class.
- Tell the children that there is a boy and some of his friends are coming to his home for lunch. He needs to arrange a plate and spoon for each child.
- Keep a few plates and spoons in front and let the children help you keep one spoon for each plate.
- Give the children play dough and let them make plates and spoons using it.
- Encourage the children to make a spoon for each plate they make.

Outdoor Games

Crazy Dance:

- Have the children stand in a circle. Play a rhythm using a musical instrument or play a song.
- The children should dance around in a circle until the music stops. When you stop the music, call out the name of a body part in Hindi. The children must find a partner and touch the body part that was called out. For e.g.:
 - Hands – children touch their palms together.
 - Feet – lay down on their backs and touch the soles of their feet together.
 - Shoulders – get back to back with the partner and sit down.
 - Head – Join their heads together.

Language

ध्वनि भेद

- बच्चों को घेरे में खड़ा करें
- शरीर के कुछ हिस्सों के नाम को फिर से अभ्यास करें।
- उन्हें अपने शरीर के अंगों का उपयोग करके अलग-अलग आवाज़ें करने के लिए कहें, जैसे कि अपने हाथों से ताली बजाना, अपने पैरों को पटकना, अपनी उंगलियों से चुटकी बजाना, अपनी हथेलियों को रगड़ना, अपने गालों को थपथपाना मुहँ खोलकर, आदि।
- जब तक वे आवाज़ों से परिचित नहीं हो जाते, तब तक उन्हें दोहराएं
- केंद्र में आने के लिए एक बच्चे का चयन करें और उसे अपनी आँखें बंद करने के लिए कहें। बाकी बच्चों को एक आवाज़ करने के लिए बोलें जैसे कि ताली बजाना। केंद्र के बच्चे को यह अनुमान लगाना होगा कि ध्वनि किसकी है। सुनिश्चित करें कि हर बच्चे को मौका मिले
- बच्चों को क्रिया फ्लैशकार्ड दिखाएं और उन्हें एक्शन का नाम दें और फिर वैसा करने को कहें।

Library Activity

- Give the children storybooks to hold and ask them to go through it.
- Demonstrate how to hold a book.
- Demonstrate that we read a book from left to right and from top to bottom.
- Let the children go through the pictures and pretend to read.

Closure and Bye

- Revise rhymes and encourage the children to share all the activities they did during the day.

Class : Nursery

Month : April

Week : 4

Day 2

Theme: Myself

Preparation - Arrange for the following: Picture cards of fruits , rangometry, beads, buttons, twigs, leaves, any musical instrument, storybooks, etc.

Assembly Time

Circle Time

- Initiate free conversation on what children like to eat.

Structured Conversation: Healthy Eating Habits:

Value: Self Care

- Use flash cards of fruits and encourage children to name them (in Hindi).
- Note: Use flashcards where the picture is drawn and the name is written in Hindi.
- Ask the children why it is important to eat fruits.
- Discuss the importance of eating fruits and reinforce the vocabulary: आम, केला, अंगूर, संतरा, सेब

Language

Worksheet 9 : रंग करें (अंगूर, केला)

- बच्चों को वर्कशीट दिखाएं।
- उन्हें फलों को पहचानने और रंग भरने को कहें।

Free Play/Indoor/Art and Craft

Free Play with Rangometry:

- Have the children sit in groups and instruct them to create something with the Rangometry pieces. Once they are done, encourage the children to speak about what they have created.
- Ask them to sort the pieces based on the colours and name them.

Lunch Break

Mathematics

One to One Correspondence:

- Collect materials like buttons, beads, leaves, twigs, etc.
- Assign different materials to different groups, for e.g. leaves and twigs to one group, beads and buttons to one, slate and chalk to another.
- Let them put one object for each object.
- After each group has completed the task, you can exchange the material.

Outdoor Games

- Draw a circular or zigzag path on the floor.
- Have the children walk on the path balancing an object in each hand.
- This activity can also be done by arranging two or three tables together and having the children walk on the tables balancing an object in each hand.

Language

आवाज़ों की पहचान

- बच्चों को घेरे में बिठायें।
- अपना नाम बताएं और अपने नाम में पहली आवाज़ पर उनका ध्यान आकर्षित करें।
- बच्चों से उनके नाम और पहली आवाज़ बताने के लिए कहें।
- जब भी आवश्यकता हो, बच्चों को उनके नाम से पहली आवाज़ पहचानने में मदद करें

कक्षा वस्तुओं और क्रिया शब्दों का अभ्यास

- उफली या किसी अन्य वाद्य यंत्र का उपयोग करें।
- बच्चों को एक-दूसरे से टकराए बिना कक्षा में घूमने के लिए कहें।
- अराजकता से बचने के लिए, पहले एक छोटे समूह में इस गतिविधि को खेलें।
- जैसे ही संगीत बंद हो, उन्हें रुकना है।
- जब संगीत बंद हो तो उन्हें आपके निर्देश को सुनना है और वैसा ही करना है।
- ऐसे निर्देशों का उपयोग करें-

टेबल/ मेज़ को छुएं, ऐसे ही कूदें, कुर्सी पर बैठें, खेलें, दौड़ें, आदि।

Library Activity

- Give the children storybooks to hold and ask them to go through it.
- Demonstrate how to hold a book.
- Demonstrate that we read a book from left to right and from top to bottom.
- Let the children go through the pictures and pretend to read.

Closure and Bye

- Revise rhymes and encourage the children to share all the activities they did during the day.

Class : Nursery

Month : April

Week : 4

Day 3

Theme: Myself

Preparation - Arrange for the following: Picture cards of vegetables, chart paper, play dough/ clay, any musical instrument, picture cards of black and brown objects, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Healthy Eating Habits:

Value: Self Care

- Initiate a conversation about the midday meal.
- Ask children what they like in the midday meal.
- Ask them what vegetables do they like to eat.
- Use pictures or real vegetables like - आलू, प्याज़, भिंडी, शिमला मिर्च, मूली
- Encourage the children to name and talk about them.
- Discuss why one should eat vegetables and pulses.

Language (Hindi)

रंग

- एक दीवार पर एक चार्ट पेपर चिपकाएं।
- चार्ट पर तीन कॉलम बनाएं - लाल, पीला, हरा।
- बच्चों से पूछें कि हम कौन सी चीजें खाते हैं जो लाल होती हैं।
- बच्चों द्वारा बताई गयी लाल चीजों के चित्र को उपयुक्त कॉलम में बनाएं।
- इसी तरह हरी और पीले रंग की खाए जाने वाली चीजों के बारे में पूछें और उनके चित्र सही कॉलम में बनाएं।
- कक्षा का अंत सभी रंगों के नाम बच्चों से पूछ करे।

Free Play/Indoor/Art and Craft

- Give children play dough for free play.
- After free play, encourage the children to make fruits and vegetables out of the play dough.

Lunch Break

Mathematics

Worksheet 10: One to One Correspondence.
Demonstrate how to do the worksheet.

Outdoor Games

Crazy Dance:

- Have the children stand in a circle. Play a rhythm using a musical instrument or play a song.
- The children are to dance around in a circle until the music stops
- When you stop the music, call out a part of the body. The children must find a partner and touch the body part that was called out. For e.g.,
 - Hands – children touch their palms together.
 - Feet – lay down on their backs and touch the soles of their feet together.
 - Shoulders – get back to back with the partner and sit down.
 - Head – Join their heads together.

Language

ध्वनि भेद

- बच्चों को अपनी आँखें बंद करके एक घेरे में खड़ा होने को कहें।
- अलग-अलग आवाजें, जैसे कि - ताली बजाना, क्लिक करना, खांसना, कक्षा के अलग-अलग कोनों से करें
- बच्चों से ध्वनि का अनुमान लगाने के लिए कहें और उस दिशा में इशारा करने को कहें जहाँ से ध्वनि की गई थी

रंगों का परिचय -भूरा और काला

- हिंदी में "भूरा" और "काला" रंगों का परिचय दें।
- उसी तरह से रंगों का परिचय दें जिस तरह से अन्य रंगों के फ्लैशकार्ड का उपयोग करके और वस्तुओं के साथ रंगों को जोड़कर इस्तेमाल किया गया था।

Library Activity

- Choose a story on fruits and vegetables.
- Narrate the story using picture cards.
- Use voice modulation and actions.

Closure and Bye

- Revise rhymes and encourage the children to share all the activities they did during the day.

Class : Nursery

Month : April

Week : 4

Day 4

Theme: Myself

Preparation - Arrange for the following: Picture cards of different food items, an outline of a body on a chart, play material, pebbles, rangometry, slates, drawing file, colours, story books, etc.

Assembly Time

Circle Time

- Revisit the classroom agreements.

Structured Conversation: Healthy Eating Habits:

Value: Self Care

Initiate a conversation on good food habits by asking the children what should we eat.

- Show pictures of junk food (burgers, momos, etc) to them and talk about these foods.
- Bring wrappers of junk food like chips.
- Ask the children if they know how these food items are prepared.
- Tell the children why we should not eat junk food.

Language (Hindi)

क्या खाएं ?

Value: Self Care

- पिछले सप्ताह बनाये गए बॉडी चार्ट का उपयोग करें और फलों, सब्जियों, जंक फूड, आदि जैसे विभिन्न खाद्य पदार्थों की तस्वीरों का उपयोग करें।
- बच्चों से पूछें कि हमें नियमित रूप से क्या खाना चाहिए।
- बच्चों को सोचने का समय दीजिए।
- उन्हें बताने दीजिए कि कौन से खाद्य पदार्थ शरीर के अंदर जाने चाहिए।
- शरीर के अंदर उन फ्लैश-कार्ड को बच्चों से रखवाएं जो हमें नियमित रूप से खाने चाहिए।
- पानी, दूध आदि का फ्लैश-कार्ड भी शामिल करें।
- बच्चों को यह निर्धारित करने में मदद करने के लिए सवाल करें कि शरीर में किस तरह का भोजन भरना चाहिए और क्यों।
- एक बार गति-विधि पूरी हो जाने पर बच्चों से अच्छा खाने पर बात करें।



Free Play/Indoor/Art and Craft

- Free Play in play corners.

Lunch Break

Mathematics

One to One Correspondence:

- Arrange a few pebbles in a row. Ask one child to come and make another row with the same number of pebbles.
- Let him/ her use one to one correspondence.
- Use more such arrangements.
- Give each child Rangometry pieces to be arranged in a row. Have them create another row using one to one correspondence.
- Draw 3 bowls and encourage the children to draw the same in their slates and then draw plates for each bowl on the slate.

Outdoor Games

Body Percussion Activity:

- Have the children stand in a circle. Ask them to observe you.
- Create a rhythm by making different sounds, for e.g., clap twice, click your fingers thrice.
- Ask the children to repeat after you.
- Now clap twice, click your fingers thrice and turn around. Ask the children to repeat the sequence of actions and sounds.

Language

- Tell the children that you are going to the market and you can only buy brown things. Ask them what all can you buy?
- Discuss a few examples.
- Distribute the drawing files and colours. Let them draw the brown things that they named. They can take a few examples from the classroom too.
- Repeat this for all the colours introduced
- The drawings might initially be scribbles, zig- zag, etc.

Do accept those drawings and ask them to explain what they have drawn. Duly motivate them.

Library Activity

- Choose a story on fruits and vegetables.
- Narrate the story using picture cards.
- Use voice modulation and actions.

Closure and Bye

Revise rhymes and encourage children to share all the activities they did during the day.

Class : Nursery

Month : April

Week : 4

Day 5

Theme: Myself

Preparation - Arrange for the following: Picture cards of different food items, an outline of a body on a chart, any musical instrument like drum, colour picture cards, newspaper, rangometry, slates, drawing file, colours, story books, etc.

Assembly Time

Circle Time

- Encourage children to share how they are feeling.

Structured Conversation: Healthy Habits:

Value: Self Care

- Ask the children what are the different ways in which we take care of our body.
- Summarise the discussion on 'healthy eating' and 'keeping our body clean'.

Language

क्या खाएं ?

Value: Self Care

- पिछले सप्ताह बनाये गए बॉडी चार्ट का उपयोग करें और फलों, सब्जियों, जंक फूड, आदि जैसे विभिन्न खाद्य पदार्थों की तस्वीरों का उपयोग करें।
- बच्चों से पूछें कि हमें नियमित रूप से क्या खाना चाहिए।
- बच्चों को सोचने का समय दीजिए।
- उन्हें बताने दीजिए कि कौन से खाद्य पदार्थ शरीर के अंदर जाने चाहिए
- शरीर के अंदर उन फ्लैश-कार्ड को बच्चों से रखवाएं जो हमें नियमित रूप से खाने चाहिए।
- पानी, दूध आदि का फ्लैश-कार्ड भी शामिल करें।
- बच्चों को यह निर्धारित करने में मदद करने के लिए सवाल करें कि शरीर में किस तरह का भोजन भरना चाहिए और क्यों।
- एक बार गति-विधि पूरी हो जाने पर बच्चों से अच्छा खाने पर बात करें।

Free Play/Indoor/Art and Craft

Auditory Discrimination:

- Get the children to stand in a circle with their eyes closed.
- Create different sounds such as clapping, clicking, coughing, etc. from different corners or sides of the room.
- Ask the children to guess the sound and also point out in the direction from which the sound was made.

Sound Game:

- Play a drum. All the children move around in the class.
- When you stop playing the drum each child has to greet another child saying

Namaste.

- Play the drum again and the children move around in the class. When you stop the drum then the child has to find the friend who he/ she said Namaste to and say Hello.

Lunch Break

Mathematics

Sorting:

- Divide the class into 4-5 groups:
- Give different materials to each group to sort:
- Give healthy and unhealthy food item pictures to one-two groups.
- Ask them to pick the 'healthy' food, sorting on the basis of colour to another group, sorting beads and blocks to the other groups.
- Swap the materials if time permits.

Outdoor Games

Crazy Dance:

- Have the children stand in a circle. Play a rhythm using a musical instrument or play a song.
- Tell the children to dance around the circle until the music stops.
- When you stop the music, call out the name of a body part.
- The children must find a partner and touch the part of the body that was called out. For e.g.
 - Hands– children touch palms together.
 - Feet – children lay down on their backs and touch the soles of their feet together.
 - Shoulders – children get back to back with the partner and sit down.
 - Head – Children put their heads together.

Note: Call out the parts of the body in Hindi

Language

- कहानियों की किताबों या अखबारों से चित्रों का उपयोग करें।
- बच्चों को चित्र दिखाएं और उनसे बात करने के लिए कहें कि तस्वीर में क्या हो रहा है।
- बच्चों को क्रिया शब्दों का उपयोग करने के लिए प्रोत्साहित करें।

Library Activity

- Use a big book that has a repetitive text.
- Narrate the story using the big book.

Closure and Bye

- Revise rhymes and encourage children to share all the activities they did during the day.

Class : Nursery
Month : April
Week : 4

Day 6

Complete the worksheet number -6 (मुझे जानो और पहचानो)

Complete the worksheet number -7 (मुझे जानो और पहचानो)

Family picture for free conversation.



Pic Courtesy: Pinterest

The Greeting Song (sing it using any rhyme tune of your choice.)

Good Morning!

Good morning,

Good morning.

Good afternoon,

Good afternoon.

Good evening,



Good evening,

Good night!

Hello, hello, hello, hello.

Hello, hello, hello, hello!

Start with everyone asleep.

Hello, hello, hello, hello.

Hello, hello, hello, hello!

(Repeat Chorus)

Start with everyone asleep.

“Good morning”

Stand up for “Good afternoon” jump

“Good evening”

Good morning

For the “Hello, hello part” the kids all mingle and sing each “hello” to a different person!

“Good night”, everyone falls back asleep!

Source -www.genkienglish.net Lesson 11

Class : Nuresery

Month : May

Week : 1

Day 1

Theme: Summer

Preparation - Arrange for the following: Sound boxes, slates, colored chalks, different material for sorting, a picture on summer, story books, etc.

Assembly Time

Circle Time

- Initiate a free conversation.
- Let the children share what they did the previous day.

Structured Conversation:

- Ask the children what all they see in the school.
- Take the children out on a round of the school.
- Encourage them to share what they saw once they are back in the classroom.

Language (Hindi)

ध्वनि भेद

- उन तीन अपारदर्शी (जिनके आर पार न दिखता हो) बोतलों का उपयोग करें जिनमें रेत, कंकड़ और सिक्के रहे हों।
- बोतलों को हिलाकर आवाज़ करें।
- सर्कल में बोतलें पास करें ताकि प्रत्येक बच्चे को ध्वनि करने का मौका मिले।
- बोतलें लें, उन्हें फिर से हिलाएं और बच्चों को बोतल में सामग्री का नाम बताने के लिए कहें।
- फिर उन्हें सामग्री बोतल खोलकर दिखायें।
- आवाज़ों का दोबारा अभ्यास करें।

Free Play/Indoor/Art and Craft

Straight Lines:

- Distribute a slate to each child with dots marked on it.
- Ask them to use coloured chalks and join the dots to make straight lines.

Lunch Break

Mathematics

Sorting:

- Give different materials to each group of 4-5 students to sort.
- Make sure that each group gets a material different from the previous day.
- Give healthy and unhealthy food pictures to one-two groups.
- Sorting on the basis of colour to one group.
- Sorting beads and blocks to one-two groups.

Outdoor Games

- Conduct the Body Percussion activity.

Language

Picture Talk : Summer:

- बच्चों को गर्मी के मौसम का चित्र दिखाएं और चित्र पर उनसे बात करें।
- बच्चों को चित्र के बारे में बताने के लिए प्रोत्साहित करें।
- जो चीज़ें लोग गर्मी में करते हैं उसके बारे में बात करें।
- बच्चों से पूछें कि उन्हें गर्मी में क्या करना पसंद है।
- गर्मी से सम्बंधित शब्दावली को बोलें।

Library Activity

- Give children story books to pretend read.
- Bring their attention to the left to right and top to bottom orientation.

Closure and Bye

- Revise rhymes and encourage children to share all the activities they did during the day.
- End the day with the Greeting song using "Bye bye bye".

Class : Nursery

Month : May

Week : 1

Day 2

Theme: Summer

Preparation - Arrange for the following: Sound boxes, drawing files, colours, clay, water colours, any musical instrument, storybooks.

Assembly Time

Circle Time

Structured Conversation: Summer Season:

- Get the children to sit in a circle along with you. Introduce a finger/ hand puppet and give it a name. Initiate free conversation. Tell them that the puppet is going to a place where it is very hot. Pose questions such as:
- What do you think he should carry with him?
- What kind of clothes should he pack?
- What are the things he would need there?
- What do you do when it is very hot?
- What do we use in summer to beat the heat?

Note - Illustrate their responses on the blackboard.

Rhyme 6 : गर्मी आई गर्मी आई

Language (Hindi)

चिकनी मिट्टी के साथ खेल

- बच्चों को चिकनी मिट्टी दें और उन्हें गर्मी से संबंधित कुछ चीज़ें सोचने और बनाने के लिए प्रोत्साहित करें।
- जैसे गर्मियों में पाए जाने वाले फल जैसे तरबूज/ अनानास, आदि।
- बच्चों से उन चीज़ों के बारे में बात करें जो उन्होंने बनाई है।

ध्वनि भेद - (ध्वनि बॉक्स गतिविधि)

- विभिन्न सामग्रियों का उपयोग करके ध्वनि बॉक्स बनाएं। उदाहरण के लिए, एक में चाबियाँ, दूसरे में पत्थर और तीसरे में मोती आदि डालें।
- चौथे बॉक्स में भी मोती रखें।
- बच्चों को आवाज़ों को सुनने के लिए प्रोत्साहित करें और पहचानने को कहें कि कौन से दो बक्से एक ही आवाज़ करते हैं और कौन से अलग हैं।
- इसे विभिन्न वस्तुओं के साथ दोहराएं।

Free Play/Indoor/Art and Craft

Worksheet 11

- Let the children choose a colour from the colours introduced and do finger painting activity on the worksheet.
- Demonstrate the activity before you let the children do it.

Lunch Break

Mathematics

Odd One Out:

- Call out three students to the front of the class.
- Let two children stand and the third one sit on a chair. Ask the other children who is doing a different action.
- Take classroom objects like a chair and a table. Place 2 chairs and a table. Encourage the children to tell the odd one out.
- After taking a few concrete examples, draw two mangoes and an apple on the blackboard and ask the children to find the odd one out.

Outdoor Games

- Draw 2 parallel lines slightly distant from each other.
- Instruct the children to jump from one line to the other.
- The distance between the 2 lines should be realistic so that the children can jump easily.

Language

वाक्य संरचना का परिचय

- बच्चों से पूछें कि उन्हें स्कूल और खेल के मैदान के बारे में पिछले दिन का क्या याद है।
- वाक्य संरचना का परिचय दें - मेरे स्कूल का नाम ... मेरे स्कूल में ...

ध्वनि भेद

- डफली या किसी अन्य संगीत वाद्ययंत्र का उपयोग करें।
- बच्चों को एक-दूसरे से टकराए बिना कक्षा में घूमने के लिए कहें।
- अराजकता से बचने के लिए, पहले एक छोटे समूह में इस गतिविधि को खेलें।
- जैसे ही संगीत बंद होता है, उन्हें रुकने को कहें।
- जब संगीत बंद हो तो उन्हें अपने निकटतम व्यक्ति से हाथ मिलाना है।
- फिर वे अपना परिचय दें और अपनी पसंद की चीजों के बारे में बात करें।
- बच्चों को वाक्यों का उपयोग करने के लिए प्रोत्साहित करें जैसे - मेरा नाम... मेरे स्कूल का नाम ... 'मेरे स्कूल में...

Library Activity

- Show the pictures of a story to the children.
- Ask them to observe it carefully and retell the story.

Closure and Bye

- Recap the rhymes.
- Encourage the children to share about the activities and experiences they have had during the day.

Class : Nursery

Month : May

Week : 1

Day 3

Theme: Summer

Preparation - Arrange for the following: Pictures of different seasons, sound boxes, yellow paper for paper tearing, fevicol, drawing file, slate, a mango cut-out, story books, etc.

Assembly Time

Circle Time

- Get the children to sit in a circle along with you. Initiate a free conversation about different seasons in our country.

Structured Conversation: Summer:

- Show them pictures of different seasons - summer, winter and rainy season.
- Encourage them to speak about what is happening in each of the pictures.
- Now show them two pictures related to summer and one related to winter. Instruct them to point out summer seasons' pictures.
- Pictures attached at the end of the plan
- Pose questions such as:
 - What season is it?
 - What are people doing? Do they look happy?
 - What do we do in the summer? What do you enjoy doing in summer

End the discussion with the **rhyme 6: गर्मी आई**

Language (Hindi)

ध्वनि भेद (ध्वनि बॉक्स गतिविधि)

- समान मात्रा में एक ही वस्तु से दो डिब्बों को भरें
- तीसरे बॉक्स को अलग वस्तु से भरें। बच्चों को निर्देश दें कि वे इन डिब्बों को हिलाएं और पहचानें कि कौन से दो बक्से एक ही ध्वनि करते हैं

अलग आवाज़ की पहचान करना

- कक्षा से तीन बच्चे चुनें। उन्हें कक्षा की तरफ पीठ करके खड़ा करें।
- उनमें से दो को निर्देश दें कि वे एक जानवर की आवाज़ की नकल करें और तीसरा एक अलग जानवर की नकल करें। उदाहरण के लिए, उनमें से दो कुत्ते की तरह भौंकते हैं और तीसरा एक म्याऊ कर सकता है
- कक्षा से पूछें कि कौन सी आवाज़ दो बार आई और कौन सी आवाज़ अलग थी

Free Play/Indoor/Art and Craft

Pre Writing Skills:

- Encourage the children to join the two dots on the slate and make a straight line.

