



सत्यमेव जयते

Directorate of Education

Govt of NCT of Delhi

Daily Lesson Plans for Nursery

September to November

2020-21



Development Partner:



Preface

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

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

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

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

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

I wish the teachers a very successful year ahead!

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Important Guidelines for Teachers

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

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

Do's and Don'ts for the Daily Plans

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

The Importance of Phonemic Awareness in Early Years

A Note for teachers

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

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

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

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

Time Table for Classes Nur and K.G.

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

References

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

Kaul, V (2008). *Early Childhood Education Programme*. NCERT.

Soni, R (2015). *Theme Based Early Childhood Care and Education Programme*. NCERT.

In.pinterest. com

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.

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

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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September

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

- Rabindranath Tagore

Weekly Learning Outcomes - September (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	Express own interests and preferences				
	<ul style="list-style-type: none"> Expresses himself /herself without inhibitions Expresses his/her needs /feelings /emotions 	during the structured conversations on means of transport. during the structured conversations on road safety and following rules.	*during the structured conversations on means of road and water transport *during the structured conversations on road-safety, following road norms and while using water transport.	*during the structured conversations on classification and comparison of means of Transport *during free conversations on topics of interest.	*during the structured conversations on how the means of transport are different from each other and finding the odd one *during structured conversations on following rules for cleanliness in the class and rules using a train/ metro
	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 the conversation on what they like most about school while doing rhymes with actions on means of transport.	*during the conversation on what means of transport they like *while doing rhymes with actions on traffic light and water transport.	*during the conversation on what vehicles they like the most *while doing the rhymes	during the conversation on how pollution negatively affects us
	Enjoy working and playing with other children				
	<ul style="list-style-type: none"> Engages in parallel play Plays with classmates in small groups 	while enacting driving different means of transport and during free play	while as they enact driving different means of transport and during free play	*while solving riddles in pairs. *while doing classification activities of types and means of transport in groups	*while solving riddles on means of transport in pairs *while figuring out ways to reduce pollution and understanding what some conventional symbols mean
	Demonstrate helping, sharing, caring and taking turns in groups				
	<ul style="list-style-type: none"> Shares toys and other resources with peers Shows willingness to help others during group activities 	during the free and structured conversations	while showing willingness to take turns sharing his opinion during the free and structured conversations	during the classification activities, and in the free and structured conversations	*while showing willingness to take turns sharing their opinions *during the classification activity in the free and structured conversations.
Show concern for people and environment					
<ul style="list-style-type: none"> Respects and greets elders Takes care of classroom resources and personal belongings Takes care of plants (by watering them, not plucking flowers etc) Able to share ways of taking care of birds and animals (ex: keeping water for birds in pots at home, feeding cows, dogs etc) 	while using means of transport, by following safety and traffic rules.	while sharing ways of taking care of others while using road and water transport and by following safety and traffic rules			

	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 	while distinguishing experiences on the basis of sensory perceptions using the sense of taste and sense of hearing.	while distinguishing experiences on the basis of sensory perceptions using the sense of hearing being blindfolded in the game of ankhmichol	while distinguishing experiences on the basis of sensory perceptions using the sense of sight during the memory game.	<ul style="list-style-type: none"> *while distinguishing between experiences on the basis of sensory perceptions using the sense of hearing to identify means of transport and listening to their sound. *while distinguishing between experiences on the basis of sensory perceptions using the sense of sight during the
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 	Walk on straight and zig zag lines while following a coloured maze. Walk, hop and jump on a fixed path on footprints in different directions	while balancing their bodies while walking and running blindfolded or otherwise in the game of Ankhmicholi	*while balancing their bodies while walking and running forward, sideways, backwards on a given path *while playing 'water and freeze'. Move to a beat while playing 'fire on the mountain'	*while balancing the body while rolling, kicking and passing, throwing and catching a ball *while moving to a beat while playing 'fire on the mountain'
	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 	while scribbling and colouring after drawing pictures of objects related to the vyanjan घ and letter P.	while scribbling and colour after drawing pictures of objects related to the vyanjan ऋ and letter I.	*while scribbling and colour after drawing pictures of objects related to the vyanjan ऋ and the letter N/n *while coloring land transport	*while scribbling and colour after drawing pictures of objects related to the letter and favourite means of transport *while throwing and catching the ball in a given direction passing it standing in a line as well as a circle and roll it along a path
Creative and Aesthetic Development	Express curiosity about the immediate surrounding				
	<ul style="list-style-type: none"> Engages in free drawing Make objects of his /her own choice using clay and other material Explores & creates models, drawings using manipulatives of his /her choice 	make objects of his /her own choice using clay that begin with the vyanjan घ	while exploring and creating models of trains using recycled boxes and means of transport with play dough	while free drawing	*while free drawing. *while make objects of their choice using clay during free play
	Explore and participate in art, music, dance and creative movements				
	<ul style="list-style-type: none"> Experiences the joy of free play by tinkering with apparatus and clay Participates in imaginative play and role plays 		experience the joy of free play by tinkering with apparatus like pegs, puzzles, rangometry		while becoming drivers or passengers in a bus and enacting being at a railway station, road and places associated with transport.

Language Development	Listen attentively and maintains eye contact				
	<ul style="list-style-type: none"> Listens attentively undisturbed to stories 	<ul style="list-style-type: none"> *during story prediction looking at pictures and holding the book *during read aloud of a story while sharing what they see in the picture book *while listening attentively to stories to introduce the vyanjan घ and letter /p/ 	<ul style="list-style-type: none"> *during story prediction looking at pictures and holding the book during read aloud of a story *during role play on a story done earlier *while listening attentively undisturbed to stories on the introduction of vyanjan म and letter /i/ 	<ul style="list-style-type: none"> *during story narration with props during read aloud of a story while finishing the ending of the story themselves *during story prediction looking at pictures and holding the book while listening attentively, undisturbed to stories on the introduction of vyanjan ख and letter /n/ 	<ul style="list-style-type: none"> *during story narration using puppets during story narration using props and pictures while listening attentively undisturbed to on revision of vyanjan म and ख and letters /p/, /i/ and /n/.
	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 	while differentiating between the sounds in the environment, means of transport			
	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 	while reciting rhymes with actions on means of transport.	while reciting rhymes with actions on means of transport		
	Recognize most letters/ vyanjans and their corresponding sounds				
	<ul style="list-style-type: none"> Is able to identify Hindi Vyanjans and their sounds Is able to identify 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/colour vyanjans and letters introduced 	<ul style="list-style-type: none"> *while revising Hindi Vyanjans ग, र, घ and their sounds. *while identifying English letter sound /p/ 	<ul style="list-style-type: none"> *while letter sound introduction of म and /p/ *while revising Hindi Vyanjans ग, र, घ, ब and their sounds and english letter /a/, /t/, /p/, /i/ and their sounds 	<ul style="list-style-type: none"> *while revising Hindi Vyanjans ग, र, घ, ब, ख and their sounds. *while revising English letter /a/, /t/, /p/, /i/, /n/ and their sounds 	<ul style="list-style-type: none"> *while revising Hindi Vyanjans ग, र, घ, ब, ख and their sounds. *while revising English letter /a/, /t/, /p/, /i/, /n/ and its sound
Identify beginning and end sound of words					

	<ul style="list-style-type: none"> • Can identify the beginning and end sound in words 	<ul style="list-style-type: none"> *while identifying the beginning sounds of words in Hindi starting with vyanjans ग, र, ध *while identifying the beginning sounds of words in English starting with the letters /a/, /t/, /p/ 	<ul style="list-style-type: none"> *while identifying the beginning sounds of words in Hindi starting with vyanjans ग, र, ध, ब *while identifying the beginning sounds of words in English starting with the letters /a/, /t/, /p/, /i/ 	<ul style="list-style-type: none"> *while identifying the beginning sounds of words in Hindi starting with vyanjans ग, र, ध, ब, ख *while identifying the beginning sounds of words in English starting with the letters /a/, /t/, /p/, /i/, /n/ 	<ul style="list-style-type: none"> *while revising only the beginning sound in Hindi words starting with vyanjans ग, र, ध, ब, ख *while revising only the beginning sound in English words starting with the letters /a/, /t/, /p/, /i/, /n/
	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 	<ul style="list-style-type: none"> *while identifying the words by looking at the pictures and learning words starting with sounds ग, र, घ and their sounds. *while identifying English letter sound /p/ *while responding in full sentences using the sentence starters: It is a and This is a *while using simple sentence structures of Hindi to respond to questions based on the story of introduction of घ . 	<ul style="list-style-type: none"> *while identifying the words by looking at the pictures of the words introduced in class of classroom objects, body parts, Vyanjan ग, र, घ, ब, म and letters /a/, /t/, /p/, /i/ *while using the learnt vocabulary with sentence structures: 'It is a _____' and 'This is a _____'. 	<ul style="list-style-type: none"> *while identifying the words by looking at the pictures of the words introduced in the class - of classroom objects, body parts, Vyanjans ग, र, ध, ब, ख and letters /a/, /t/, /p/, /i/, /n/ while using the learnt vocabulary*with sentence structures - It is a _____ and The boy/ girl is _____. 	<ul style="list-style-type: none"> *while revising the words by looking at the pictures of the words starting with vyanjans ग, र, ध, ब, ख and letters /a/, /t/, /p/, /i/, /n/ *while using learnt vocabulary with sentence structures - 'This is _____', It is a _____' and 'The boy/ girl is _____'.
Cognitive Development	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 arranging 1,2,3 objects in a sequence *while arranging 1,2,3 picture cards in a sequence 	<ul style="list-style-type: none"> *while arranging 1,2,3 objects in a sequence. *while arrange 1,2,3 picture cards in a sequence. *while arrange 1,2 and 3 in a sequence. 	<ul style="list-style-type: none"> *while arranging objects in a sequence. *while arranging picture cards in a sequence. *While arranging numbers in a sequence. 	<ul style="list-style-type: none"> *while arranging objects in a sequence. *while arranging picture cards in a sequence. *while arranging numbers in a sequence.
	Develop number sense up to 10				
	<ul style="list-style-type: none"> • Is able to count a given set of objects • Associate quantity with pictures up to 10 • Associates quantity with numerals up to 10 •Writes the numerals up to 10 	while associating quantity with pictures upto 3	while associating quantity with pictures upto 3.	<ul style="list-style-type: none"> *while associating quantity with pictures upto 5. *while associating quantity with numerals upto 5 	<ul style="list-style-type: none"> *while associating quantity with pictures upto 5. *while associating quantity with numerals upto 5 *while counting a given set of objects till 5
Recognize numerals up to 10					
<ul style="list-style-type: none"> • Is able to recognize numerals from 1 to 10 			while identifying and tracing numerals upto 5	while recognizing numerals 1,2, 3, 4 and 5.	

Class : Nursery
Month : September
Week : 1

Day 1

Theme: Means of Transport

Preparation- Arrange for the following: Transport Flash Cards, /घ/ Flash Cards, Animal Picture Dice, Story Books, Story 'बिल्ली के तीन बच्चे', Food items like sugar, salt, imli, etc.

Assembly Time

Circle Time

Structured Conversation: Means of Transport (Name of Transport):

- Initiate conversation on how people travel from one place to the other. Get the children to think and express their views.
- Have the children speak about:
 - How they come to school and who drops them?
 - How they go from one place to another ?
- Encourage them to share different means of transport they see on the road.
- Use pictures to talk about different means of transport .
- Encourage the children to name them and talk about them.
- Let the children enact driving different vehicles, applying the brakes, stopping at the red light, etc.

Rhyme 16: 'मेरे पास एक साइकिल है'

- Recite the rhyme with action

Note: Prepare flash cards (pictures of transport with their Hindi names)

Language (Hindi)

अक्षर/ ध्वनि परिचय - /घ/

घोड़ागाड़ी की सैर

घनश्याम गर्मियों कि छुटियों में **घूमने** गया। वह अपने मम्मी-पापा के साथ दादा-दादी को मिलने गाँव गया। रेलगाड़ी से उतर कर उसे **घोड़ा-गाड़ी** दिखाई दी। घोड़ा-गाड़ी पर बैठकर वे गाँव कि ओर चले। दूर-दूर तक हरी-हरी **घास** नज़र आ रही थी। रास्ते के दोनों ओर सुन्दर पेड़ लगे हुए थे। अचानक घनश्याम को **घड़-घड़** की बहुत ज़ोर से आवाज़ सुनाई दी। वह **घबरा** गया। उसने ऊपर देखा। आसमान में काले-काले बादल **घिर** आये थे और बारिश शुरू हो गयी थी। एक बहुत बड़े पेड़ के नीचे घोड़ागाड़ी को रोका गया। घोड़े ने वहाँ आराम किया। पेड़ के नीचे एक **घड़ा** था जिससे सबने ठंडा पानी पिया। पेड़

पर घनश्याम को बहुत सारी चिड़ियों के **घोंसले** दिखे। गीली मिट्टी से उसे **घोंघे** निकलते हुए दिखे। जब बारिश रुकी तो सब घोड़ागाड़ी में बैठे और दादा-दादी के **घर** की ओर चल दिए।

- ❖ कहानी में लड़के का नाम क्या है ?
- ❖ रेलगाड़ी से उतर कर सब किस में बैठे ?
- ❖ दूर-दूर तक क्या नज़र आ रहा था ?
- ❖ सबने पानी किससे पीया ?
- ❖ घनश्याम को पेड़ पर क्या दिखे ?
- ❖ गीली मिट्टी से क्या निकल रहे थे ?

- बच्चों को कहानी सुनाएं।
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर 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 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 Taste:

- After the fruit break get the children to sit in a circle and ask them what they have eaten.
- Ask them about the taste of the food - use words like sweet, bitter, salty, etc.
- Bring samples of food articles with distinct taste for the children, for e.g. lime, imli, sugar, salt, etc.
- Let each child try and identify different tastes and associate them with food items.

Lunch Break

Mathematics

Introduce Numbers 1-3:

How many students are in the class today?

- First ask the students how many of their friends are present today. After their responses do a head count and tell them the number.

Author: V Suteyev

Publication: Eklavya

Story बिल्ली के तीन बच्चे :

बिल्ली के तीन बच्चे

बिल्ली के तीन बच्चे। सफ़ेद, काला और भूरा। चूहे को देखकर वो तीनों, उसके पीछे दौड़े। चूहा आटे के डिब्बे जा घुसा। बिल्ली के बच्चों ने आटे के डिब्बे में छलाँग लगा दी। चूहा तो चला गया लेकिन बाहर निकलें बिल्ली के तीन सफ़ेद बच्चे। अब बिल्ली के सफ़ेद बच्चों ने एक मेंढक देखा। मेंढक एक धुएँ के पाइप में घुसा और दुसरे छोर से बाहर निकल गया। तीनों उसके पीछे पाइप के एक छोर में जा घुसे और दुसरे छोर से बहार निकलें बिल्ली के तीन काले बच्चे। नदी के पास तीनों बच्चों ने देखी एक मछली। तीनों का मन ललचाया। उसे पकड़ने को तीनों ने पानी में छलाँग लगा दी। मछली तो तैरकर दूर निकल गयी और पानी से बहार निकले बिल्ली के तीन बच्चे - सफ़ेद, काला और भूरा।

- Tell the story to the children and show three on your fingers
- Ask some questions after story e.g. आपके कितने भाई-बहन हैं, कितने दोस्त हैं etc.



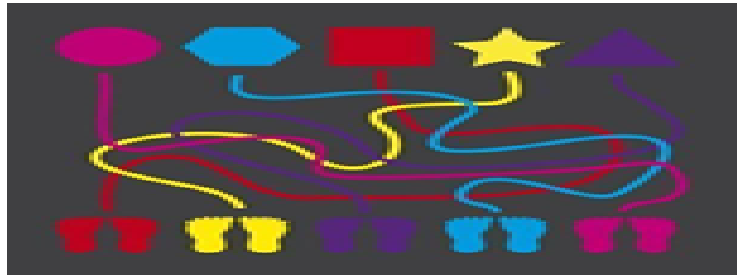
Picture Dice for 1-3:

- Show children the dice without dots and count the animals:
- Share that the dice will be rolled out and the children will be asked to perform an action (say clap or click or jump) depending on the number (of dots and animals) that comes up on the face of the dice.

Outdoor Games

Outdoor Games:

- Make this maze on the floor using different colours. Call 4 students at a time and ask them to follow the path. Get the others to clap for them. Repeat the process for the others.



Pic courtesy – Pinterest.en

Language (English)

Sentence Structure : 'It is a _____'

- Move around in the classroom. Point to different objects and encourage the students to name them using the sentence structure 'It is a _____'
- Keep flashcards of phonic sounds related words in a basket.
- Have the children sit in a circle and play any music
- Tell children that they have to keep passing the basket as long as the music is played.
- As soon as the music stops, the child who has the basket will stop and pick out a card from the basket. He/ She has to use the sentence structure 'It is a ____' And tell what word it is.

Library Activity

Closure and Bye

- Recap the rhymes done during the day. Encourage the children to talk about the activities and experiences they have had during the day.
- Call out a child and ask her/ him to go and touch different classroom objects. The other children say the name of the object using the sentence structure 'It is a _____'

Class : Nursery
Month : September
Week : 1

Day 2

Theme: Means of Transport

Preparation - Arrange for the following : Transport Flash Cards, Different Food items for taste discrimination , /घ/ Picture Cards, Animal Picture Dice. /P/p/ - Picture Cards, Story Books and Clay.

Assembly Time

Circle Time

Structured Conversation: Things we see on a road: Traffic Lights

Value: Respecting Rules/ Collective Norms

- Tell the children that you have to make a road scene on the blackboard and you need the students' help
- Ask the children what you should draw. Draw on the blackboard as they respond, reinforcing the vocabulary as you draw.
- Talk to them about traffic lights, traffic rules, and road safety. Encourage the children to come up with the following norms through a discussion:
 - ❖ We should not throw litter on the road
 - ❖ We should cross the road carefully

Rhyme: Do the rhymes with actions

- **Rhyme 16 :** 'मेरे पास एक साइकिल है'
- **Rhyme 17 :** लाल बत्ती कहें रुको रुको

Language (Hindi)

अक्षर अभ्यास /घ/

- घ की कहानी को दोहराते हुए /घ/ आवाज़ से शुरू होने वाले शब्दों की तस्वीर बच्चों को दिखायें और उनसे आ रही पहली आवाज़ बताने के लिए बच्चों को प्रोत्साहित करें।
- बच्चों को चिकनी मिट्टी दे कर /घ/ आवाज़ से शुरू होने वाली चीज़े बनाने के लिए प्रोत्साहित करें।
- जब बच्चे चिकनी मिट्टी के साथ काम कर रहे हों तब सभी बच्चों के पास जाकर उनसे पूछें की उन्होंने क्या बनाया है। बच्चों को प्रोत्साहित करें की वह अपने द्वारा बनाए गए चीज़ का परिचय - "यह _____ है" वाक्य का प्रयोग कर के करें।

Free Play/ Indoor/ Art and Craft

Sense of Taste:

- During their fruits/ snack break ask children how the fruit they ate was.
- After the break sit in a circle and show them some varieties of food.
- Use items like sugar, salt, lemon, etc.
- Let the children taste them all.
- Ask the children to classify the food with different tastes, by placing them in different trays according to their taste like sweet, sour, bitter, etc.

Lunch Break

Mathematics

Recap numbers 1-3:

How many students are in the class today?