Mango Craft:

- Draw a mango on each of their drawing files and give it to the children.
- Give them yellow coloured paper to tear into small pieces. Once done help them apply glue on the drawing and ask them to paste the pieces of paper on it.

Rhyme 7: आम

Lunch Break

Mathematics

Odd One Out:

- Take a few concrete examples.
- Let the children figure out odd one out more independently this time.
- **Worksheet 12:** Odd one out.
- Demonstrate the worksheet.

Outdoor Games

- Draw a circular/ zigzag/ straight path on the floor as you did the previous month. Have the children walk on the path balancing an object in each hand.
- This activity can also be done by arranging 2 or 3 tables together and having the children walk on the tables balancing an object in each hand.

Language

कहानी का गोला

- बच्चों को गोले में बिठायें। आम का चित्र या कट-आउट इस्तेमाल करें।
- बच्चों को सोचने को कहें कि गर्मी हो गई है और आम पहले से ही बाजार में हैं।
- उन्हें यह मानने के लिए कहें कि एक आम हर बच्चे के घर जाने का फैसला करता है।
- उनसे पूछें कि अगर आम अलग अलग बच्चों के घर जायेगा तो उसे क्या-क्या देखने को मिलेगा।
- उन्हें उन अनुभवों का प्रयोग करके एक कहानी बुनने के लिए कहें।

Library Activity

- Give children books to pretend read and look at.
- Let children read/ have a look at a book in pairs.

Value: Sharing

Closure and Bye

- Recap the rhymes.
- Encourage the children to talk about the activities and experiences they have had during the day.

Class : Nursery

Month : May

Week : 1

Day 4

Theme: Summer

Preparation - Arrange for the following: Drawing file, colours, objects for odd one out, paper plates, ice-cream sticks, storybooks, etc.

Assembly Time

Circle Time

- Begin the day with a free conversation on food that children love to eat.

Structured Conversation: Summer:

- Direct the conversation towards food and beverages we prefer in the summers.
- Pose questions such as:
 - What do you like to eat?
 - What do you like to eat and drink in the summers?
 - Which season do we get mangoes?
 - Would you like to drink something hot or cold during the summer?

Use keywords like - आम, आलू बुखारा , आड़ू, तोरी ,शरबत, नींबू पानी, लस्सी .

Rhyme 7 :आम

Language (Hindi)

गर्मी

- बच्चों को उन चीज़ों को सोचने और रंग करने के लिए प्रोत्साहित करें जिन्हें वे गर्मी के मौसम में खाना पसंद करते हैं।
- उनके ड्राइंग को लेबल करें और उन्हें प्रदर्शन पर रखें

ध्वनि भेद

- ध्वनि की जानकारी विकसित करने के लिए आवाज़ों (जानवरों और पक्षियों) का उपयोग करें
- बच्चों को आवाज़ सुनकर पक्षी/ जानवर की पहचान करने के लिए प्रोत्साहित करें

Free Play/Indoor/Art and Craft

Worksheet 13: Colouring ice-cream

Lunch Break

Mathematics

Odd One Out:

- Take 3 pencils - two long (same size) and one short. Ask the children to identify the odd one out.
- Take three balls, two of the same colour and one of a different colour and encourage the students to identify the different one.
- **Worksheet 14:** Odd One out.

Outdoor Games

Statue:

- Choose a child who is to be made the 'Seeker'.
- All the children have to stand behind the Seeker.
- Play the music and let the children dance, else let them recite a rhyme or do some action. Once the music stops the Seeker shouts "statue" and quickly turns towards the children.
- All children must freeze in their position and should not move.
- The Seeker has to look for somebody who moves.
- The Seeker can also try and distract the children who are frozen coaxing them to move.
- In case any child is spotted moving, he/ she becomes the next Seeker.
- Be a seeker first and demonstrate the game to the children once.



Pic courtesy –

sitters.co.uk

Craft

- Give the children half a paper plate to make a watermelon using crayons as shown in the figure.
- Show children how to paste ice-cream sticks to make a water-melon fan.



Pic Courtesy: Pinterest

Library Activity

- Choose any story done previously.
- Retell half of the story and encourage the children to finish the story in their own words.

Closure and Bye

- Recap the rhymes.
- Encourage the children to talk about the activities and experiences they have had during the day

Class : Nursery

Month : May

Week : 1

Day 5

Theme: Summer

Preparation - Arrange for the following: Picture cards of clothes and appliances we use in the summer, play material, any musical instrument, picture cards of objects we use in the winter, storybooks, etc.

Assembly Time

Circle Time

Get the children to sit in a circle and initiate a free conversation.

Structured Conversation: Summer

- Recap the previous day's discussion on the most liked summer foods:
- Direct the conversation towards the clothes and appliances we use in the summer. Show flashcards of a fan, cooler, an earthen pot, fridge, etc.
- Encourage them to come up with answers as to how each of these appliances help us cope with the summer.
- Show them flashcards of shirt, shorts, cotton dress, etc. Tell them about how these clothes help us keep cool in summers.
- Give the children time to reflect on the points discussed and let them come up with their views or questions.
- Talk to the children about summer holidays. Pose questions such as:
- What would you like to do in the summer vacations?
- What did you do last summers?

Rhyme 6 : गर्मी आयी

Language (Hindi)

ध्वनि भेद और आवाज़ों की पहचान

- ध्वनि भेद विकसित करने के लिए हाथों से ताली बजाना और पैरों के पटकना जैसी शरीर की आवाज़ का उपयोग करें।
- बच्चों को अपनी आँखें बंद करने को बोलें और इन आवाज़ों को करने के लिए एक छात्र को बुलाएं। अन्य बच्चों को पहचानने और उनके क्रम की पहचान करने को बोलें कि कौन सी आवाज़ पहले आई और फिर कौनसी आई।
- बच्चों को अपने नाम की पहली आवाज़ बताने के लिए प्रोत्साहित करें।

ध्वनि भेद

- डफली या किसी अन्य संगीत वाद्ययंत्र का उपयोग करें।

- संगीत बजते ही बच्चों को एक-दूसरे से टकराए बिना कक्षा में घूमने के लिए कहें।
- अराजकता से बचने के लिए, पहले एक छोटे समूह में इस गतिविधि को खेलें।
- जैसे ही संगीत बंद होता है, उन्हें रुकना है।
- जब संगीत बंद हो जाता है तो उन्हें अपने निकटतम व्यक्ति से हाथ मिलाना है।
- फिर वे अपना परिचय देंगे और उन चीजों के बारे में बात करेंगे जो उन्हें गर्मियों में पसंद हैं
- बच्चों को अलग-अलग निर्देश दें जैसे कि आप एक-दूसरे को उनके पसंदीदा खिलौने के बारे में बताने के लिए कहें।

Free Play/Indoor/Art and Craft

Free Play in Play Corner:

- Move in the class and talk to the students while they are playing.
- Encourage them to talk about what they are playing.

Lunch Break

Mathematics

Sorting:

- Show the children flashcards of objects that are used in winter and summer.
- Ask the children to pick up the cards that are related to the summer season.
- Make two columns on the blackboard one for winter and one for summer.
- Let the children paste the card in the correct column.

Odd One Out:

- Show the class flashcards related to summer objects and also include a card that does not belong to summers. For e.g.,
 - fan, cooler, quilt (रज़ार्ई)
 - shirt, shorts, sweater

Outdoor Games

Crazy Dance:

- Get the children to stand in a circle.
- Play a rhythm using a musical instrument or play a song.
- The children dance around in the circle until the music stops.
- When you stop the music, call out a part of the body.
- The children must find a partner and touch the part that was called out. For e.g.
 - Hands – children touch palms together.
 - Feet – children lay down on their backs and touch the sole of their feet together.

- Shoulders – children get back to back with the partner and sit down.
- Head – Children put their heads together.

Language

Worksheet 15:

- गर्मियों में मिलने वाली चीजों में रंग करें।
- बच्चों को उन चीजों को नाम देने के लिए प्रोत्साहित करें।

Library Activity

- Choose a story on summer vacation.
- Narrate the story using a puppet.
- Ask the children what they will do during their summer break.

Closure and Bye

- Summarise the discussion on the theme 'summer'.
- Encourage the children to share what they will do during the summer break.

Class : Nursery

Month : May

Week : 1

Day 6

1-Complete the worksheet number -8 (मुझे जानो और पहचानो)

2-Complete the worksheet number -9 (मुझे जानो और पहचानो)

3-Complete the worksheet number -11 (मुझे जानो और पहचानो)

Reflections

July

**"The best way to find yourself is to lose yourself in the service of others."
- Mahatma Gandhi**

Weekly Learning Outcomes - Jul (Nur)					
		Week 1	Week 2	Week 3	Week 4
Domain	The student will be able to:	Activity:	Activity:	Activity:	Activity:
Personal, Social and Emotional Development	Describe self in terms of physical characteristics				
	<ul style="list-style-type: none"> Talks about his /her name, body parts and other characteristics without inhibitions Identifies close family, friends and family members 	using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in English and in Hindi	using sentence structures: My name is.... It is.... My father's name... My mother's name.... My mother's name.... I am a boy/girl.... I like to..... in English and in Hindi	using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in English and in Hindi	using sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in English and in Hindi
	Express own interests and preferences				
	<ul style="list-style-type: none"> Expresses himself /herself without inhibitions Expresses his/her needs /feelings /emotions 	during structured conversations: *on classroom norms *on rainy season and what happens during it *about things we use during rainy season *on the ways to take care of ourselves*during the rainy season *about the importance of rain	during structured conversations: *on the food we eat during rainy season *on the importance of maintaining cleanliness and not eating junk food *on problems faced by people during the rains *around things they observe during the nature walk *on what is a rainbow and the colours it has	during structured conversations: *on how we get rain *about how to maintain cleanliness*during rainy season *on what would happen if there are no rains	during structured conversations: *on how they can save water and restore water
	Express likes, dislikes and emotions				
<ul style="list-style-type: none"> Is comfortable talking about his /her likes, dislikes and emotions with the class /teacher Expresses emotions appropriate to the situation 	*during free conversation on how they spent their holidays and classroom norms *during structured conversation on how they feel during rainy season and what do they like doing and eating *during the story the lion and the mouse understanding the value of respecting others	during free conversation on a topic of their interest	during free conversation on problems faced during rain respecting classroom norms	*during free conversation on how was their weekend and things they like to do, things they eat, places they go to *during structured conversation around poster making on the rainy season	
Use 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 the 5 senses to explore the environment 	mainly sense of hearing during auditory discrimination activities using bodily sounds, names and musical instruments	mainly sense of hearing during auditory discrimination activities using bodily sounds, names and musical instruments Mainly sense of smell using the smelly bottles	mainly sense of hearing during auditory discrimination activities using bodily sounds, names and musical instruments	mainly sense of hearing during auditory discrimination activities using bodily sounds, names and musical instruments	
Physical	Exhibit gross motor coordination				

Development	<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 walking/running/jumping/hopping across a wide path, walking on paths made with a tape on the floor, walking along a zig zag rope, running in the rain race, walking on a circuit of different paths on the floor, playing throw the eraser	while running the newspaper race, during free play, paper ball race, hop race	while playing the floor game on the outlines of a circle, catching and throwing in the Ball Game, kicking the ball at a target, walking as per instructions using an umbrella	during free play, playing pakdam pakdai, bowling game with plastic bottles and treasure hunt
	Exhibit fine motor skills and simple eye hand coordination				
	<ul style="list-style-type: none"> • Able to scribble and color • Attempts to put beads through the strings • Attempts to tear and paste paper • Uses the grip to hold 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 	<ul style="list-style-type: none"> *while handling manipulative during free play *while drawing and colouring during rain craft *while making a boat using paper folding *while doing free play with play dough *while colouring the smaller things 	<ul style="list-style-type: none"> *while drawing the rainy season making handling smelly bottles *while doing free hand drawing during joining the dots of pictures of the rainy season 	<ul style="list-style-type: none"> *while doing free play indoors *while making things with play dough *while drawing pictures of good and bad habits *while playing the action game circling the heavy objects 	<ul style="list-style-type: none"> *while making posters on the rainy season *while stringing the beads *while doing free play in four corners *while playing treasure hunt *while doing free play with any material of their choice
Creative 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 structured conversation on rainy season		
	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 free play with play dough	during free play outdoors	during free play outdoors and indoors with play dough	while doing free play with any material of their choice
Language Development	Listen attentively and maintains eye contact				
	<ul style="list-style-type: none"> • Listens attentively undisturbed to stories 	during story narration using: *sounds with a story on the theme rainy season, *read and look at story books, *a big book, *a puppet with in a story with the theme colours	during story narration using: *props and puppets in a story on the theme rainy season, *read aloud of a story on colours	during story narration using: *a story on rainy season, *using role play, *retelling a story, *sounds in a story with the theme rainy season,	during story narration using: *using pretend read, *sounds in a story with the theme rainy season,
	Participate in conversations, stories and sharing experiences				
	<ul style="list-style-type: none"> • Is eager to share experiences during conversations and while listening to stories 	during story narration using: *sounds with a story on the theme*rainy season, *read and look at story books, *a big book, *a puppet in a story with the theme colours	during story narration using: *props and puppets in a story on the theme rainy season, *read aloud of a story on colours	during story narration using: *a story on rainy season, *using role play, *retelling a story, *sounds in a story with the theme rainy season,	during story narration using: *using pretend read, *sounds in a story with the theme rainy season,
	Follow one or two simple instructions				
	<ul style="list-style-type: none"> • Understands simple instructions • Follows two-three steps instructions 	while doing activities, games and worksheets	while doing activities, games and worksheets	while doing activities, games and worksheets	while doing activities, games and worksheets
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 	बारिशआई rain on the green grass	बारिशआई मेरी बिल्ली two little hands	बारिशआई मेरी बिल्ली	बारिशआई मेरी बिल्ली
	Demonstrate introductory phonological awareness skills and identifies familiar sounds in the environment				
	<ul style="list-style-type: none"> Identifies sounds in the environment, sounds of musical instruments, transport, animals, birds, body etc Able to differentiate between the sounds in the environment, sounds of animals, birds, transport, body and musical instruments Able to differentiate between target sounds in English and Hindi 	during auditory discrimination activities usingbodily sounds, names andmusical instruments	during auditory discrimination activities usingbodily sounds, names andmusical instruments	during auditory discrimination activities usingbodily sounds, names andmusical instruments	during auditory discrimination activities usingbodily sounds, names andmusical instruments
	Recognize most letter sounds/ vyanjans and their corresponding sounds				
	<ul style="list-style-type: none"> Is able to identify Hindi Vyanjans and their sounds Is able to identify some English letters and their sounds Is able to identify pictures with words with sounds Can differentiate between the letters of common sounds like /a/ and /e/ Is able to overwrite/color vyanjans and letters introduced 	during segmentation of names of body parts on the basis of sounds in Hindi	with क	with क, प	with क, प, ज
	Use appropriate vocabulary for some common and familiar objects				
	<ul style="list-style-type: none"> Associate words with pictures /real objects Can associate naming words/ action 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 Remembers words from word-wall or flashcards put up in class Uses new vocabulary like names of colors, 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 using names of: classroom objects, parts of the body names of colours, action words *during self introduction using*sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in English and in Hindi	*with क *while using names of: classroom objects during picture talk, parts of the body, names of colours, action words playing Simon Says *using greeting words in English *during self introduction using*sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in English and in Hindi	*with क, प *while using names of: classroom objects during picture talk, parts of the body, names of colours, fruits and vegetables and action words playing Simon Says *using greeting words in English *during self introduction using*sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in English and in Hindi	*with क, प, ज *while using names of: *classroom objects during treasure hunt game, parts of the body, names of colours, fruits and vegetables and action words playing Simon Says *using greeting words in English *during self introduction using*sentence structures: My name is.... It is.... My father's name... My mother's name.... I am a boy/girl.... I like to..... in English and in Hindi
	Enjoy age appropriate stories and responds by answering simple questions				
	<ul style="list-style-type: none"> Answers comprehension questions from the story in one word Responds in full sentence Uses sentence structure of Hindi 	while listening to stories in story time	while listening to stories in story time	while listening to stories in story time	while listening to stories in story time
Cognitive Development	Compare two objects on the basis of observational properties				

<ul style="list-style-type: none"> • Can observe and compare the objects on the basis of big and small • Can observe and compare the objects on the basis of heavy and light • Can observe and compare the objects on the basis of short and long • Can observe and compare the objects on the basis of more and less 	<p>using daily life objects like big and small bottle, big and small raincoat, big and small circle, applying the concept in the story the lion and the mouse, colouring the small one, comparing animal pictures</p>	<p>using daily life objects like tall and short tree, tall and short students, pictures of tall and short objects, applying the concept in the story Gulliver's travels, making towers with blocks, listing material in the classroom which is tall and short, comparing buildings which are tall and short</p>	<p>using a story from the Panchatantra to introduce the idea of heavy and light, deducing which of the two objects is heavy and light out of things inside their bags, weighing scale to measure things, playing the box game and see- saw, circling the heavy objects</p>	<p>using a context to introduce the concept of more and less, with blocks, groups of people, picture cards, drawing more and less things</p>
<p>Compare and classify on the basis of any one category</p>				
<ul style="list-style-type: none"> • Able to sort a group of objects on the basis of shape or size or color 				<p>during classification of classroom objects, body parts, vegetables and fruits using their cards</p>

Class : Nursery

Month : July

Week : 1

Day 1

Theme: Rainy Season

Preparation - Arrange for the following: Colourful tape, concrete material for big and small, a picture of big and small raincoat, picture cards of classroom objects, rope, storybooks, etc.

Assembly Time

Circle Time

Free Conversation:

- Begin the day by greeting the class with a cheerful “Welcome” and “Good morning”
- Initiate a free conversation about the holidays. Pose questions such as:
 - What did you do during your holidays?
 - Where did you go during the holidays?
 - What did you enjoy the most during the holidays?
- Encourage the children to share their vacation experiences with the class. Tell them about your experiences too.

Note – Be patient and applaud every experience that the children share, as it helps the child to shed her/his inhibitions in expressing him/herself.

Ask the children to share the norms/ mutual agreements of the class:

- We will put our bags and bottles in their places / हम अपने बस्ते और बोतल सही जगह पर रखेंगे !
- We will not litter in our class / हम कक्षा को गंदा नहीं करेंगे !
- We will use the dustbin / हम कूड़ा कूड़ेदान में डालेंगे !
- We will listen to each other / हम एक दूसरी की बात सुनेंगे
- We will keep all the material in its place / हम सारा सामान जगह पर रखेंगे!

Language (Hindi)

ध्वनि भेद (शरीर के अंग)

- बच्चों को एक घेरे में खड़ा करें
- उन्हें अपने शरीर के अंगों का उपयोग करके अलग-अलग आवाज़ें बनाने के लिए कहें, जैसे कि अपने हाथों से ताली बजाना, अपने पैरों को ज़मीन पर पटकना , अपनी उंगलियों से चुटकी बजाना, अपनी हथेलियों को रगड़ना, आदि।
- जब तक वे आवाज़ों से परिचित नहीं हो जाते, तब तक उन्हें दोहराएं
- केंद्र में आने के लिए एक बच्चे का चयन करें और उसे अपनी आँखें बंद करने के लिए कहें।
- सारे बच्चों को एक जैसी आवाज़ करने को बोलें (बच्चों को इशारे से बताएं कि कौन सी आवाज़ करनी है)। केंद्र के बच्चे को यह अनुमान लगाना होगा कि किस चीज़ की आवाज़ की गई है

अपना परिचय

- बच्चों को घेरे में बैठाएँ और कुछ नये वाक्यों का प्रयोग करते हुए अपना परिचय दे।
- पहले अपना परिचय दे जैसे मेरा नाम। है , मुझे करना पसंद है, मुझे ... रंग अच्छा लगता है, मेरे स्कूल का नाम ... है।

Free Play/Indoor/Art and Craft:

Follow the Tape:

- Stick the length of the tape to create straight or curved lines to walk on.
- Use multiple colours and have unique rules for how the child can walk on them, for e.g.- if the tape is blue, the child has to walk with one hand on her/his head.
- The child has to follow the rules and walk only on the tape and not in the open land.
- The child who walks the length of the tape without stepping on the floor wins.

Lunch Break

Mathematics

Introduction of Big & Small:

Golu's Raincoat:

One day Golu goes to a shop with his father to buy a raincoat. When he reaches the shop, he finds a beautiful blue raincoat for himself. Golu also buys a red raincoat for his elder brother. He looks at the size of both the raincoats and buys them. Golu is very excited, he wants to show both the raincoats to his brother. As soon as he reaches home, he runs to his big brother. He says to his brother, 'Look what I have got for you!'. Golu's elder brother Shaanu happily tries his red raincoat, but oh!! the raincoat doesn't fit him. It is too small for him. Shaanu says, "Oh! It is too small for me, I want a bigger one". Golu goes back to the shop with the red raincoat. He wants a bigger red raincoat. There are only two red raincoats left.

- Put pictures of the two red raincoats on the board and ask the children to decide which one should he buy.
- Ask children how would Golu pick a bigger raincoat

Situation 2: Golu is feeling very thirsty. He goes to buy water bottles from a shop. There are two water bottles (show picture cards/real bottles) Golu is very thirsty, which water bottle should he buy.

- Show two water bottles and ask children whether they can tell which bottle is bigger.
- Show different objects and encourage the children to find the bigger one.

Outdoor Games

Walk on the Path:

- Create a narrow path by laying ropes.
- Have the children run/ walk/ hop/ jump on the path.
- Widen the path a little and tell them to assume it to be a river and jump across the river. Tell them there is a crocodile in the river; anybody stepping into the river will be eaten. This will make the activity exciting.
- The same wide path can be used for "**Walk on the track**" game. Line up the children, ask them to place their hands on the shoulder of the child ahead of them and walk on the ropes with their legs apart as a train.

Note – You can sing any song related to trains to make the activity exciting.

Language (English)

Introduce the vocabulary of Classroom Objects(already introduced in Hindi):

- Use flashcards. For e.g., chair, table, almirah, blackboard, window. door, etc.
- Tell the children let's go on a train ride to learn about our classroom and see where we keep our things.
- Stand and show how to form a children's train. Lead the train.
- Walk around the room slowly, stopping at each area (block and puzzle area, where we keep bottles and bags, slate area, etc.)
- Talk about each area and explain any rules for that area.
- Paste labels on places such as door, window, board, toy racks, chair, table, etc.

Discussion:

- Ask questions such as:
 - What did you see in the different places on our train ride?
 - How will you keep the things back after using them?
- **Close the class by revising the vocabulary.**

Library Activity

- Use a story on rain.
- Make children produce different sounds that come in the story.

Closure and Bye

- Recap the rhymes done in the previous month.
- Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery

Month : July

Week : 1

Day 2

Theme: Rainy Season

Preparation - Arrange for the following: Picture of a rainy day, play material, drawing file, colours, a few empty boxes, umbrella, dupatta, concrete objects for big and small concept, storybooks, etc.

Assembly Time

Circle Time

- Get the children to sit in a circle.
- Indulge in free conversation for a while.
- Remind them and reinforce the classroom norms both in English and Hindi.

Structured Conversation- Rainy Season:

- Show them pictures of rainy season.
- Encourage them to speak about what is happening in the pictures.
- Prepare a picture/ scene with the vocabulary of rainy season e.g. बादल, बारिश, बरसाती, छाता, कीचड़, केचुआ, मेंढक, इंद्रधनुष, आदि ।

Pose questions such as:

- Do you know what season it is?
- What are the people doing? Do they look happy?
- What can you see in the sky in this picture?
- What do you enjoy doing in the rainy season?
- What things do you use to keep yourself dry?

Ask questions like:

- What should we do to keep ourselves clean in the rainy season?
- Do you wash hands frequently?
- Do you avoid playing in the muddy puddles?
- Do you not let flies sit on your food?
- Do you clean the stagnant water?

Close the conversation time by revising vocabulary

- **Rhyme 8:** Rain on green grass

Language (Hindi)

ध्वनि भेद (शरीर के अंग)

- बच्चों को एक घेरे में खड़ा करें।
- अलग-अलग आवाज़ें जैसे कि - हाथ ताली बजाना, अपने पैरों को पटकना, अपनी उंगलियों से चुटकी बजाना, अपनी हथेलियों को रगड़ना, आदि
- बच्चों को आंखें बंद करने के लिए कहें। अब 2 आवाज़ें एक साथ करें, जैसे कि - अपने हाथों से ताली बजाएं और अपने पैरों को ज़मीन पर पटकें।
- आवाज़ों के क्रम का अनुमान बताने के लिए बच्चों को प्रोत्साहित करें

अपना परिचय

- बच्चों को घेरे में बैठाएँ और कुछ वाक्यों का प्रयोग करते हुए अपना परिचय दें
- पहले अपना परिचय दे जैसे मेरा नाम _____ है, मुझे _____ करना पसंद है, मुझे _____ रंग अच्छा लगता है, मेरे स्कूल का नाम _____ है

Free Play/Indoor/Art and Craft

Free Play:

- Take the children around the classroom and tell children where each object is kept. For e.g. - mention clearly where the toys, the drawing files, etc. are kept.
- Assign corners to the children. At each corner keep a duppata, umbrella and a few empty boxes. Let the children use these materials and engage in free play.

Lunch Break

Mathematics

Recap of Big & Small:

- Have the children stand up and hold hands, announce 'this is a circle'. Instruct them to move inwards and announce 'a small circle'. Instruct them to move outwards and announce 'a big circle' to make it a fun activity, repeat the commands, small circle/ big circle in a random manner.
- Ask the children to make the circle bigger or smaller on their own. Make sure that the classroom has enough space.
- Use the story Golu's raincoat done the previous day.
- Ask the children to bring two similar objects (two chalks/ two pencils/ two books) from their surroundings. The teacher can keep two baskets labelled 'small' and 'big' respectively. Ask the children to decide which one of the two is small and which is big and put them in the respective basket.
- Close the class by taking out a few objects from the basket/ bowl and comparing the sizes.

Outdoor Games

Recap Follow the Tape:

- Stick the length of the tape to create straight or curved lines to walk on.
- Use multiple colours and have unique rules for how the child should walk on them. For e.g.- if the tape is blue, the child has to walk with one hand on his/her head and so on.
- The child has to follow the rules and walk only on the tape and not on the open land.
- The child who walks the length of the tape without stepping on the floor wins.

Language (English)

Vocabulary (classroom objects):

- Recap the vocabulary for classroom objects.
- Encourage the children to tell the colour of the classroom object
-

Introduction of Colours:

Story 'Lalu and Peelu' Author: Vinita Krishna

Publication: Ratna Sagar

Summary-

There was a hen. She had two chicks, Lalu and Peelu. Lalu was red and Peelu was yellow. Lalu loved red things. Peelu loved yellow things. One day Lalu saw something on a plant. It was red. He ate it up. Oh, no! It was a red chilli. It was very hot. Lalu's mouth started burning. He screamed. Mother Hen came running. Peelu came too. Peelu said, 'I'll get something for you!'. Peelu brought a yellow laddu. Lalu ate the laddu. His mouth stopped burning. Mother Hen and Lalu hugged Peelu.

- After the narration, ask the children: "What coloured things do you think Lalu and Peelu would eat?"
- Ask the class to mention the things that Lalu can eat.
- Draw their response using a red coloured pen/pencil/crayon on a pastel sheet. For e.g., red apple, red chilli, red capsicum, etc. Then ask the children to enlist the things that Peelu can eat.
- Draw their responses on the board for e.g., yellow lemon, yellow *laddu*, yellow mango, etc. Encourage the children to list more red and yellow-coloured things and draw the same.
- Close the class by asking them to see the chart paper and see what they like the most, let them draw and colour the same in their drawing files using appropriate colours and ask each student what they are drawing.

Library Activity

- Give children storybooks to read and look at.
- Bring their attention towards left to right and top to bottom orientation.

Closure and Bye

Class : Nursery

Month : July

Week : 1

Day 3

Theme: Rainy Season

Preparation - Arrange for the following: Picture of a rainy day, drawing files, colours, picture cards of umbrella, frog and cloud in two different sizes, rope/ dupatta, green colour objects, storybooks, etc.

Assembly Time

Circle Time

Free Conversation:

- Get the children to sit in a circle and initiate free conversation.
- Have the children retell the classroom agreements.
- Mention some agreements incorrectly. For e.g. say, “We will throw the litter in the class.” Then ask the children to state the correct agreements.

Structured Conversation - Rainy Season (talk about rain vocabulary & use of umbrella/ raincoat):

- Recap the following objects to the children using flashcards or props. (such as frog, umbrella, raincoat, rain drops, clouds and rainbows)
- Ask them to identify the object and name it in Hindi.
- Encourage them to speak about each of these things in a sentence e.g. यह ___ है

Pose questions such as:

- When do we use an umbrella?
- When do we use a raincoat?
- Have you seen a rainbow in the sky?
- What objects or methods do we use to protect ourselves from the rain?
- What are the things you like doing on a rainy day?

Close the class by revising the vocabulary with the help of flash cards.

Language (Hindi)

ध्वनि भेद

- बच्चे को आँखें बंद कराके एक घेरे में खड़ा करें
- अलग-अलग आवाजें - जैसे कि ताली बजाना, चुटकी बजाना, खांसना, आदि अलग-अलग कोनों या कमरे के किनारों पर खड़े होकर करें
- बच्चों से आवाज़ का अनुमान लगाने और उस दिशा में इशारा करने को कहें जहाँ से आवाज़ आई थी

नाम की पहली आवाज़

- बच्चों के साथ घेरे में बैठें और अपने नाम का परिचय देते हुए अपने नाम से आ रही पहली आवाज़ बतायें। जैसे मेरा नाम ललिता है और मेरे नाम में सबसे पहले 'ल' की आवाज़ आती है

Free Play/Indoor/Art and Craft

Rain Craft:

- Ask the children to draw an umbrella in the drawing files and have the children decorate it using different colours.
- Write छतरी in their files after asking them what they are decorating it with.
- Close the class with the sentence ' यह छतरी है।'
- Encourage the children to speak this sentence.

Lunch Break

Mathematics

Recap of Big & Small:

- Have two sets of cards of umbrella, frog and clouds. These should be different in size. Encourage the children to identify the smaller one/ bigger one.
- **Worksheet 16** : Circle the bigger object red and smaller one yellow.

Outdoor Games

Walk on a Zigzag Rope:

- Lay a long rope in a zigzag pattern on the ground. Ask the children to walk on it.
- Lay the rope in a straight line like a tightrope and have the children hold out their arms to balance themselves as they walk.
- Now ask the children to think of different ways to go over it and walk across it, hop over it (on one or two feet), jump across it, or any other way they can think of.

Language (English)

Self-Introduction:

- Announce to the class that today we will introduce ourselves in English.
- Have the children introduce themselves using the sentence structure,
 - “My name is _____”
- Introduce the sentence structure - “I am a girl/ boy”

Reinforce the Colours:

- Reinforce the colours yellow and red using the illustrations made before.
- Use phrases such as: yellow lemon, red apple, red postbox, etc.
- Use only 2-3 sentences at a time. (These sentences are to be used by the teacher).

Colour Introduction:

- Use flash cards to introduce ‘green’ colour.
- If the children respond in Hindi, tell them *hara* in Hindi is known as ‘green’ in English.
- Encourage the children to come with different examples.
- Objects that are easily available such as a leaf, green chilli, etc. can be shown as a real examples instead of flashcards to heighten the learning experience.
- Tell them the significance of green in a traffic light; also talk about the other colours in the traffic light.
- Close the class after revising green colour with the help of flash cards and using sentence e.g. ‘This is a green guava’.

Library Activity

- Narrate a story using a big book.
- Use appropriate gestures and voice modulation.

Closure and Bye

- Recap the rhymes done in the previous month.
- Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery

Month : July

Week : 1

Day 4

Theme: Rainy Season

Preparation - Arrange for the following: Different musical instruments, square shaped paper, fevicol, an umbrella, green colour objects and picture cards, story books, etc.

Assembly Time

Circle Time

Structure Conversation (About the feeling in the rain):

- Initiate free conversation and encourage children to speak. Pose questions such as:
 - Have you ever played in the rain? Do you like to play in the rain?
 - How does the rainy season make you feel?
 - What do you feel like eating in this season?
 - Is there anything you like and don't like about rainy season and why?
 - Do you think rain is important for us?

Close the class by summarizing the conversation

Rhyme 9 :बारिश आई छम छम छम

Language (Hindi)

ध्वनि भेद (संगीत वाद्ययंत्र)

- कुछ वाद्ययंत्रों को एकत्रित करें जो विभिन्न आवाज़ें बनाते हैं जैसे कि डफली, ढोलक, झुंझुना, आदि। आवाज़ें करने के लिए इन वस्तुओं का उपयोग करें।
- बच्चों को इन वस्तुओं का उपयोग करने दें और इनसे विभिन्न आवाज़ों का निर्माण करें और उस पर बातचीत करें
- बच्चों को आंखें बंद करने को कहें और विभिन्न वस्तुओं का उपयोग करके आवाज़ें बनाएं। बच्चों से उन वस्तुओं का अनुमान लगाने के लिए कहें।
- ऐसा 4-5 बार करें जब तक कि बच्चों को अधिक स्पष्टता न मिले।

नाम की पहली आवाज़ का अभ्यास

- बच्चों के साथ घेरे में बैठें और अपने नाम का परिचय देते हुए अपने नाम से आ रही पहली आवाज़ बताएं जैसे
- मेरा नाम ललिता है और मेरे नाम में सबसे पहले ल आवाज़ आती है
- इसी तरह बच्चों को उनके नाम की पहली आवाज़ बताने के लिए प्रोत्साहित करें।

Free Play/Indoor/Art and Craft

Paper Folding:

- Distribute square-shaped paper cutouts to the children (size above 6 inches).
- Instruct them to make a boat by folding the paper.
- Demonstrate the activity before instructing them to do it.
- Give the following instructions as you demonstrate. Let the children decorate their folded papers using colours.
- Paste their paper boat in their drawing files and write नाव

Close the class by asking what they are pasting, children can use two sentences e.g. यह नाव है , यह मेरी नाव है

Lunch Break

Mathematics

Recap of Big & Small:

- Narrate the story of the 'Lion and the Mouse'
- Reinforce the concept of big and small through the story - the lion was big and the mouse was small.
- Associate the word 'big' and 'small' with actions, big with open arms and small with closed arms.
- Ask questions such as:
 - Should we make fun of people/ animals who are smaller than us?
(**Value: Respecting Others**)

Outdoor Games

Walk the Path:

- Draw a circuit of circular, zigzag, narrow and wide path on the floor.
- Have the children walk on the path balancing an object in each hand.

Rain Race:

- Divide the children into groups depending on the number of umbrellas you have.
- Let the children stand in a horizontal line open the umbrella and run a race. Continue this until everybody gets a chance.

Language (English)

Recap Colour Names with 'I Can See' sentence structure:

- Reinforce the vocabulary for red, yellow and green objects by referring to the illustrations made previously.
- Use the following sentence structure: I can see a red apple, I can see a yellow mango, I can see a green leaf, etc
- Place the flashcards of things which are green in colour on the table.
- Call out a few students to come forward and match the flashcards with the illustrations on a pastel sheet.

Close the class by asking children more vocabulary of colours.

Library Activity

- Narrate a story using a big book.
- Allow children to hold the big book.

Closure and Bye

- Recap the rhymes done in the previous month. Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery

Month : July

Week : 1

Day 5

Theme: Rainy Season

Preparation - Arrange for the following: Different musical instruments, clay/ play dough, picture card of animals for big and small concept, big cups, erasers, storybooks, colour flash cards/ picture cards, storybooks, etc.

Assembly Time

Circle Time

Structured conversation: Importance of Rain:

- Initiate a free conversation and encourage children to speak. Pose questions such as:
- Have you ever played in the rain? Do you like/ love to play in the rain?
- How does the rainy season make you feel?
- What do you feel like eating when it is raining?
- Is there anything you like and don't like about rain/ rainy season and why ?
 - Do you think rain is important for us?
 - Close the class by summarising the importance of rain.

Rhyme 8: Rain on green grass.

Language (Hindi)

ध्वनि भेद (वाद्य यंत्र)

- बच्चों को घेरे में बैठायेँ और संगीत वाद्ययंत्रओ की आवाज़ों की गतिविधि को दोबारा दोहरायेँ
- बच्चों को आँख बंद करने को कहें और यंत्रों की आवाज़ों को पहचानने को कहें

Free Play/Indoor/Art and Craft

Free Play – Play Dough:

- Give the children play dough and encourage them to think and create something.
- Prompt them to create something related to the rainy season. For e.g. - an umbrella, boots, etc.

Close the class after revising vocabulary by using simple sentence e.g. This is... and It is...

Lunch Break

Mathematics

Recap of Big & Small:

- Get the students to stand in a circle. Consider a few animal pairs such as a cat and a mouse, a dog and a cow, a goat and a tiger, elephant and ant, etc.
- Show the pictures to the children and ask them to compare the pictures (What is same/ different in these animals?)
- Then encourage the children to compare the size of the animals.
- **Worksheet 17** : Colour the small animal out of the pair

Outdoor Games

Throw the Eraser:

- Each child gets 5 erasers, a cup is placed on a table or on a chair in front of them.
- Ask the child to take a few small steps away from the cup.
- The child has to toss the erasers, one at a time, into the cup.
- The child who puts in the most erasers in 5 chances wins.

Language (English)

Self – Introduction:

- Encourage the children to come forward and introduce themselves to the class using the following sentence structure:
 - **My name is** _____.
 - **I am a girl/ boy.**

Colours:

- Reinforce colour names and associated vocabulary using flashcards and props.
- Distribute the flashcards and props amongst the children.
- Call out the colour name or the object and the child who has the corresponding card or object will stand up. For e.g. say, 'I can see a red apple.' The child who has a red apple or the card will stand up.
- Do this for all the colours introduced.

Library Activity

- Use a story on 'colours'.
- Narrate the story using a puppet.

Closure and Bye

- Recap the rhymes done in the previous month. Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery
Month : July
Week : 1

Day 6

1-Complete the worksheet number -10 (मुझे जानो और पहचानो)

Class : Nursery

Month : July

Week : 2

Day 1

Theme: Rainy Season

Preparation - Arrange for the following: /क / Picture cards, objects for developing sense of smell (powder, soap, etc.), old newspapers, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Food We Eat in Rainy Season:

- Initiate a conversation about the weekend.
- Speak about your weekend and the activities that you did.
- Encourage the children to talk about their weekend.
- Encourage the children to speak about the classroom norms and discuss their importance. Instruct them to recite the following sentences:
 - We will put our bags and bottles in their place.
 - We will use the dustbin and keep our class clean.
 - We will listen to each other.
 - We will keep all the materials in their place.
- Pose questions such as:
 - Did you eat anything special over the weekend?
 - Did you eat it at home or outside?
 - Do you know what people love eating during the rainy season?
 - Is there anything that you love eating on a rainy day? E.g. **corn**
- Tell the children about the importance of maintaining cleanliness and avoiding junk food, especially during the rainy season.

Rhyme 9 : बारिश आई छम छम छम

Rhyme 10: मेरी बिल्ली काली पिली

Language (Hindi)

अक्षर-ध्वनि परिचय - /क/ बारिश के मज़े

काजल को बारिश बहुत पसंद थी। वह हर समय अपने **कमरे** के बाहर देखती रहती थी। बारिश का इंतज़ार करती रहती थी। बादल आसमान में आते फिर उड़ जाते और धूप फिर निकल आती, लेकिन बारिश नहीं होती। एक दिन जब वह कमरे से बाहर देख रही थी तो बारिश बरसने लगी। इस मौसम की पहली बारिश!

काजल बरामदे में बैठकर **केला** खाते हुए बारिश देखने लगी। सारे पेड़-पौधों से धूल बारिश में धुलकर नीचे ज़मीन में मिल गई। हवा में गीली मिट्टी की भीनी-भीनी खुशबू आने लगी। जब बारिश रुकी, काजल झट से एक **कागज़** लेकर, कमरे से उठाकर, माँ के पास भागी। माँ ने उसके लिए कागज़ की नाव बनाई। काजल ने अपनी नाव पानी में छोड़ दी और उसके पीछे-पीछे भागने लगी। उसे बहुत मज़ा आने लगा। भागते-भागते उसने देखा की **कीचड़** में कुछ रेंग रहा है। वह डर गई।

भागते हुए माँ के पास गयी और बोली, "बाहर इतने सारे साँप के बच्चे हैं।"

वह माँ का हाथ पकड़कर दिखाने ले गई। माँ साँप के बच्चे देखकर हँस पड़ी, "ओहो! यह साँप के बच्चे नहीं, यह तो **केंचुए** हैं। यह कुछ नहीं करेंगे। यह हमारे दोस्त हैं।"

माँ ने एक **केंचुआ** उठाकर काजल के हाथ में रख दिया। काजल के हाथों में गुदगुदी होने लगी और उसने हँसते हुए केंचुए को वापिस कीचड़ में रख दिया। अब काजल और केंचुआ दोस्त बन गए थे।

सवाल -

- ❖ कहानी में लड़की का नाम क्या है?
- ❖ काजल कहाँ से बाहर देखती रहती थी ?
- ❖ बरामदे में बैठकर काजल क्या खा रही थी?
- ❖ माँ ने किसकी नाव बनायीं?
- ❖ माँ ने क्या उठाकर काजल के हाथ में रख दिया?

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

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

Free Play/Indoor/Art and Craft

Sense of Smell:

- Place about two or three materials of different smells e.g. bottle of shampoo, soap, talcum powder, perfume, etc. on the table .
- Make each child come forward. Let them smell substances with their eyes closed without touching .
- Ask questions about the hidden content e.g. What do you smell? Is it good/ bad
- When all the children have had a try and have identified the smell you could add a few more things or substances and continue the activity.

Lunch Break

Mathematics

Introduction : Tall and Short:

- Introduce the concept using the following context:
Samayera is cleaning her home. She finds an old pair of jeans. She tries the jeans, but the jeans only comes till her knees. Samayera is wondering what has happened.
- Use questions like:
 - Why don't the jeans fit her anymore?
 - Encourage the children to think of the reasons.
 - Ask the children has their height changed? Were they this tall when they were smaller?
 - Ask the children whether their height is the same as yours.
 - Call out students in pairs, ask other students who are taller/ shorter.
- Ask the children to look at you and do what you are doing and saying what you are saying.
- Start with becoming a short tree and then a tall tree. As you do the actions, say short and tall. Instruct them to do what you are doing and saying what you are saying.
- Show a set of tall and short things to the students to identify and use - this is a tall ____, this is a short _____.

Close the class with the tall and short action

Outdoor Games

News Paper Race:

- Two newspaper sheets required per player.
- Each player must race to the turning point and back, stepping only on her/ his newspapers.
- S/he steps on one, lays the other in front of her/ him steps on it, moves the first forward, and steps on it and so on.

Language (English)

Introduce Greeting Words:

- Draw the children's attention to the way you had greeted them when they entered the class. Introduce the word "Good morning" followed by Good afternoon, Good evening, Good night, Hello, Bye.
- Tell them when these words are to be used.
- Teach them the Greeting Song with actions, to the tune of your choice. (Refer pg.74)
- Sit in a circle and recap the classroom objects with the sentence 'I can see...'
- First the teacher starts and then encourages children to use this sentence. Help the children who need assistance.

Library Activity

- Narrate a story on the theme.
- Incorporate the use of props and puppets in your narration.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the Greeting song using "Bye bye bye" instead of "Hello hello hello"

Class : Nursery

Month : July

Week : 2

Day 2

Theme: Rainy Season

Preparation - Arrange for the following: /क/ Picture cards, drawing files, colours, objects for developing sense of touch (leaf, feather, pebble, etc), old newspapers, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation (picture scene):

- Announce to the children, "We shall draw a rainy day today".
- Ask them, "Will you all help me?"
- Encourage the children to suggest the various things that you could draw to show a rainy day. Prompt them whenever necessary.
- Illustrate their responses on a black board/ chart.
- Label the things as you draw in order to reinforce the vocabulary, such as: बारिश, छाता, बादल, नाव, मेंढक, बरसाती, कीचड़
- Erase the blackboard or remove the chart paper and distribute the slates/ drawing files to the children. Have them draw anything related to rain.
- You can suggest they draw clouds, umbrella, raindrops, etc.
- Recite the rhymes using actions and props and rhythm

Rhyme 9: बारिश आई छम छम

Rhyme 10: मेरी बिल्ली काली पीली

Close the class by revising the vocabulary

Language (Hindi)

/क / अभ्यास

- पिछले दिन हुई /क/ की कहानी की कोई दो शुरूआती तस्वीर बनाए और बच्चों को कहानी याद है या नहीं यह पूछें, बच्चों को कहानी पूरी करने के लिए प्रोत्साहित करें।
- कहानी में आए और /क/ के शब्दों को बताने के लिए बच्चों को प्रेरित करें और /क/ की आवाज़ से शुरू होने वाले और शब्दों के बारे में बच्चों से पूछें।

Free Play/Indoor/Art and Craft

Recap Sense of Smell:

- Spread the objects like pebbles, feathers, leaves, etc, in front of the children on the table. Pick up each object and talk about it.
- Make the children feel each object, squeezing it in their hands to know which is soft and which is hard.
- Now remove all the objects and place one object in a child's hand. The child should tell the quality of the object as hard or soft. Give a chance to all the children.

Lunch Break

Mathematics

Recap of Tall and Short:

- Tell the children the story - Gulliver's Travel to relate to the tall/ short concept. Use the link for the story <https://youtu.be/P9UMGLVJuS4> (modify story according to your class).
- Ask some questions to derive tall and short concept, for e.g.
 - What was the difference between Gulliver and the people of the land?
 - Why were the people afraid of Gulliver?
- After a discussion show a bag with some pictures related to tall/ short and tell the children that there are some pictures in which they have to sort pictures on the basis of tall and short. Use pictures like - tall building/ short building, tall pole/ short pole, etc.
- Encourage the children to use 'this is ____' sentence structure while they are sorting.

Outdoor Games

Newspaper Race:

- Give two newspaper sheets per player.
- Each player must race to the turning point and back, stepping only on her/ his newspapers.
- S/he steps on one, lays the other in front of her/ him steps on it, moves the first forward, and steps on it and so on

Language (English)

Self-Introduction:

- Encourage the children to introduce themselves using the following sentences:
 - **My name is, I am a _____, I like to _____** (action words)

Simon Says:

- Have the children stand or sit in a circle along with you.
- Get them to play "**Simon says**" by giving instructions such as, Simon says: "Touch the black board, Touch your chair", etc.

Library Activity

- Narrate a story on the theme.
- Incorporate the use of props and puppets in your narration.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the Greeting song using "Bye bye bye" instead of "Hello hello hello" and "good afternoon".

Class : Nursery

Month : July

Week : 2

Day 3

Theme: Rainy Season

Preparation - Arrange for the following: Pictures depicting problems related to rain, drawing files, colours, blocks, puppet, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Problems We Face During the Rains:

- Show children a picture of the rainy season where people are in trouble because of rain e.g. - wading through water, clothes getting dirty, etc. Sensitize children towards people who are homeless.
- **Value: Sensitivity Towards Others**
 - Ask them what kind of problems they have during the rain?
 - Ask them how we can help people/ animals who are homeless?