- First ask students to guess how many friends are present today. After their responses do a head count and tell them the number. Call a child to help you in counting aloud.
- Make sure that the children can see the way you are counting.
- Ask the students to retell the story बिल्ली के तीन बच्चे
- Use some concrete objects to give children a sense of the quantity of one, two and three.
- Ask children to come and roll the dice. If one picture comes up on the face of the dice then the child has to walk on his/ her knees making the sound of a cat and if three comes then the child has to bring two more friends and do the same action.

Outdoor Games

Maze:

- Make this maze on the floor using different colours. Call 4 students at a time and ask them to follow the path. Get the other children to clap for their friends. Repeat the process for the others.



Pic courtesy – Pinterest.en

Language (English)

Introduction of sound /p/:

Story - Traffic Jam

“Yipee! it’s a holiday. Let’s go for a **picnic**,” said **Pooja** to her **papa**. “Ok Pooja let’s go to Deer **Park**,” her papa said. They **pack plates**, spoons, food, and fruits in a basket. They sit in a car and leave for the park.

Suddenly papa stops the car. They hear **pomp-pomp**, beeeep, honk-honk. Pooja **peeps** out of the window to see what has happened. There are many cars, motorcycles, bicycles in front of their car. “Why are these vehicles not moving? There is no traffic light here,” she asks her papa. Papa and Pooja get down from the car to see what has happened. There is a big mother **pig** sitting in the middle of the road with her little **pink** babies. Everyone had tried to move the big pig but nothing was happening. They even called the traffic **policeman**. He was also not able to do anything. Pooja saw that now there were scooters, autorickshaws, and a big bus behind their car. “Oh no! What a traffic jam! We need to do something,” thought Pooja. Then she got an idea. She ran to her car, opened the basket and took out something. She ran back to the big mother pig and her little pink babies. She gave them some **papaya** and **pomegranate**. The big mother pig ate the papaya and the pomegranate. After eating the fruits the big mother pig finally got up and started moving. Her little pink babies also started following her. Everyone took a breath of relief and thanked Pooja.

Questions:

- ❖ What is the name of the girl in the story?
 - ❖ What else do they pack with spoons, food, fruits?
 - ❖ Who was sitting in the middle of the road?
 - ❖ What was the colour of the babies?
 - ❖ Who did they call to move the pig?
-
- Narrate the story to the children
 - Ask questions to derive the target sound
 - Show the flashcards of those words to the students and encourage them to find the initial sound. Prompt them 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, name of the pictures and stress on the initial sound.
 - Have the children draw pictures of words with the target sound.

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

Library Activity

- Give children story books.
- Encourage them to go through the pictures of the books.
- While the children are going through the books, move in the class and if needed, demonstrate how to hold the book.

Closure and Bye

- Recap the rhymes done during the day. Encourage children to share information about the activities and experiences they have done during the day.
- Call out a child and ask her/ him to go and touch different classroom objects. The other children tell the name of the object using the sentence structure 'It is a _____'

Class : Nursery
Month : September
Week : 1

Day 3

Theme: Means of Transport

Preparation - Arrange for the following: Pictures of Railway Station, Bus Stop and Metro Station, /घ / Picture Cards, Slates, Drawing Files and Animal Dice.

Assembly Time

Circle Time

Structured Conversation: Road Transport:

Ask the children if they have been to a bus stop, railway or a metro station.

(Pictures attached at the end of the plan)

Talk to the children about:

- Places such as a bus stop, railway station, metro station, etc.
- How do people travel to far off places?
- Talk about things like tickets, driving, tracks, etc.

End the class by reinforcing vocabulary like bus, train, metro, auto, scooter, rickshaw, cycle, bus stop, railway station, etc.

Rhyme

- **Rhyme 16:** 'मेरे पास एक साइकिल है'
- Recite the rhyme with action

Language (Hindi)

/घ/ ध्वनि -अभ्यास

- बच्चों को फ्लैशकार्ड दिखायें और उनसे आ रही पहली आवाज़ को बताने को कहें।
- **वर्कशीट** 47 बच्चों को दिखाएँ और उसमें बनी वस्तुओं के नाम पूछें ।
- वर्कशीट में बच्चों को रंग भरने को दें।
- कक्षा का अंत वर्कशीट पर बने चित्रों के नाम और उनकी आवाज़ पूछ कर करे ।

Free Play/ Indoor/ Art and Craft

Sense of Hearing:

- Sit in a circle.
- Ask the students to close their eyes, maintain silence for a moment and listen to the sounds they can hear. Then ask children what they have heard.
- Give hints and make the children aware of sounds in their environment.
- Ask the children about different sounds they hear on the road.
- Let them make those sounds together in the classroom.

Lunch Break

Mathematics

Recap number 1-3:

How many students are in the class today?

- First ask students to guess how many of them are in the class today. After their responses do a head count and tell them the number.
- Call a child to help you in counting.
- Make sure that the children see the way you are counting

Count the Animals:

- Add more animals on the dice, e.g. - dog, frog, etc.
- Call a child and ask him/ her to roll the dice. If he/ she gets three dogs then he/ she brings two more friends and they walk like a dog, making the sound of a dog.
- Make sure that the students are counting the animal pictures shown on the dice.

Outdoor Games

Walk on the Foot Prints:

- Draw footprints on the floor and ask children to jump on the foot prints
- First demonstrate the activity and then let the children do it.



Language (English)

Recap of /p/ sound:

- Retell half of the story of /p/ sound from the previous day and ask the children to complete the rest.
- Draw pictures of a few /p/ words on the blackboard and draw a few pictures of other sounds. Ask the children to identify the 'p' word pictures.
- Encourage them to use the sentence structure 'It is a _____'.

Library Activity

- Read aloud any story using a book

Closure and Bye

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

Class : Nursery
Month : September
Week : 1

Day 4

Theme: Means of Transport

Preparation - Arrange for the following: Transport Picture Cards, Food Items of Different Tastes (salty, sugary, bitter, etc), Picture cards (/P/ vocabulary, Classroom Objects, Body Parts), Slates and Dot Dice.

Assembly Time

Circle Time

Free Conversation:

- Talk to the children about what they did the previous day after school.

Structured Conversation: Comparing Means of Road Transport:

- Show a picture of a train and a cycle to the students.
- Encourage them to compare the two vehicles.
- Let them come up with similarities and differences on their own.
- Ask the children what other means of transport run on tracks like trains.
- End the discussion by summarising students' responses.
- Tell children that there are some road transport that run on tracks also.

Prepare flash cards of transport
(pictures with their Hindi names)

Language (Hindi)

ध्वनि भेद

- अलग अलग तरह के परिवहनों की आवाज़ों की ऑडियो चलाएं और बच्चों को आवाज़ें ध्यान से सुनने को कहें।
- बच्चों को थोड़ा सुनने का समय देने के बाद पूछें कि उन्होंने किस किस परिवहन की आवाज़ सुनी और विभिन्न परिवहनों की आवाज़ें कैसी थीं।

सभी आवाज़ों का अभ्यास

- अब तक हो चुके अक्षरों के शब्दकोश के चित्र फ्लैशकार्ड बोर्ड पर लगायें
- बारी बारी से बच्चों को बुलाएं और उन्हें एक चित्र का नाम बोलें जिसका चित्र बच्चे को बोर्ड पर दूढ़ना है
- चित्र के नाम से आ रही पहली आवाज़ और उस अक्षर को लिखने को कहें

Free Play/ Indoor/ Art and Craft

Sense of Taste:

- Sit in a circle and keep a tray in the centre with food items of different tastes e.g. sugary, salty, bitter, etc covered with a handkerchief.
- Ask the children what they think is hidden under the handkerchief.
- Call out 5 students at a time and the rest would see the activity
- Guide them by using questions such as:
 - What food item is there in this bowl?
 - How did you find out?
 - What did it smell like?
 - What did it taste like?

Lunch Break

Mathematics

Recap Number 1-3:

How many students are in the class today?

- Ask students to guess how many of them are in the class.
- After their responses do a head count and tell them the number.

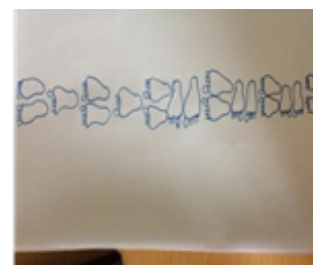
Sajana (Dot Dice):

- Draw two cars on the board and divide the class into two groups.
- Instruct them that from each team one child will come and roll the dotted dice
- Whatever number he/ she gets, she/ he has to pick up the same number of rangometry pieces and decorate the car on the board.
- The team that decorates the car first will be the winner.

Outdoor Games

Walk on the Foot Prints:

- Draw footprints on the floor and ask the children to jump on them.
- First demonstrate the activity and then let the children do it .



Language (English)

Vocabulary Revision:

- Have the children sit in a circle and pass a basket that has picture vocabulary cards (related to the sound /p/ and the vocabulary done so far).
- Instruct them to pass the basket around in the circle as you clap.
- Once the clapping stops, the child who has the basket will pick up any card, name it and try to identify the starting sound.
- After the activity, reinforce the vocabulary using the sentence structure 'This is a _____'

Library Activity

- Give children picture books to hold and go through.
- Encourage them to share what they can see in the picture book.

Closure and Bye

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

Class : Nursery
Month : September
Week : 1

Day 5

Theme: Means of Transport

Preparation - Arrange for the following: Picture of Ambulance and Fire Brigade, Dot Dice and Three Cards or Paper of Different Textures, Play Material, Storybooks, etc.

Assembly Time

Circle Time

Free Conversation:

- Encourage the children to express what they like most about their school.

Structured Conversation: Road Vehicles - Special vehicles like Fire Brigade, Ambulance, etc.

- Encourage the children to name different road transport covered so far.
- Show the pictures of a fire brigade and an ambulance.
- Encourage the children to talk about them.
- Tell them the use of these as a means of transport.
- Play an audio clip where they can hear the sound of an ambulance, fire brigade and other road transport covered so far.
- Encourage the children to identify the vehicle by listening to the sound.

Prepare flash cards of transport with their Hindi names.

Language (Hindi)

/ग/ /र/ और /घ/ का अभ्यास

- कक्षा के फर्श पर ग, र और घ आवाज़ों शुरू होने वाली चीज़ों के चित्र बनायें और बच्चों को उन चित्रों के आस पास बैठने को बोलें।
- किसी भी बच्चे को बुलायें और उसे ग आवाज़ से शुरू होने वाली चीज़ पर कूदने को कहें, र और घ की चीज़ों पर भी कूदने को कहें।
- बाकी बैठे हुए बच्चों से उस चीज़ का नाम पूछें जिस पर पहला बच्चा कूदा है।
- गतिविधि के बाद फर्श पर बने चित्रों से आ रही पहली आवाज़ को फिर से दोहराएं।
- बच्चों को /ग/ /र/ और /घ/ स्लेट पर लिखना सिखाएं।

Free Play /Indoor/ Art and Craft

Sense of Touch:

- Sit in a semi-circle and call one child at a time. Spread out three cards with obvious differences in textures.
- Ask the child to touch the cards and explain what he/ she feels: is the card rough, smooth or very rough, etc.

Lunch Break

Mathematics

Recap Numbers 1-3:

How many students are in the class today?

- Ask the students to guess how many friends are present today. After their responses do a head count and tell them the number.

Draw as Counted:

- Get the children to sit in a circle and tell them that you will be rolling the dice instead of the children (use a dotted dice).
- Give them slates.
- Ask the children to draw one car, two trucks, three buses, etc. according to the number of dots on the dice.

Outdoor Games

- Let the children indulge in free play under your supervision

Language (English)

Worksheet 48: Sound /p/

- Encourage the children to colour the pictures.
- Close the class by revising the vocabulary and sound from the worksheet.

Library Activity

- Read aloud any story using a story book.

Closure and Bye

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

Class : Nursery
Month : September
Week : 1

Day 6

1-Complete the worksheet number -17 (मुझे जानो और पहचानो)

Class : Nursery
Month : September
Week : 2

Day 1

Theme: Means of Transport

Preparation - Arrange for the following: Picture of a Road Scene, Empty Small Cardboard Boxes (like toothpaste boxes), Slates, Dot-Numeral dice, /I/i/ Picture Cards, Peg Boards and Rangometry Pieces

Assembly Time

Circle Time

Free Conversation:

Initiate a conversation about the weekend.

- Speak about your weekend and the places you traveled to and the mode of transport you used.
- Encourage the children to share about their weekend.

Structured Conversation: Traffic Lights

Value: Respecting Rules

Use Picture:

- Encourage the children to share what is happening in the picture
- Talk about road safety.
- Traffic rules - talk about how one should use a zebra crossing for crossing the road and should look left and right before crossing.
- Traffic lights and the meaning of red light, green light and yellow light.
- Summarise the discussion in the end.



Rhyme 18:

Red Light-Red Light

- Rhyme with actions on traffic light (English Rhyme).

Language (Hindi)

ग, र, ब, घ का अभ्यास

- अपनी कक्षा को 2 समूहों में बांटे।
- कक्षा के फर्श पर एक ग्रिड बनाएं और ग्रिड के हर एक बक्से में एक अक्षर लिखें।
- बच्चों के पहले समूह को ग्रिड के सामने खड़ा होने को कहें।
- बच्चों को एक आवाज़ बोलें और बच्चों को उस आवाज़ का अक्षर अपनी ग्रिड में ढूँढ कर उस पर कूदने को कहें।
- दूसरा समूह यह सुनिश्चित करेगा की पहला समूह सही कार्य कर रहा है या नहीं।
- पहले समूह के बाद अब दूसरा समूह यह एक्टिविटी करेगा।

ग	र
घ	ब

Free Play/ Indoor/ Art and Craft

Free Play:

- Let children play with material such as peg boards, puzzles rangometry pieces, etc.

Train Craft:

- Start with a **Rhyme 19** : छुक छुक आई रेल
- Make a train with recycled toothpaste boxes. Take the empty toothpaste boxes that the children have brought and cover them with brown/ white paper. Let them stick windows and wheels on the boxes.
- String the boxes together and make an installation in the class.

Lunch Break

Mathematics

Recap Numbers 1-3:

How many students are in the class today?

- Ask the students to guess how many friends are present today. After their responses do a head count and tell them the number.
- Call a child to help you count and let the others see.

Touch as you Count:

- Draw lots of things on the board e.g. 3 ships, 2 bikes, etc.
- Call a child and ask him/ her to roll the dice (dot and numeral) and then touch as many things on the board according to the number on the face of the dice.
- Make sure that children identify the numbers and count the dots.

Lay out the quantity cards (1-3) on the floor.

- Call a child to roll the dot and numeral dice and then pick up a card accordingly. If the child gets two he/ she has to pick up the card accordingly.

Outdoor Games

Role Play:

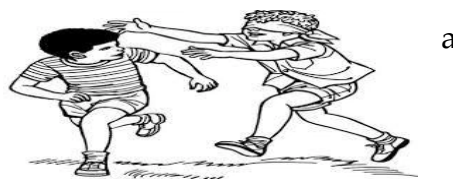
Get the children to sit in a circle and reinforce the rules of the road through a role play.

Value: Respecting Rules

- Tell the children about the game and divide your class into two groups. To the first group of children give pictures of different transport. The children have to pretend that they are driving that transport and the second group will play the role of pedestrians. The teacher plays the role of the traffic light.
- Call 4-5 children at a time as transport and play the game.

AnkMicholi:

- Choose a seeker and cover his/ her eyes with cloth.
- Instruct the seeker to focus on the sound made by the other children.
- He/ she has to catch children by following their sound.



Language (English)

Introduction of sound /i/:

Story - Injection ! Oh..no, no

Ishu was playing **in** the garden. There were many flowers and **insects**. There were colourful butterflies, small red ladybirds with black dots, a green grasshopper, a dragonfly which looked like a helicopter and many more insects. Ishu saw one big colourful butterfly which she liked very much. The butterfly was moving from one flower to another. Ishu started going after the butterfly. Then the butterfly flew to a

flower which was a little far away. Ishu ran after the butterfly. She was looking only at the butterfly and not on the ground. "DHADAM...." There was a stone on the ground. Ishu tripped over it and fell down. She hurt her knee. **It was a big injury.** "Mummy..... booo hooo hooo...mummy...." Mummy heard Ishu and ran out. Ishu was on the ground. There was a big cut on her knee. Mummy called the ambulance. The ambulance took Ishu and her mother to the hospital. While going on the road it made a sound, "teen....toon....teen...toon." The other vehicles - like cars, motorcycles, busses, bicycles heard the sound and made way for the ambulance to pass.

The doctor saw Ishu's injury. "Oho! It is a big injury. I will have to give you an **injection.**" Ishu cried loudly, "No....no injection please. It hurts a lot." The doctor said, "If I don't give you an injection now, then the **infection** will spread. You will become **ill**" Ishu closed her eyes. The doctor said, "Open your eyes Ishu, I've already given you an injection. See you did not cry. You are a brave girl." Ishu was very happy. She said, " Yes mummy, I am a brave girl. See, I did not cry. I am not afraid of injections now."

Questions:

- ❖ What is the name of the girl in the story?
- ❖ What else was there in the garden, other than flowers?
- ❖ What had Ishu done to her knee?
- ❖ What did the doctor give?

- Narrate the story to the children
- Ask questions to derive the target sound
- Show the flashcards of those words to the students and encourage them to find the initial sound. Prompt them 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, name of the pictures and stress on the initial sound.
- Have the children draw pictures of words with the target sound.

Library Activity

- Give children story books to look at and read.
- While the children are going through the books, move in the class and if needed, demonstrate how to hold the book

Closure and Bye

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

Class : Nursery
Month : September
Week : 2

Day 2

Theme: Means of Transport

Preparation - Arrange for the following: /म/ Picture/ Flash Cards, Slates, Clay, Transport Flash Cards, /i/ Picture Flash Cards and Story Books

Assembly Time

Circle Time

Free Conversation – Ask children which means of transport do they like traveling by and which means of transport they have not yet travelled in.

Structured Conversation : Following Rules on the Road:

- Start the class by reinforcing the traffic lights.
- Encourage the children to share what each light signifies.
- Give students a context-

While coming to school, I saw a man eating a banana in bus. After eating the banana, he threw the peel on the road.

Pose questions like:

- Did the man do the correct thing or not?
- What should he have done with the banana peel?
- Why should we keep our roads and surroundings clean?
- What can we do to keep our roads clean?

Summarise the class by reinforcing norms to be followed on the road.