Picture Courtesy: reuters.com, samaa.com

Language (Hindi)

/क/ अभ्यास

- **वर्कशीट 18**
- /क/ की आवाज़ से शुरू होने वाले शब्दों की तस्वीरें बच्चों को दिखाएँ और तस्वीर दिखाते समय किसी भी बच्चे से उस तस्वीर का नाम पूछें।
- बच्चों को **क** से शुरू होने वाले कुछ और शब्द पूछें।
- बच्चों को कार्यपत्रक (worksheet) से परिचय कराएँ और जब बच्चे कार्यपत्रक कर रहे हों उस समय सभी बच्चों के पास जा कर कार्यपत्रक में बनी तस्वीरों के नाम और उनसे आ रही पहली आवाज़ पूछें।

Free Play/Indoor/Art and Craft

Free Drawing:

- Give children drawing files and allow them to draw whatever they want to.
- Label their drawings after asking them what they are making, where have they seen it, etc.

Lunch Break

Mathematics

Recap of Tall and Short:

- Start the class with an action, e.g. - ask children to become a tall building and a short building, ask children with what else can we become that are tall and short?

Draw some pictures on the board:

- Call the children one by one and instruct them to draw a tall/ short picture of the given name on the board for e.g. Ask child to draw a short pole besides the already drawn pole.

Divide the children in groups, give blocks to each group:

- Ask them to make two towers using blocks, one tower should be tall and second tower should be shorter.
- Ask them to make more things, give them hints - e.g. tall flag, short flag. Close the class by showing objects that the children have created, use the sentence structure - This is a tall _____, this is a short _____.

Outdoor Games

- Let children play freely under your supervision.

Language (English)

Myself:

- Tell the children, "We have a guest in the class today".
- Introduce them to a puppet and give it a name.
- Tell them that the puppet would like to get to know them and for that they need to introduce themselves to it.
- Have them come over, turn by turn, and introduce themselves to the puppet using the sentence structure: My name is _____, My father's name is _____, My mother's name is _____.
- Demonstrate first - act it out to the children by introducing yourself to the puppet.

Simon Says:

- Have the children stand in a circle along with you and get them to play “Simon says”.
- This time give instructions combining the body parts and actions. Such as:
Simon says -
- Roll your eyes
- Shake your head
- Clap your hands
- Touch your ears

Library Activity

- Use pictures and encourage the children to create a story on their own.

Closure and Bye

- Encourage the children to share all the activities they did during the day.
- End with the Greeting song using “Bye bye bye” instead of “Hello hello hello” and “Good Afternoon”.

Class : Nursery

Month : July

Week : 2

Day 4

Theme: Rainy Season

Preparation - Arrange for the following: /क/ Picture cards, colours and paper, paper ball, picture cards of colours, classroom objects and body parts, puppets, storybooks, etc.

Assembly Time

Circle Time

- **Structured Conversation (nature walk):**
- Begin the day by announcing (if the weather permits), “Today we will have our class outside”
- Have the children settle down in a comfortable nook outside. Ask them, how do they feel having a class outside? Encourage them to express themselves.
- Ask them to speak about the things they see around them. Let them talk about the trees, plants, birds, sky, clouds, etc.
- Tell them how the sky looks different when it’s going to rain.
- Talk about the colour of the clouds. Tell them about lightning and thunderstorm. Ask them what they think about it.
- Recall keywords : बारिश, छाता , बादल, नाव, मेंढक, बरसाती, कीचड़
- Have them sing the rhyme 9: ‘बारिश आई छम छम’ along with you

Note – If the weather is not favourable, have the conversation within the class itself.

Language (Hindi)

/क/ अक्षर और ध्वनि का अभ्यास

- मेज पर कुछ फ्लैशकार्ड रखें, जिन शब्दों में ‘क’ की आवाज़ है और जिनमें ‘क’ की आवाज़ नहीं है।
- एक बार में दो बच्चों को बुलाएँ और उनसे क शब्दों और गैर क शब्दों को अलग करने के लिए कहें
- उन्हें स्लेट दें और उन्हें क शब्दकोश के चित्र बनाने को कहें
- बच्चों को अपने द्वारा बनाए गए चित्रों को वाक्य के द्वारा परिचय देने को कहें जैसे - मैंने _____ बनाया है।

Free Play/Indoor/Art and Craft

Free Hand Drawing:

- Give sheets of paper and crayons to the children.
- Ask them to draw or scribble whatever they want.
- Children will begin by scribbling. Respect their efforts and encourage them to name their picture and talk about it.

Lunch Break

Mathematics

Recap Tall and Short:

- Give students an opportunity to observe the class and make a list of materials that are tall, and short by discussing with class.
- Call two children in front and ask children to observe both of them:
- Focus children's attention towards the height of both the children.
- Tell children to compare.
- Give the vocabulary of tall and short to the children.
- Call two more children to come and ask the rest of the children to compare their heights.

How tall am I?

- Give some time to children and tell them to compare each others' heights.
- Ask the children to stand according to their height.
- Help the children wherever required.

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

Outdoor Games

Race:

- Place a paper ball between the knees of children and hop down the course and back.

Language (English)

Reinforce parts of the Human Body:

- Have the children recite the **Rhyme 11: “Two Little Hands”** with you.
- Reinforce the uses of our body parts.
- Encourage the children to come up with more uses. Have them enact the uses.
- Ask the children to try to walk with their eyes closed. Whisper and ask them to listen. Sensitise the children about differently-abled people.

Activity (Recap colours, classroom objects and body parts):

- Have the children sit in a circle and lay the flashcards in the center.
- Speak a sentence, for e.g. - ‘I can see a chair’.
- Call out a child and ask him/ her to pick the corresponding picture of the chair.
- Let another child pick up a card on his/ her own and think of the picture’s name in English.

- Cut out a detailed picture of a human figure into parts to form a puzzle. Encourage the children to name the parts as they put them together.

Library Activity

- Use puppets to narrate a story.
- Incorporate use of actions and voice modulation.

Closure and Bye

- Recap the rhymes done in the previous month.
- Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery
Month : July
Week : 2

Day 5

Theme: Rainy Season

Preparation - Arrange for the following: A picture of a rainbow, drawing file, colours, picture cards for tall and short concept, rope, a classroom picture, storybooks, etc.

Assembly Time

Circle Time

Initiate free conversation:

- Ask the children whether they liked having an Outdoor Games class the previous day. Encourage them to express the thoughts they have in their mind.
- Let them talk about things that interest them.

Structured Conversation (rainbow):

- Show the children a picture of a rainbow. Ask them to express their views on it.
- Tell them what a rainbow is and the number of colours it has.
- Discuss about the colours of the rainbow.

Habit Formation (value):

- Speak to the children about the importance of cleanliness and the extra care that we should take during the rainy season. For e.g. - keeping food covered, not letting rain water get stagnant, drinking clean boiled water, etc.

Language (Hindi)

/क/ अक्षर का इंद्रधनुष लेखन (Rainbow Writing)

- बच्चों की ड्राइंग फाइल में 'क' लिख कर दें और 'क' पर कई बार अलग अलग रंगों से क लिखने को कहें।
- क लिखने के बाद बच्चों से क आवाज़ से शुरू हो रही चीज़ों के चित्र बनाने को कहें।
- बच्चों के पास जा कर उनकी बनाई तस्वीरों के बारे में बातें करें और तस्वीरों का नाम लिखें।

Free Play/Indoor/Art and Craft

Join The Dots:

- With the help of dots draw a picture on the board, which can be related to the rainy season vocabulary or choose a picture where you can include many children in one picture.
- Ask children to guess the picture.
- Ask children to come one by one and join the dots. After joining some dots ask again what they think it can be.
- Draw 4-5 pictures to give everyone a chance.

After doing the pictures, close the class by revising the vocabulary with the help of sentence e.g. It is a _____.

Lunch Break

Mathematics

Recap Tall and Short:

- Ask the children to separate the pictures of building/ houses into the categories of tall and short.
- **Worksheet: 19** Colour tall and short things using different colour

Outdoor Games

Race (Hop Race):

- Decide on a target and ask children to go and touch the target. But by hopping instead of running and after touching the target, come back, hopping again.

Language (English)

Picture Talk:

- Draw a classroom scene on the board or show a big picture where children can identify some classroom objects.
- Use the sentence structure e.g. It is a _____.

Library Activity

- Read aloud any story based on colours and talk to the children about the colours in a rainbow.

Closure and Bye

- Recap the rhymes done in the previous month.
- Encourage children to talk about the activities and experiences they had.

Class : Nursery
Month : July
Week : 2

Day 6

1-Complete the worksheet number -12 (मुझे जानो और पहचानो)

Class : Nursery

Month : July

Week : 3

Day 1

Theme: Rainy Season

Preparation - Arrange for the following: /प/ Picture cards, play material, a few heavy and light objects like an empty bottle or and a filled bottle, picture cards of vegetables, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Rainy Season:

- Indulge in a conversation with the class about rains. Pose questions such as:
 - Do you know how we get rain?
 - Where do rains come from?
 - How are clouds formed?
- Give the children time to think and put their thoughts together.
- Encourage them to express whatever comes to their mind.
- Once they express their views, share the actual story about how clouds are formed, what causes rain, etc. Keep it simple.

Rhymes : 9 बारिश आई छम छम छम

- Have the children repeat the rhyme after you with actions.

Close the class with the rhyme

Language (Hindi)

अक्षर परिचय - /प/

मिल गई पायल / पायल कहाँ गई

पल्लवी पहाड़ों के पास एक गाँव में रहती थी। उसे **पतंग** उड़ाने का बहुत शौक था। डोर हिलाने पर जब उसकी रंग-बिरंगी पतंग आकाश में उड़ती , तो उसे बहुत अच्छा लगता था।

वह गाती रहती -

उड़ी उड़ी रे, पतंग मेरी उड़ी रे ...

बारिशों का मौसम था। कई दिन से बारिश रुकने का नाम ही नहीं ले रही थी। एक दिन शाम को जब वह सो कर उठी तो उसने देखा कि आज तो हवा बहुत तेज़ चल रही है और बारिश भी नहीं हो रही है। वह

सोचने लगी, “वाह! आज तो मेरी पतंग बहुत ऊपर उड़ेगी।” वह अपनी पतंग उड़ाने के लिए दौड़ती हुई घर से बाहर निकल गई।

माँ को शाम का खाना बनाना था। वे घर के आँगन में गई जहाँ उन्होंने **पालक**, आलू, **पुदीना** और कई सब्जियाँ उगा रखी थीं। जैसे ही वे पालक तोड़ने लगी, उन्हें वहाँ पल्लवी की **पायल** पड़ी दिखी।

अरे ! यह पल्लवी की पायल यहाँ कैसे आ गई? माँ ने सोचा। उन्होंने पल्लवी को आवाज़ लगाई, पर पल्लवी तो पतंग उड़ाने में मस्त थी।

पल्लवी थोड़ी देर बाद घर आई। **पैर** धोने के लिए जब वह नल के पास गई, तो उसने देखा कि उसके एक पैर में पायल नहीं है। पल्लवी घबराई। उसने घर में खोजा, बाहर आँगन में खोजा। पायल कहीं नहीं दिखी। अब वह बाहर दौड़ी, जहाँ वह पतंग उड़ाने गई थी, वहाँ भी उसे पायल न मिली। उसकी आँखों में आँसू आ गए। मेरी **प्यारी** पायल कहाँ गई ... वह यह सोचकर रोने लगी। रोते- रोते वह घर में घुसी। सामने माँ खड़ी थी। उन्होंने पूछा, "क्या बात है पल्लवी, रो क्यों रही हो?" पल्लवी ने रोते हुए सारी बात बताई। माँ ने अपनी साड़ी के **पल्लू** में बँधी पायल, उसके सामने कर दी। पायल देखकर पल्लवी खुश होकर उछल पड़ी। उसने माँ को **पकड़** कर खूब प्यार किया। मन ही मन वह सोचने लगी, आखिर माँ को पायल कहाँ मिली!

सवाल :

- ❖ गांव में कौन रहता था?
- ❖ गांव किसके पास था?
- ❖ पल्लवी को क्या उड़ाने का शौक था?
- ❖ माँ ने आँगन में कौन सी सब्जियाँ उगाई थीं?
- ❖ पालक तोड़ते हुए माँ को क्या मिला?
- ❖ क्या धोने के लिए पल्लवी ने नल खोला?
- ❖ माँ ने पायल कहाँ बाँधी थी?

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

ध्यान दें - जब बच्चे चित्र बना रहे हों तो शिक्षिका कक्षा में घूम-घूमकर सैंड पेपर पर बने अक्षर से

बच्चों को अक्षर का अभ्यास करवा लें !

बच्चों से कहानी के बाद सवाल पूछने का उद्देश्य केवल बच्चों को अक्षर की आवाज़ से शुरू होने वाले शब्दों की ओर ध्यान दिलाना है न की बच्चों को सवालों के जवाब याद करवाना है।

Free Play/Indoor/Art and Craft

Free Play:

- Let the children choose the material they would like to play with.
- As they play, indulge in a conversation with them on why they chose that material.

Lunch Break

Mathematics

Heavy And Light Introduction:

- कामचोर गधा (a story from the Panchatantras)

Summary: Once upon a time there lived a trader in a village. He had a donkey. He use to keep sacks of goods on the donkey's back and take him to the market. The trader used to take care of the donkey. One day the trader kept cotton sacks on the donkey. The donkey fell down in the river but this time he was not able to walk because the sacks became too heavy.

- After narrating the story pose some comprehension questions :
 - गधा नमक के साथ पानी मे गिरने के बाद भाग क्यों नहीं पाता था ?
 - गधा रुई के साथ पानी मे गिरने के बाद क्यों रोने लगा ?
- Focus on the concept of heavy and light.
- Choose 10 children from the class and ask them to bring one light object and one heavy object from the class.

Play a game.

- Tell the students that you will pass two things together at a time in a circle. They need to keep passing it to the child on their right.
- You must hold them and pass them on as a pair. Do the same for all the ten pairs of things.
- Make sure that you do not say anything.

Discussion - After the game ask children what things they found heavy to hold and what things were light to hold.

- Again pass the material and use heavy and light words e.g. This is heavy and this is light.

Close the class by revising class material list using heavy and light as words.

Outdoor Games

Floor Game:

- Get the children to jump from one step to the other.
- Draw large circles and have them walk, hop, run on the outlines of the circle.

Language (English)

Vegetable Introduction:

- Introduce the vegetable by asking the children what they have eaten during lunch time and repeat their responses in English.
- After a discussion show them flashcards or vegetable toys and use sentences like “This is a _____ ” to introduce the vegetables.
- Suggested vegetables - potatoes, tomatoes, onions, cauliflower, etc.

Close the class by revising vegetable names.

Story Time:

- Narrate any story on the theme

Closure and Bye:

- Recap the rhymes done in the previous month. Encourage the children to talk about the activities and experiences they have had during the day.

Class : Nursery

Month : July

Week : 3

Day 2

Theme: Rainy Season

Preparation - Arrange for the following: Picture cards of rain related vocabulary, /प/ picture cards, drawing files, colours, clay, heavy and light objects, ball, storybooks.

Assembly Time

Circle Time

Rainy Season (Problems during rain):

Value: Sensitivity towards others

- Initiate a free conversation about the rainy season. Pose questions such as:
 - Do you think too much rain could cause problems?
 - What would you do if you woke up one morning and found your house is in water? What if the roads were filled with rain water?
 - Do you think stagnant water can cause illness?
- Give the children time to think and gather their thoughts before they express them.
- Tell them about water logging during heavy rainfall, and how that could cause illness.
- Explain the steps that we should take to ensure clean and hygienic surroundings during the rainy season.

Activity:

- Gather some flashcards related to the rainy season vocabulary and put them all into a box/ bowl. Call out for children to come one after the other and pick up a card.
- They need to show it to the class, name it and speak about it.
- They can speak about it in Hindi, if they prefer to.

Language (Hindi)

अक्षर-ध्वनि का अभ्यास- /प/

- बच्चों के साथ घेरे में बैठे और **प** अक्षर के आवाज़ की चीज़ों के फ्लैशकार्ड दिखा कर नाम और कार्ड से आ रही पहली आवाज़ पूछें।
- फ्लैशकार्ड के बाद बच्चों को डाइंग फाइल दे और /प/ आवाज़ से शुरू हो रही चीज़ों के चित्र बनाने और हर चित्र के साथ **प** लिखने को प्रोत्साहित करें।

Free Play/Indoor/Art and Craft

- Let the children explore their creativity through play dough.
- They can give ideas to make things related to /क/ and /प/ vocabulary.
- Ask the children what they are making and appreciate them. Encourage children to use the sentence मैंने _____ बनाया है ।

Lunch Break

Mathematics

Heavy And Light:

- Revise the concept of heavy and light with children.
- Bring a few materials like an umbrella and a pencil in front of the children and ask them to compare the weight of the objects.
- Tell the children to sit in groups and take out things from their bag and compare them by keeping them in their hand. Then fill the entries in the given sheet where the sheet is divided into 2 parts - namely 'heavy' and 'light'.
- Children compare the weight of different things and do the entries by drawing the objects.
- Teacher can suggest things for comparison:
 - eraser/pencil box, filled bottle/ lunch box, duster/ chalk, etc.

Outdoor Games

Ball Game:

- Introduce 'catching' and 'throwing'
- Use a big ball at first and let the children only pass the ball.

Language (English)

Vocabulary Vegetables:

- Tell the children a story related to vegetables; you can use a reference.
- <https://youtu.be/3fHDqr5Y2ms> or make your own story.
- Recap the previous vegetables by using "This is a _____" sentence.
- Ask the children to speak about their favourite vegetable by using the sentence - "I like to eat _____"

Story Time:

- Narrate a story using props.
- Incorporate role play in your narration

Closure and Bye:

- Recap the rhymes done in the previous month. Encourage children to share their experiences related to the activities they have had during the day.

Class : Nursery

Month : July

Week : 3

Day 3

Theme: Rainy Season

Preparation - Arrange for the following: Weighing scale, very small objects like eraser and pebble whose weight can be compared, picture cards of animals, ball, picture cards of fruits and vegetables, storybooks, etc.

Assembly Time

Circle Time

Begin the day with free conversation.

Structured Conversation: How to maintain cleanliness during the rainy season!

Value: Cleanliness

- Discuss why should we maintain cleanliness especially during the rainy season.
- Discuss how during the rainy season one has to maintain the cleanliness in the surroundings.
- Encourage children to express their views on the importance of cleanliness and hygiene in general.
- Have the children help you in putting things back in their place.
- Have them check if their uniforms are in order, and shirts are properly tucked in.
- **Close the class by revising cleanliness habits.**

Rhyme 5 : Wash our hands

Language (Hindi)

/प/ पुनरावृत्ति

वर्कशीट : 20

- बच्चों को /प/ सम्बंधित चित्र पहचानने और उनमें रंग भरने को कहें।
- कक्षा के अंत में /प/ ध्वनि और शब्दावली को दोहरा लें।

Free Play/Indoor/Art and Craft

Worksheet: 21

- Show a worksheet which includes some good habits and some bad habits.
- Discuss with picture drawn in the worksheet with the students.
- After a discussion ask the children to mark a cross on the bad things and colour only good habits.

Lunch Break

Mathematics

Recap Heavy And Light:

For teachers: Making a weighing scale: Please make this scale prior to your class.

Reference: <https://www.wikihow.com/Make-a-Balance-Scale-for-Kids>

Use a hole punch to make holes in 2 small paper cups. Punch 2 holes in each cup. Make the holes close to the rim of the cups and on opposite sides.

Cut 2 pieces of twine that are each around 1 foot (0.30 m) long. Any kind of twine will work, but a thick, strong twine will make the balance scale more durable. After you cut the twine pieces, lay them next to each other to make sure they're the same length. If they're not, cut them with scissors to adjust their length

Tie the ends of the twine through the holes in the cups. Use 1 piece of twine per cup. When you're finished, the twine pieces should form thin handles on the cups, like the cups are little buckets.

Find a notched clothes hanger. A plastic, metal, or wooden hanger will work, as long as it has a notch on both sides of the hook. Otherwise, the paper buckets will slip and fall right off the scale

Note: This is to help the teachers make a weighing scale.

Measuring objects

- Show students the scale and ask them what they think it is.
- Explain that scales are used to measure weights.
- Demonstrate how to measure two objects using the balance scale. Tell students that the scale doesn't tell you the exact weight of the objects unless weights are used, but instead tells you which one is heavier.
- Put the two objects like an eraser and a pebble on the scale and show students that the heavier object drops towards the ground while the lighter object lifts up.

- Show a flash card to the children (refer picture) and pose questions like which animal will be heavy?
- Then keep on changing the animals and ask which will be heavier .
- Example - Hippo and dog are sitting on the see-saw.

Close the class by repeating the heavy-light vocabulary words.

Outdoor Games

Ball Game:

- Play 'throw and catch'
- Use a big ball at first and let the children only pass the ball.

Language (English)**Vocabulary Fruits and Vegetables:**

- Sit in a circle and recap the vegetables, while showing children flashcards of fruits... without telling them anything.
- Let the children find out the changes themselves, when they point out to the fruits flashcards tell them their English names.

Suggested vocabulary - mango, banana, apple, watermelon, papaya, lychee.

Story Time:

- Retell any story that the children like.

Closure and Bye:

- Recap the rhymes done in the previous month. Encourage children to share their experiences related to the activities they did during the day.

Class : Nursery

Month : July

Week : 3

Day 4

Theme: Rainy Season

Preparation: Arrange for the following: /प/, /क/ Picture cards, objects like screw, paper clips, caps, bottles, picture cards of fruits, storybooks, etc.

Assembly Time

Circle Time

Rainy Season (habit formation/ importance of rain):

Initiate a conversation on the importance of hygiene and cleanliness.

Structured Conversation:

- Get the children to think about what would happen if there were no rains.
- Give them time to think and gather their thoughts.
- Now let them express their responses without inhibitions.
- Talk to them about the importance of rain.

Habit Formation:

Value: Cleanliness

- Ask the children if they like the way the class is looking today.
- Have them help you tidy up the class by keeping things back in their places, picking up paper bits lying on the floor, stacking up the books that are scattered around, etc.
- Tell the children the importance of looking neat and clean along with keeping the surroundings clean.
- Tell them simple things that they can do to look neat and clean, such as:
 - Tuck in your uniform properly.
 - Check regularly if your nails are cut. If not, get an elder to do so for you.
 - Clean your shoes before you wear them.
 - Wear clean clothes.
 - Have your hair combed.

Close the class by appreciating your students!

Language (Hindi)

/प/ और /क/ का अभ्यास

- /प/ और /क/ शब्दकोश के चित्रों के फ्लैशकार्ड बच्चों को दें
- बोर्ड पर /क/ और /प/ लिखें
- बच्चे को अपना कार्ड देखकर सही अक्षर के नीचे पेस्ट करने के लिए कहें।

Free Play/Indoor/Art and Craft

Walk According to the Instructions:

- Ask children to walk around the class. When they hear the word 'rain' they have to put their magic, imaginary umbrella on and continue to walk. When they hear the word 'sunshine' they have to put their umbrella off and walk.

Lunch Break

Mathematics

Recap of Heavy and Light:

Box Game):

- Make a box with different materials in it, like - bottle caps, screws, paper clips, marbles, etc.
- Ask the children to take out two things together and tell which one is heavy and which one is light in weight.

(Seesaw):

- Take the children to the seesaw and ask two children to sit on it at a time.
- Ask the other children who they think is heavy and who is light.
- Do the same with all the children.

Outdoor Games

Kick The Ball:

- Choose a target where the child has to kick the ball.

clipart.library.



Language (English)

Play the Fruit-Wall Touch Game:

- Before the class print pictures of 8 fruits onto an A4 paper (see the flashcard links at the bottom of this page).
- Hold up each picture, elicit the name of the fruit and walk around the room pasting them onto 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 each fruit that you like saying "I like ____" as you touch each fruit.
- Now get all of your students to stand up and say to them "What fruit do you

like?" Allow them to run around the room touching fruits (encourage them to say "I like ____" as they touch the fruit they like).