Rhyme 17: लाल बत्ती

- Recite the rhyme with actions

Language (Hindi)

अक्षर परिचय /म/

कहानी - मेट्रो ट्रेन

मीना अपने मामा-मामी और उनके बेटे मिंटू से मिलने दिल्ली आयी हुई थी। मामाजी अपनी मोटरसाइकिल से उसे और मिंटू को घूमने ले जाते थे। मीना को दिल्ली देखने में बहुत मज़ा आ रहा था। मीना ने घूमते-घूमते कई बार मेट्रो ट्रेन देखी। वह आज तक मेट्रो ट्रेन में बैठी नहीं थी तो उसे बहुत मन था उसमें बैठ कर घूमे।

एक दिन मामी ने बताया, "एक बड़े से मैदान में मेला लगा हुआ है जो बहुत अच्छा है। शाम को तैयार हो जाना। आज मेला देखने जायेंगे। मीना आज हम सब मेट्रो ट्रेन से जायेंगे।" मीना मेट्रो ट्रेन में घूमने के बारे में सोच कर खुशी से कूद गई।

स्टेशन पहुँच कर उसने देखा कि इतने सारे लोग हैं। लेकिन मेट्रो आते ही मीना, उसके मामा-मामी और मिंटू उसमें चढ़ गए। मेट्रो ट्रेन कभी ज़मीन के अंदर चलती तो कभी पुल पर। मीना को इस सफर में बड़ा मज़ा आ रहा था।

मेला पहुंच कर मीना और मिंटू ने कई बड़े-बड़े झूलों में झूला और कई खेल खेले। फिर मामा ने उन्हें मटर की कचौड़ी और मिठाई खिलाई। मामी ने मीना को एक सुन्दर मोतियों की माला दिलवाई।

मेला देखने के बाद फिर सब मेट्रो ट्रेन से वापस घर गए। मीना बहुत खुश थी कि उसने मेट्रो ट्रेन का सफर कर लिया था।

- ❖ इस कहानी में एक लड़की है। उसका नाम क्या है ?
- ❖ वह दिल्ली किसके पास आयी है?
- ❖ उसके मामाजी उसे किसमे घुमाने ले जाते हैं ?
- ❖ मीना किसमे बैठ कर घूमना चाहती थी ?
- ❖ मेट्रो ट्रेन से सब कहाँ गए थे ?
- ❖ मेले में उन्होंने क्या खाया ?
- ❖ मामी ने उन्हें क्या खरीद कर दिया ?

- बच्चों को कहानी सुनाएं।
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर 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 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 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

- Get the children to sit in a circle and revisit the rules of the road through a role play.
- Tell children about the game, divide your class into two groups. To the 1st group give chits of different transport. The children have to pretend that they are driving that transport. The 2nd group plays the role of pedestrians and the teacher plays the role of traffic lights.
- Call 4-5 children at a time as transport and play the game.

Lunch Break

Mathematics

Introduction of Numeral 1:

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

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

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

- Ask the children, how many beaks does Billu really need?
- Accept the responses and show a few more pictures of birds, focussing on the beak.
- Tell the children to observe things around them which are 1 in quantity for example; 1 nose, 1 tongue, 1 sun, 1 moon, etc.
- The teacher should write/ draw the responses on the board.
- Teacher instructs the children to take out any one thing from their bags.
- Make children do some actions like - clap 1 time, jump 1 time, turn around, raise one hand, show one finger, etc.
- Now focus on the drawings on the board.
- Show the numeral '1' to the children.
- Do the air tracing of number 1.
- Let children write 1 on their slates and draw any one thing of their choice on their slates.

Outdoor Games

Aakhmicholi:

- Choose a seeker and cover his/ her eyes with a cloth.
- Instruct the seeker to focus on the sound made by the other children.
- He/ she has to catch children by following their sound.



Language (English)

Recap Sound /i/:

- Retell the story of /i/.
- Recap words using flashcards and encourage children to think of more words with /i/ .
- Provide them with clay and ask them to make /i/ sound objects.

Library Activity

- Use any story done before and narrate it using role play
- Involve the students in the role play

Closure and Bye

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

Class : Nursery
Month : September
Week : 2

Day 3

Theme: Means of Transport

Preparation - Arrange for the following: Two Pictures of Road Scene, /ॣ/ Picture-Flash cards, Transport Picture Cards, Fevicol, Slates, Concrete Objects, Number Mala and Story Books

Assembly Time

Circle Time

Structured Conversation : Picture Talk

(two pictures to be used: one where the people are following the road/ traffic rules and one where people aren't following the road rules)

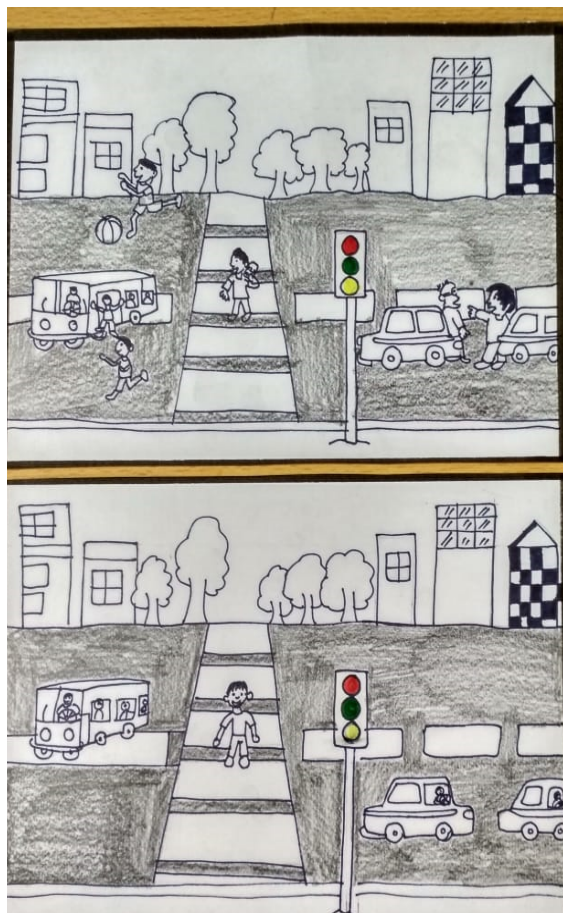
Value: Respecting Rules

Sample Pictures:

- Get children to observe the two pictures.
- Let them see those pictures and find out the similarities and differences.
- Let children compare the pictures independently.
- Reinforce the rules to be followed on the road.
- Discuss again what different traffic lights mean.

Rhyme 17: लाल बत्ती

- Recite the rhyme with action



Language (Hindi)

अक्षर अभ्यास /म/

- बच्चों को / म/ फ्लैशकार्ड दिखाएं।
- उनसे वस्तुओं का नाम पूछें और उन वस्तुओं के बारे में बात करें।
- **वर्कशीट 49** दिखाएं और बताएं की करना क्या है।
- कक्षा का अंत वर्कशीट पर बने चित्रों के नाम और उनसे आ रही पहली आवाज़ पूछ कर करे।

Free Play/ Indoor/ Art and Craft

Pasting

Worksheet : 50 Paste the circle cut outs in the correct order on the traffic light.

Lunch Break

Mathematics

Numeral Formation - 2:

How many students are in the class today?

- Ask the students to guess how many friends are present today. After their responses do a head count and tell them the number.
- Activity: Teacher to narrate a story.

Jhumki ke Jhumkey:

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

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

- Bring students' attention to the quantity

- Follow the task by telling children to observe the things around them which are two in number. The teacher writes/ draws the responses on the board.
- Follow up the task with a number mala by telling children to add two beads in the mala or tell them to take out 2 colours from the crayon box.
- Now focus children's attention on the quantity 2.
- Show numeral '2' and do the air tracing of '2'.
- Ask the children to draw two jhumkis on their slates.

Outdoor Games

Role Play:

Value: Respecting Rules

- Have children sit in a circle and reinforce the rules of the road.
- Tell children about the game. Divide your class into two groups. To the 1st group give pictures of different means of transport. Children have to pretend that they are driving that vehicle. The 2nd group plays the role of pedestrians and teacher acts as the traffic light.
- Call 4-5 children at a time as a transport and play the game.

Language (English)

Worksheet 51 : /i/

Close the class by revising vocabulary and the sound from the worksheet.

Library Activity

- Give children story books to look at and read.
- While the children are going through the books, move around in the class and if needed, demonstrate how to hold the book.

Closure and Bye

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

Class : Nursery
Month : September
Week : 2

Day 4

Theme: Means of Transport

Preparation - Arrange for the following: Pictures of Water Transport, /क/, /प/, /ज/, /ग/
Letter Cards, Slates, Rangometry Pieces/ Blocks/ Beads and Story Books.

Assembly Time

Circle Time

Free Conversation:

Ask the children to speak about what they did the previous day. Look for children who are mostly quiet in the class and encourage them to speak.

Structured Conversation: Water Transport:

Free Conversation – Ask the students if they have ever travelled by a boat?
If so, how did they feel? Did they enjoy it or not?

Pose questions like:

- Show them a picture of ship and a boat, and ask them to identify the two.
- Ask them whether the ship/ boat has wheels or not.
- Ask them if they know how it moves.
- Talk about people who use these as a means of transport.
- **Rhyme 20 : मेरी किशती**
Recite the rhyme with action

Prepare flash cards of transport with their Hindi names.

Free Play/ Indoor/ Art and Craft

Worksheet 52 (Water Transport)

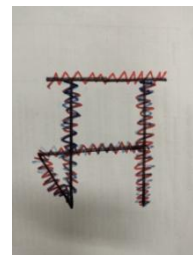
- Ask the students to identify the pictures drawn
- Let them colour the pictures.

Language (Hindi)

स्लेट पर 'म' का अभ्यास

रैपिड फायर

- क, प, ज, ग के फ़्लैशकार्ड रखें
- बच्चों को खेल का नियम बताएं कि कार्ड जल्दी जल्दी बदले जाएंगे और बच्चों को कार्ड को देखकर आवाज़ बतानी है, जैसे ही बच्चे आवाज़ पहचान लें, कार्ड बदलने की गति बढ़ा दें
- कुछ देर बाद दूसरा नियम बताएं उदाहरण जब भी **प** दिखे बच्चों को तालियाँ बजानी हैं
- ऐसे ही हर अक्षर के साथ एक क्रिया जोड़ दें जैसे कि **ग** आने पर कूदना, आदि



/म/ को सजाये

- बच्चों को ड्राइंग फाइल पर **म** लिख कर दें और उसे सजाने को बोलें

Lunch Break

Mathematics

Numeral Formation - 3:

How many students are in the class today?

- Ask the students to guess how many of them are there in the class
- After their responses, do a head count and tell them the number.
- Narrate the given story.
- Paste a picture of an autorickshaw without any wheels or bring a toy of an automobile without wheels.

Bablu's Auto

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

Rohan- Babblu, why are you crying?

Babblu- My auto is not moving.

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

- Revisit the story '*Bablu's Auto*' and show the picture of an auto without wheels.
- Ask children how can Bablu attach wheels to the auto and how many wheels will he attach.
- Take their responses and add the same number of wheels in the picture of the auto rickshaw.
- Bring their attention to the quantity 'three'.
- Divide the class into smaller groups.
- Provide beads/ blocks/ rangometry pieces to children.
- Let children take out three beads/ blocks/ rangometry pieces.
- Tell them to observe things around which are three in number.
- Draw their responses on the blackboard.
- Introduce the numeral '3'.
- Do air tracing of the numeral with the students.
- Provide slates to children to write 3 numerals and draw three objects of their choice.

Outdoor Games

Aakhmicholi:

- Choose a seeker and cover her/ his eyes with a cloth.
- Instruct the seeker to focus on the sound made by other children.
- S/He has to catch children by following their sound.

Language (English)

Recap Of All The Sounds Done So Far:

- Take a box and keep all the flash cards of all the sounds done so far.
- Sit in a circle and pass the box while playing the *dafli*. When the playing stops the child has to pick up a card from the box and tell something about the card using a sentence e.g. "I have _____"
- Close the class by revising the vocabulary and the sound.

Library Activity

- Choose a theme related story and narrate it using appropriate voice modulation and gestures.

Closure and Bye

Class : Nursery
Month : September
Week : 2

Day 5

Theme: Means of Transport

Preparation - Arrange for the Following: Transport Picture for Picture Talk, Play Dough, /ब/, /घ/, /म/ Picture Cards, /a/, /t/, /p/, /i/ Picture Cards, Slates, Basket and Story Books

Assembly Time

Circle Time

Free conversation – Indulge in free conversation with the children about everything that you discussed this entire week.

Structure Conversation : Water Transport

- Ask the children to share their experiences related to water transport, ask about the rules, tickets, safety jackets, etc.
- Start the conversation by showing the picture given below e.g. what do you did before taking this boat? Bring their focus to buying tickets.



- Inform the children that, like road rules, there are rules for water transport too. Tell children 2 simple water transport rules.
- Ask children about the differences between road and water transport.
- **Rhyme 20: मेरी किशती**

Recite the rhyme with actions.

Language (Hindi)

अक्षर - ध्वनि पुनरावृत्ति (ब, घ और म)

- ब, घ और म अक्षरों के शब्दों का प्रयोग करते हुए एक कहानी बनाए।
- कहानी सुनाने के बाद सम्बन्धित प्रश्न करे ताकि बच्चों का ध्यान कहानी में आए ब,घ और म अक्षरों के शब्दों पर आए।
- बच्चों को स्लेट दें और उन्हें ब,घ और म अक्षर लिखने को बोलें और उन अक्षरों की आवाज़ से शुरू होने वाली चीज़ों के चित्र बनाने को बोलें।

Free Play/ Indoor/ Art and Craft

Play Dough:

- Give children play dough and encourage them to make different vehicles.
- While children are making the vehicles, move around in the class and ask them what they are making.
- Encourage children to introduce their vehicles by using 'मैंने _____ बनाया है'

Lunch Break

Mathematics

How many students are in the class today?

- Ask the students to guess how many friends are present today? After their responses do a head count and tell them the number.

Worksheet :53 (1-3)

- Draw pictures according to the numbers.
- Close the class by counting objects from the worksheet.

Outdoor Games

Children's Choice Game:

- Ask children to select one favourite game and play that.

Language (English)

Recap sounds:

- Have the children sit in a circle.
- Show the picture cards of sounds a, t, p and i.
- Encourage the children to name these pictures.
- Distribute the cards to the children.
- Ask any child to get up and tell the initial sound of the name of the picture she/ he has.
- Ask her/ him if she/ he can find a friend who has a similar sound/ picture.
- Instruct them to find friends on the basis on the same sound e.g. apple, ant, axe

and arrow will be in the same group of friends.

Library Activity

- Give children storybooks to look and hold
- While the children are going through the books, move around in the class and if needed, demonstrate how to hold the book

Closure and Bye

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

Class : Nursery
Month : September
Week : 2

Day 6

1-Complete the worksheet number -18 (मुझे जानो और पहचानो)

Class : Nursery
Month : September
Week : 3

Day 1

Theme: Means of Transport

Preparation - Arrange for the following: Pictures of Water and Other Means of Transport, /२/ Picture-Flash Cards, Jodo Gyan Dot Dice, Small Paper Balls, /i/ Picture Cards and Story Cards

Assembly Time

Circle Time

Free Conversation:

- Initiate a free conversation on topics that are of interest to children. Some need extra encouragement to express themselves. Identify such children and encourage them to speak.

Structured Conversation: Air transport

- Show children a picture of a boat and an aeroplane and encourage them to talk about these.

Ask children questions like-

- Do all vehicles run on the road?
- Which vehicles do not run on the road?
- Which vehicles fly in the air?
- How does an aeroplane fly?
- How does a helicopter fly?

Listen to their reasons/ explanations, and provide them with simple explanations.

Rhyme 21 : Aeroplane

Recite the rhyme with action

Note: Prepare flash cards of transport with their Hindi names

Language (Hindi)

अक्षर/ध्वनि परिचय /ख/

बस का सफर

खुशमीत का स्कूल में पहला दिन था। वह बहुत **खुश** है क्योंकि उसे स्कूल में बहुत मज़ा आया। उसने नए-नए दोस्त बनाये। घंटी बजते ही वह भाग कर अपनी बस में चढ़ गया और अपनी मनपसंद **खिड़की** वाली सीट पर बैठ गया। उसे बस में सफर करना बहुत पसंद था। उसे बड़ा मज़ा आता है जब मुँह पर ठंडी हवा पड़ती है और खिड़की के बाहर नई-नई चीज़ें दिखाई देती हैं। आज खुशमीत को हरे-भरे **खेत** दिखे, फूलों के बाग़ दिखे जिसमें लाल गुलाब लगे थे और उनसे **खुशबू** आ रही थी। “अरे वाह! आज तो एक नया जानवर दिखाई दिया।” कौन सा हो सकता है?...

खुशमीत को आज, एक पंक्ति (लाईन) में **खच्चर** जाते हुए दिखे, जिनकी पीठ पर मीठे-मीठे **खरबूजों** की बोरियां थीं। उसे भी खरबूजा खाने का मन हुआ। उसने सोचा की आज घर जाकर माँ से खरबूजा **खरीदने** को कहूंगा।

- ❖ इस कहानी में लड़के का क्या नाम है ?
- ❖ खुशमीत को कौन सी सीट पर बैठना पसंद है ?
- ❖ उसे खिड़की से हरे-भरे क्या दिखे ?
- ❖ एक पंक्ति में क्या चल रहे थे ?
- ❖ खच्चर की पीठ पर किनकी बोरियां थीं ?

- बच्चों को कहानी सुनाएं
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर 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 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, बच्चों को सवालों के जवाब याद करवाना नहीं है।

Close the class by repeating the vocabulary with the sound.

Free Play/ Indoor/ Art and Craft

Memory Game

- Have the children sit in a circle. Show them a collection of objects/ flashcards for a few minutes (use transport toys/ flashcards if possible). Then cover the objects with a cloth.
- Hide and take away one object (in a way that the students are not able to see). Call out a child to guess the number of objects under the cloth. The rest of the class can check if the answer is correct.
- Choose another child and ask him/ her to name the missing object.
- Ask a third child to mention the colour of the missing object.

Lunch Break

Mathematics

Introducing Numbers 1-5:

How many students are in the class today?

- Ask students to guess how many friends are present today. After their responses, count the children and tell them the number.

Jodo Gyan

Sher Ke Munh mein ladoo

Story

There is a girl named Himmat. Himmat lives with her mother near a forest. One day, Himmat's mother tells her to take some ladoos to her grandmother who lives at the other end of the forest. Himmat's mother tells her to be very careful, as there are many animals in the forest. Himmat takes the box full of ladoos and starts walking towards her grandmother's house. She is very courageous. When she is half way across the forest, she sees a big animal sitting in the middle of the way. When she looks carefully, she sees that the big animal is a lion. Himmat is not scared of anyone so she asks the lion to move away. The lion says that he is hungry and will not move unless he gets something to eat.

(Note: you can pause here and ask the children to guess what would happen next)

The lion looks at the box in Himmat's hands and asks, 'What is inside the box?' Himmat tells him that there are ladoos in the box. The lion looks surprised. He has never eaten a laddoo in his life. He tells Himmat to give him a laddoo to taste. Himmat throws a laddoo in the lion's mouth from a distance. Himmat doesn't want to go too close to the lion. The lion loves the laddoo and asks for more ladoos. Himmat tells him that those ladoos are for her grandmother. The lion requests her to give him more ladoos to eat. Himmat gives 4 more ladoos to the lion. The lion eats 5 ladoos and is not hungry anymore. The lion thanks her and moves away from her path.

Follow up activity:

- Tell the children that we will also feed ladoos to the lion.
- Use small paper balls as ladoos. Use an open box or a bucket as the lion's mouth and tell children that they have to throw 'ladoos' in the lion's mouth from a small distance.
- Call a child and ask him to roll the Jodo Gyan dot dice. The child can feed as many ladoos as the number that comes on the face of the dice. One child cannot feed more than 5 ladoos.
- While counting the ladoos focus should be on numbers 4 and 5.

Close the class by counting the balls and focussing on 1-5

Outdoor Games**Balancing:**

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

Walk:

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

Fire on the Mountain:

- Get the children to play the game of fire on the mountain - where children run in a circle and as the teacher says "Fire on the mountain", the children say "run, run, run". When the teacher calls out a number, the children group themselves in that number - e.g. if the teacher calls out 'number-3', the children make groups of three.

Language (English)**Worksheet: 54 (/p/ and /i/)**

- Match the picture with the other half.
- Identify it and tell the initial sound.