- To avoid chaos, you can conduct this activity in groups.

Library Activity

- Narrate any story on 'rain'.
- Try and imitate the sounds in the story to give an auditory experience to the children.

Closure and Bye

- Recap the rhymes done in the previous month. Encourage children to share their experiences about the activities they had during the day.

Class : Nursery

Month : July

Week : 3

Day 5

Theme: Rainy Season

Preparation - Arrange for the following: Storybooks

Assembly Time

Circle Time

Conversation:

Value: Respecting Classroom Norms and Space

- Initiate a free conversation regarding what the children would like to speak about.
- Redirect the talk towards the hygiene and cleanliness discussion that you had the previous day. Ask them if they helped anybody at home to tidy up or organise.
- Have the children check themselves if they have turned up in proper and clean uniform and if their nails are cut.

Close the class by appreciating your students.

Language (Hindi)

/प/ और /क/ का अभ्यास (फ्लोर गेम)

- /क/ और /प/ के शब्दकोश का उपयोग करके एक फ्लोर गेम बनाएं।
- एक बच्चे को बुलाएं और उन्हें एक अक्षर पर कूदने को कहें।
- साथ ही बोले गए अक्षर से शुरू होने वाली किसी एक चीज़ पर कूदने को कहें।



Free Play/Indoor/Art and Craft

Action Game:

- Ask the children to walk around the class. Tell them that when they hear the word 'rain' they have to put their magic umbrella on, when they hear the word 'frog' they have to hop like a frog, when they hear the word 'earthworm' they have to crawl like an earthworm.

Lunch Break

Mathematics

Worksheet : 22

- Show the children worksheet and discuss the things drawn on the worksheet.
- Circle the heavier things yellow and lighter things red.

Outdoor Games

Kick The Ball:

- Make children stand in a row and tell them about the game - e.g. how to kick the ball and the other rules of the game.
- Choose a target where the children have to kick the ball.



Language (English)

Worksheet: 23

- Colour the fruits with yellow colour and colour the vegetables with green colour.
- Walk around the class while students are doing their worksheet and ask them "what is this" pointing to the pictures.

Story Time:

- Do a book reading of any of the stories done previously.

Closure and Bye:

- Recap the rhymes done in the previous month. Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery
Month : July
Week : 3

Day 6

1-Complete the worksheet number -13 (मुझे जानो और पहचानो)

Class : Nursery

Month : July

Week : 4

Day 1

Theme: Rainy Season

Preparation - Arrange for the following: Picture cards of rain related vocabulary, /ज/ picture cards, beads and strings, bowl, pebbles, blocks, ball, slates, drawing files, storybooks, etc.

Assembly Time

Circle Time

Free Conversation:

Begin the day by initiating a free conversation with the children. Encourage them to speak about how their weekend was and what they did during the weekend.

Pose questions like:

- Did they tell their parents what they have been doing at school?

Structured Conversation: Rainy season:

Further use questions such as:

- Do you like rain?
- What do you like about the rainy season?
- What is it that you don't like about rainy season?
- Have you ever got drenched in rain?
- Share your views also.

Let the children share their responses in full sentences:

‘मुझे बारिश अच्छी लगती है / मुझे बारिश अच्छी नहीं लगती है ‘

Close the class by sharing some suggestions which we all use in life.

Language (Hindi)

अक्षर परिचय - /ज/

जिराफ़ हुआ मगन

जुलाई का महीना था। रोज़ बारिश होती रहती थी। **जंगल** फिर से हरा-भरा हो गया था। पेड़-पौधे खाने वाले **जानवरों** की तो मौज थी। जैसे ही बारिश रुकती सारे जानवर खाने की तलाश में इधर-उधर जाने लगते।

पूरी रात बारिश के बाद सुबह जब बारिश रुकी तो सारे जानवर बाहर निकल गए। जिराफ़ भी निकला और नरम-नरम पत्ते खाने लगा। तभी ज़ोर से बिजली कड़की और बारिश फिर से शुरू हो गयी। जिराफ़, बारिश से छुपने के लिए जगह खोजने लगा। सामने उसे एक घना जामुन का पेड़ दिखा। वह भागकर पेड़ के नीचे जाकर खड़ा हो गया।

उस पेड़ में मकड़ी ने जाला बनाया हुआ था। जिराफ़ मकड़ी और जाला देखने लगा। मकड़ी कभी जाले में इधर जाती कभी उधर। जाले से छोटी-छोटी पानी की बूंदें मोतियों जैसी लग रही थी। जिराफ़ को यह देखने में इतना मज़ा आने लगा कि उसे पता ही नहीं चला बारिश फिर कब रुक गयी।

सवाल -

- ❖ कौन सा महीना था?
- ❖ क्या हरा-भरा हो गया था?
- ❖ किनकी मौज थी?
- ❖ नरम-नरम पत्ते खाने कौन निकला?
- ❖ जिराफ़ को किसका पेड़ दिखा?
- ❖ मकड़ी ने क्या बनाया हुआ था?

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

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

Free Play/Indoor/Art and Craft

String the Beads Activity:

- Divide the class into groups of 4 or 5.
- Give each group a bowl with beads of different colours and a string.
- Let the children string the beads of different colours.
- Let them count the number of beads.

This activity is only for counting experience and fine motor development.

Lunch Break

Mathematics

More And Less Introduction:

- Give children a context:

Jiya and Chinu are sisters. It is their birthday today. Both the sisters have some important material related to their birthday. Can you guess who has more material and who has less material?

- Draw two columns on the board. Draw some gift boxes in each column.
- One column represents Jiya's gifts and the other one represents Chinu's gifts
- Bring the attention of the children to more and less.
- Call two students and guide them to bring pebbles from the ground and put them in a bowl. Now the teacher will show these two bowls to the class and ask
 - "Which bowl has more pebbles?"
 - "Which bowl has less pebbles?"

Note: Try to give a chance to each student.

- Invite 8 students to come to the front of the class.
- Split them into 2 groups.
- The first group should have 3 students, and the other should have 5.
- Ask the class which group has more people and which one has less people.
- Get a box of blocks, and create two groups of blocks, one with more than the other.
- Use different concrete examples for developing a sense of 'more' and 'less' in children.
- Close the class by revising the terms 'more' and 'less'

Outdoor Games

Free Play:

- Passing, catching and throwing a ball.
- Running, Jumping and Hopping.

Language (English)**Self-Introduction:**

- Ask the children to walk around in the classroom without touching anything and anyone.
- Play a *dafli* and as the *dafli* stops they have to find a partner and give their introduction, e.g. My name is _____, I am a girl/ boy, My father's name is _____, My mother's name is _____, etc.
- Repeat 4-5 times and each time they have to give an introduction to a different partner.

Library Activity

- Narrate any story on 'rain'.
- Try and imitate the sounds in the story to give an auditory experience to the children

Closure and Bye

- Recap the rhymes done in the previous month.
- Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery

Month : July

Week : 4

Day 2

Theme: Rainy Season

Preparation - Arrange for the following: /ज / Picture cards, beads and strings, Quantity cards, play material, picture cards of classroom objects, body parts, vegetables and fruits, slates, drawing files, storybooks, etc

Assembly Time

Circle Time

Free Conversation:

Begin the day by initiating a free conversation. Pose questions such as:

- What games do you like to play?
- What do you like to do in your free time?
- Who plays with you at home?
- What kind of places do you like to visit?

Structured Conversation: Rainy season (water conservation):

Value: Respecting Natural Resources

- Initiate a conversation on water.
- Ask them about the various sources from where we get water.
- Ask them how their families store water and why.

Close the class by repeating their responses on why and how we store water.

Language (Hindi)

/ज/ अक्षर- ध्वनि का अभ्यास

- /ज /की कहानी को फिर से सुनायें।
- चित्र के फ्लैशकार्ड का उपयोग करते हुए शब्दों को दोबारा दोहराए और बच्चों को ज के साथ और अधिक शब्दों के बारे में सोचने के लिए प्रोत्साहित करें।
- उन्हें स्लेट दें और उन्हें इंद्रधनुष लेखन (rainbow writing) के माध्यम से ज लिखने का अभ्यास कराएं और /ज /आवाज़ से शुरू होने वाली चीज़ों को बनाने को कहें।

Free Play/Indoor/Art and Craft

String the Beads Activity:

- Divide the class into groups of 4 or 5.
- Give each group a bowl with beads of different colours and a string.
- Let the children string the beads of different colours.
- Let them count the number of beads for the experience of counting.

Lunch Break**Mathematics****Recap Of More And Less:**

- Distribute quantity cards to the children in which two cards have the same objects with different quantities.
- Instruct the children to find a partner. Children should come forward with their partners and show their card and tell who has less/ more objects.
- Call 2 children and give them some material to hold. To the first child give 4 books and to the second child give 6 books. Ask the rest of the class who has more books and who has less books.
- Do this with as many children as you can with different materials.

Outdoor Games**Free Play:**

- Let the children indulge in free play under your supervision.

Language (English)**Classification:**

- Divide the blackboard into 4 parts e.g. body parts, classroom objects, vegetable names and fruit names.
- Distribute flashcards of the mentioned vocabulary among the children and tell them that they have to see their flashcard carefully and paste that in the right place.

Library Activity

- Narrate any story on 'rain'.
- Involve use of pictures and sounds in your narration.

Closure and Bye

Class : Nursery

Month : July

Week : 4

Day 3

Theme: Rainy Season

Preparation - Arrange for the following: Drawing files, colours, play material, picture cards (of English vocabulary covered so far), storybooks, etc

Assembly Time

Circle Time

Value: Water conservation/ Respecting Natural Resources

Free Conversation:

- Encourage the children to speak about things they do at home, such as the games they play, the places they go to, the food they like to eat, etc.

Structured conversation: Saving Water:

- Ask the children if we can store rain water, why and how?
- Talk about ways to reduce water usage at home, such as turning off the tap while brushing teeth and putting a displacement device in the toilet tank. Also talk about how to avoid polluting the water, and the ecosystem as a whole, by avoiding harsh chemicals.
- Close the class with some suggestions related to the topic.

Language (Hindi)

सुनो और बनाओ /ज/ शब्दकोश

- बच्चों को उनकी ड्राइंगफाइल्स/ स्लेट दे और अनुदेश को सुन कर चित्र बनाने को कहें। जैसे-
- एक बड़ा जाला बनाओ।
- एक छोटा जग बनाओ जिसमें शरबत हो।
- दो जग बनाओ।
- /ज/ की आवाज़ के लिए अलग अलग तरह के अनुदेश का प्रयोग करें।

Free Play/Indoor/Art and Craft

Free Play:

Let children play freely at play corners.

Lunch Break

Mathematics

Recap Of More And Less:

- Start the class by asking children if there are more girls or more boys in the class.
- After taking their responses with the help of the children count them.
- Draw some objects on the board and ask the children to draw more/ less object of the given name on the board. e.g. Draw 2 earthworms and the children have to draw more/ less earthworms as per the instructions.

Outdoor Games

Pakdam Pakadai:

- Choose a Seeker who has to catch the rest of the class, if the Seeker touches any of the student, that student becomes the Seeker.



Language (English)

Treasure Hunt Game:

- Hide the flashcards of vocabulary done so far in different corners of the classroom and ask the children to find the given object.

Library Activity

- Narrate any story on 'rain'.
- Try and imitate the sounds in the story to give an auditory experience to the children

Closure and Bye

- Recap the rhymes done in the previous month.
- Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery

Month : July

Week : 4

Day 4

Theme: Rainy Season

Preparation - Arrange for the following: Pictures/ Flashcards related to rain and other themes, any musical instrument, two bags with different quantities of the same object, picture cards (of English vocabulary covered so far), storybooks, etc.

Assembly Time

Circle Time

Poster Making - Rainy Season:

- Have the children identify the flashcards related to rainy season.
- Use flashcards of puddles, frog, umbrella, clouds, rainbows, lightening, etc.
- Place these cards on the wall to create a scene. Encourage children to give you suggestions on which pictures are to be placed where.
- Give a picture of a raindrop to each child to colour (the children should colour these raindrops using different colours.)

Place these raindrops in the scene. Add pictures of children playing in the rain.

Language (Hindi)

/ज/ वर्कशीट 24:

- बच्चों को /ज/ से सम्बंधित चित्र पहचानने और उनमें रंग भरने को कहें।
- कक्षा के अंत में /ज/ ध्वनि और शब्दावली को दोहरा लें।

Free Play/Indoor/Art and Craft

Floor Game:

- Keep 10 picture cards of the theme-related vocabulary done so far on the floor.
- Play the *dafli* and ask the children to walk around the pictures.
- As you call any vocabulary name the children have to find it and stand on that.

Lunch Break

Mathematics

Recap More And Less:

1-

- After lunch, ask the children to sit in a circle and show them two bags which have the same objects but in a different quantity.
- Ask the children what they think - which bag has more things and which bag has less things. After taking their responses count the objects in front of them.

2-

- Draw the same object in different quantities in two parallel lines.
- Show a picture of a frog (rainy season) and tell them that this frog jumps only on less things.
- Ask the children to come and put this frog on the less things.

Outdoor Games

Pakdam Pakdai:

- Choose a Seeker who has to catch the rest of the class, if the seeker touches any student, that student become the Seeker.



Language (English)

Treasure Hunt Game:

- Hide the flash cards in different corners of the classroom and ask the children to find the given object.

Library Activity

- Give the children books to pretend read/ look at.
- Encourage the children to share what they read or looked at

Closure and Bye

- Recap the rhymes done in the previous month.
- Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery

Month : July

Week : 4

Day 5

Theme: Rainy Season

Preparation - Arrange for the following: Storybooks, play material, old plastic bottles, ball, etc.

Assembly Time

Circle Time

Rainy season (story):

Free Conversation:

- Encourage the children to speak about their routine at home, the kind of games they play at home, the places they go to and the food they like to eat, things they like to do on a rainy day, etc.

Structured Conversation:

- Weave a story using the scene created the previous day and also by taking inputs from the children.
- Reinforce vocabulary such as: बारिश, बादल, छाता, नाव, बिजली

Language (Hindi)

/ज/, /क/, /प/ का अभ्यास

- /ज/, /प/ और /क/ अक्षरों को बोर्ड पर लिखें।
- एक एक करके बच्चों को बुलायें और उन्हें बोले गए अक्षर को हाथ लगाने को बोलें।
- **वर्कशीट : 25**

Free Play/Indoor/Art and Craft

Free Play:

- Let the children play with the material of their choice.

Lunch Break

Mathematics

Worksheet 26

Colour the more and less objects using different colours.

Outdoor Games

Bowling Game:

- Divide the class into two teams, both teams will get 10 chances to knock down the bottles.
- Line up the bottles in 3 lines same as in the picture.
- A student rolls the ball off towards bottles.
- In 10 chances whoever knocks the most bottles down will be the winner.



Language (English)

Recap of Vocabulary

- Use real objects whose vocabulary has been covered in the class.
- Show these objects to the students.
- Encourage them to name and draw these on slates/ drawing files.

Library Activity

- Give children books to pretend read/ look at.
- Encourage the children to share what they read or looked at.

Closure and Bye

- Recap the rhymes done in the previous month.
- Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery
Month : July
Week : 4

Day 6

1-Complete the worksheet number -19 (मुझे जानो और पहचानो)

Reflections

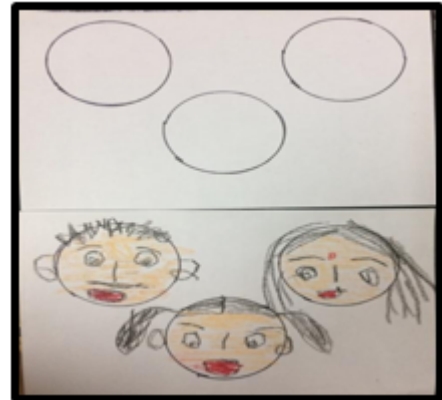
Extension Activities - Art and Craft

1. Free hand Drawing:

- Picking up a crayon or chalk and making marks on a paper/ slate is the very first activity for young children.
- Let children have the opportunity to draw and make marks freely.
- Label their drawings.

2. Draw using prompts:

- Draw three big circles on a sheet of paper/ slate with an instruction to complete the faces



3. Photo Frame:

- Draw a photo frame and let the children draw a picture of their family members.



4. Draw the outline of a house and ask the children to draw what is inside the house.

5. Complete the incomplete figures:

- Draw an incomplete figure and let children complete it

6. Observational Drawing:

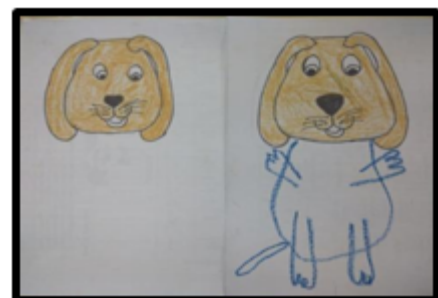
- Give children simple 3-D (three dimensional) objects like an apple, ball, book, pen, etc. Let them observe and draw these things on slates or paper.
- Give simple 2-D (two dimensional) drawings to the children and encourage them to draw them.

7. Draw characters from the story:

- Narrate a story and ask the children to draw their favourite character from the story
- Let them use their imagination.

8. Fun with colours - Mixing colours

- Divide the children in groups. Give each student a sheet of paper. Give blue and yellow paints in bowls to every group. Ask the children to paint their paper blue and then use yellow colour to paint over it. Ask the children to observe the new colour formed.
- Repeat the activity with red and yellow colour.
- Let children explore mixing more colours.



August

"What is really needed to make democracy function is not knowledge of facts, but right education."

- Mahatma Gandhi

Weekly Learning Outcomes - August (Nur)

		Week 1	Week 2	Week 3	Week 4
Domain	The student will be able to:	Activity:	Activity:	Activity:	Activity:
Personal, Social, Emotional Development	Express own interests and preferences				
	<ul style="list-style-type: none"> Expresses himself /herself without inhibitions Expresses his/her needs /feelings /emotions 	during structured conversations: on how animals are same/different from them *sharing experiences about pets *on water animals and how they live about differences between land and water animals *on what animals eat	during structured conversations: *on where wild animals and domestic animals live *on the importance of animals in our life *on the effects of destroying forests and habitats	during structured conversations: *on how birds are same/different from them *about where birds live *about how we can care for birds in times of deforestation and pollution	during structured conversations: *on how we can help animals and birds *on how insects are same/different from them *guessing riddles on animals, birds, insects
	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 free conversation on how they are feeling *during structured conversation on sensitivity towards animals	*during free conversation about: games they like playing on a topic of their interest *during structured conversations on animals they like most and reasons for liking it *on how to treat stray animals	*during free conversation on anything they like *during structured conversation on: how animals feel and are treated in captivity	*during free conversation on what they did yesterday *during structured conversation on: how to treat animals and birds and sensitise others
	Use 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 the 5 senses to explore the environment 	mainly sense of hearing during auditory discrimination of animal sounds	mainly sense of sight during matching the cards	mainly the sense of smell during the smelly bottle activity mainly sense of hearing using animal and bird sounds	mainly sense of hearing using animal and bird sounds	
Physical Development	Exhibit gross motor 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 walking on a circular path balancing an object on each hand, hopping in and out of a circle, catching a ball and jumping step by step, jumping across parallel path playing crossing the river, run/jump/hop trace,	while bowling with plastic bottles, playing with action words, doing free play,	while jumping on footprints, playing Simon says, enacting as animals using sounds and actions, doing pattern play and free play	while rolling balls along a path, jumping on footprints, imitating actions, enacting as animals using sounds and actions
	Exhibit fine motor skills and simple eye hand coordination				

	<ul style="list-style-type: none"> •Able to scribble and color •Attempts to put beads through the strings •Attempts to tear and paste paper •Uses the grip to hold brushes, crayons etc •Able to throw and catch ball in a given direction •Uses the grip to tear and crush paper • Uses pincer grip to hold and manipulate tools for drawing, painting and writing 	<p>while handling manipulative during free play</p> <p>while playing animal sounds game</p> <p>while colouring animal pictures</p> <p>while making a fish using paper folding</p> <p>while doing finger printing</p> <p>while making houses and chairs of different sizes using blocks</p>	<ul style="list-style-type: none"> *while stringing beads making completing the animal puzzle *while making designs during make what I make *during matching the cards doing free play in four corners 	<ul style="list-style-type: none"> *while handling smelly bottles *while colouring pictures of birds *while making standing and sleeping line patterns using colours 	<ul style="list-style-type: none"> *while making animals and birds with rangometry *while making animals and birds drawing circles *while colouring pictures of insects making insects using thumbprints *while doing free play with clay making masks of their favourite animal as a craft
Creative and Aesthetic Development	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 free play with rangometry	during free play outdoors	during free play outdoors	while doing free play with clay
Language Development	Listen attentively and maintains eye contact				
	• Listens attentively undisturbed to stories	during story narration using: pretend reading, animal sounds, puppets, a big book	during story narration using: *role play, *big book, *prediction by children, *read and look at storybooks	during story narration with: *read and look at story books, *completing any story previously done	during story narration with: *read and look at story books, *completing any story previously done, *children retelling a story previously done, *using a big book
	Participate in conversations, stories and sharing experiences				
	• Is eager to share experiences during conversations and while listening to stories	during story narration using: pretend reading, animal sounds, puppets, a big book	during story narration using: *role play, *big book, *prediction by children, *read and look at storybooks	during story narration with: 8*children predicting the story *children looking at story books, role play on a story on festivals	during story narration with: *read and look at story books, completing any story previously done, *children retelling a story previously done, *using a big book
	Follow one or two simple instructions				
	<ul style="list-style-type: none"> • Understands simple instructions • Follows two-three steps instructions 	while doing activities, games and worksheets	while doing activities, games and worksheets	while doing activities, games and worksheets	
	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 	मैं तो सो रही थी शेर निराला	शेर निराला	तोता हूँ मैं तोता हूँ नाच मोर का सबको भाता	तोता हूँ मैं तोता हूँ नाच मोर का सबको भाता	

Demonstrate introductory phonological awareness skills and identifies familiar sounds in the environment				
<ul style="list-style-type: none"> Identifies sounds in the environment, sounds of musical instruments, transport, animals, birds, body etc Able to differentiate between the sounds in the environment, sounds of animals, birds, transport, body and musical instruments Able to differentiate between target sounds in English and Hindi 	during the auditory discrimination activity with animal sounds		during the auditory discrimination activity with animal and birds sounds	during the auditory discrimination activity with animal and birds sounds
Recognize most letter sounds/ vyanjans and their corresponding sounds				
<ul style="list-style-type: none"> Is able to identify Hindi Vyanjans and their sounds Is able to identify some English letters and their sounds Is able to identify pictures with words with sounds Can differentiate between the letters of common sounds like /a/ and /e/ Is able to overwrite/color vyanjans and letters introduced 	with the vyanjans क, प, ज and /s/	with the vyanjans क, प, ज, ग and /s/ /a/	with the vyanjans क, प, ज, ग, र and /s/ /a/ /t/	with क, प, ज, ग, र, ब and /s/ /a/ /t/
Use appropriate vocabulary for some common and familiar objects				
<ul style="list-style-type: none"> Associate words with pictures /real objects Can associate naming words/ action 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 Remembers words from word-wall or flashcards put up in class Uses new vocabulary like names of colors, 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 	with the /क/प/ज/ and /s/ while using names of animals in the sentence structure It is a	with क, प, ज, ग and /s/ /a/ while using names of animals in the sentence structure It is a while playing with action words	with क, प, ज, ग, र and /s/ /a/ /t/ while using names of animals and birds in the sentence structure It is aI have a.....	with क, प, ज, ग, र, ब and /s/ /a/ /t/ while using names of animals, birds and insects in the sentence structure It is aI have a.....
Tell a familiar story using the pictures of a story book				

	<ul style="list-style-type: none"> • Could talk about main events of the story • Could add details while retelling the story in his /her own words • Could answer comprehension questions based on the story 			using a story previously done	using a story previously done
Cognitive Development	Compare two objects on the basis of observational properties				
	<ul style="list-style-type: none"> • Can observe and compare the objects on the basis of big and small • Can observe and compare the objects on the basis of heavy and light • Can observe and compare the objects on the basis of short and long • Can observe and compare the objects on the basis of more and less 		while doing comparison of animals		
	Compare and classify on the basis of any one category				
	<ul style="list-style-type: none"> • Able to sort a group of objects on the basis of shape or size or color 		while classifying animal pictures		
	Place 3 -4 objects in one to one correspondence				
	<ul style="list-style-type: none"> • Is able to establish one to one correspondence between objects and pictures 		while matching different sized animals to the corresponding size of house by drawing and colouring		
	Follow /reproduce a simple pattern				
	<ul style="list-style-type: none"> • Observes and identify a given pattern or a sequence • Identify and reproduce patterns using colors, sounds, objects and /or pictures 		while drawing and pasting things in a series	while observing and discussing patterns using animal flashcards, clothes, other objects, printed cloth, drawing patterns for forest fair	while making a pattern on the board using animals and birds flashcards, using common objects,
	Arrange 2-3 objects /picture cards /numbers in a sequence				
<ul style="list-style-type: none"> • Can arrange 2 -3 objects in a sequence • Can arrange 2 -3 picture cards in a sequence • Can arrange 2 -3 numbers in a sequence 	<ul style="list-style-type: none"> while seriating during Goldilocks story while seriating using balls, blocks, chalk and other objects while making houses and chairs of different sizes using blocks and seriating them while seriating clothes, objects in their bags brought from home 	while drawing and pasting things in a series			

	Develop number sense up to 10				
	<ul style="list-style-type: none"> • Is able to count a given set of objects • Associate quantity with pictures up to 10 • Associates quantity with numerals up to 10 • Writes the numerals up to 10 				<p>while counting the rangometry pieces used to make an animal and insect and any other design while counting blocks to make any other design</p>

Class : Nursery
Month : August
Week : 1

Day 1

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Picture cards of animals, objects like bowl and pencils in three different sizes , /s/ picture cards, slates, story books, etc.