Library Activity

- Choose any story related to the theme
- Use props and objects while narrating the story

Closure and Bye

Class : Nursery
Month : September
Week : 3

Day 2

Theme: Means of Transport

Preparation - Arrange for the Following - Talking Object, Slates, /ख/ Picture Cards, Dot Dice, Paper Balls, /न/ Picture Cards, Slates and Story Books

Assembly Time

Circle Time

Structured Conversation: Air Transport:

- Ask the children where they would want to go if they could fly like an aeroplane/ helicopter.
- Pass any talking object in the class for everyone to get a chance to speak.
- Close the class by reinforcing the names of different means of transport.
- **Rhyme 21:** Aeroplane
- Recite the rhyme with action

Language (Hindi)

/ख/ का अभ्यास

- पिछले दिन हुई कहानी से संबंधित कुछ सवाल पूछें
- /ख/ आवाज़ का अभ्यास करते हुए उस आवाज़ से शुरू होने वाली चीज़ों का भी अभ्यास करें
- बच्चों को स्लेट दे कर /ख/ आवाज़ से शुरू होने वाली चीज़ों को बनाने को कहें, जिन बच्चों को आपकी मदद की जरूरत है उनके लिए थोड़े आसान चित्र बोर्ड पर बना दें
- **शब्दकोश का अभ्यास करा कर काम समाप्त करें।**

Free Play/ Indoor/ Art and Craft

Listen to Me:

- Have children sit or stand in a circle around you. Give instructions for 2 or 3 different actions, which have to be done in the same sequence as you have called out. For e.g. - touch your toes, place your hands on your hip and jump.
- Get creative with your instructions to make the activity exciting. For e.g. - clap your hands once, scratch your back and act like a clown.
- Then add some more instructions.

Lunch Break

Mathematics

Recap Numbers 1-5:

How many students are in the class today?

- Ask students to guess how many friends are present today. After their responses count their heads and tell them the number.

Recap - Jodo Gyan

Sher Ke Munh mein ladoo

Story

There is a girl named Himmat. Himmat lives with her mother near a forest. One day, Himmat's mother tells her to take some ladoos to her grandmother who lives at the other end of the forest. Himmat's mother tells her to be very careful, as there are many animals in the forest. Himmat takes the box full of ladoos and starts walking towards her grandmother's house. She is very courageous. When she is half way across the forest, she sees a big animal sitting in the middle of the way. When she looks carefully, she sees that the big animal is a lion. Himmat is not scared of anyone so she asks the lion to move away. The lion says that he is hungry and will not move unless he gets something to eat.

(Note: you can pause here and ask the children to guess what would happen next)

The lion looks at the box in Himmat's hands and asks, 'What is inside the box?' Himmat tells him that there are ladoos in the box. The lion looks surprised. He has never eaten a ladoo in his life. He tells Himmat to give him a ladoo to taste. Himmat throws a ladoo in the lion's mouth from a distance. Himmat doesn't want to go too close to the lion. The lion loves the ladoo and asks for more ladoos. Himmat tells him that those ladoos are for her grandmother. The lion requests her to give him more ladoos to eat. Himmat gives 4 more ladoos to the lion. The lion eats 5 ladoos and is not hungry anymore. The lion thanks her and moves away from her path.

Follow up activity:

- Tell the children that we will also feed ladoos to the lion.
- Use small paper balls as ladoos. Use an open box or a bucket as the lion's mouth and tell children that they have to throw 'ladoos' in the lion's mouth from a short distance.
- Call a child and ask him to roll the Jodo Gyan dot dice. The child can feed as many ladoos as the number that comes on the face of the dice. One child cannot feed more than 5 ladoos.
- While counting the ladoos focus should be on the numbers 4 and 5.
- Close the class by counting the balls.

Outdoor Games

Water and Freeze:

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

Language (English)

Introduction of sound /n/:

Story - Broken Nest

Neeraj used to help his father in distributing **newspapers**. Both of them used to go on their bicycle early in the morning to a place. A big truck would come with many newspapers. Neeraj’s father would take some newspapers from it and then the truck would go away. Neeraj loved early mornings. There was less **noise**. The air was fresh. Neeraj would put his **nose** up in the air to smell the flowers and fresh air. He liked meeting people to whom he would give the newspapers. He even knew the **names** of some people.

One day when Neeraj was distributing newspapers on his bicycle, he saw something on the footpath. Can you guess what it could be....?

It was a **nest**. He stopped his bicycle to look at it. There were two baby birds inside it. They were crying for their mother. Neeraj looked up the tree. He saw that on a branch there were some sticks. It was the broken part of the nest. Neeraj saw left and right. He could not see anyone. Neeraj then picked up the nest, climbed on to the tree and placed the nest on a branch.

Questions:

- ❖ Who helped his father?
- ❖ What did Neeraj distribute?
- ❖ With what did Neeraj smell flowers and fresh air?
- ❖ What did he see on the footpath?

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 find the initial sound. Prompt them initially if required.
- Draw pictures of those words on the board and ask for more examples from the children. Prompt them to think of objects or names with the same sound in the beginning.
- Give children slates to draw pictures of the target sound word of their choice.

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

Close the class by revising the vocabulary with sound.

Library Activity

- Repeat the theme-based story done on the previous day
- Give opportunities to the children to finish the story on their own

Closure and Bye

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

Class : Nursery
Month : September
Week : 3

Day 3

Theme: Means of Transport

Preparation: Arrange for the following - Pictures from Different Means of Transport, Chart Paper, /n/ Picture Cards, Slates/ Drawing Files, Concrete Objects for Counting, Rangometry/ Beads/ Blocks and Story Books.

Assembly Time

Circle Time

Structured Conversation: Three Different Means of Transport:

- Take three pictures - boat, auto and aeroplane.
- Encourage the students to talk about these different means of transport.
- Ask children to compare these pictures.
- Draw the students' attention to the fact that one runs in water, the other runs on the road and the third one flies in the air.

Classification Activity:

- Take a chart paper. Divide it into 3 parts - air, land and water. Colour each part accordingly.
- Make the children sit in a semicircle. Call one child at a time. Place the cardboard on the floor in front of her/ him and give her/ him the vehicle cutouts such as boat, aeroplane and scooter. Ask her/ him to place these on the chart according to where they are found, for e.g., a boat is found in the water, aeroplane in the air, and so on.

Rhyme 19: छुक छुक आई रेल

Recite the rhyme with action

Note: Put the chart on display.

Prepare flash cards of transport with their Hindi names

Language (Hindi)

/ख/अक्षर का अभ्यास

- बच्चों को 'ख' से शुरू होने वाले शब्दों के उदाहरण देने के लिए कहें।
- शब्दों को लिखकर समझाएं।
- **वर्कशीट 55** का परिचय दें और शब्दकोश का अभ्यास करें
- कक्षा का अंत वर्कशीट पर बने चित्रों के नाम और उनसे आ रही पहली आवाज़ पूछ कर करे

Free Play/ Indoor/ Art and Craft

Free Drawing:

- Let the children enjoy free hand drawing and colouring on their slates (with coloured chalk) or in drawing files (with crayons).
- Children can draw pictures of things or a scene or whatever they want on their slates/ drawing files.
- Encourage them to name their pictures. Label it for them.

Lunch Break

Mathematics

Introduction of Numeral 4:

- Teacher will narrate a story

Story - Mannu monkey's golgappe

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

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

- Keep on drawing the golgappas on board while narrating the story.
- Bring the focus of children on the board and count the number of gol gappas made.

- Bring the children's attention towards the quantity 4.
- Tell students to observe the things that are 4 in number and write/ draw the responses on the board.
- Let the children string 4 beads, or count rangometry pieces and give them to the teacher.
- Show the numeral 4 to the children and do air tracing.

Outdoor Games

Water and Freeze:

- Choose a seeker. The seeker chases the players. If he/ she taps anybody and says freeze, that child will stop there and will not run anymore.
- The other children must try to touch the frozen child and say "water" so that the frozen child can run.
- Change the seeker as per your choice.

Language (English)

Recap of /n/ Sound:

- Retell the /n/ story using the flashcards.
- Let the children identify the /n/ sound words.
- Encourage them to give examples of the target sound.
- Close the class by revising the vocabulary with the help of flashcards.

Library Activity

- Choose any story and read aloud

Closure and Bye

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

Class : Nursery
Month : September
Week : 3

Day 4

Theme: Means of Transport

Preparation: Arrange for Following Material - Chart Paper, Transport Picture/ Flash Cards, Drawing Sheet, Colours, Pebbles, Musical Instrument.

Assembly Time

Circle Time

Structured Conversation: Means of Transport

Classification Activity

- Take a chart paper. Divide it into 3 parts - air, land and water.
- Colour each part accordingly.
- Make the children sit in a semi-circle. Call one child at a time.
(Let the students do this activity more independently this time)
- Add special vehicles like ambulance, fire brigade, etc.
- Place the cardboard on the floor in front of them and give them the vehicle cut-outs such as boat, aeroplane and scooter.
- Ask them to place these on the chart according to where they are found, for e.g., a boat is found in the water, aeroplane in the air, and so on.
- Summarise different means of transport in the end with the help of students.

Note: Prepare flash cards of transport with their Hindi names

Rhyme 19: छुक छुक आई रेल

Recite the rhyme with action

Free Play/ Indoor/ Art and Craft

Worksheet 56: Use different colours for different means of transport.

- Ask the children to identify the different means of transport and colour them.

Language (Hindi)

/ख/ और /म/ का अभ्यास

- /म/ और /ख/ आवाज़ से शुरू होने वाली कुछ चीजों के चित्र बोर्ड पर बनायें।
- एक एक कर बच्चों को बनायें और उनसे /म/ आवाज़ से शुरू होने वाले चित्र को ढूंढने को कहे, ऐसा ही फिर /ख/ आवाज़ के चित्र के लिए करें।
- सभी बच्चों को एक कागज़ दें और /म/ या /ख/ में से किसी एक आवाज़ का चित्र और उसमें रंग भरने को कहें।
- /म/ और /ख/ को कक्षा में कहीं लगा दें और सभी बच्चों को अपने चित्र ध्यान से देखने को कहें। फिर उन चित्रों से आ रही सबसे पहली आवाज़ के अक्षर के नीचे लगाने को कहें। अपने चित्र का परिचय देने के लिए - “यह _____ है” वाक्य का प्रयोग करने को बच्चों को प्रोत्साहित करें।
- शब्दकोश का अभ्यास करा कर गतिविधि समाप्त करें।

Lunch Break

Mathematics

Introducing Number 5:

How many students are in the class today?

- Ask students to guess how many friends are present today. After their responses do a head count and tell the number.

Introducing Number 5

अंगूठे ने कहा एक बाग़ में चलेंगे

दूसरे ने कहा हम पेड़ पर चढ़ेंगे

तीसरे ने कहा हम आम तोड़ेंगे

चौथे ने कहा हम गिर जाएंगे।

पांचवे ने कहा हम टूट जाएंगे

सब ने कहा हम नहीं जाएंगे।

- Use the rhyme to introduce the quantity ‘five’.
- Bring some materials such as counters, pebbles, pencils etc., and talk about the quantity five.
- Randomly call the children and instruct them to pick five counters/ pebbles/ notebooks/ bottles/ pencils, etc.
- Also call five children in front of the class.
- Get the children to show five fingers and talk about things which are five in quantity in their class.
- Write/ draw the responses on the board.
- After giving enough exposure to number 5, write 5 on the board and show it to the children.
- Do the air tracing/ sandpaper tracing of number 5.
- Draw a few things (5 in quantity and some less than five) on the board ask the children to name the objects and count the things.
- Do the rhyme with actions by using fingers and thumb and make children

count the number of fingers and thumb in one hand.

- **Close the class by counting objects .**

Outdoor Games

Move with the Rhythm:

- Have the children stand in a circle. Play a rhythm using a musical instrument.
- Instruct the children to match their movements to the rhythm. For e.g., they can tap their feet, twist their hips or clap according to the rhythm of the instrument.
- Let the children also try their hands on the musical instruments.

Language (English)

Worksheet 57: /n/ sound

- Identify the pictures and the initial sound in their names.
- Close the class by revising vocabulary and the sound from the worksheet.

Library Activity

- Give students storybooks to read and look through.

Closure and Bye

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

Class : Nursery
Month : September
Week : 3

Day 5

Theme: Means of Transport

Preparation: Arrange for the Following - Transport Picture Cards, Block, Boxes, Play Material for Making Play Corner, Card-Board/ Strip of Paper, Musical Instrument, Story Books and Slates.

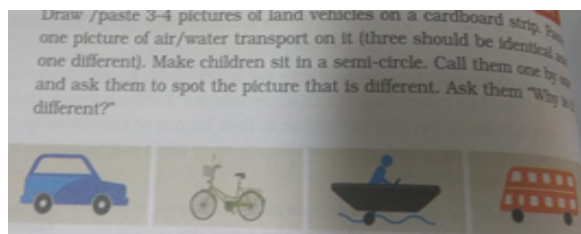
Assembly Time

Circle Time

Structured Conversation: Means of Transport

Finding the Odd One Out:

- Draw/ paste 3-4 pictures of land vehicles on a cardboard strip/ paper or draw them on the board.
- Draw one picture of air/water transport on it (three should be identical and one different).
- Make the children sit in a semi circle and ask them to spot the odd one out.
- Encourage the children to talk about how one is different from the others.
- Take 2 or 3 more examples like this.



Language (Hindi)

वर्कशीट 58: अक्षर को देख सही चित्र में रंग भरें।

Free Play/ Indoor/ Art and Craft

Pretend Play:

- Make four play corners in the classroom.
- Keep blocks, a duppata and old boxes at each play corner.
- Encourage the children to pretend to be on a road/ railway station, etc.

Note: After giving the situation, do not interfere in the children's play. The children might only play individually and not as a group, let them play freely.

Lunch Break

Mathematics

Recap Numbers 1-5:

How many students are in the class today?

- Ask the students how many friends are present today. After their responses do a head count and tell them the number.

Clapping

- Show children number cards. They clap accordingly e.g. when they see number 4 they clap 4 times.

Worksheet 59: Children have to count and match.

- **Close the class by counting picture objects and showing the corresponding numeral.**

Outdoor Games

Move To The Beat:

- Have the children stand in a circle. Play a rhythm using a musical instrument
- Instruct the children to match their movements to the rhythm. For e.g. they can tap their feet, twist their hips or clap according to the rhythm of the instrument.
- Let the children also try their hands on the musical instruments.
- Now create a sequence using more than one musical instrument and more than one action. For e.g., play the daphli twice and the maracas once, followed by clapping your hands twice and then once.
- Demonstrate it for the children first. Get creative and form new sequences.

Language (English)

Rapid Fire:

- Take a few picture cards from all the sounds done so far.
- Ask the children to tell the name and the initial sound

Picture Talk:

- Make a picture scene including all the sound-based vocabulary and do a picture talk.
- Encourage children to use 'It is a _____', 'Boy/ Girl is _____'

Close the class by revising vocabulary from the picture scene.

Library Activity

- Give students books to look and read

Closure and Bye

Class : Nursery
Month : September
Week : 3

Day 6

1-Complete the worksheet number -16 (मुझे जानो और पहचानो)

Class : Nursery
Month : September
Week : 4

Day 1

Theme: Means of Transport

Preparation: Arrange for the Following - Transport Flash/ Picture Cards, Story Books, Slates, Cardboard/ Strip of Paper, Material for Making Play Corners, and Ganit/ Number Mala

Assembly Time

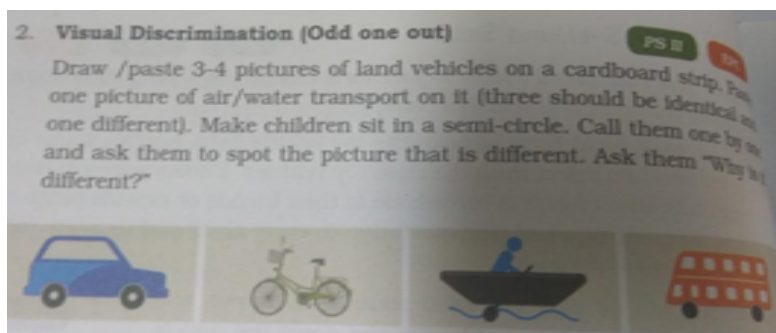
Circle Time

Free Conversation: Initiate free conversation about the weekend.

Structured Conversation: Means of Transport

Finding the Odd One Out:

- Draw/ paste 3-4 pictures of land vehicles on a cardboard strip/ paper or draw them on the board.
- Draw a picture of air/ water transport on it (three should be identical and one different).
- Make children sit in a semi circle and ask them to spot the odd one out.
- Encourage the children to talk about how one is different from others.
- Take 2 or 3 more examples like this.



Ask the children to go home and draw their favourite vehicle/means of transport.

Note: Prepare flash cards of transport with their Hindi names

Language (Hindi)

/म/, /ख/ का अभ्यास

- /म/, /ख/ आवाज़ों से शुरू होने वाली चीज़ों को लेकर एक कहानी बनायें।
- सभी आवाज़ों के लिए एक चिन्ह बच्चों को बताये जैसे /म/ के लिए ताली बजाना, /ख/ के लिए हाथों को रोल करना आदि।
- बच्चों को बताएं की कहानी सुनते समय जब भी वे /म/, /ख/ की आवाज़ सुने तब तब चिन्हों का प्रयोग करें।
- कहानी के अंत में /म/, /ख/ आवाज़ों से शुरू होने वाले शब्दों के उदाहरण पूछें।

Free Play/ Indoor/ Art and Craft

Memory Game:

- Display 3-4 pictures of vehicles on the board.
- Ask the children to carefully look at all the pictures. Call out two children, have one close the others' eyes while you remove one of the cards. Then have the child open her/his eyes and name the missing picture.
- Repeat this several times, giving a chance to everyone.

Pretend Play: Means of Transport:

- Make four play corners in the classroom.
- Keep blocks and duppata and old boxes at each play corner.
- Encourage the children to pretend to be on a road/ railway station, etc.

Note: After giving the situation, do not interfere in children's play. The children might only play individually and not as a group, let them play freely.

Lunch Break

Mathematics

Number Sense:

How many students are in the class today?

- Ask the students to guess how many friends are present today, after their responses do a head count and tell them the number.
- Choose a child to count and help him/her.

Ganit Mala (1-5):

- Introduce the ganit mala, telling children that we count from the left.
- Put the clip after any bead and ask the children, how many beads are there from the beginning till the clip?
- Assume that the clip is a butterfly, a bird, a monkey.
- Ask any child to come and count on the mala and tell the number of beads till the clip.
- Repeat with other children by changing the place of clip.

Outdoor Games

Roll Between The Paths:

- Divide the class into two groups.
- Draw several straight paths on the floor. Have one group stand at one end of the path and the other group at the other end.
- Instruct the children to roll the ball through the path to the other group and back.

Language (English)**Worksheet 60:**

- Ask the children to match the pictures beginning with the same sound.
- Close the class by revising the name and the sound from the worksheet.

Library Activity

- Choose any story and narrate it using puppets.
- Use voice modulation.