Assembly Time

Circle Time

Structured Conversation : Animals:

Value: Sensitivity Towards Animals

- Show the children pictures of animals and encourage them to see how animals are different from them.
- Draw their attention to how-
 - Most of the animals have 4 legs and a tail.
 - They do not speak like us, they have their own language.
 - Some of them live in the forest, some in water and some on trees.
- Ask them to name animals they have seen around them.
- Pose questions such as –
 - Does anyone of you or your friends/ neighbours have pets?
 - Can you share your experiences of pets? Do you play with them?
 - Are any of you scared of dogs or any other animals?

Use Vocabulary: कुत्ता, भालू, बिल्ली, गाय, मछली, बन्दर, चूहा, शेर, खरगोश (Add students' responses to this list)

Note: Animal names have to be used in Hindi

Language (Hindi)

अक्षर अभ्यास /क/

- /क/ की कहानी को आधा सुनाएं।
- कहानी को अधूरा छोड़ दें और बच्चों को इसे उनके शब्दों में पूरा करने के लिए प्रोत्साहित करें।
- उन्हें कहानी के /क/ अक्षर से जुड़े चित्रों के फ्लैशकार्ड दिखाएं और उन्हें वस्तुओं / चित्रों को नाम बताने को कहें।
- उन्हें /क/ ध्वनि से शुरू हो रहे और शब्दों के उदाहरण देने के लिए प्रोत्साहित करें।
- बोर्ड पर विभिन्न अक्षर शब्दकोश के कुछ फ्लैशकार्ड चिपकाएँ या उन्हें फर्श पर रखें, बच्चों को /क/ अक्षर से सम्बंधित चित्र-कार्ड उठाने को कहें।
- कक्षा का अंत क अक्षर/ ध्वनि से सम्बंधित शब्दों को रिपीट करके करें।

Free Play/ Indoor/ Art and Craft

Game: Animal Sounds:

- Recite the **Rhyme 12: 'मै तो सो रही थी'**
- Make the sound of a cat, dog, lion, hen, etc for children to hear.
- Make sounds of these animals and let children get familiar with them.
- Call out 2 students and whisper to them asking one of them to roar and the other one to bark, while the whole class closes their eyes and listens.
- Ask the children to open their eyes and identify the sounds and encourage them to identify who produced which sound.
- Repeat this with more students and with different sounds.

Lunch Break

Mathematics

Introduction of Seriation:

- Narrate the story of Goldilocks and the Three Bears

Note: Please simplify the story

Author: Robert Southey

Once upon a time there were three bears who lived in a house in the forest. There was a great big father bear, a middle-sized mother bear and a tiny baby bear (bring student's attention to the size). One morning, their breakfast porridge was too hot to eat, so they decided to go for a walk in the forest. While they were out, a little girl called Goldilocks came through the trees and found their house. She knocked on the door and, as there was no answer, she pushed it open and went inside.

In front of her was a table with three chairs, one large chair, one middle-sized chair and one small chair. On the table were three bowls of porridge, one large bowl, one middle-sized bowl

and one small bowl – and three spoons.

Goldilocks was hungry and the porridge looked good, so she sat in the great big chair, picked up the large spoon and tried some of the porridge from the big bowl. But the chair was very big and very hard, the spoon was heavy and the porridge was too hot.

Goldilocks jumped off quickly and went over to the middle-sized chair. But this chair was far too soft, and when she tried the porridge from the middle-sized bowl it was too cold. So she went over to the little chair and picked up the smallest spoon and tried some of the porridge from the tiny bowl.

This time it was neither too hot nor too cold. It was just right and so delicious that she ate it all up. But she was too heavy for the little chair and it broke into pieces under her weight.

Next Goldilocks went upstairs, where she found three beds. There was a great big bed, a middle-sized bed and a tiny little bed. By now she was feeling rather tired. so she climbed into the big bed and lay down. The big bed was very hard and far too big. Then she tried the middle-sized bed, but that was far too soft. so she climbed into the tiny little bed. It was neither too hard nor too soft. In fact, it felt just right, all cosy and warm, and in no time at all Goldilocks fell fast asleep.

In a little while, the three bears came back from their walk in the forest. They saw at once that someone had pushed open the door of their house and Father Bear looked around. Then roared in a growly voice. He roared so loudly that Goldilocks woke up with a start. She jumped out of the bed, and away she ran down the stairs and out into the forest. And the three bears never saw her again.

- Use objects that came in the story like 3 bowls to talk about different sizes.
- Ask the children which bowl would Papa Bear, Mother Bear and Baby Bear take.
- Take 3 different bowls, ask the children to arrange these from small to big.
- Take a few more concrete examples such as: three different sized pencils, blocks, etc., and ask children to pinpoint which one of these will Papa Bear, Mother Bear and Baby Bear use.
- Call out a few children and give them different sized blocks (small, medium and big), and ask them to arrange the blocks from small to big.
- Close the class by taking three objects from the class and arranging them in an order with the help of the students .

Outdoor Games

Structured Play:

- Draw a circular path on the floor. Have the children walk on the path balancing an object on each hand.
- Make them hop in and out of the circle.

Language (English)

Introduction of sound /s/:

- Have the children stand in a circle.
- Ask them to follow your commands and do the actions.
- Call out the following actions : Stand, Sit, Sleep, Skip, Sing. Introduce these action words.
- Ask the children to pay attention to the initial sound of these action words.
- Ask them to make “sssssssss” sound.

Sound Introduction Steps: /s/:

Picnic on Sunday

“Today is **Sunday!**”, a **spider** says to his mother. “I will have fun today.”

His mother says, “Okay **Silky**, you can have fun but clean your room first.”

Silky quickly cleans his room. He looks out of his window. The **sun** is shining brightly.

“Let’s go for a picnic today,” Silky the spider thinks.

Silky calls all his friends. He calls the ant, the grasshopper, the butterfly and the ladybird and tells them about his plan. Everyone is very excited.

Everyone says, “Yessss! Let’s go for a picnic today.”

They go to a beautiful garden, lay the mat and put the food basket on it. Then they start to play. After sometime their **stomach** starts growling. It has become empty after playing. They open the basket. It has **salad** and **sandwiches**. They put some **salt** on the salad and eat the sandwiches with **sauce**.

What a wonderful Sunday they have had !

Questions-

- ❖ Which day is it in the story?
 - ❖ What is shining brightly?
 - ❖ Who plans the picnic? What is his name?
 - ❖ What becomes empty and starts growling?
 - ❖ What is in the basket?
 - ❖ What do they put on the salad?
 - ❖ What do they eat with the sandwiches?
- Narrate the story to children. Once the story is narrated, ask questions to

derive the target words from the story.

- Show the flashcards to the students and encourage them to identify the initial sound. Prompt them initially if required.
- Draw the pictures of those words on the board and ask for more examples from the children.
- Prompt them to think of objects or names that begin with the same sound.
- Have the children draw pictures of the target sound word's on their slates.

Note: The questions are aimed at helping children focus on the target sounds; hence, they do not have to learn the answers.

Library Activity

- Give children books to pretend read/ look at.
- Encourage the children to share what they read or looked at

Closure and Bye

- Recap the rhymes done in the previous month.
- Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery
Month : August
Week : 1

Day 2

Theme: Animal, Birds and Insects

Preparation- Arrange for the following: Picture/ flash cards of animals, puppet, /प/ picture cards, objects for seriation, ball, story cards /s/, clay, story books, etc.

Assembly Time

Circle Time

Free Conversation:

Encourage the children to share what they did the previous day, both in school and after school.

Value: Sensitivity towards animals

Structured Conversation:

- Use flashcards of animals and encourage the children to name them.
- Ask questions like - where do animals live?
- Encourage the children to come up with responses independently.
- Talk about how some animals live on land, some live in water .
- Introduce water animals (मछली, ऑक्टोपस , डॉलफिन)
- Encourage the students to imagine how these animals live in water. Build on students' responses.
- End the class by summarising students' responses.

Rhyme 12: 'मैं तो सो रही थी'

Have the children recite the rhyme with actions 'मैं तो सो रही थी'

Language (Hindi)

अक्षर-ध्वनि अभ्यास /प/

- अक्षर और उसकी ध्वनि का अभ्यास कराने के लिए चित्र फ्लैशकार्ड का उपयोग करें।
- ब्लैक बोर्ड पर /क/ और /प/ चित्र फ्लैशकार्ड चिपकाएं।
- पप्पेट (puppet) का उपयोग करें, इसे एक नाम दें और छात्रों को बताएं कि यह उन शब्दों को जानना चाहता है जो /प/ ध्वनि के साथ शुरू होते हैं।
- बच्चों को कहें की पपेट पकड़कर /प/ की तस्वीरों पर ले जाएं।
- अलग-अलग बच्चों को मौका दें।
- /क/ और /प/ के शब्दों का फिर से अभ्यास करें।

- बच्चों को ड्राइंग फाइल दें और उन्हें दोनों आवाज़ों से एक एक चीज़ बनाने को कहें।
- जब बच्चें ड्राइंग फाइल में चित्र बना रहे हों, बच्चों से पूछें की वह क्या कर रहे हैं, क्या बना रहे हैं और उनके चित्रों का नाम लिखें।

Free Play/ Indoor/ Art and Craft

Auditory Discrimination: Animal Sounds:

- Ask the children to imitate the sounds of a cat, dog, bear, hen, etc. Make sounds of these animals and let children get familiar with the sounds.
- Call out 2 students and whisper to them asking one of them to produce the sound of a bear and the other to bark, while the whole class closes their eyes and listens.
- Ask the children to open their eyes and identify the two similar and the one odd sounds.

Colouring:

- **Worksheet 27** : Colour the bear

Lunch Break

Mathematics

Seriation:

- Refer to the story of Goldilocks done the previous day.
- Lay a few objects on the table. For e.g., three bowls, three boxes, three bottles, three pencils, three colours, etc., of different sizes. Ask the children to focus on the size of each object.
- Call children one by one and ask them to arrange these objects based on the size. (Small to big)
- Distribute a few objects like balls, blocks, chalks, water bottles, etc. to children in groups.
- Let the children put these objects in a sequence in small groups (Groups of 4/ 5 children each).

Outdoor Games

Catching:

- Have the children stand on one side in a group.
- You stand on the other side. Now throw the ball for the children to catch.
- Throw it to a different child each time.

Jumping:

- Have the children line up and jump step by step under your supervision.

Language (English)**Recap of sound /s/:**

- Call out 3 to 4 students.
- Give them the story cards of sound /s/ story (done earlier) in any order/ sequence.
- Encourage the whole class to tell the correct sequence of events using the cards.
- Retell the story using the cards.
- Draw students' attention to the initial sound of /s/ words.
- Give children play dough to make /s/ objects.

Library Activity

- Narrate any story on 'animals'.
- Try and imitate the sounds of the animals in the story to give an auditory experience to the children.

Closure and Bye

- Recap the rhymes done in the previous month.
- Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery

Month : August

Week : 1

Day 3

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Animal picture/ flashcards, papers, blocks, rope/ dupatta, /s/ picture cards, box, puppet, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Animals

- Paste different chart papers - one for land and one for water animals.
- Show different animal flashcards and ask the children where you should put these pictures, use 3 water and 3 land animals.
- Add animals like turtle and crocodile (कछुआ और मगरमच्छ)
- Tell the children that they can live on both - land and water.
- Reinforce the vocabulary based on animals.
- End the class by asking any child to share what s/he sees on the charts.

Free Play/ Indoor/ Art and Craft

Worksheet 28 : Make Fish using paper folding

- Demonstrate how to make a fish using paper folding.
- Give a paper to the children and repeat how to make the fish.
- Tell them one step at a time.

Language (Hindi)

/क/ और /प/ पुनरावृत्ति

- ब्लैक-बोर्ड पर /क/ और /प/ अक्षर सम्बंधित वस्तुओं के चित्र बनाएं।
- बच्चों से वस्तुओं का नाम बताने के लिए कहें।
- कुछ ऐसे शब्दों के भी चित्र बनाएं जिनमें ये ध्वनि न आती हो।
- बच्चों को /क/ और /प/ ध्वनि के चित्र पहचानने और उन्हें अपनी स्लेट में बनाने को कहें।

Lunch Break

Mathematics

Seriation:

Give the children the following context:

- There is a new television in the house of three elephants (the elephants are of three different sizes). They all are very excited. When the biggest elephant sits in the front, no one is able to see the television.
- Ask the children how should they sit so that they all are able to see the television.
- Use pictures and ask children to put the animals' pictures in sequence - use the pictures of three elephants, bears, etc.

Making Houses (Seriation):

- Give the children blocks and ask them to make different houses/ chairs for the different elephants (in continuation of the maths story).
- Ask them to arrange the houses/ chairs that they have made in a serial order.

Outdoor Games

- Create a narrow path by laying ropes or drawing two parallel lines.
- Tell the children to assume it is a river and jump across the river.
- Tell them there is a crocodile in the river, anybody stepping into the river will be eaten. This will make the activity exciting.

Language (English)

Recap of /s/ sound:

- Use action words like - sit, stand, sleep, sing, etc.
- Let the children do these actions.
- Show children a box. (Box should have /S/ pictures).
- Tell the children that this is a magic box that has only 'sss' sound objects.
- Take out pictures from the box and encourage the children to tell the name of the pictures.
- Bring their attention to the initial sound.
- Encourage the children to give more examples of things that have the same initial sound.

Library Activity

- Narrate any story on 'animals'.
- Try and imitate the sounds of the animals in the story to give an auditory experience to the children.

Closure and Bye

- Recap the rhymes done in the previous month.
- Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery
Month : August
Week : 1

Day 4

Theme: Animals, Birds and Insects

Preparation: Arrange for the following: Flashcards/ picture cards of animals, any musical instrument, /क/,/प/,/ज/ pictures and letter cards, water colours, socks and other clothes in three different sizes, rope/ dupatta, colours, story books, puppets, etc.

Assembly Time

Circle Time

Structured Conversation: Animals

Value: Sensitivity towards animals

- Put the flashcards/ pictures of all the animals covered so far in a basket.
- Get the children to sit in a circle.
- Use any musical instrument to produce any rhythm/ sound.
- The students have to pass on the basket in the circle.
- As the rhythm stops, the student who has the basket has to pick up a flashcard from the basket, tell the name of the animal and speak a sentence about that animal.
- End the class by showing the flashcards one by one to the students and reinforcing their names
- **Rhyme 13:** 'शेर निराला हिम्मत वाला'

Language (Hindi)

चित्र के साथ अक्षर को मिलाएं

- कक्षा को दो समूहों में बाँटें।
- एक समूह को अक्षर कार्ड और दूसरे समूह को अक्षर सम्बंधित पिक्चर-कार्ड वितरित करें।
- पहले समूह (अक्षर समूह) को सामने की तरफ खड़ा करें और चित्र समूह को अक्षर के साथ उनकी तस्वीरों से मिलाने दें।

अक्षर खोज

- फ्लैशकार्ड का उपयोग करते हुए अक्षर 'ज' का अभ्यास करें।
- बच्चों को कहानी की किताबें दें और उन्हें कहानी की किताब में अक्षर क 'प' और 'ज' को खोजने के लिए कहें।

Free Play/ Indoor/ Art and Craft

Worksheet:29 Fingerprinting (same animal in three different sizes)

Lunch Break

Mathematics

Seriation:

- Bring material of three different sizes - three different sized socks, three different sized shirts, three different sized trousers, shoes, etc.
- Tell the children to put them in a series (small to big).
- Bring students' attention to the sizes of these objects.
- Ask each child to find 3 similar things from their school bag and put them in a series (small to big).
(Please note - Ask the child to put only three to four similar things from their bag in a series)

Outdoor Games

Crossing the River:

- Create a narrow path by laying ropes or drawing two parallel lines.
- Tell the children to assume it to be a river and jump across the river.
- Tell them there is a crocodile in the river, anybody stepping into the river will be eaten. This will make the activity exciting.
- Ask the children to pretend to be an animal (monkey, cat, etc) while crossing the river. They can make sounds of those animals.

Language (English)

- /s/ **Worksheet : 30**
- While the students are colouring the worksheet, move around in the class to reinforce the vocabulary and sound. Ask the children what they are colouring.
- Close the class by reinforcing the vocabulary and the sound.

Library Activity

- Narrate any story on 'animals'.
- Try and imitate the sounds of the animals in the story to give an auditory experience to the children.
- Use puppets.

Closure and Bye

- Recap the rhymes done in the previous month.
- Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery
Month : August
Week : 1

Day 5

Theme: Animals, Birds and Insects

Preparation: Arrange for the following: Picture/ flashcards of animals, any musical instrument, /s/ picture for picture talk, flashcards of animals for seriation, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation : Animals

- Put the flashcards/ pictures of all the animals covered so far in a basket.
- Have the children sit in a circle.
- Use any musical instrument to produce a rhythm/ sound.
- The students have to pass on the basket in the circle.
- As the rhythm stops, the student who has the basket has to pick up a flashcard from the basket and speak a sentence on that animal.
- Do it 4 to 5 times.

- Ask children with pets, if they feed their pets or if they have seen others feeding animals.
- Ask them what kind of food these pets eat, etc.
 - Have you seen animals eating?
 - What do you think animals eat?

- Tell the children that some animals (like lion) eat other animals while some eat grass, fruits and vegetables.
- Name a few animals that eat meat and few that eat grass/ plants.

Language (Hindi)

अक्षरों का अभ्यास

वर्कशीट 31 : क, प, ज

- चित्रों को सही अक्षर से मिलाएं।

Free Play/ Indoor/ Art and Craft

Free Play using Rangometry:

- Encourage the children to make animals using rangometry.
- Ask the children to share what they have made.
- End the class by asking children to see what their partner has made.

Lunch Break

Mathematics

Seriation:

- Tell the children that an elephant has invited three of his other friends (a cat, a mouse and a bear) to his house and they all want to see the television.
- Ask the children how they should sit so that everyone is able to see the television.
- Use flash cards and ask the children to put them in a serial order (small to big).
- Use different animals as examples.
- Divide the children in groups and give each group flash cards of three different animals to put in serial order.

Outdoor Games

Race:

- Organise a simple race.
- Have the children stand in a row at one end.
- Place any object at the other end.
- Ask the children to run/jump/walk and go and get the object from the other end and return in a similar manner.

Language (English)

Picture Talk: /s/ words:

- Encourage the children to speak about the things they can see in the picture. Reinforce /s/ words.
- Ask the children what they think is happening in the picture, and accept their responses in Hindi.
- Use their views and form complete sentences in English. For e.g., the boy is swimming, the girl is on the slide, etc.
- Encourage the children to come up with ideas to weave a story.



Library Activity

- Narrate a story using a big book.
- Use appropriate gestures and voice modulation.

Closure and Bye

- Recap rhymes done so far.
- Encourage children to share their learning and their favourite activity for the day.

Class : Nursery
Month : August
Week : 1

Day 6

1-Complete the worksheet number -14(मुझे जानो और पहचानो)

Class : Nursery

Month : August

Week : 2

Day 1

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Ball/ Dice, old newspaper, water colours, bowl, beads, strings, old plastic bottles, /a/ picture cards, slates, storybooks, etc.

Assembly Time

Circle Time

Free Conversation:

- Ask the students about what activities they like to do and what games they like to play in the school.

Structured Conversation:

- Ask the children which animal they like the most and why.
- Pass a ball/ dice in the circle and the child who has the dice/ ball will tell the name of her/his favourite animal.
- Reinforce the animal vocabulary in the end.

Language (Hindi)

ध्वनि भेद

- बच्चों को एक घेरे में बैठने और उनकी आँखें बंद करने के लिए कहें।
- बच्चों को बताएं की उन्हें आवाज़ सुनकर पहचाननी हैं और जिस दिशा से आवाज़ आ रही है, उस दिशा की ओर संकेत करना है।
- एक बच्चे को कक्षा में जानवरों की आवाज़ करने के लिए कहें।
- दूसरे बच्चों को ध्वनि की दिशा की ओर इशारा करने को कहें।

अक्षर की पहचान

कौन सा अक्षर गायब है?

- ब्लैक-बोर्ड पर तीन अक्षर लिखें, बच्चों को अक्षरों की पहचान करने के लिए कहें (क, प, ज)
- बच्चों को अपनी आँखें बंद करने को कहें और एक अक्षर मिटा दें।
- बच्चों से लापता पत्र की पहचान करने के लिए कहें।
- बच्चों को पानी के रंग और अखबार दें और उन्हें अक्षर बनाने को कहें।

Free Play/ Indoor/ Art and Craft

Stringing Beads:

- Divide the children in pairs.
- Keep a bowl of beads for each pair.
- Tell the children that they have to prepare a 'mala' for different animals.
- Each pair should choose a colour from the bowl they have and make a mala together.

Lunch Break

Mathematics

Seriation:

- Draw three different sized houses and animals. (Draw animals like a mouse, cat and a bear).
- Ask the children which animal should get which house and why.
- **Worksheet 32** : Match house with animals according to size

Outdoor Games

Bowling:

- Make a lane by drawing 2 parallel lines. Arrange a few plastic bottles or empty bottles, or anything light that can be knocked down easily, at the other end of the lane. Have the children stand at one end of the lane and roll the ball through the lane to knock down the bottles.
- Give each child at least 2 chances.



Pic courtesy – Pinterest.com

Language (English)

Introduction of sound /a/:

Ants and the Alligator

In the jungle, near a pond lived some **ants**. They had made a big **anthill** under a tree. They all lived there happily. One day a big **alligator** from the pond was lying near their anthill. The ants got scared. But, they saw that he was not moving and was in pain. The ants went near him and found that he had injured his tail. They decided to help him. A few ants got some leaves and put it on the alligator's tail. Soon the alligator started moving his tail. He thanked the ants and went back to the pond. Many days later, a woodcutter came to the jungle. He had an **axe** in his hand. He started cutting the branches of that tree. The branches fell on the anthill. All the ants rushed out of their anthill to see what was happening.