Closure and Bye

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

Class : Nursery
Month : September
Week : 4

Day 2

Theme: Means of Transport

Preparation - Arrange for the Following : Transport Picture/Flash Cards, /ब/, /घ/, /म/, /ख/ Picture Cards, Audio Comprising of Sounds of Different Vehicles, Ball, Slates, Story Books, Picture for Picture Talk (Comprising of Sound Vocabulary), Ganit/ Number Mala Concrete Material like Blocks, Beads and Rangometry Pieces

Assembly Time

Circle Time

Structured Conversation: Means of Transport:

- Ask riddles related to different means of transport (translate these into Hindi).
 - It flies in the air and is bigger than a bus (aeroplane).
 - It has three wheels and it runs on the road (auto).
 - It has many wheels and it runs on the track (metro/ rail).
 - It sails in the water. It is bigger than a bus (ship).
- Ask the children to take out the pictures they drew of their favourite vehicle.
- Divide the children in pairs.
- Encourage them to describe their picture to their partner.
- Close the class by asking one or two children to describe their picture in front of the whole class.

Note: Prepare flash cards of transport with their Hindi names

Language (Hindi)

साथी ढूँढे (/ब/, /घ/, /म/, /ख/ का अभ्यास)

- कक्षा को दो समूहों में बाँटे, पहले समूह को ब घ म ख अक्षरों के कार्ड दें और दूसरे समूह को इन अक्षरों की आवाज़ से शुरू होने वाली चीज़ों के कार्ड दें
- बच्चों को अब अपना साथी ढूँढने को कहें जैसे जिस बच्चे के पास **ब** का कार्ड है वो ऐसे बच्चे का साथी बनेगा जिसके पास **ब** की आवाज़ वाली कोई चीज़ है
- अक्षर और शब्द सूची का अभ्यास करा कर गतिविधि समाप्त करें।

Free Play/ Indoor/ Art and Craft

Auditory Discrimination:

- Make children listen to the sounds of different means of transport like trains, aeroplanes, ambulance, etc.
- Let them identify the vehicle by listening to the sound.

Lunch Break**Mathematics****Recap Numbers 1-5:****How many students are in the class today?**

- Ask the students to guess how many friends are present today. After their responses count their heads and tell them the number.
- Choose a child to count and help him/her.

Counting with Material:

- Sit in a circle and keep lots of material to count.
- Call children one by one and give them material to count, help them in counting.
- When one child is counting the others see and check him/her, after their counting, show them the numerals.

Ganit Mala:

- A small context can be used when asking children to put the clip on the ganit mala.
- Ask the child to locate a number on the ganit mala by putting a clip, ask the rest of the children to check.

Outdoor Games**Kick-n-pass:**

- Have the children stand in a circle.
- The child with the ball has to kick and pass the ball to any child in the circle.
- The child, who gets the ball, should then call out the name of another child and kick the ball to him/her. Now the child with the ball calls out a name and then kicks the ball towards that child. And the game continues.

Language (English)

Picture Talk For Revising Sounds:

- Prepare a scene including all the vocabulary done so far.
- Do picture talk using sentences for e.g. This is, It is, There are, Boy/girl is
- Encourage children to speak 1-2 simple sentences e.g. this is _____

Close the class by revising picture scene with using the sentence 'This is a _____'

Library Activity

- Choose any story and narrate it using puppets.
- Use voice modulation.

Closure and Bye

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

Class :Nursery
Month : September
Week : 4

Day 3

Theme: Means of Transport

Preparation: Arrange for the Following - Symbol Pictures, Rangometry Pieces, Picture Flash Cards of /p/, /i/, /n/, Ball, Slates and Story Books.

Assembly Time

Circle Time

Structured Conversation: Means of Transport

Value: Following Rules

- Begin the class by reinforcing the norm of using the dustbin in the classroom.
- Give children a context that while coming to the school in the morning, you saw a person throwing litter on the bus.
- Ask the children what could the person have done instead of littering?
- Ask children what cleanliness norms should we follow while using different means of transport?
- Pose questions like:
 - What rules should we follow while using the metro/ train?
 - What things should we take care of while using a metro or a train?
 - We should respect the queue.
 - We should give our seats to the needy.
 - We should keep them clean.



Make children see the symbols like the ones given below and ask them what it can mean.



https://www.google.com/search?q=Give+your+seat+to+the+needful&rlz=1C1CAFC_e

[nIN835IN835&source=lnms&tbn=isch&sa=X&ved=0ahUKEwiUmqCc65ziAhXHo4sKHAA5A-AQ_AUIDigB&biw=1366&bih=657#imgrc=WVmTzp4bHK9JIM:](https://www.in835.com/?source=lnms&tbn=isch&sa=X&ved=0ahUKEwiUmqCc65ziAhXHo4sKHAA5A-AQ_AUIDigB&biw=1366&bih=657#imgrc=WVmTzp4bHK9JIM)

Language (Hindi)

वर्कशीट 61

- चित्र के पहली आवाज़ का अक्षर लिखने को बोलें।
- कक्षा का अंत वर्कशीट पर बने चित्रों के नाम और उनसे आ रही पहली आवाज़ पूछ कर करे।

Free Play/ Indoor/ Art and Craft

What is my name?

- Get the children to sit in a circle. Ask a few children to sing a rhyme, while the others sit carefully listening to their voice.
- Call one child who did not singing the rhyme – he/she is the “seeker” and has to close his/her eyes.
- Call another child who sang and ask him/her to ask – “What is my name?”
- The seeker has to listen to the voice of the child carefully and guess the name of that child.

Lunch Break

Mathematics

Number Sense (1-5):

How many students are in the class today?

- Ask the students to guess how many friends are present today. After their responses do a head count and tell them the number.
- Choose a child to count and help him/her.

Sajana:

- Draw two cars on the board and divide the class into two groups.
- Instruct them that from each team one child should come and roll the number dice.
- Whatever the number he/she has to pick up the rangometry piece accordingly and decorate the car.
- The team who decorates the car first will be the winner

Outdoor Games

Kick-n-pass:

- Get the children to stand in a circle.
- The child with the ball has to kick and pass the ball to any child in the circle.
- The child who gets the ball, should then call out the name of another child and kick the ball to him/her. And the game continues.

Language (English)**Story for Revising p/i/n:**

- Prepare a story including all the vocabulary of p/i/n.
- Assign an action for each sound e.g. Shake hands at the sound of /p/.
- Ask children to do the action according to the sound.
- Close the class by revising the vocabulary.

Library Activity

- Choose a theme based story and narrate it using props and pictures

Closure and Bye

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

Class : Nursery
Month : September
Week : 4

Day 4

Theme: Means of Transport

Preparation: Arrange for the Following - Pictures to Discuss Pollution, Clay, Number and Quantity Cards, Pictures Depicting Use of Magical Words and Story Books

Assembly Time

Circle Time

Structured Conversation: Understanding the Negative Effects of Pollution:

Value: Sensitivity Towards the Environment

Ask children what is happening in this picture.

Ask questions like:

- What is causing this smoke?
- What happens when there is smoke?
- How does it affect us?
- Does it also affect animals?
- What vehicles do not cause smoke?
- Talk about general things like - use of more public transport and use of vehicles like cycles, electric vehicles, etc.



Language (Hindi)

वर्कशीट : 62

- चित्र को एक-जैसी आवाज़ वाले चित्रों से मिलायें
- कक्षा का अंत वर्कशीट पर बने चित्रों के नाम और उनसे आ रही पहली आवाज़ पूछ कर करे

Free Play/ Indoor/ Art and Craft

Clay Modeling:

- Let the children indulge in some creative play with the play dough/clay

Lunch Break

Mathematics

Recap Numbers 1-5:

How many students are in the class today?

- Ask the students to guess how many friends are present today. After their responses count their heads and tell them the number
- Choose a child to count and help him/ her.

Find the Partner:

- Divide the class into two groups, distribute number cards to one group and quantity cards to the other group.
- Ask the children to find their partner (the child who has a number card looks for the child with the corresponding 'quantity card').

Close the class by revising number with the help of cards.

Outdoor Games

Catch Me If You Can:

- One child becomes the seeker and tries to catch all the children. When a child is caught s/he becomes the seeker. The game can continue as long as the children want to play.

Language (English)

Introduction Of Magical Words:

- Show some pictures related to sorry, thank you, please.
- While showing these pictures ask the children what they think is happening in the pictures.
- After the children see the pictures, ask the children, when they should say sorry or thank you.

pic courtesy – consciousnesslifestune.com/ shutterstock



Library Activity

- Choose a theme-based story and narrate it using props and pictures

Closure and Bye

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

Class : Nursery
Month : September
Week : 4

Day 5

Theme: Means of Transport

Preparation - Arrange for the Following: Transport Picture/ Flash Cards, Water/ Crayon Colours, Number Cards, Ball, Drawing File, Slates and Story Books

Assembly Time

Circle Time

Structured Conversation: Ways to Reduce Pollution:

Value: Sensitivity Towards the Environment

- Ask the children what we can do to reduce pollution.
- Share ideas like growing plants, vehicle-pooling, using public transport, turning off the engine at red lights, etc.
- Ask children to share all these things at home.
- Summarise the discussion on pollution.

Language (Hindi)

अक्षरों की बनावट

- सभी बच्चों को उनकी ड्राइंग फाइल दें। बच्चों को अपने पास बिठाएं और अब तक हो चुकी आवाजों के अक्षरों को बनाने में बच्चों की मदद करें।
- लिखने के लिए वैक्स (मोम) क्रेयॉन्स रंग या पानी वाले रंगों का प्रयोग करें।

Free Play/ Indoor/ Art and Craft

Dramatic Play:

- Arrange chairs in a row or let children pretend to be seated in a bus/ train.
- Make a child a conductor and give him paper tickets.
- Let children plan and pretend play. One child can be made the driver.

Lunch Break

Mathematics

Recap Numbers 1-5:

How many students are in the class today?

- Ask students to guess how many friends are present today. After their responses do a head count and tell them the number.
- Choose a child to count and help him/her.
- **Worksheet 63:** Children have to identify the number, count and colour the boxes accordingly.
- Close the class by reinforcing the numbers.

Outdoor Games

Throw and Catch:

- Have the children stand in two lines facing each other. The distance between the lines should be realistic so children can throw and catch the ball easily.
- Have a child from one line throw the ball towards the child standing opposite to him/her and other child catches the ball.
- The game continues until all the children get their turn.
- Repeat the activity by changing the roles.

Language (English)

Recap 3 Magical Words:

- Recap 3 magical words with the help of flash cards.
- Create some situations where children can use these words to create a story.
- At the end of the class, thank the children and ask them to say thank you for today's class.

Library Activity

- Give students books to read and look at.

Closure and Bye

- 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" and good afternoon.

Class : Nursery
Month : September
Week : 4

Day 6

1-Complete the worksheet number -18 (मुझे जानो और पहचानो)

1-Complete the worksheet number -20 (मुझे जानो और पहचानो)

Reflections

Extension Activities - Art and Craft

1. Goat Mask

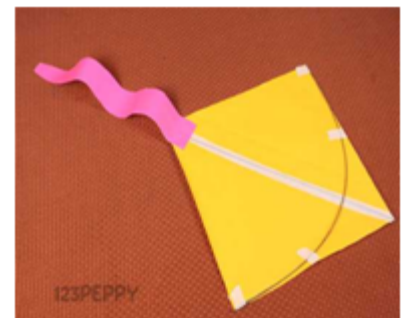
- Take a paper plate
- Paint the bottom of the paper plate grey or brown (or you can leave it white if you prefer).
- Print out the craft template of your choice.
- Color (if you are using the black and white version of the craft) and cut out the template pieces. Most of the pieces should be simple enough shapes for young children to cut out, but if needed, an adult can help with some of the harder pieces (for example, the beard and the hair).
- Glue the pieces to the plate to make a goat face:
- Glue the ears onto either side of the head.
- Glue the horns beside the ears.
- Glue the hair onto the centre top of the head.
- Glue the eyes onto the face under the hair (or cut out holes for eyes in a mask).
- Glue the eyebrows above the eyes.
- Glue the nostrils under the eyes.
- Glue the mouth under the nostrils.
- Glue the beard on to the chin.



Photo credit - <http://www.dltk-kids.com>

2. Kite making

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



Source- 123Peppy.com

3. Leaf Drawing

- Tell children to collect fallen leaves
- Give them a sheet to paste the leaves
- Let children differentiate between different leaves

- As a next step, motivate them to develop the leaves into different things like an animal, bird, fruit etc.
- Help children if required
- Make the children talk about their drawings

4. Making faces using leaves

- Tell the children to collect fallen leaves and twigs
- Encourage children to turn the collected leaves into faces using colours, twigs, etc. (See the picture for reference)

Picture Source - [pinterest.com](https://www.pinterest.com)



5. Craft Bunny

- Get ready with the material
- Give paper plates and relevant cut-outs to children
- Instruct them step by step to paste the ears, nose, eyes etc
- Help the children if required

Source - [pinterest.com](https://www.pinterest.com)



6. Photo Frame

- Give 4 ice-cream sticks to each child to colour
- Let them dry
- Let them make a base for the photo frame by cutting a sheet to relevant size
- Help the children to paste the ice-cream sticks, a photo which they have brought from home and the base of the photo frame

Source- <http://www.elmers.com>



7. Simple paper folding for beginners

- Encourage the children to fold along the lines as shown in the picture



8. Making paper doll

- Take 2 sheets of different coloured paper
- Make folds in alternate directions to form a fan - as shown in the figure and paste the two ends to form the dress of a doll. Paste the other fan around the dress to form the cape
- Cut a circle from a plain sheet and a strip from the other sheet
- Make a face on the circle
- Paste the strip on the circle to form the hair
- Paste the face on the dress



https://www.google.com/url?q=http://www.krokotak.com&sa=D&ust=1536303904761000&usg=AFOjCNE6sn802OxugBln7I-Nsm7O2DKb_g

9. Making bus/train/car using old shoe boxes:

- Bring old boxes to the class.
- Cut circles out of cardboard to make wheels.
- Give children these materials and let them make car or bus or train.

Assessment Guidelines for Pre-Primary

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

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

A. Understanding the World

1. Picture Talk:

- Give children pictures related to any theme - say a picture on different means of transport/ forest scene/ water/ air pollution.
- Encourage them to talk about the picture.
- Use questions like:
 - What is happening in the picture?
 - What all can s/he see?

Checklist

The child-

- *describes the picture and incorporates her/ his real life experiences, along with the classroom discussions s/he has had on the theme, while describing the picture.*
- *uses theme related vocabulary .*

2. Show and Tell:

- Ask the children to bring any favourite toy/ item in the class and talk about it.

Checklist

The child -

- *displays confidence in talking about her/his favourite object.*
- *speaks at least one or two complete sentences.*
- *describes an object or her/his feelings associated with it*

3. **Basket Activity:**

- Keep picture cards of different theme-related vocabulary covered in a basket.
- Rotate the basket in circle.
- Use a musical instrument, the children pass the basket until the music stops. As the music stops, the child who has the basket picks up a card and picks a picture, identifies it and talks about it.

Checklist

The child-

- *displays confidence in talking about the picture card s/he picks.*
- *identifies and names the picture with/without hints.*
- *speaks at least one or two complete sentences.*

4. **Ask the children to draw themselves and their families:**

Checklist

The child -

- *describes her/himself in complete sentences.*
- *describes the picture s/he draws.*
- *talks about her/his family members.*

B. Personal, Social and Emotional

1. **Greeting Time:**

- Make children stand in a circle.
- Announce it is a 'greeting' time.
- Ask them to move around in the class and greet and talk to their friends/classmates

Checklist

The child-

- *uses polite words/forms of greetings.*
- *takes initiative in approaching her/his friends.*

2. **Circle Time:**

- Make the students sit in a circle and use a talking object.
- Ask them how they are feeling.
- You can ask them what makes them happy and what makes them sad.
- Use emoticons as an alternative and encourage children to choose any emoticon to describe their feelings.

Checklist

The child-

- *expresses her/himself without inhibitions.*
- *participates in the conversation.*
- *listens to others.*
- *waits for her/his turn.*

3. Play Time:

- Organise free play time at play corners.\
- Create different play corners using available material and toys.
- Make sure that there is sufficient material for each child to play.

Checklist:

The child-

- *engages in parallel play.*
- *attempts to play with other children in the class/group.*
- *shares material.*

C.1 Language (Hindi):

● **Storytelling:**

- Tell a previously narrated story using 3-4 picture cards.
- After the story narration ask the students to identify and sequence the story cards.

Checklist-

The child-

- *listens to story attentively for a short duration.*
- *is able to describe the story cards given to her/him.*
- *responds to simple questions asked from the story.*
- *attempts to retell the story in her/his own words.*
- *talks about the characters of the story when prompted.*

● **Rhymes:**

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

Checklist

The child -

- *enjoys reciting rhymes.*
- *participates in reciting the rhyme.*
- *uses actions and gestures with the rhyme.*
- *is able to recite rhymes with some clarity.*

- **Library Time:**

- Give children books to look/pretend read.

Checklist

The child -

- *enjoys turning pages of the story and pretends to read.*
- *displays awareness of top to bottom and left to right orientation .*

- **Rapid Fire using Letter/ Picture Cards:**

- Make the class sit in a 'U' shape.
- Use the letter cards or the letter-related picture cards.
- Show the cards in a fast-paced and encourage the children to identify the letter or the picture.
- Ask different children.

Checklist

The child-

- *identifies the sound of the letters (vyanjans)*
- *identifies the letter/ picture and names it*
- *identifies the picture card and the initial sound in its name*

- **Blending using Picture Cards:**

- Sit in a circle, say some sounds like न-ल, फ-ल, ह-ल, ज-ग encourage the children to blend these sounds to tell you the word.
- Tell the children that you will say two/ three sounds and they have to blend the sounds and say the word and pick up the right picture card.
- Divide the children in groups and give each group these cards.

Checklist

The child-

- *is able to combine the sounds orally with help and hints*
- *is able to pick the correct picture with help and hints*

- **Letter Cards:**

- Distribute Hindi letter cards to each child in pairs or individually.

- Say a few letters and let children identify the letters and pick the correct card.
- Say a few simple words and let children make those words using the card.
- Let the children make and read words on their own.

Checklist

The child

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

C. 2 Language (English)

1. Follow Instructions:

- Make the students stand in a circle
- Formulate simple instructions using action words and lexical groups (classroom objects, colours, etc) covered so far

Checklist

The child follows instructions and carry out the correct action

2. Picture Talk:

Create a picture using some of the sound vocabulary covered so far

- Use questions like-
 - What is happening in the picture?
 - What all can s/he see?

Checklist

The child names the pictures and attempts to use the sentence 'This/It is a...'

3. Grid Game:

- Make grids on the floor.
- Draw some of the sound related vocabulary covered so far.
- For instance: draw sun, star, snake in one grid and table, tap, etc in the other.
- Let children jump on the grid, identify the picture and the initial sound.

Checklist

The child-

- identifies the picture
- tells the initial sound when prompted

4. Oral Blending with Pictures cues

- Sit in a circle, say some sounds like t-o-p, t-e-n and show the corresponding picture.
- Encourage the children to blend the sounds and tell you the word.

Checklist

The child blends the sounds and forms the word with help

5. Drawing the sound-related vocabulary

- Give children worksheet.
- Say any sound covered so far.
- Encourage the children to draw the sound related vocabulary.

Checklist

The child-

- *listens to the sound and gives a few examples of words beginning with that sound*
- *draws and names a few pictures related to the sound*

D. Mathematics:

1. Sorting:

- Divide the children into pairs.
- Give each pair rangometry pieces, beads and blocks.
- Ask them to keep similar things together.

Checklist

The child sorts the objects on some basis - shape or colour or material.