One small ant said, "If this tree is cut, it will fall on our anthill and destroy our home. We must do something."

The eldest ant said, "Why don't we take the help of the alligator?"

So they went to the alligator. He saw that the ants were very sad.

He asked them, "Why are all of you sad?"

The eldest ant said, "The tree is being cut. Our anthill will break. We need your help."

The alligator agreed to help them. He slowly crept to the tree and snarled at the woodcutter. The woodcutter got scared and ran away from the anthill. He left his axe behind and never returned.

The ants fixed their anthill and lived happily again.

Questions:

- ❖ Who lived near a pond in the jungle?
- ❖ What had they made under the tree?
- ❖ Who did the ants help?
- ❖ What did the woodcutter have in his hands?

Sound Introduction Steps:

- Narrate the story to children. Once the story is narrated, ask the questions to derive the target words from the story.
- Show the flashcards to the students and encourage them to identify the initial sound. Prompt them initially if required.
- Draw the pictures of those words on the board and ask for more examples from the children. Prompt them to think of objects or names that begin with the same sound.
- Have the children draw pictures of the target sound words on their slates.

Note: The questions are aimed at helping children focus on the target sounds, hence, they do not have to learn the answers.

Library Activity

- Choose a theme related story.
- Incorporate role play.

Closure and Bye

- Recap the rhymes done so far.
- Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery
Month : August
Week : 2

Day 2

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Picture/ Flashcards of animals, /ग/ picture cards, flashcards for animal puzzle, ball, old plastic bottles, a big book, etc.

Assembly Time

Circle Time

Structured Conversation: Animals:

- Show children flashcards of animals like lion, fox, etc.
- Ask children where these animals live.
- Ask them whether these animals can live with them in their houses.
- Encourage the children to share their responses freely.

Ask questions like:

- Which animals live near our houses?
- Which animals live in forests?

Rhyme 13 : शेर निराला हिम्मत वाला

Language (Hindi)

आवाज़ की पहचान

- बच्चों के नाम का उपयोग करें और उनके नाम की पहली आवाज़ पर उनका ध्यान आकर्षित कराएं।
- उनके नाम बताने के साथ नाम की पहली आवाज़ बताने के लिये प्रोत्साहित करें।

अक्षर- ध्वनि परिचय - /ग/

गिलहरी और खरगोश

गगन अपने घर के बाहर खेल रहा था। घर के बाहर कुछ **गमलों** में पौधे लगे हुए थे। तभी उसने देखा सामने एक बड़े पेड़ पर **गिलहरियाँ** ऊपर से नीचे दौड़ लगा रही थीं। उसकी नजर एक गिलहरी पर पड़ी जो कि पेड़ के ऊपर बैठकर अपने दोनों पंजों से एक फल पकड़कर कुतर रही रही थी। पेड़ के नीचे एक खरगोश भी आराम से **गाजर** कुतर रहा था। अचानक गिलहरी के पंजों से फल छूट गया और खरगोश के सिर पर जा गिरा। खरगोश डर गया। उसने गाजर छोड़ा और डर के मारे गमलों के पीछे जाकर बैठ

गया। दूर से ही वह अपने गाजर को देखने लगा। थोड़ी देर में उसे लगा कि कोई खतरा नहीं है तो वह वापस आकर गाजर लेकर बैठा और उसे कुतरने लगा। गगन यह सब देखकर हँस पड़ा।

सवाल:

- ❖ कहानी में लड़के का नाम क्या है?
- ❖ पौधे किस में हुए थे?
- ❖ पेड़ के ऊपर-नीचे क्या दौड़ रहीं थीं?
- ❖ खरगोश क्या कुतर रहा था?

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

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

Free Play/ Indoor/ Art and Craft

Sense of Sight:

The case of half animals:

- Take a few animal flashcards and cut them into two pieces (or make different cards for this activity).
- Paste one half on one wall and the other half on another wall or keep them in two different circles drawn on the floor.
- Tell the children that one day, when the animals wake up from their sleep, they found that half of their body was missing.
- Ask the children whether they would like to help the animals in finding their missing body.

- Call children in pairs and ask them to match the flashcards.

Lunch Break

Mathematics

Worksheet :33

Draw the pictures given in the worksheet in any order.

Outdoor Games

Bowling:

- Make a lane by drawing 2 parallel lines. Arrange a few plastic bottles or empty bottles, or anything light that can be knocked down easily, at the other end of the lane. Have the children stand at one end of the lane and roll the ball through the lane to knock down the bottles.
- Give each child at least 2 chances



Language (English)

Worksheet 34: /a/

- Ask the children to colour the pictures.
- While children are colouring, walk around the classroom and reinforce the vocabulary and the initial sound.

Library Activity

- Narrate a story using a big book.
- Use appropriate gestures and voice modulation.

Closure and Bye

Recap the rhymes done so far. Encourage children to talk about the activities and experiences they have had during the day.

Class : Nursery
Month : August
Week : 2

Day 3

Theme: Animal, Birds and Insects

Preparation - Arrange for the following: Picture/ flashcards of animals, rangometry pieces, animal cards for comparison, any musical instrument, clay/ play-dough, big picture book, etc.

Assembly Time

Circle Time

Free Conversation: Initiate a free conversation on a topic that is of interest to the children. Some children need extra encouragement to express themselves. Identify such children and encourage them to express themselves.

Value: Sensitivity towards animals

Structured Conversation: Importance of Animals:

- Use pictures of animals to facilitate the discussion.
- Discuss how animals help us.
- Encourage the children to think of ways animals like cows, dogs, etc are useful for us. For e.g. dogs guard our homes.
- Camels and elephants help people to travel from one place to another.
- Many animals give us food products like milk, butter, ghee, eggs, etc.
- Rhyme: शेर निराला

Language (Hindi)

शब्दकोश का अभ्यास- अक्षर /ग/

- **वर्कशीट 35** का परिचय दें। बच्चों को चित्रों में रंग करने दें और 'ग' पर इंद्रधनुष लेखन कराएं। सैंडपेपर कटआउट का उपयोग करें, बच्चों को सैंडपेपर कट आउट पर उँगली फेरने को बोलें।
- कुछ पाउडर लें, इसे ट्रे/ प्लेट में फैलाएँ और बच्चों से इस पर ग बनाने को कहें।

Free Play/ Indoor/ Art and Craft

Sense of Sight:

Make What I Make:

- Make a simple design using rangometry pieces on the blackboard.
- Ask children to make the same design.
- Call a child and ask him to make another design while the other children try to copy his/ her design.
- Now make another design and tell the children that you will remove it after making it and they have to remember and make it on their own.
(Note: Use a very simple design with big pieces which are easy to remember).

Lunch Break

Mathematics

Comparison:

- Have the children sit in a circle.
- Show them two animal cards, for e.g an elephant and a cat.
- Encourage the children to name them and talk about them.
- Encourage the children to find differences/ similarities between them.
- Use other examples like a bear and a mouse, a lion and a mouse, etc.
- Let the children compare the animals the way they want to.

Outdoor Games

Action Words:

- Have the children stand in a circle. Play a rhythm using a musical instrument or play some music and ask the children to copy your action.
- Do the following actions to match the rhythm: Stretch, Play, Dance, Hop like a frog, Fly/ flap like a bird, Swim like a fish, etc.
- Ask the children to follow you.

Language (English)

Recap of /a/ sound:

- Give the children play dough and ask them to make /a/ objects.
- When the children are making the /a/ objects move in the classroom and ask the children to share what they are making.
- Recap /a/ vocabulary using the things students have made.

Library Activity

- Narrate any story using a big picture book.
- Draw students' attention towards the pictures in the book.
- Encourage them to predict the story through pictures.
- Use appropriate voice modulation.

Closure and Bye

- Recap rhymes done so far.
- Encourage children to share their learning and their favourite activity for the day.

Class : Nursery

Month : August

Week : 2

Day 4

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Old newspapers, water colours, two sets of dot cards, play material, pictures/ flashcards of animals, picture for picture talk (with /a/ and /s/ vocabulary), storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Sensitivity Towards Animals:

Ask the children to tell the uses/ importance of animals:

Give children a situation: 'I saw a child throwing a stone at a stray dog'. Ask them –

- Why do you think the child would have thrown a stone at the dog?
- Do you think the child was right in doing so? If yes, why? If no, why not?
- Discuss more such instances to develop sensitivity towards the animals.
- **Rhyme 13:** शेर निराला हिम्मत वाला

Language (Hindi)

आवाज़ों की पहचान

- बच्चों के नाम का प्रयोग करके उनका ध्यान उनके नाम की पहली आवाज़ पर आकर्षित करें
- बच्चों को यह सोचने और बताने के लिए प्रोत्साहित करें कि कक्षा में और कौन है जिनके नाम की पहली आवाज़ उनके नाम की पहली आवाज़ जैसी है

आवाज़ का अभ्यास

- बच्चों को पानी के रंग और पुराने अखबार दें और उन्हें अब तक हुए अक्षर बनाने का को कहें
- उन्हें रंगों का उपयोग करके अक्षर शब्दकोश के चित्र बनाने के लिए भी कहें।

Free Play/ Indoor/ Art and Craft

Sense of Sight

Match the Cards:

- Divide the children into two groups.
- Have two sets of dots cards.
- Give one set to one group and the other to the second group.
- Let children find their 'matching' partner and then go to a play corner.

Free Play:

- Free play at play corners.

Lunch Break

Mathematics

Classification:

- Give the children animal pictures in groups.

(Note: If there aren't enough pictures for each group, give some groups play material while animal pictures can be rotated turn wise).

- Let them play with the pictures.
- Use prompts like 'keep the similar animals together.'
- Encourage the children to classify the pictures.
- Let the children come up with their own categories.

Outdoor Games

Free Play:

Let the children choose the material they would like to play with and indulge in free play under your supervision.

Language (English)

Recap of sound of /a/ and /s/:

Picture Talk: /a/ and /s/

- Use a picture that has /s/ and /a/ words.
- Let the children talk about the picture and create a story.
- Reinforce the vocabulary and the sound in the end.

Library Activity

- Give children storybooks to read and look at.
- Bring their attention towards left to right and top to bottom orientation.

Closure and Bye

- Recap rhymes done so far.
- Encourage the children to share their learning and their favourite activity for the day.

Class : Nursery
Month : August
Week : 2

Day 5

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Pictures/ Flash cards of animals, picture for picture talk (with /a/ and /s/ vocabulary), picture book, etc.

Assembly Time

Circle Time

Structured Conversation: Sensitivity Towards Animals

Picture Talk:

- Draw a picture where a man is cutting tree/ trees in a forest.
- Let the children talk freely about the picture.

Ask questions like-

- Where will the animals go if we destroy their homes?
- What should we do?
- What should we tell this man?

Language (Hindi)

चित्र के साथ चित्र मिलाएं

वर्कशीट: 36

- चित्रों को देख कर सही अक्षर पर गोला लगाएं।

Free Play/ Indoor/ Art and Craft

Sense of Sight

Match the Cards:

- Divide the children into two groups.
- Have two sets of dots cards.
- Give one set to one group and the other to the second group.
- Let children find their 'matching' partner and then go to a play corner.

Free Play:

- Free play at play corner

Lunch Break

Mathematics

Classification:

- Give the children animal pictures in groups.

(Note: If there aren't enough pictures for each group, give some groups play material while animal pictures can be rotated turn wise)

- Let them play with the pictures.
- Encourage the children to classify the pictures.
- Let the children come up with their own categories.

Outdoor Games

- Organise a race.
- Divide the class into groups of 4-5 before you begin the race.
- Have the children stand in a line and run/hop to the other end and return.
- Use different combinations of actions. Get creative.

Language (English)

Recap of /a/ and /s/:

Picture Talk: /a/ and /s/

- Use a picture that has /s/ and /a/ words.
- Let the children talk about the picture and create a story.
- Reinforce the vocabulary and the sound in the end.

Library Activity

- Narrate any story using a big picture book.
- Draw students' attention towards the pictures in the book.
- Encourage them to predict the story through pictures.
- Use appropriate voice modulation.

Closure and Bye

Class : Nursery
Month : August
Week : 2

Day 6

1-Complete the worksheet number -15(मुझे जानो और पहचानो)

Class : Nursery
Month : August
Week : 3

Day 1

Theme: Animals Birds and Insects

Preparation - Arrange for the following: Pictures (on insensitivity towards the animals), /र/ picture cards, slates, objects with different smells, small empty plastic bottles, animal pictures, storybooks, etc.

Assembly Time

Circle Time

**Structured Conversation: Sensitivity
Towards Animals**

Use pictures and ask children what is happening in the picture
(See sample picture)



Use questions like these:

- Why is the person hitting the animal?
- How must the animal be feeling?
- Should we keep animals in the circus/ zoo?
- How would you feel if you are not allowed to go outside?
- Close the conversation time by discussing how should animals be treated

Language (Hindi)

अक्षर ध्वनि परिचय /र/

कहानी:

जानवरों का रोमांचक सफर

चील, भालू, हिरन और हाथी अच्छे दोस्त हैं। वे सब एक जंगल में रहते हैं। चील जब भी उड़ कर आती है तो अपने दोस्तों को नई-नई चीज़ों के बारे में बताती है। एक दिन उसने गाड़ियों के बारे में बताया, "पता है, आज मैं जहाँ गई थी, वहाँ मैंने साइकिल देखी और **रिक्शा**, बस, **रेलगाड़ी** भी देखी।" उसके दोस्तों ने बोला, "यह सब क्या है? हमें भी देखना है। हमें वहाँ ले चलो।"

अगले दिन सबने गाड़ियों को देखने का मन बनाया। हिरन की माँ ने **रोटियां** बनायीं, भालू चावल और सब्जी लेकर आया, हाथी **राजमा** और चील **रायता** लेकर आयी। सारे दोस्त गाड़ियाँ देखने, गाते-गाते **रास्ते** में निकल पड़े। कुछ दूर चलने पर उन्हें कूँ-छुक-छुक की आवाज़ सुनाई दी।

"अरे! यह क्या है," हिरन ने पूछा।

"यही तो रेलगाड़ी है," चील बोली।

"वाह! कितनी सुंदर लाल **रंग** की रेलगाड़ी है," सारे दोस्त बोले।

आगे चलने पर उन्हें एक बस दिखी, जिसमें कई लोग बैठे थे, फिर रिक्शा भी दिखा जिससे ट्रिंग-ट्रिंग की आवाज़ आ रही थी। सारे दोस्त बहुत खुश हुए। उन्होंने पार्क में बैठ कर खाना खाया फिर अपने घर के लिए निकल गए।

सवाल:

- ❖ हिरन की माँ ने क्या बनायी थीं?
- ❖ हाथी क्या लेकर आया?
- ❖ चील क्या लेकर आयी?
- ❖ गाते-गाते वे किस पर निकल पड़े?
- ❖ कूँ-छुक-छुक की आवाज़ किसने निकाली थी?
- ❖ किस रंग की रेलगाड़ी थी?
- ❖ ट्रिंग-ट्रिंग की आवाज़ किसने निकली थी?

- बच्चों को अक्षर परिचय के लिए कहानी सुनाएं
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें
- बच्चों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों के नाम की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें
- बच्चों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें
- यदि बच्चे न बता पाएं तो उन्हें संकेत दे कर शब्द निकलवाने का प्रयास करें
- बच्चों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें
- बच्चों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवाकर करवाएं
- बच्चों को बताएं की जब भी इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो इसी अक्षर का प्रयोग करते हैं
- बोर्ड पर बनाये गए सारे गये चित्रों के नाम लिख लें
- बच्चों को निर्धारित आवाज़ के चित्र बनाने को दें

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

Free Play /Indoor/ Art and Craft

Sense of Smell:

- Use empty small plastic bottles to make 'smelly bottles'.
- Place a piece of cotton rubbed with a different 'smells' in each of these bottles.
- Create these smelly bottles using perfume, shampoo, leaves, talcum powder, etc.
- Give children the smelly bottles.
- Let them explore and talk about the smells.
- Close the class by asking children what all things they smelt.

Lunch Break

Mathematics

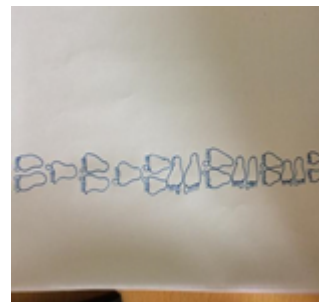
Observing Patterns:

- Introduce animals like 'giraffe' and 'snake' using picture flashcards.
- Encourage the children to describe them .
- Prompt the children to observe the animals' bodies in the picture cards.
- Bring children's attention to the patterns on their bodies (Children might not use the word pattern, but bring their attention to the repeating unit).
- Ask them if they have seen any other animal that has stripes/ or any other pattern on its body.
- Show them flashcards of 'tiger' and 'cat'.
- Let them identify the patterns.
- End the class by talking about the patterns.

Outdoor Games

Foot Prints:

- Draw footprints on the floor and ask children to jump on the foot prints.
- First demonstrate and show how to do the activity.



Language (English)

Recap of /s/ and /a/:

- **Worksheet 37** : Help the ant and snake in finding their way.
- Reinforce the vocabulary and the sound at the end of the class.

Library Activity

- Give children storybooks to read and look at.
- Bring their attention towards left to right and top to bottom orientation.

Closure and Bye

- Recap rhymes done so far.
- Encourage children to share their learning and their favourite activity for the day.

Class : Nursery
Month : August
Week : 3

Day 2

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Pictures (on insensitivity towards animals), /र/ picture cards, slates, objects with different smells, small empty plastic bottles, animal pictures, /t/ picture cards, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation : Sensitivity Towards Animals

- Use two pictures, one in which the animals are in cages and another in which animals are freely moving/ living in the forest.
- Encourage the students to compare the pictures.
- Use questions like:
 - How do you think the animals must be feeling in the cage?
 - Where would you like to be?

Language (Hindi)

अक्षर अभ्यास - /र/

वर्कशीट 38

- बच्चों को 'र' अक्षर के चित्रों को रंग करने के लिए कहें।
- जब छात्र चित्रों को रंग रहे हों, तो कक्षा में घूमते हुए बच्चों से उन चित्रों के नाम बताने को कहें जिन्हें वे रंग रहे हैं।
- चित्रों के नाम की पहली आवाज़ पर छात्रों का ध्यान आकर्षित करें।
- वर्कशीट पर लिखे गए शब्दों की तरफ इशारा करें।
- वर्कशीट लेकर कक्षा समाप्त करें और बच्चों को वर्कशीट में दिए गए शब्दकोश और ध्वनि बताने के लिए प्रोत्साहित करें।

Free Play/ Indoor/ Art and Craft

Sense of Smell

Guess what I am!

- Make smelly bottles using talcum powder, perfume, shampoo, flowers, etc. Have the children smell these bottles and identify the substance in the bottle.
- Use three bottles, where two bottles have the same substance and one is different. Have the children smell the bottles and identify the bottle that is different.

Lunch Break

Mathematics

Observing Patterns:

- Show the flashcards of animals like 'giraffe' and 'snake' using flashcards.
- Ask the children to share their observations.
- Introduce 'zebra'.
- Encourage the children to describe these animals and observe the patterns.
- **Worksheet : 39**
Match patterns of the animal

Outdoor Games

Action game: Simon Says: Use some action words like run, walk, jump, skip, hop, laugh, smile, cry to play this game.

Associate Animal Sounds and Actions: Have the children enact as per your instructions: For e.g., swim like a fish (have the class enact the same), cry like a cat (have the class meow like a cat), walk like an elephant (have the class use their arm like a trunk or fan their hands like the ears of an elephant), roar like a lion, hop like a rabbit, jump like a monkey, etc.

To make the game interesting once in a while give them instructions such as hop like a lion, roars like a dog, etc.

Children who enact wrongly will be out.

Language (English)

Introduction of sound /t/:

Tooth Trouble

One day a Little **Tiger** was playing with his **toys** under a **tree**. Just then a **tooth** fell on the grass. He put his **tongue** around his teeth. There was an empty space. He took his **towel** that was lying on the grass and hid his face in it. He ran inside to see his face in the mirror. He opened his mouth to see his teeth and started to cry.

His mother heard him crying and asked, "Little Tiger, why are you crying?"

Little Tiger showed his broken tooth and cried, "My tooth fell down. I want it back. Please put it back in place."

His mother said, "Do not cry, Little Tiger! You are growing up. Soon you will have a new tooth."

The Little Tiger stopped crying. He was happy to hear that he would have a new tooth. His mother gave him a **toffee** and he went out to play again with his toys.

Questions:

- Who was playing? What was he playing with?
- Where was he playing?
- What fell on the grass?
- What did he put around his teeth?
- With what did the Little Tiger hide his face?
- What did his mother give him?

Sound Introduction Steps:

- Narrate the story to children. Once the story is narrated, ask questions to derive the target words from the story.
- Show the flashcards to the students and encourage them to identify the initial sound. Prompt them initially if required.
- Draw the pictures of those words that begin with the target sound.
- Encourage the children to state more examples. Prompt them to think of objects or names with the same starting sound.
- Have the children draw pictures of words with the target sound.

Library Activity

- Give children books to pretend read and look at.
- Let children read/ have a look at a book in pairs.

Value: Sharing

Closure and Bye

Class : Nursery
Month : August
Week : 3

Day 3

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Picture/ Flashcards of birds, different cloth pieces that have patterns, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation : Birds:

- Use flashcards of birds (कौआ , कोयल, तोता , कबूतर , चिड़िया, मोर).
- Encourage the children to observe the pictures.
- Let them talk about them.
- Ask questions like - How are they different from us?
- Bring students' attention to the wings and beak of the birds (पंख , चोंच).
- Tell children the names of these birds.
- End the class by saying that these are 'birds'.
- **Rhyme 14 : तोता हूँ मैं**

Free Play/ Indoor/ Art and Craft

Worksheet 40:

- Colour the pictures of birds.
- Let them choose different colours for different birds.
- Reinforce the vocabulary while students are colouring.
- While the students are colouring, move around in the class.

Language

ध्वनि अक्षर: /र/

- /र/ की कहानी आधी सुनाएँ , बच्चों को उसे पूरा करने को कहें।
- बच्चों को कहानी में आ रहे /र/ ध्वनि से शुरू होने वाले शब्दों को बताने/ पहचानने को कहें।
- बच्चों को /र/ ध्वनि से शुरू होने वाले और उदाहरण देने के लिए प्रोत्साहित करें।
- बच्चों को प्ले-डो / चिकनी मिट्टी दें और /र/ से सम्बंधित चीजों को बनाने को कहें।

Lunch Break

Mathematics

Observing Patterns:

- Bring different cloth pieces containing patterns to the classroom. (two sets).
- Let the children observe the pattern in these clothes.
- Divide the class into two groups and distribute the cloth pieces.
- Let the children match the pieces by observing the pattern.
- Ask the children to go home and find the pattern in clothes and if possible bring a small piece of cloth that has a pattern on it.

Outdoor Games

Action Game: Simon Says - Use some action words like run, walk, jump, skip, hop, laugh, smile, cry to play this game.

Associate Animal Sounds and Actions:

Get the children to enact as per your instructions for e.g. - swim like a fish (have the class enact the same), cry like a cat (have the class meow like a cat), walk like an elephant (have the class use their arm like a trunk or fan their hands like the ears of an elephant), roar like a lion, hop like a rabbit, jump like a monkey, etc.

To make the game interesting once in a while give them instructions such as hop like a lion, roar like a dog etc.

Children who enact the wrong instruction will be out.

Language (English)

Recap of sound /t/:

- **Worksheet 41:** Demonstrate the worksheet.
- Encourage the children to identify the /t/ pictures and colour them.
- While the students are colouring, move around in the classroom and reinforce the vocabulary and sound by asking children what they are colouring.

Library Activity

- Give children storybooks to read and look at.
- Bring their attention towards left to right and top to bottom orientation.

Closure and Bye

Class : Nursery
Month : August
Week : 3

Day 4

Theme: Animals, Insects and Birds

Preparation - Arrange for the following: Picture/ Flashcards of animals and birds, smelly bottles, different cloth pieces that have patterns, puppets, /t/ story and picture cards,/s/ picture cards, storybooks, etc.

Assembly Time

Circle Time

Free Conversation:

- Let children talk freely about anything they like.

Structured Conversation: Birds (where do birds live?):

- Ask children where do birds live?
- How do they make their nests?
- End the conversation by paraphrasing the responses of the children.
- **Rhyme 14:** तोत्ता हूँ मैं

Language (Hindi)

जानवरों और पक्षियों की आवाज़ का अभ्यास

- जानवरों और पक्षियों के चित्र फ्लैश कार्ड को एक टोकरी में रखें।
- बच्चों को घेरे में बैठाएँ।
- घेरे में टोकरी घुमाएं।
- प्रत्येक बच्चा एक कार्ड उठाकर उस पशु / पक्षी का नाम बताने को और उसके बारे में एक वाक्य बोलने के लिए प्रोत्साहित करें।

ध्वनि भेद: पक्षियों की आवाज़

- छात्रों को ऑडियो का उपयोग करके मोर, तोत्ते, कबूतर जैसे 3-4 पक्षियों की आवाज़ सुनायें
- जब बच्चे पक्षियों की आवाज़ों से परिचित हो जाएं, तब ऑडियो दोबारा चलाएं और बच्चों को आवाज़ें पहचानने को बोलें।

Free Play/ Indoor/ Art and Craft

Sense of Smell

Guess What Am I?

- Make smelly bottles using talcum powder, perfume, shampoo, flowers, etc. Have the children smell these bottles and identify the substance.
- As a follow up activity, engage children in a conversation about the smells they like and the smells they don't like.

Lunch Break

Mathematics

- Ask the students to make sleeping and standing line patterns using colours in their drawing files.

Outdoor Games

Action Game: Simon Says - Use some action words like run, walk, jump, skip, hop, laugh, smile, cry to play this game.

Associate Animal Sounds and Actions:

- Let the children enact as per your instructions, for e.g. - swim like a fish (have the class enact the same), cry like a cat (have the class meow like a cat), walk like an elephant (have the class use their arm like a trunk or fan their hands like the ears of an elephant), roar like a lion, hop like a rabbit, jump like a monkey, etc.
- To make the game interesting once in a while give them instructions such as hop like a lion, roar like a dog, etc. Children who enact wrong instructions will be out.

Language (English)

Recap of sound /t/:

- Retell the story of /t/.
- Use story cards and ask children to put them in proper sequence.
- Place a few picture flashcards of /t/ and /s/ sounds.
- Use a puppet to encourage the children to help the puppet in picking up the /t/ pictures.

Library Activity

- Give children books to pretend read and look at.
- Let children read/ have a look at a book in pairs.

Value: Sharing

Closure and Bye

- Recap rhymes done so far.
- Encourage children to share their learning and their favourite activity for the day.

Class : Nursery
Month : August
Week : 3

Day 5

Theme: Animal, Birds and Insects

Preparation - Arrange for the following: Picture/ Flashcards of animals and birds, objects with different smells, smelly bottles, real life objects for patterns, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Caring for the Birds:

- Ask the children: Where would the birds go if we cut all the trees?
- Speak about how pollution affects the birds.
- Use pictures to facilitate the discussion.
- Ask children: What can we do to help the birds?
- **Rhyme 15 : नाच मोर का सब को भाता**

Language (Hindi)

ध्वनि भेद - पक्षियों की आवाज़

- छात्रों को 3 पक्षियों की आवाज़ सुनायें ।
- उन्हें आवाज़ों को पहचानने को कहें, बच्चों से आवाज़ों के क्रम के बारे में पूछें
- बच्चों से पूछें की पहली, दूसरी और आखरी आवाज़ कौन सी थी

जानवरों और पक्षियों के नाम का अभ्यास

- जानवरों और पक्षियों के फ्लैश कार्ड को एक टोकरी में रखें।
- बच्चों को जोड़े में एक सर्कल में बैठाएँ।
- सर्कल में टोकरी घुमाएं।
- प्रत्येक जोड़े को एक कार्ड उठाना है और उस जानवर/ पक्षी का नाम और उसके बारे में एक वाक्य बोलने की कोशिश करनी है।

Free Play/ Indoor/ Art and Craft

Sense of Smell:

- Bring items like lemon, coriander, neem, etc. to the classroom.
- Let the children smell these and talk about the smell of different food items.
- Let the children talk about the smells they like and the smells they don't like.
- Make smelly bottles using these items.
- Let the children identify the item through the smell.

Lunch Break

Mathematics

Recurring Patterns:

- Tell children that there is a fair in a forest and all the animals are preparing for it and they are deciding the seating arrangement. The animals have decided to keep a yellow chair and then a blue chair in each row.
- Draw these chairs on the blackboard.
- Add that animals are keeping a bottle and a glass on a table for every animal.
- Draw the pattern of bottle-glass-bottle-glass.
- Take the students' help in completing the pattern.

Outdoor Games

Pattern Play:

- Ask a child to come and stand.
- Ask another child to sit.
- Encourage the children to complete this pattern.
- Ask one child to pretend being an elephant (by using his/her arm as a trunk) and the next one to pretend to be a little mouse. Help the children in completing this pattern.

Free Play:

Let the children enjoy free play under your supervision.

Motor Skills

Pattern:

- Get 2-3 cloth pieces that have patterns.
- If children have brought a cloth piece from their home, let them show it to their

classmates.

- Let the children observe the pattern.
- **Worksheet: 42** Complete the pattern

Library Activity

- Choose any story done previously.
- Retell half of the story and encourage the children to finish the story in their own words.

Closure and Bye

- Recap rhymes done so far.
- Encourage the children to share their learning and their favourite activity for the day.

Class : Nursery
Month : August
Week : 3

Day 6

Class : Nursery
Month : August
Week : 4

Day 1

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Picture/ Flashcards of birds, / ब/ picture cards, slates, rangometry, /s/ and /t/ picture cards, drawing files, colours, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Sensitivity Towards Animals and Birds:

- Reinforce the names of animals and birds.
- Encourage the children to think about how we can help animals and birds.
- Ask questions like - What should we do if we see any one hitting any animal/ bird?

Language (Hindi)

अक्षर/ ध्वनि परिचय - /ब/

बुलबुल और बत्तख

बुलबुल के घर के पास एक तालाब है। बुलबुल रोज़ तालाब में बत्तखों को तैरते हुए देखती है। आज तो बारिश हो रही है। अरे! बत्तख तो बारिश में भी तैर रही है। उसके बच्चे भी उसके पीछे-पीछे पानी में तैर रहे हैं। बुलबुल का भी मन हुआ कि वह भी बारिश में जाए। उस पर भी बारिश की बौछार पड़े। उसने अपनी बरसाती पहनी और बाहर चली गई। बारिश की बूँदें उसके चेहरे पर पड़ तो रही थीं, लेकिन वह भीग ही नहीं रही थी। वह तो पूरा भीगना चाहती थी। उसने बरसाती उतार दी। अब तो बारिश उस पर भी पड़ने लगी। बत्तख भी भीग रही थी और बुलबुल भी। उसे भीगने में बहुत मज़ा आ रहा था। तभी बुलबुल की माँ ने घर से आवाज़ लगाई, "अरे बुलबुल! बाहर बारिश में मत भीगो, जुकाम लग जाएगा।" पर बुलबुल को तो बहुत मज़ा आ रहा था। उसने माँ की बात अनसुनी कर दी। थोड़ी देर में बारिश तेज़ हो गई। अब बुलबुल को ठंड लगने लगी। उसने सोचा, "चलो अब बहुत देर हो गई। घर चलती हूँ।" वह दौड़ती हुई घर पहुँची। तभी उसे बहुत तेज़ छींक आ गई, "आ छी....." तभी माँ आ गई और डाँटने लगी, "तुम्हें कहा था न, बारिश में मत भीगो, देखो अब जुकाम लग गया ना।"

बुलबुल चुप रही, उससे गलती जो हो गई थी। उसे अब कड़वी दवाई खानी पड़ेगी। वह मन ही मन सोचने लगी कि... ऐसा क्यों होता है? बत्तख तो सारा दिन पानी में ही रहती है, वह तो गीली भी नहीं होती और न ही उसे जुकाम होता है? हम क्यों बारिश में ज़्यादा देर नहीं रह पाते?

सवाल:

- ❖ कहानी में लड़की का नाम क्या है?
- ❖ बुलबुल तालाब में किसको तैरते हुए देखती है?
- ❖ बत्तख के पीछे-पीछे कौन तैर रहे हैं?
- ❖ आज क्या हो रही है?
- ❖ बुलबुल क्या पहनकर बाहर गयी?
- ❖ उसके चेहरे पर क्या पड़ रहीं थीं?

- बच्चों को अक्षर परिचय के लिए कहानी सुनाएं
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें
- बच्चों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों के नाम की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें
- बच्चों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें
- यदि बच्चे न बता पाएं तो उन्हें संकेत दे कर शब्द निकलवाने का प्रयास करें
- बच्चों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें
- बच्चों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर कराएं
- बच्चों को बताएं की जब भी इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो इसी अक्षर का प्रयोग करते हैं
- बोर्ड पर बनाये गए सारे चित्रों के नाम लिख लें
- बच्चों को निर्धारित आवाज़ के चित्र बनाने को दे
- **ध्यान दें** - जब बच्चे चित्र बना रहे हों तो शिक्षिका कक्षा में घूम-घूमकर सैंडपेपर पर बने अक्षर से बच्चों को अक्षर का अभ्यास करवा लें! बच्चों से कहानी के बाद सवाल पूछने का उद्देश्य केवल बच्चों को अक्षर की आवाज़ से शुरू होने वाले शब्दों की ओर ध्यान दिलाना है, बच्चों को सवालों के जवाब याद करवाना **नहीं** है।

Free Play/ Indoor/ Art and Craft

Rangometry: Making Animals and Birds:

- Give children Rangometry pieces.
- Encourage them to make animals and birds using those pieces.
- Ask them what they have made.
- Once they have made it, let them move in the class to see what their classmates have made.

Lunch Break

Mathematics

Patterns:

- Use animals and birds flashcards/ drawings to make a pattern on the board (for e.g a fish and a pigeon).
- Let the children observe the fish-pigeon-fish pattern.
- Ask the children to complete the pattern.
- Make similar patterns on the board and take students' help in completing it.
- Use the students to make patterns like the previous day.
- Let the children complete the patterns independently this time.

Motor Skills

- Fun making animals and birds.
- Give instructions like "Let's learn to make animals and birds".
- Make simple figures using a circle and let the children try drawing on their own on slates.

Language (English)

Sentence Structure: I have_____.

- Pick an object in your hand and tell children “I have a _____”
- Take 2-3 examples.
- Call one child and let her/ him pick one object, encourage her/ him to use the sentence “I have a _____”
- Use the vocabulary covered so far of classroom objects to reinforce this sentence structure.

Recap of sound /s/:

- Reinforce the vocabulary words of sound /s/ by showing the flashcards and encouraging children to name them.
- Use the sentence structure “I have _____”
- Encourage the children to tell the initial sound of these vocabulary words.
- Stress on the sound.
- Paste a few /s/ and /t/ picture cards on the blackboard
- Ask the students to identify the /s/ pictures and draw them in their drawing files.

Library Activity

- Narrate any of the previous stories and stop mid-way.
- Ask the children to narrate the rest of the story.

Closure and Bye

- Recap rhymes done so far.
- Encourage children to share their learning and their favourite activity of the day.

Class : Nursery

Month : August

Week : 4

Day 2

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Picture/ Flashcards of insects, clay, picture cards of English vocabulary covered so far, ball, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation Time: Introduction to Insects

Use the following story to introduce the insects vocabulary

झींगुर कि आवाज़ / झींगुर का गाना

कीड़ापुर गांव में गान-समारोह का आयोजन होने वाला था। सभी कीड़े-मकोड़े समारोह कि तैयारी में जुट जाते हैं। तितली अपने रंग-बिरंगे पंख फैला उड़ जाती है, सभी दोस्तों को समारोह के बारे में बताने के लिए। मधुमक्खी शाम को अमरुद के पेड़ के नीचे सभी दोस्तों कि सभा बुलाती है। तितली, चींटी, झींगुर, मकड़ा और मधुमक्खी अमरुद के पेड़ के नीचे मिलते हैं। सभी मिलकर झींगुर को गान-समारोह में भाग लेने को मनाते हैं। झींगुर सभी दोस्तों को धन्यवाद बोलता है पर जैसे ही सबको पता लगता है कि झींगुर का गला खराब है, सब परेशान हो जाते हैं। झींगुर समारोह में भाग लेना चाहता है, यह देख सभी उसकी मदद करते हैं। तितली झींगुर को पीठ पर बैठा कर डॉक्टर के पास ले जाती है। डॉक्टर, झींगुर को गरम चीज़ें खाने को बोलते हैं। झींगुर रोज़ रियाज़ करता है और मधुमक्खी उसे शहद देती है। चींटी गाजर का गरम सूप देती है और मकड़ा दवाई लेकर आता है जिससे झींगुर जल्दी ठीक हो जाये और समारोह में भाग ले सके।

- Have a discussion around the story.
- Use the pictures of the insects तितली, मधुमक्खी, गुबरैला, मकड़ी, झींगुर, चींटी
- Let children talk about these pictures.
- Ask children how these are different from us.
- Encourage the children to share what other insects have they seen around.
- End the discussion with a rhyme.

Free Play/ Indoor/ Art and Craft

- **Colouring Worksheet 43**
- Let children colour the insect and colour patterns in it.

Language (Hindi)

अक्षर / ध्वनि /ब/

- बच्चों को चिकनी-मिट्टी दें और 'ब' शब्दकोश की चीज़ें बनाने को कहें।
- बनाई हुई चीज़ों के बारे में बताने के लिए प्रोत्साहित करें।
- बच्चों को बनाई गयी चीज़ों के नाम की पहली ध्वनि बताने को कहें।
- कक्षा के अंत में 'ब' ध्वनि और उस से सम्बंधित शब्दकोष को दोहरा लें।

Lunch Break

Mathematics

Patterns:

- Make a pattern using objects like pencil, eraser, etc.
- Use different examples.
- Call out children to complete the pattern.
- **Worksheet: 44** :Let them do the **worksheet** complete the recurring pattern.
- While students are completing the pattern, move around in the classroom.

Outdoor Games

- Divide the class into 2 groups, Team A and Team B. Draw several straight paths on the floor, as many paths as the number of children in one group.
- Have Team A stand at one end of the path and Team B at the other end.
- Give each child of one team a ball and have the team roll the ball to the other team through the paths drawn.
- The team at the receiving end has to catch and roll it back.

Language (English)

Sentence Structure: I have

- Pick any object in your hand and tell the children "I have a _____"
- Take 2-3 examples.
- Call one child and let her/ him pick one object, encourage her/ him to use the sentence "I have a _____"
- Use the vocabulary covered so far of classroom objects to reinforce this sentence structure.

Library Activity

- Choose any story done previously.
- Retell half of the story and encourage the children to finish the story in their own words.

Closure and Bye

- Recap rhymes done so far.
- Encourage children to share their learning and their favourite activity of the day.

Class : Nursery
Month : August
Week : 4

Day 3

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Picture cards of insects, birds and animals, water colours, sheets, blocks, /a/ and /s/ picture cards, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Insects

- Retell the story done the previous day.
- Leave the story incomplete and let the children complete it.
- Reinforce the vocabulary of insects using pictures.
- Let the children talk freely about the pictures.

Language (Hindi)

नामों का अभ्यास - जानवरों, पक्षियों और कीड़ों का

- बच्चों को घेरे में बैठाएं।
- एक टोकरी में जानवरों, पक्षियों और कीड़ों के पिक्चरकार्ड रखें।
- घेरे में टोकरी घुमाएं और बच्चों को एक कार्ड लेने दें।
बच्चों को कार्ड पर बने पशु / पक्षी या कीड़े का नाम बताने और उसके बारे में बात करने को प्रोत्साहित करें।
- शब्दाकोश को दोहरा के गतिविधि को समाप्त करें।

अक्षर का अभ्यास /ब/

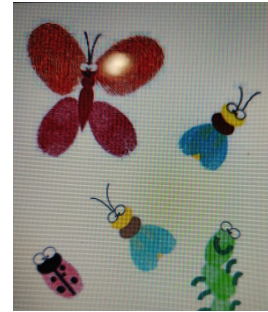
वर्कशीट 45:

जब छात्र रंग भर रहे हो, कक्षा में घूमकर अक्षर का अभ्यास कराते रहें।

Free Play/ Indoor/ Art and Craft

Making Insects Using Thumbprints:

- Show children how to do thumb printing.
- Give children drawing files and water colours.
- Let them make insects using thumbprints.
- Use the attached picture for reference.



Note: Allow children to use their creativity. Don't make them copy.

Lunch Break

Mathematics

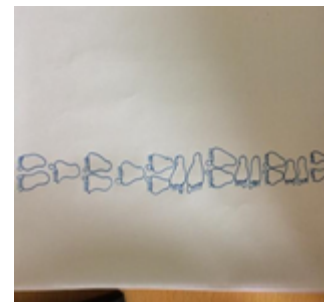
Counting Experience:

- Give the children blocks and let them make anything (animal or insect) using them.
- Ask the children to count the number of pieces they used.
- Make any thing using the blocks and then count in front of the children.
- Make sure that the children can see you counting.

Outdoor Games

Foot Prints:

- Draw footprints on the floor and ask children to jump on the foot prints.
- First demonstrate and show how to do the activity.



Language (English)

Sound Recap:

- Reinforce the vocabulary words of /a/ sound using the flashcards.
- Encourage the children to tell the initial sound of these vocabulary words.
- Paste /a/ and /s/ picture cards on the board.
- Encourage the children to identify the /a/ pictures.

Library Activity

- Narrate any of the previous stories and stop mid-way.
- Ask the children to narrate the rest of the story.

Closure and Bye

- Recap rhymes done so far.
- Encourage the children to share their learning and their favourite activity of the day.

Class : Nursery
Month : August
Week : 4

Day 4

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Picture cards of animals, birds and insects, play dough/ clay, rangometry pieces, a big book, etc.

Assembly Time

Circle Time

Free Conversation: Let children share what they did the previous day.

Structured Conversation:

- Describe an animal/ bird or insect and let children guess who it is.

Examples:

- It lives in a forest. It roars. It has claws.
- It has eight legs. It is an insect.

Encourage the children to describe the insects.

Language (Hindi)

विषय से जुड़े शब्दकोष का अभ्यास

- बच्चों को घेरे में बैठाएं।
- एक टोकरी में जानवरों, पक्षियों और कीड़े-मकोड़ों के पिक्चर कार्ड रखें।
- टोकरी को घेरे में घुमायें और बच्चों को एक एक कार्ड उठाने के लिए कहें।
- बच्चों को उठाये गये फ्लैशकार्ड के बारे में बताने के लिए प्रोत्साहित करें।
- शब्दकोश का अभ्यास करा कर गतिविधि को समाप्त करें।

Free Play/ Indoor/ Art and Craft

- Give children play dough/clay for free play.

Lunch Break

Mathematics

Counting Experience:

- Give the children tangometry pieces and let them make anything using it.
- Ask the children to count how many pieces they used.
- Make anything using blocks and let them count in front of the children.
- Tell children that you want to distribute a story book to everyone, ask them how you should do it.
- Encourage the children to share their suggestions.
- The idea is to make children appreciate the need to count.
- Children might use one to one correspondence at this stage.
- Encourage them to count the total number of students in the class.

Outdoor Games

Actions:

- Instruct the children to imitate your actions. Use different rhythms by clapping or playing a *daphli* for each of these actions (hop, jump, run, etc).
- Initially call out the action and then do it with the beat. Then just do the actions based on the rhythm for the children to follow.

Let's become a...

- Make the children stand in a circle.
- Take a name of any animal/ bird/ insect. The children have to become that animal/ bird/ insect. They have to use their body to look like it.
- Incorporate movements to make the game more interesting.

Language (English)

Sound Recap /t/ + Worksheet 46

- Find the way for alligator and the tiger.
- Reinforce the vocabulary at the end of the class.

Library Activity

- Use a big book that has some repetitive text.
- Narrate the story using the big book.

Closure and Bye

Class : Nursery

Month : August

Week : 4

Day 5

Theme: Animals, Birds and Insects

Preparation - Arrange for the following: Picture/ Flashcards of animals, birds and insects, paper plates, colours, puppet, picture cards of English vocabulary covered so far, blocks, rangometry, ball, storybooks, etc.

Assembly Time

Circle Time

Free Conversation :

- Initiate a conversation on what children did the previous day.

Structured Conversation: Reinforce the names of animals, birds and insects:

- Use more riddles on insects and animals.
 - ❖ It is an insect. It is colourful and it flies (butterfly).
 - ❖ It is a bird. It is green and has a red beak (parrot).
- Make more riddles like these.
- Ask the children which insect/ animal they would like to be and why?
- **Rhyme 15:** नाच मोर का सब को भाता

Free Play/ Indoor/ Art and Craft

Mask Making:

- Give the children paper plates and encourage them to draw their favourite animal, bird or insect.
- Make a mask out of a paper plate.
- Encourage each child to introduce his/ her favorite animal/ bird/ insect to the whole class.
- Encourage the use of complete sentences.

Language (Hindi)

अक्षर/ध्वनि अभ्यास - /ब/

- ज़मीन पर ब और /प/ के पिक्चर कार्ड रखें।
- पपेट (puppet) का प्रयोग करें।
- बच्चों को बताएं कि पपेट को /ब/ आवाज़ वाले शब्दों के चित्र ढूंढने हैं।
- बच्चों को /ब/ आवाज़ से शुरू होने वाले पिक्चर कार्ड को चुनने में कठपुतली (puppet) की मदद करने को कहें।

Lunch Break

Mathematics

Counting Experience:

- Give the children blocks/ rangometry pieces mixed up together.
- Encourage the children to separate these.
- Encourage them to tell which is more and which is less.
- Ask the children to count the pieces.

Outdoor Games

- Divide the class into 2 groups, Team A and Team B. Draw several straight paths on the floor, as many paths as the number of children in one group.
- Have Team A stand at one end of the path and Team B at the other end.
- Give each child of one team a ball and have the team roll the ball to the other team through the paths drawn.
- The team at the receiving end will catch and then roll the ball back.

Language (English)

- Pick any object in your hand and tell children "I have a _____"
- Take 2-3 examples.
- Call one child and let her/ him pick one object, encourage her/ him to use the sentence "I have a _____"
- Put all the flashcards (of English) in a basket and pass it in the class. Use music or sing a song while the basket is being passed around in the class.
- Play the music. Once the music stops the child with the basket must take out one flashcard and name the object and the initial sound.
- When the child picks up a card and identifies the initial sound, encourage her/ him to give more examples of that sound.

- After reinforcing the vocabulary, keep all the cards in the basket and take out cards one by one and reinforce the vocabulary using the sentence structure: “I have a _____”

Library Activity

- Show the pictures of a story to the children.
- Ask them to observe it carefully and retell the story.

Closure and Bye

- Recap rhymes done so far.
- Encourage the children to share their learning and their favourite activity of the day.

Class : Nursery
Month : August
Week : 4

Day 6