2. Playing with shapes:

- Ask the children to draw something using different shapes.
- If you have cut-outs of shapes, enough for each child, give them those cut-outs and ask them to make anything by combining those shapes.
- Ask the children to name the shapes they used.

Checklist

The child-

- *identifies the shapes*

- *draws objects using the different shapes*

3. **Domino Matching:**

- Use domino cards of different types for instance for number, shapes or colour.
- Give each child or pair a domino card and let them arrange those in the correct sequence.

Checklist

The child matches and arranges the domino cards in the correct order

4. **Making Towers:**

- Give each child a few blocks.
- Say a number, ask children to pick the same number of blocks and make a tower or anything else they want.
- Increase the complexity by just writing the numeral and not saying it.

Checklist

The child -

- *counts objects up to 10*
- *associates quantity with numerals*

5. **Train Game:**

- Choose 4 children as a train engine. Give them the numeral cards of any 4 numbers (say 7, 8, 9, 10).
- Give the rest of the children dot cards/picture cards of the same numbers (7, 8, 9, 10).
- Make sure that you have an equal number of dot/picture cards for each number.
- Tell the children that these dot cards are their tickets.
- They count their dots/pictures and join the corresponding number train.
- Once everyone has joined the correct number train, take children out for round in the corridor/ ground.
- Close the class by reinforcing the numeral and the corresponding quantity.

Checklist

The child associates numbers with pictures.

E. Physical Development/ Sensory Motor Development

1. **Following the Path:**

- Draw straight and zig-zag paths on floor.
- Ask children to walk on the paths.

Checklist

The child walks on straight and zig zag lines with ease and balance

2 . Race

- Take children outside.
- Make paths on the ground.
- Organise different races that involves hopping.

Checklist

The child runs, jumps or hops on a fixed path with balance

3. Stringing Beads:

- Tell children that they have to make 'mala' for their friends.
- Divide them in pairs.
- Give each pair a bowl with beads and strings.
- Ask them to string the beads.

Checklist:

The child puts beads in the string with ease.

4. Paper Tearing and Pasting:

- Draw different shapes in the students' drawing files.
- Give them old colored papers.
- Ask them to tear the paper and paste them in the shapes.

Checklist

The child tears and pastes paper with visible ease

5. Auditory Discrimination Activities:

- Make the students sit in a circle.
- Make them close their eyes.
- Use different sounds like sounds of musical instruments, animals or birds or bodily sounds.
- Encourage the children to identify the sounds.
- Make the activity complex by using two-three sounds in a sequence and asking the children to tell you the first and second sound.

Checklist

The child-

- *identifies the sounds in her/his environment.*
- *differentiates between sounds in the environment.*

F. Creative

1. Free Play using Clay/ Rangometry:

Give children clay/rangometry and encourage them to make any thing they like.

Checklist

The child displays curiosity in making objects of his/her choice using clay or other material.

2. Free Drawing:

Give children drawing files and colours and let them draw anything they like.

Checklist

The child engages in free drawing and displays curiosity in drawing objects of her/his choice using clay or other material.

3. Picture Books:

- Give children picture books to look at.
- Encourage them to make stories or predict what is happening in the story.

Checklist

The child uses her/his imagination to talk about the pictures/story

October

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

- Rabindranath Tagore

Weekly Learning Outcomes - October (Nur)				
		Week 1	Week 2	Week 3
Domain	The student will be able to:	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 		while drawing themselves doing body puzzle giving self- introduction	
	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 respecting common norms created by them *on hygiene and self care and how they keep their body clean *on healthy food habits and junk food versus healthy food	during structured conversations: on festivals: Diwali, Eid, Dussehra, Christmas *about why we celebrate festivals on how do we celebrate Dussehra, Eid, Chaat puja	during structured conversations: on Diwali and effects of burning fire crackers *on Christmas and how it is celebrated *around the story of Christmas *about the diversity of festivals we celebrate
	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 colours around us and their favourite colours and objects in that colour	during free conversation on how they are feeling	during free conversation on how they are feeling
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 sight while playing memory game with picture flashcards mainly sense of hearing during the auditory discrimination activity with sound boxes and with target sounds in Hindi and English	mainly sense of hearing during the auditory discrimination activity with their names and using the sound of musical instruments	mainly sense of hearing during the auditory discrimination activity with their names of body parts and the sound they make beginning, middle and end sound of names of 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 	during the colour race, parachute game, while playing tippy tippy tap tap	while enacting actions with words, playing Simon says, doing bowling with bottles, free play	while playing the big and small game, walking on a narrow and wide path holding an object, playing the game chachaji bhaji chahaji
	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 ticking and colouring the things that help us stay clean *while getting their toy ready for school *while playing tippy tippy tap tap *while drawing and colouring things with their favourite colour *while tearing and pasting coloured paper pieces 	<ul style="list-style-type: none"> *while doing paper cutting with newspaper *making dussehra craft using decorative material *while colouring Eid picture *while writing vyanjans done so far with colours *while drawing ourselves 	<ul style="list-style-type: none"> *while drawing patterns *while during free play in four corners *while doing clay work using play dough
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 in four corners as an indoor activity	during free play outdoors while doing role play on a story on festivals	during clay work making a christmas tree, objects with/m/ during free play indoors
Language Development	Listen attentively and maintains eye contact			
	<ul style="list-style-type: none"> • Listens attentively undisturbed to stories 	during story narration using: read aloud, pretend read, story narration on colours	during story narration with: children completing the story, creating a story using a puppet, children looking at story books role play on a story on festivals	during story narration with: children predicting the story children looking at story books, role play on a story on festivals
	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 read aloud, pretend read, story narration on colours	during story narration with: children completing the story, creating a story using a puppet, children looking at story books role play on a story on festivals	during story narration with: children predicting the story children looking at story books, role play on a story on festivals
	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 		<i>doing id aae dheeray dheeray, If you are happy and you know it</i>	
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 sound boxes and with target sounds in Hindi and English	during the auditory discrimination activity with their names and using the sound of musical instruments	during the auditory discrimination activity with their names of body parts and the sound they make beginning, middle and end sound of names of body parts
	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 introduced 	with the vyanjans ख, म, घ	corresponding to the first sound of their name during the grid game using vyanjans done so far with स and /m/	with the vyanjans done so far
	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 ख, म. घ and /s/ /a /t/ /p/ /i/ *while using names of classroom objects in the sentence structure It is a	*with the स and /p/ /n/ /m/ *during self- introduction using the sentence structure My name is.... I like to..... *naming body parts *recap of action words	*with /m/ /i/ /n/ *while playing hum bazaar jayengay bazar say akshar layengay, aksharon ki gaadi with all vyanjans done so far
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 rangometry material for more or less estimation	
	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 using the rangometry pieces in three colours, beads, buttons	while using the rangometry pieces, beads,	while using the rangometry pieces
	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 	using rangometry pieces, beads, string, classroom objects, toys		
Solve simple day to day problems			
<ul style="list-style-type: none"> • Is able to complete 4-5 piece puzzle or complex maze etc • Is able to answer simple riddles 		while doing the body puzzle	
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 completing the recurring patterns given
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 		<ul style="list-style-type: none"> *while counting ice cream scoops and cones till 5 *counting beads in a string *writing numerals using dots 	while playing color train with rangometry pieces and dot numeral dice

Class : Nursery
Month : October
Week : 1

Day 1

Revision

Preparation-Arrange for the Following: Posters on classroom norms, a picture scene (using /ख/ vocabulary), rangometry, beads, toys, play material, dice with coloured faces, picture cards of classroom objects, a big book, story books, etc.

Assembly Time

Circle Time

Free Conversation:

- Let the students sit in a circle.
- Use a talking object.
- Pass the talking object and ask the students how they are feeling.
- Rephrase student's responses into complete sentences wherever required.

Structured Conversation:

Value: Respecting Collective Norms

- Use the posters related to classroom norms.
- Ask them what each poster means.
- Ask children to retell the classroom norms.
- Ask them the importance of these norms.
- Talk about the need and ways to keep the classroom clean.
- End the conversation by summarising the classroom norms.

Language (Hindi)

पुनरावृत्ति / ख/

- /ख/ के चित्रों का प्रयोग करके एक दृश्य बनाएँ।
- बच्चों से दृश्य देखने को और उसके बारे में बात करने को कहें।
- बच्चों को दृश्य पर कहानी बनाने के लिए प्रोत्साहित करें।
- कहानी के बाद बच्चों से सवाल पूछ कर उनका ध्यान /ख/ शब्दों की ओर लेकर जाएँ।
- उनसे शब्दों की पहली आवाज़ पूछें।

- बच्चों से /ख / ध्वनि से शुरू होने वाले शब्दों के उदाहरण पूछें।
- कक्षा का अंत /ख/ अक्षर और ध्वनि को दोहरा कर करें।

Free Play/Indoor/Art and Craft

Free Play:

- Make 4 play corners in the classroom and let the children play freely.
- Use toys, old boxes, rangometry, blocks, etc to create these play corners.
- Move around in the classroom to see whether most of the children are participating in the play.

Lunch Break

Mathematics

Counting Experience:

(One to One Correspondence)

- Divide the students in pairs.
- Give the material to each pair to count.
- Use materials like rangometry pieces /beads/ classroom objects/toys etc.
- While the students are counting, move around in the class and make sure that every child gets a chance to count.
- Ensure that the children are counting all the items they are given and not skipping any object.
- End the class by counting a set of objects for the students to see.

Outdoor Games

Colours:

- Divide the class into groups of 5 and assign a colour to each group.
- Use the colours that have already been covered.
- Draw five tracks and draw ten circles on each track.
- Give children a dice with each surface painted in a different colour.
- Have children roll the dice by taking turns.

- If the child who is rolling the dice gets the colour assigned to him/her , he/she will jump one step forward.
- Whoever covers all the steps first will be the winner.

Language (English)

Recap: Classroom Objects/ Sentence structure ' It is a...'

- Move around in the classroom. Point to different objects and encourage the students to name them. Use the sentence ' It is a...'
- Keep picture cards of classroom objects in a basket.
- Have the children sit in a circle and play any music.
- Tell children that they have to keep passing the basket as long as the music is being played.
- As soon as the music stops, the child who has the basket will stop and pick out a card from the basket. He/ She has to name the object and use it in the sentence structure - ' It is a.....'

Library Activity

- Read aloud a big book.
- Point to the title and the text while reading.
- Draw children's attention towards the left to right orientation.

Closure and Bye

- Revise the rhymes done so far.
- Encourage children to share their learnings and experiences of the day.

Class : Nursery
Month : October
Week : 1

Day 2

Revision

Preparation- Arrange for the Following: /म/ and /स/ picture cards, clay, objects like soap, comb, nail cutter, beads and strings, dupatta, colourful balls, a big book, etc., cleanliness, etc.

Assembly Time

Circle Time

Free Conversation:

- Let children sit in a circle.
- Ask children how they are feeling.
- Use the talking object.
- Encourage children to use 'feeling words' to express themselves.

Structured Conversation:

Value: Hygiene/Self Care

- Ask children about things they do to keep their body clean.
- Keep objects like a comb, soap, nail cutter, etc. in a box and take them out one by one and ask children the uses of these objects.
- Summarize that to keep ourselves clean we comb our hair, take a bath, cut our nails, etc.

Free Play/Indoor/Art and Craft

Drawing:

- Draw and colour the things that help us to keep clean.

Language

पुनरावृत्ति /म/ और /ख /

- बच्चों को /म/ और /ख / ध्वनि से शुरू होने वाले शब्दों के चित्र कार्ड दिखाएँ ।
- बच्चों से चित्रों को पहचानने और उनका नाम बताने को कहें ।
- बच्चों से चित्रों के नाम में आ रही पहली ध्वनि पूछें।
- बच्चों को क्ले/ चिकनी मिट्टी दें और उन्हें /म/ और /ख / ध्वनि से शुरू होने वाली वस्तुएँ बनाने को कहें।
- बच्चों से पूछें की वह क्या बना रहे हैं।
- बच्चों से बात करते रहें।
- /म/ और /ख / ध्वनि के शब्दों का उदाहरण पूछ के कक्षा का अंत करें।

Lunch Break

Mathematics

Counting Experience (One to One Correspondence):

- Divide the students in pairs.
- Give beads and strings to each pair.
- Ask them to make a mala together.
- After they have made the mala, ask them to count the number of beads they have used.
- Move in the class and make sure that children are counting properly and not skipping any bead while counting.
- End the class by counting a few beads in front of the children.

Outdoor Games

Parachute Game:

- Join two or more dupattas by quick stitch a previous day.
- Use this as a parachute.
- Ask children to hold the edges of the dupatta.
- Place some colourful light balls in the middle.
- Ask children to raise and lower their arms and together move the dupatta as per your instructions.



- When you say 'up up up up' they need to raise their arms and stand up causing the balls to pop in the air and when you say 'down down down' they need to lower their arms and sit down.

Language (English)

Vocabulary and Sound Recap:

- Draw two grids on the blackboard.
- Draw /s/, /a/ and /t/ vocabulary pictures in both the grids.
- Ask the children to help you match the pictures beginning with the same sounds.
- End the class by reinforcing the vocabulary of /s/, /a/, /t/.

Library Activity

- Use the big book used previously.
- Point to the text while reading.

Closure and Bye

- Revise the rhymes done so far.
- Encourage children to share their learnings and experiences of the day.

Class : Nursery
Month : October
Week : 1

Day 3

Revision

Preparation- Arrange for the following: picture cards of fruits, vegetables and unhealthy food, soft toy, clay, dupatta, colourful balls, storybooks, /s/, /a/, /t/ picture cards, etc.

Assembly Time

Circle Time

Structured Conversation : Healthy Food Habits

Value: Self Care

- Ask children what all things they like to eat.
- Start a conversation about healthy eating habits.
- Show children pictures of fruits, vegetables and unhealthy food.
- Make two columns on the blackboard. One for healthy food and the other for the unhealthy food.
- Show the children the cards one by one and ask them to identify the healthy food.
- Paste the healthy food in one column and the unhealthy food in another with the help of children.
- End the class by reinforcing the vocabulary and good eating habits.

Free Play/Indoor/Art and Craft

Getting Your Toy Ready:

Value: Self Care:

- Divide children in groups.
- Make sure that a group doesn't have more than 4 children.
- Give each group a soft toy (a doll/ a bear, etc).
- Tell the children that they have to send their toy to school.
- Ask them to get their toy ready for school.
- Encourage them to think of what should the toy eat and take for lunch.

- Make it more fun by giving clay to children and asking them to prepare lunch for the toy.

Language

वर्कशीट 64 : / ख/, / म /

- बच्चों को चित्र दिखाएं।
- बच्चों से /ख/ और /म/ शब्दों के चित्र पहचान कर उनमें अलग अलग रंग भरने को बोलें।
- कक्षा के अंत में बच्चों से पूछें कि वर्कशीट में /ख/ और /म/ के चित्र कौन से हैं।

Lunch Break

Mathematics

Straight Line Pattern :

Worksheet : 65

- Ask children to join the dotted line between the healthy food and the lunch box. (They don't have to join the line, if the food item is not healthy.)

Outdoor Games

Parachute Game:

- Join two or more dupattas by quick stitch a previous day.
- Use this as a parachute.
- Ask children to hold the edges of the dupatta.
- Place some colourful light balls in the middle.
- Ask children to raise and lower their arms as per your instructions.
- When you say 'up up up' they need to raise their arms and stand up causing the balls to pop in the air and when you say 'down down down' they need to lower their arms and sit down.



Language (English)

Recap : /s/, /a/, /t/

- Move around in the classroom. Point to different objects and encourage the students to name them. Use the sentence ' It is a....'
- Keep picture cards of /s/, /a/, /t/ related vocabulary in a basket.
- Have the children sit in a circle and play any music.
- Tell the children to keep passing the basket as long as the music is being played.
- As soon as the music stops, the child who has the basket will stop and pick out a card from the basket. He/She has to use the sentence structure ' It is a....'.
- Encourage that child to also tell the initial sound of the name of the object in the card.

Library Activity

- Give children some books to read.
- Make sure that children know how to hold a book.
- Make them aware of the top to bottom and left to right orientation of text.
- Let them go through the pictures and pretend to read.

Closure and Bye

- Revise the rhymes done so far.
- Encourage the children to share their learnings and experiences of the day.

Class : Nursery
Month : October
Week : 1

Day 4

Revision

Preparation- Arrange for the following- colour flashcards, /च/ picture cards, /s/, /a/, /t/ picture cards, dice with coloured faces, sound boxes, story books, etc.

Assembly Time

Circle Time

Free Conversation:

- Let children sit in a circle.
- Ask children how they are feeling.
- Use the talking object.
- Encourage the children to use 'feeling words' to express what they are feeling and why.

Structured Conversation: Colours Around Us:

- Let children sit in a circle.
- Ask them what their favourite colour is.
- Use flashcards of different colours with their names written in English.
- Ask them about the colour of their favorite dress.
- Ask them what all things are red/green/yellow.
- Ask them about the colour of the classroom objects.
- Reinforce the names of colours in English.

Free Play/Indoor/Art and Craft

Game : Tippy Tippy Tap:

- Say 'tippy-tippy tap'.
- Ask children to say 'Which colour do you want?' in response.
- Tell a colour name (in English) and the students have to go and touch an object of that colour.
- Ask any child to tell any color name and other children have to go and touch any object of that colour.

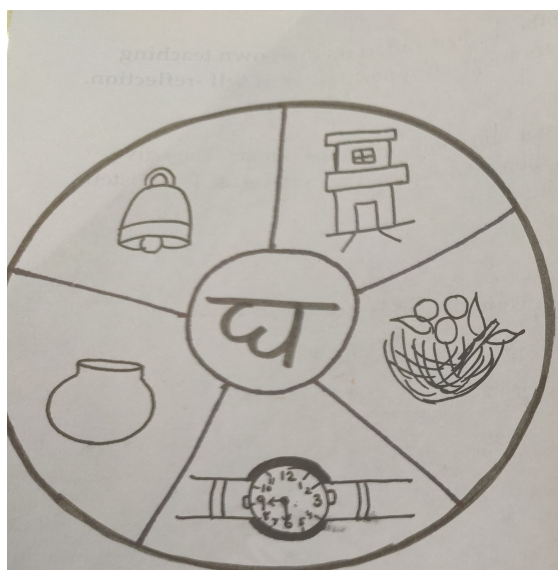
Language

अक्षर -ध्वनि /घ /:

- कुछ शब्द बोलें जैसे -घर, मग, महल, घड़ी, आदि।
- बच्चों को /घ/ ध्वनि आने पर ताली बजाने को बोलें।
- /घ/ ध्वनि से शुरू हो रहे और शब्दों के उदाहरण बच्चों से पूछें और उनके चित्र बोर्ड पर बनाएं। इन चित्रों के नीचे इनके नाम लिखें।

ग्रिड:

- चित्र में दी गयी जैसी ग्रिड फर्श पर बनाएं।
- बच्चों को /घ/ चित्रों पर कूदने को बोलें।
- कक्षा के अंत में /घ/ शब्दों को दोहरा लें।



Lunch Break

Mathematics

Sorting on the basis of Colour:

- Distribute rangometry pieces to children.
- Encourage them to sort the pieces on the basis of colours (by keeping the same colour pieces together) .

Note: Make sure that they don't have pieces of more than three colors

- Encourage children to count the number of pieces of each colour.
- Move in the classroom and ask children colours of the pieces they got.

- After the rangometry activity, ask the children to collect a few things from the classroom that are similar in colour.
- End the class by asking the children the colour of objects they collected.

Note: Make sure that they keep the objects back at their respective place.

Outdoor Games

Colour Game:

- Divide the class into groups of 5 and assign a colour to each child.
- Use the colours that have already been covered.
- Draw five tracks and draw ten circles on each track.
- Give children a dice with each surface painted in a different colour.
- Let children roll the dice turn wise.
- If the child who is rolling the dice gets the colour assigned to him/her , he/she will jump one step forward.
- Whoever covers all the steps first will be the winner.

Language (English)

Auditory Discrimination Activity:

- Use sound boxes.
- Take 4 boxes, keep different objects in 3 boxes and similar objects in any two of the boxes.
- Produce sounds using these boxes.
- Ask children to identify objects in the boxes.
- Ask children to identify the boxes making the same sound.
- Ask children to identify the sequence of the sounds.

Picture Talk: Sound/Vocabulary Recap:

- Use a picture that has objects beginning with /s/, /a/ and /t/ sounds.
- Encourage children to share what is happening in the picture.
- Repeat their responses in simple English sentences.
- Bring students' attention to the words beginning with /s/, /a/ and /t/ sounds.
- Bring students' attention to the initial sound of those words.
- Let children tell the initial sound.

Library Activity

- Choose a story on 'colours'.
- Talk about different colours around us.

Closure and Bye

- Revise the rhymes done so far.
- Encourage children to share their learning and experiences for the day.

Class : Nursery
Month : October
Week : 1

Day 5

Revision

Preparation- Arrange for the following: storybooks, rangometry, beads and blocks, different empty boxes for colour sorting, drawing files and colours, glazed paper, fevicol, picture cards of /s/, /a/, /t/, /p/, /i/, classroom objects, etc.

Assembly Time

Circle Time

Free Conversation:

- Let children sit in a circle.
- Ask children how they are feeling.
- Use a talking object.
- Encourage children to use 'feeling words' to express themselves.

Structured Conversation: Colours

- Use a talking object.
- Encourage children to tell their favourite colour.
- Ask them why they like that colour and how it makes them feel.
- Summarise the conversation by reinforcing colour names.

Language (Hindi)

वर्कशीट 66 :

पुनरावृत्ति /घ/, /म/, /ख/

गति-विधि -1

- बच्चों को वर्कशीट दिखाएँ।
- बच्चों को चित्रों को सही अक्षरों से मिलाने को बोलें।
- बच्चों को स्वतंत्र रूप से यह वर्कशीट करने दें।

गति-विधि-2

- बच्चों से कहें कि /घ/, /म/ और /ख/ अक्षर कहीं कहानियों में खो गए हैं और उन्हें हमें ढूँढना है!
- बच्चों को कहानियों की किताबें दें और उन्हें यह अक्षर ढूँढने को कहें।

- कक्षा का अंत /घ/, /म/ और /ख / अक्षरों को बोर्ड पर लिख कर उनकी बनावट दोहरा कर करें।

Free Play/Indoor/Art and Craft

- Give children drawing sheets and colours.
- Let them pick their favourite colours and draw anything that they want.
- You can ask them to draw their favourite toy.
- While children are drawing, move in the class. Ask them about their drawings and label their drawings. Also, ask them to tell the name of the colors they used.

Please note whether the children have started to talk about their drawing more clearly.

Lunch Break

Mathematics

Sorting on the basis of Colour:

- 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 the children to put the same coloured things in a similar box.
- End the class by encouraging students to share how they sorted the objects.
- Let children do this more independently.

Outdoor/Craft Work

Craft: Tearing and Pasting:

- Give each child a quarter sheet of newspaper or glazed paper to tear.
- Have them draw a big train/bus etc in their drawing file and paste the torn bits inside the picture.
- Label their drawings once they are done with the tearing and pasting.

Language (English)

Memory Game:

- Keep 3 /p/ vocabulary picture cards like pin, pen, etc.
- Ask children to name the picture and identify the initial sound.
- Ask children to close their eyes.
- Remove one card.
- Ask them to open their eyes and identify which card is missing.
- Repeat this with different vocabulary picture cards

Vocabulary Recap:

- Ask children to sit in a circle.
- Distribute different sound related picture cards (/s/, /a/, /t/, /p/, /i/).
- Make sure that every child has a card.
- Ask questions like- 'Who has a picture of the sun?'
- The child who has that picture has to get up and show his/her card to others.

(The focus here is to ensure that children have grasped the vocabulary introduced so far).

Library Activity

- Give children some books to read.
- Make sure that children know how to hold a book.
- Let them go through the pictures and pretend to read.

Closure and Bye

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

Class : Nursery

Month : October

Week : 1

Day 6

Complete the worksheet number -21 (मुझे जानो और पहचानो)

Class : Nursery
Month : October
Week : 2

Day 1

Theme : Festivals

Preparation- Arrange for the following: pictures of different festivals, /स/ picture cards, scissors, old newspapers, beads and string, picture of action words, musical instrument, story books, etc.

Assembly Time

Circle Time

Structured Conversation: Festivals

- Use two pictures of different festivals (Diwali/ Dussehra/Eid/Christmas).
- Ask children what is happening in the pictures.
- Use questions like-
 - What are these people doing?
 - What are they celebrating?
 - What festivals do you celebrate?
 - What all do you do to celebrate those festivals?
 - How do you feel when you celebrate festivals?
- Tell children that these are special days where we meet our friends/ relatives and do special/different things.
- Tell the children to talk to their family members about festivals.

Language (Hindi)

अक्षर/ध्वनि परिचय- /स /

- बच्चों को अक्षर परिचय के लिए कहानी सुनाएं -

ईद

आज ईद का दिन है। **सलीम** आज सुबह **सफ़ेद** कुरता-पैजामा पहनकर नमाज़ पढ़ने मस्जिद गया। घर आकर वह धपाक से **सोफे** पर बैठ गया। अचानक सोफे के पीछे से एक मोटा चूहा निकला। सलीम चूहा देखकर डर गया और भागकर रसोई घर में अम्मी के पास गया। अम्मी को देख वह चूहे को भूल गया। अम्मी तो आज बहुत **सुन्दर** लग रहीं हैं। उन्होंने आज **सिलमे -सितारों** वाली **सुनहरे** रंग कि **सलवार**-कमीज पहनी है। उन्होंने ईद के लिए मीठी **सेवइयाँ** और गरम **समोसे** बनाये हुए हैं। सलीम के

मुँह में पानी आ गया। उसने जल्दी से सेवइयाँ और समोसे खाये और एक प्लेट में अपनी बहन **सोफिया** के लिए भी ले गया और दोनों ने मज़े से मीठी **सेवइयाँ** और गरम **समोसे खाये**।

- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछे-
 - ❖ सलीम ने कौन से रंग का पैजामा पहना था?
 - ❖ अम्मी ने ईद के दिन क्या-क्या खाने को बनाया?
 - ❖ सलीम ने सेवइयाँ और किसे दी?
- बच्चों को फ्लैश-कार्ड दिखाएं और उन्हें चित्रों के नाम की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें।
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें।
- बच्चों को /स/ की 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 दें।

ध्यान दें- जब बच्चे चित्र बना रहे हों तो शिक्षिका कक्षा में घूम- घूम-कर 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

Paper Cutting:

- Divide the class into 5 groups.
- Give play material to 3 groups.
- Sit with two groups separately for paper cutting.

(Please use child friendly scissors):

- Show children how to handle scissors.
- Give them newspapers.

- Tell them how to cut straight using the scissors.
- Show them the line along which they have to cut.
- Give them child friendly scissors for doing this.

Lunch Break

Mathematics

Counting/ Number sense:

- Divide the students in pairs.
- Give each pair a bowl of beads and a string.
- Ask the children to make a 'mala' using the beads and string.
- While children are making the mala, move in the class and see whether all the children are able to string the beads.
- Let them count the beads they have used.
- Then ask them to make a mala using 3 beads.
- Once they have made the mala, ask them to add two more beads in it and count.
- End the class by asking a child to come in front and count the beads in her/his mala.

Please note : Make a note of those who need more help in developing motor skills. Please attend to their needs by providing them with more of such opportunities.

Outdoor Games

Recap of Action Words:

- Ask children to stand in a circle along with you.
- Show them action cards and have them do the action.
- Use action words like run, walk, jump, laugh, etc.
- Make the instructions complex by using two action words like jump and laugh.
- Use the song 'If you are happy and you know it' .

(Please note that the students are not expected to sing the song in one go, let them identify the action words in the song and do that action.)

Language (English)

Auditory Discrimination:

- Ask children to sit in a circle.
- Use the talking object and ask them to tell the initial sound of their names.
(Please note whether the students are able to identify the initial sound in their names or not)

Musical Instruments:

- Use the musical instruments available in the class.
- Ask children to close their eyes and identify the musical instrument through its sound.

Library Activity

- Give children some books to read.
- Let them go through the pictures given in the storybooks.

Closure and Bye

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

Class : Nursery
Month : October
Week : 2

Day 2

Theme: Festivals

Preparation- Arrange for the following: old newspapers, colours, scissors, drawing files, /p/ objects, puppets, etc.

Assembly Time

Circle Time

Structured Conversation: Festivals (Dussehra)

Initiate conversation on festivals:

Ask the following questions-

- Do you remember our discussion on various festivals?
- How do you celebrate your favourite festival?
- Did you go home and talk about festivals with your family members?
- Do you go to other people's home on festivals?
- How do you feel when you go and meet other people on festivals?

Tell them about Dussehra:

Pose questions such as-

- Why is Dussehra celebrated?
- What do we do on the day of Dussehra?

End the class by summarizing students' responses.

Language (Hindi)

शब्दकोश/ ध्वनि का अभ्यास- अक्षर 'स'

- वर्कशीट 67 का परिचय दें।
- बच्चों को चित्रों में रंग करने दें और वर्कशीट में 'स' पर इंद्रधनुष लेखन कराएं।
- जब बच्चें वर्कशीट पर रंग भर रहे हों, बच्चों से चित्रों का नाम और चित्रों के नाम की पहली ध्वनि पूछें।
- सैंडपेपर कट-आउट का उपयोग करें और उन्हें अपनी उंगलियों का उपयोग करके इसे ट्रेस करने को कहें।
- कक्षा का अंत /स/ ध्वनि और अक्षर को दोराह कर करें।

Free Play/Indoor/Art and Craft

Paper Cutting:

- Divide the class into 5 groups (Make the same group as yesterday).
- Give play material to 2 groups.
- Sit with 3 groups separately (those who did not do paper cutting the previous day).
- Show the children how to handle the scissors.
- Give them newspapers.
- Tell them how to cut straight using the scissors.
- Give them child friendly scissors.

Please note: Use child friendly scissors.

Lunch Break

Mathematics

Recap of 1-5

Ice-Cream Maths:

- Tell children that they all are going to celebrate by making ice-cream.
- They will add scoops to their ice cream.
- Draw 5 cones in their drawing files .
- Write number on each cone.
- Let children draw scoops of ice-cream according to the number written on the cone.
- See the picture for reference.



Outdoor Games

Simon Says:

- Use action words like run, walk, jump, hop, skip, etc.
- Make the game a little complex by using instructions like:
 - Roar like a lion.
 - Hop like a rabbit.
 - Jump like a monkey.

Race:

- Decide the starting and the end point.
- Let children hop and finish the race.

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

- Ask children to sit in a circle.
- Use a puppet in the classroom.
- Introduce the puppet in first person using the sentence structures like - ' My name is...' ' I like to...'
- Encourage 4 to 5 students to talk about themselves using similar sentence structure.

Recap of 'P/p' vocabulary:

- Use real objects like pen, pencil, pan, plant, etc.
- Let children make these on drawing file using colours.
- While children are drawing, ask them what they are making. Ask them the initial sound of the pictures they are drawing.
- End the class by reinforcing the sound related to the vocabulary of /p/ sound.
Please note: Please do not judge children on their drawing. Only see if they can tell you what they are drawing.

Library Activity

- Choose any story and narrate it.
- Leave it incomplete.
- Encourage children to finish it.

Closure and Bye

Class : Nursery
Month : October
Week : 2

Day 3

Theme Festival

Preparation- Arrange for the following: paper sticks, circle cut -outs, small decorative material, fevicol, old newspapers, water colours, balls, old bottles, /n/ objects , drawing file, puppet, etc.

Assembly Time

Circle Time

Structured Conversation:

- Ask children what they know about the festival of Dussehra.
- Simplify the story of Rama and Ravana and narrate it.
- Ask the children more about this festival.
- End the conversation by summarizing their responses.

Free Play/Indoor/Art and Craft

Dussehra Craft:

- Use straws or rolled paper as sticks.
- Have circle cut outs as Ravan’s face.
- Give the available decorative material/ colours to children for them to make Ravan’s face .
- Ask children to paste the face on the stick.
- Display students work.

Please note: display everyone’s work.



Language

आवाज़ों की पहचान

- बच्चों के नाम का प्रयोग करके बच्चों का ध्यान उनके नाम की पहली आवाज़ पर केंद्रित 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।
- ब्लैक-बोर्ड पर /स/ और /क/ के पिक्चर कार्ड्स लगाएं।
- बच्चों को /स/ शब्द के पिक्चर कार्ड्स पहचानने के लिए बोलें।

आवाज़ का अभ्यास

- बच्चों को पानी के रंग और पुराने अखबार दें और उन्हें अब तक हुए अक्षर बनाने का अभ्यास करने को कहें
- उन्हें रंगों का उपयोग करके अक्षर से जुड़े शब्दों के चित्र बनाने के लिए भी कहें।

Lunch Break

Mathematics

Worksheet 68 : Match the number with the quantity .

- Explain what is to be done and then let the children do it more independently this time. (Let them join the dots to write the number using colours).
Please note: Identify children who need more support in recognizing the numbers

Outdoor Games

Bowling:

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

Language (English)

Self Introduction:

- Ask children to sit in a circle.
- Use a puppet in the classroom.
- Introduce the puppet in the first person using sentence structures like: - ' My name is...' I like to...(action word)'
- Encourage 4 to 5 students to talk about themselves using this sentence structures.

Recap of 'N/n' vocabulary:

- Use real objects like newspaper, napkins, notebook, etc.
- Let children make these in drawing file using colours.
- While the children are drawing, ask them what they are making. Ask them the initial sound of the pictures they are drawing.
- End the class by reinforcing the sound related to the vocabulary of /n/.

Please note: Please do not judge children on their drawing. Only see if they can tell you what they are drawing.

Library Activity

Story Creation:

- Use the puppet.
- Ask children -
Where should this puppet go?
What all things will it see there?
- Create a story using the students responses.

Closure and Bye

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

Class : Nursery
Month : October
Week : 2

Day 4

Theme: Festivals

Preparation- Arrange for the following: picture on 'eid', bowls/ containers, rangometry, beads and blocks, puppet , flashcards of body parts to make puzzles, puppets , etc.

Assembly Time

Circle Time

Structured Conversation: Festival (Eid):

- Use a picture of the festival and ask children questions like-
 - ❖ What is happening in the picture?
 - ❖ What are the people celebrating?
 - ❖ How is Eid celebrated?

Tell the children about the festival.

- End the class by summarizing students' responses.
- **Rhyme 22** :ईद आयी धीरे धीरे

Free Play/Indoor/Art and Craft

Worksheet 69: Colour the picture (Eid)

Language

अक्षर ध्वनि पुनरावृत्ति

- दी गयी ग्रिड जैसी ग्रिड फर्श पर बनाएँ।
- दो-तीन अक्षरों को लेकर ऐसी ग्रिड बना लें।
- बच्चों से अक्षर और चित्र पहचानने को कहें।
- बच्चों से बारी बारी ग्रिड पर कूद-ने और चित्रों के नाम बताने को कहें।
- बच्चों से चित्रों के नाम में आ रही पहली आवाज़ पूछें।
- बच्चों को चाक दें और उनसे यह अक्षर फर्श पर बनाने को बोलें।

- कक्षा का अंत अक्षर/ध्वनि दोहरा कर करें।

Lunch Break

Mathematics

Sorting (Colour):

- Use different bowls/ containers.
- Keep rangometry pieces in two bowls (more in one bowl and less in another) blocks in two (more in one and less in another) and chalks in two bowls.
- Show the children the bowls with rangometry pieces and ask them which bowl has more and which has less.
- Do the same with the other bowls.
- Get the students in pairs and give two different kinds of materials to each group.
- For instance to one pair you can give 6 rangometry pieces and 2 blocks.
- Ask them which material is more and which is less.
- End the class by reinforcing the concept of more and less.

Outdoor Games

Free Play:

- If you have a see-saw in your school, please take the children out and let them play otherwise invite them for free play.

Language (English)

Recap of Vocabulary (Body Parts):

Simon Says:

Play the simon says game using instructions like-

- Touch your head.
- Touch your nose.

- Touch your ears.

Body Puzzle:

- Cut out a detailed picture of a human figure into parts to form a puzzle.
- Make at-least 5 sets of such puzzles and divide the class into 5 groups.
- Give one set of puzzle to each group.
- Ask children to name the parts as they put them together.
- End the class by reinforcing the names of the body parts in English.

Library Activity

Creating Story:

- Use the puppet.
- Ask children to sit in a circle.
- Ask children where should this puppet go today and what should it do.
- Encourage every child to participate in creating a story.

Closure and Bye

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

Class : Nursery
Month : October
Week : 2

Day 5

Theme: Festivals

Preparation- Arrange for the following: picture on chhat pooja, flashcards of body parts, scissors, drawing files, story books, etc.

Assembly Time

Circle Time

Free Conversation:

- Ask children how they are feeling.
- Ask them about what they did the previous day.

Structured Conversation:

- Show children a picture of Chhat Puja.
- Encourage children to share their experiences related to this festival.
- Summarize the discussion by talking about why this festival is celebrated.
- End the class by talking about how different people celebrate different festivals.

Language (Hindi)

अक्षर /ध्वनि /स/ -

- बच्चों को बताएं की उन्हें अपने नाम की पहली आवाज़ को बदलना है।
- सब बच्चे अपने नाम की पहली आवाज़ को बदलकर /स/ कर देंगे। जैसे जिसका नाम ममता है उसे /म/ की जगह /स/ लगाना होगा , तो उसका नाम समता हो जायेगा।
- बच्चों को कुछ और उदाहरण दें।
- सभी बच्चों को इस तरह अपना नाम बताने का मौका दें।

ध्वनि भेद

- बच्चों को घेरे में बिठाएं।
- शरीर के अंगों का प्रयोग करके कुछ आवाज़ें जैसे ताली की आवाज़, चुटकी की आवाज़ निकालें।
- बच्चों को उनकी आँखें बंद करने को कहें और दुबारा कुछ आवाज़ें करें और बच्चों को पहचानने को बोलें।
- आवाज़ों को क्रम में बजाएं और बच्चों से पहली और दूसरी आवाज़ बताने को कहें।

Free Play/Indoor/Art and Craft

Paper Cutting:

- Give each child a piece of newspaper.
- Encourage them to cut it using child friendly scissors.
- Make a straight line on the newspaper piece and encourage the students to cut it along the lines.

Please note the students are not expected to cut perfectly.

Lunch Break

Mathematics

More and Less:

Give students a context:

- There is a hungry alligator who only goes towards more food.
- Draw two plates with sweets (laddoos) on the blackboard one with more sweets and one with less sweets.
- Ask the students where will the alligator go.
- Take more such concrete examples.
- Ask students to collect a few objects
- Ask them to divide the objects in two groups- more and less.

Outdoor Games

- Organise a race in the playground.
- Decide the starting and the end line.
- Use the rhyme/song 'If you are happy' at the end of the class to reinforce action words.

Language (English)

Body Puzzle:

- Cut out a detailed picture of a human figure into parts to form a puzzle.
- Make at-least 5 such puzzles and divide the class into 5 groups.
- Give one set/puzzle to each group.
- Ask the children to name the parts as they put them together.
- End the class by reinforcing the names of body parts in English.

Drawing Ourselves:

- Give the children drawing files and ask them to draw themselves.
- Encourage them to draw body parts like eyes, nose, etc.
- End the class by reinforcing the names of body parts in English.

Library Activity

- Give children books to read and look at .
- Encourage the children to share what they read/saw.

Closure and Bye

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

Class : Nursery
Month : October
Week : 2

Day 6

Complete the worksheet number -22 (मुझे जानो और पहचानो)

Class : Nursery
Month : October
Week : 3

Day 1

Theme: Festivals

Preparation-Arrange for the following: picture on Diwali, drawing file, colours, colour papers, fevicol, rangometry, old plastic bottles, ball, /m/ picture cards, story books, etc.

Assembly Time

Circle Time

Structured Conversation: Diwali:

Show them a picture/scene of Diwali and encourage children to talk about it.

Pose questions such as -

- How do you celebrate Diwali and with whom?
- Where do you go to celebrate Diwali?
- How do you help in preparations?
- End the class by summarising the students responses
- **Rhyme 23** :आई दीवाली, आई दीवाली



Language (Hindi)

मेरा पसंदीदा त्यौहार

- बच्चों को ड्राइंग फाइल दें।
- बच्चों से उनके पसंदीदा त्यौहार का चित्र बनाने को कहें।
- बच्चों से त्यौहार में खाये जाने वाले पकवान के चित्र बनाने को कहें।
- जब बच्चे चित्र बना रहें हो, कक्षा में घूम-घूम कर बच्चों से पूछें कि वह क्या बना रहे हैं।
- बच्चों द्वारा बनाई गयीं चीज़ों का नाम उनके चित्र पर लिख दें।

Free Play/Indoor/Art and Craft

Worksheet 70

- Introduce **worksheet** and the word “Kandeel.” Ask the children if they have seen it before? If so, ask them when and where?
- Tell them about Kandeel. Have them decorate it with colourful papers and colours.

Lunch Break

Mathematics

Pattern:

Give the children a context. There is a boy named Kamal, he is making patterns using rangometry. He wants to decorate his house by making patterns:

- Use rangometry pieces.
- Make a pattern using 2 different pieces on the blackboard.
- Call out a child and ask him/her to complete the pattern.
- Give children rangometry pieces and encourage them to make patterns on their own.
- Move in the class to assist children.

Outdoor Games

Bowling:

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

Language (English)

Sound Introduction /m/:

Kites on Makar Sankranti:

Mohit loves flying kites. On **Makar Sankranti** he flies kites the whole day. He waits all year for Makar Sankranti.

“Yipeeee! Today is Makar Sankranti,” Mohit says loudly as soon as he wakes up in the **morning**. He collects all his colourful kites, chakri and runs up to the terrace.

Mummy is cleaning the terrace with a **mop**. Papa is keeping the **music system** in one corner. He then switches on the music system. **Music** fills the air. Mohit picks up the **mat** and lays it on the terrace floor. Then he puts his kites on them. Mohit looks around. His friends are also on the terrace. He looks up in the sky. It is filled with many different kites. There are big kites and small kites. There are red, blue, pink, yellow, green.....Oh! so many kites.

Mohit asks his father, “Papa please tie the string on my kite quickly. All my friends have already started flying kites. I also want to fly my kite.” His father then ties the strings. Mohit holds the kite and his father holds the chakri. Mohit lifts the kite, and up in the air it goes. He is so excited. He runs to his father, holds the chakri and starts flying the kite. It goes up, up, up in the sky. Mummy brings yummy things from the kitchen and places it on the mat. There is til laddu, **malpua**, pakore and chatni. Mohit eats all the yummy things and keeps flying kites the whole day long. What a fun day it was! He will now wait for the same day next year too.

- Narrate the story to children. Once the story is narrated, ask questions to derive the target words from the story:
 - ❖ Who liked flying kites?
 - ❖ Who was cleaning the terrace?
 - ❖ What was she cleaning the terrace with?
 - ❖ What all did Mohit eat?
- Show the flashcards to the students and encourage them to find the initial sound. Prompt them initially if required.
- Draw the pictures of those words on the board and ask for more examples from children.
- Prompt them to think of objects or names that begin with the same sound. Stress on the initial sound.
- Ask children to draw pictures of words with the target sound.
- End the class by reinforcing the vocabulary.

Note: The questions are aimed at helping them to focus on the target sounds.

Library Activity

- Use a story on festivals.
- Incorporate the use of role play.
- Let children take the roles of different characters in the story and enact them.

Closure and Bye

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

Class : Nursery
Month : October
Week : 3

Day 2

Theme: Festivals

Preparation-Arrange for the following: picture on Diwali(pictures on pollution due to crackers), drawing files, letter and picture cards (प, ज, घ, र, ब, स), water-colours, old newspapers, /m/ picture cards, story books, etc.

Assembly Time

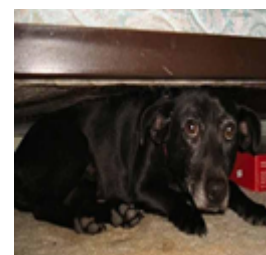
Circle Time

Structured Conversation: Diwali:

- Discuss how to celebrate Diwali safely.
- Discuss how crackers lead to noise and sound pollution.
- Use pictures to facilitate the discussion.
- See the sample pictures attached :



- Show them some pictures of the day after diwali:
Children and older people find it difficult to breathe, animals get scared due to loud noise, birds get injured, streets get dirty, etc.



Pic courtesy -

firstpost.com, hindustantimes.com, dnaindia.com, healthcuretips.com

Language (Hindi)

हम बाजार जाएंगे , बाज़ार से अक्षर लाएंगे

- बच्चों को बताएं की अक्षरों का बाज़ार लगा है।
- कक्षा में हो चुके कुछ अक्षरों के कार्ड बोर्ड पर लगाएं। (प, ज, घ, र, ब, स)
- सभी अक्षरों के नाम एक बार दोहरा लें।
- किसी एक बच्चे को बुलाएं उसे एक टोकरी दें और कोई एक अक्षर अपनी टोकरी में डालने को बोलें।
- बच्चे से अक्षर का नाम बताने को कहें ।
- अलग अलग बच्चों को मौका दें।

देखें कि किन बच्चों को अक्षर पहचान ने में सहायता की जरूरत है।

अक्षरों की बनावट

- बच्चों को पुराने अखबार दें।
- बच्चों को वाटर कलर्स दें और उन्हें किये गए अक्षर अखबार पर बनाने को बोलें।
- कक्षा के अंत में बच्चे अक्षरों की सही बनावट बताएं।

Free Play/Indoor/Art and Craft

Patterns:

- Give children slates and encourage them to draw straight and slanting line patterns.

Lunch Break

Mathematics

Recurring Pattern:

Worksheet 71:

- Show the worksheet to the students.
- Let the children complete the pattern given in the worksheet.
- Let them complete the pattern independently.
- In the last column, ask the children to make a recurring pattern on their own.

Outdoor Games

Big and Small Game:

- Ask children to stand in a circle.
- Ask them to make the circle bigger by taking a step backwards.
- Then ask them to make the circle smaller by taking a step forward.
- Tell children that they have to become bigger. They can do so by stretching their bodies or stretching their arms. Then they have to make themselves smaller by sitting down.
- Tell children that they have to pretend to be a 'big' elephant. Let them come up with how they will pretend to be a 'big' elephant.
- Use more such examples to reinforce big and small.

Language (English)

Sound /m/:

- Retell the story of sound /m/ and bring the students' attention to the words beginning with the target sound.
- Ask the children to give examples of the /m/ sound vocabulary (words beginning with sound /m/).
- Give the children play dough and ask them to make /m/ objects.

Library Activity

- Use a story on festivals.
- Incorporate the use of role play.
- Let the children take the role of different characters in the story.

Closure and Bye

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

Class : Nursery
Month : October
Week : 3

Day 3

Theme: Festivals

Preparation-Arrange for the following: picture on christmas , drawing files, letter and picture cards (प, ज, घ, र, ब, स),colours, play material, concrete objects in big and small sizes, story books, etc.

Assembly Time

Circle Time

Structured Conversation: Christmas:

- Show children a picture on Christmas.
- Ask children what they can see in the picture.
- Discuss how Christmas is celebrated.
- Talk about the Christmas tree.
- Summarise the discussion.

Language (Hindi)

हम बाजार जाएंगे , बाज़ार से अक्षर लाएंगे

- बच्चों को बताएं की अक्षरों का बाज़ार लगा है।
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- सभी अक्षरों के नाम एक बार दोहरा लें।
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- बच्चे से अक्षर का नाम बताने को कहें ।
- अलग अलग बच्चों को मौका दें।

देखें कि किन बच्चों को अक्षर पहचान ने में सहायता की जरूरत है।

अक्षरों की बनावट

- बच्चों को ड्राइंग फाइल दें।
- बच्चों को कलर्स दें और उन्हें ड्राइंग फाइल में अक्षर बनाने को कहें।
- कक्षा के अंत में बच्चे अक्षरों की सही बनावट बताएं।

Free Play/Indoor/Art and Craft

Free Play:

- Make 4 play corners in the classroom and let children play freely.
- Move around in the classroom to see whether most of the children are participating in the play.

Lunch Break

Mathematics

Big and Small:

- Recap the concept of big and small using the available concrete material.
- Draw a Christmas tree on the blackboard and also draw boxes and bells in 2 different sizes.
- Tell children that to decorate the Christmas tree, they need small gift boxes, bells and stars.
- Ask one or two children to come and point to the smaller object.
- If time permits, ask the children to draw a big and a small christmas tree in their drawing file and decorate it using colours.

Outdoor Games

- Make a narrow and a wide path on the floor.
- Give children a bottle or a ball to hold.
- They have to walk within the path holding the object.

Language (English)

Worksheet 72: Sound /m/

- Show the worksheet to the students.
- Ask them to tell the name of the objects drawn in it.
- Give the worksheet to children for colouring.
- While children are colouring, move in the classroom and ask them what they are colouring.
- Bring their attention towards the initial sound in the names of the picture drawn.

Library Activity

- Give the children storybooks to explore.

Closure and Bye

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

Class : Nursery
Month : October
Week : 3

Day 4

Theme: Festivals

Preparation-Arrange for the following: picture on christmas ,clay, drawing files, letter and picture cards (of any 4 Hindi letters) , rangometry, picture cards (of english sounds covered so far) , story books, etc.

Assembly Time

Circle Time

Structured Conversation:

- Ask children to share what they know about Christmas.
- Tell them the story behind Christmas.

Free Play/Indoor/Art and Craft

Clay Work:

- Ask children to make a Christmas tree using play dough.
- Let them decorate it.

Language (Hindi)

अक्षरों की गाड़ी

- 4 बच्चों को 4 अक्षर कार्ड दें।
- अन्य बच्चों को उन्ही अक्षरों से संबंधित चित्र कार्ड दें।
- जिन बच्चों के पास अक्षर कार्ड है, उन्हें ट्रेन इंजन के रूप में खड़े होने को कहें।
- दूसरे बच्चे अपने चित्र कार्ड को पहचान कर उसकी पहली आवाज़ बताएँगे और देखेंगे की कौन से अक्षर से वह आवाज़ आती है। वह उस अक्षर कार्ड वाले बच्चे के पास चले जाएंगे।
- एक बार जब सभी बच्चे सही ट्रेन में शामिल हो जाएँ, उन्हें बाहर ट्रेन बना कर ले जाएँ।
- एक बार जब यह गतिविधि हो जाये, तो बोर्ड पर अक्षर कार्ड चिपकाएँ और अक्षर से संबंधित शब्दावली को सुदृढ़ करें।

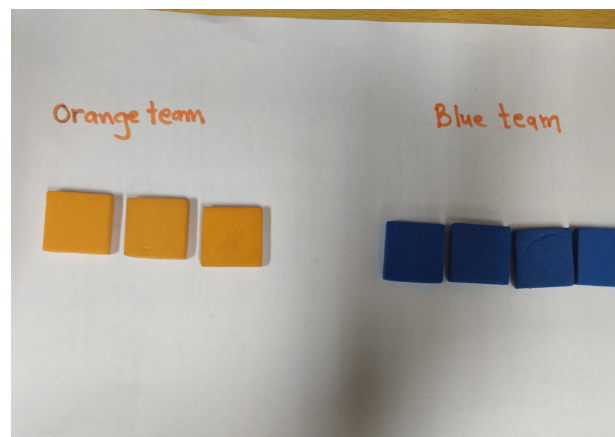
कृपया ध्यान दें कि क्या बच्चे अक्षर की पहचान करने में सक्षम हैं या नहीं।

Lunch Break

Mathematics

Colour Train:

- Take out square shaped rangometry pieces in two colours.
- Divide the class into two groups.
- Assign one colour to each group. For instance, there is a blue train group and an orange train group.
- Tell children that one person from each group will come and roll the Jodo Gyan dot-numeral dice and take out the corresponding number of pieces and paste them on the board as the coaches of the train (see the figure).
- Make sure that the child picks the pieces of the colour assigned to her/his group.
- The group which has the maximum number of engines would win.
- End the class by asking the children to count the number of engines in each train.



Outdoor Games

Chacha ji bhai chacha ji:

- Ask children to stand in a circle.
- Ask a child to become the chacha ji and stand in the center of the circle.
- Ask children to walk in a circle and sing '*chacha ji bhai chacha ji, kahan chaley bhai kahan chaley*'
- The child at the centre has to say a place for e.g. Delhi, zoo, etc.
- Children standing in the circle would ask '*kaise jayengey chahcha ji*'
- The child at the centre has to tell how (by using train/bus/rickshaw).
- Children move in the circle and imitate the sound of that vehicle.
- Play this by using names of different vehicles.

Language (English)

Auditory Discrimination:

- Ask children to stand in a circle and make them produce sounds using body parts.
- Once children have become familiar with the sounds, ask them to close their eyes.
- Make three different sounds using body parts and ask the children to identify them.
- Ask children to identify the sequence of the sounds.
- Ask children to tell the beginning, middle and the end sound.

Making a Story:

- Take a few flashcards of sound related vocabulary.
- Paste them on the blackboard to create a picture/scene.
- Ask children to make a story by asking them what they think is happening in the picture.
- Repeat their responses in simple English sentences.

Please Note: If you have a bulletin or story board in your class, put this scene on the board.

Library Activity

Give children storybooks to explore.

Closure and Bye

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

Class : Nursery
Month : October
Week : 3

Day 5

Theme: Festivals

Preparation-Arrange for the following: puppet, clay, play material, drawing files, letter and picture cards (of any 4 hindi letters) , rangometry, story books, etc.

Assembly Time

Circle Time

Free Conversation:

- Bring a puppet to the class, introduce it to the children, and give it a name. For e.g., "Rangeela." Tell them, "He is our guest today, he wants to spend some time with you all in the class, he wants to talk and play games with all of you."
- Initiate free conversation about the previous day. Focus on how the children are feeling, are they enjoying school etc.

Structured Conversation

Value: Respecting Diversity:

Announce, "Rangeela wants to know about different festivals so let's tell him about it." Initiate a discussion on festivals.

Pose questions such as –

- What do you love eating during different festivals?
- Do you enjoy sweets that people bring when they visit your home during festivals?
- Who all visit your home during festivals?
- What all festivals do you celebrate?

Note: Using a talking object will make the conversation easier. Encourage children to speak in full sentences.

Language (Hindi)

अक्षरों की गाड़ी

- 4 बच्चों को 4 अक्षर कार्ड दें।
- अन्य बच्चों को उन्ही अक्षरों से संबंधित चित्र कार्ड दें।
- अक्षर कार्ड वाले बच्चे ट्रेन के इंजन के रूप में खड़े होंगे।

- दूसरे बच्चे अपने चित्र कार्ड को पहचान कर उसकी पहली आवाज़ बताएँगे और देखेंगे की कौन से अक्षर से वह आवाज़ आती है। वह उस अक्षर कार्ड वाले बच्चे के पास चले जाएंगे।
 - एक बार जब सभी बच्चे सही ट्रेन में शामिल हो जाएँ, उन्हें बाहर ट्रेन बना कर ले जाएँ।
 - एक बार जब यह गतिविधि हो जाये, तो बोर्ड पर अक्षर कार्ड चिपकाएँ और अक्षर से संबंधित शब्दावली को सुदृढ़ करें।
 - बच्चों को ड्राइंग फाइल दें और उन्हें किये गए अक्षरों से संबंधित चित्र बनाने को कहें।
- कृपया ध्यान दें कि क्या बच्चे अक्षर की पहचान करने में सक्षम हैं या नहीं।*

Free Play/Indoor/Art and Craft

Free Play:

- Give children play material for free play.

Lunch Break

Mathematics

- Take out square shaped rangometry pieces in two colours.
- Divide the class into two groups.
- Assign one colour to each group. For instance, there may be a red and an orange group.
- Ask one child from each group to roll the Jodo Gyan dot-numeral dice. Ask them to count the dots on the upper face of the dice.
- Ask them to pick that many rangometry pieces of the colour assigned of their group, and paste them on the board like coaches of a train (see the figure from the previous day).
- The group which has the maximum number of engines would win.

Outdoor Games

Chacha ji bhai chacha ji:

- Let children stand in a circle.
- One child becomes chacha ji and stands in the centre.
- Children walk in a circle and sing 'chacha ji bhai chacha ji kahan chaley bhai kahan chaley' the child at the centre has to say a place for e.g. Delhi, zoo, etc.
- The children in the circle would ask 'kaise jayengey chach ji'.
- The child in the centre has to tell how (by using train/bus/rickshaw).
- The children moving in the circle imitate the sound of that vehicle.

- Play this by using names of different vehicles.

Language (English)

Worksheet 73:

- Match the pictures beginning with the same sounds (/m/, /i/, /n/).
- Before giving the worksheet to the children, explain to them what has to be done.
- End the class by reinforcing the vocabulary and the sound.

Library Activity

- Give children picture books in pairs.
- Ask children to look at the picture book and predict the story.

Closure and Bye

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



Class : Nursery
Month : October
Week : 3

Day 6

Reflections

November

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

- Aurobindo

Weekly Learning Outcomes - November (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	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: *about people who help us in our daily routine *on the value of helping others and the ways in which we can * including the interview of the school guard and class assistant	during structured conversations: *on Helpers and what they do to help us *on the dignity of labour and that we should treat our Helpers with respect *while answering riddles on Helpers *during discussion on comparison of helpers	during structured conversations: *about places around us while coming to school *picture talk on places around us *how to take care of our surroundings *on market and railway station, hospital and police-station	during structured conversations: *about places they go to with their parents *as extempore on places around us *as picture talk on helpers and places around us
	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 who helps them at school *during doing the rhymes aao maray kapray dhoho, mayree teacher kitnee pyaaree, meri teacher and recap of rhymes done so far	*during free conversation on the daily routines of their family members *during dumb-charades on guessing the Helper *during doing the rhymes doctor dekho bhali prakar, tmaatar kaa safar, rhyme on number 7 and recap of rhymes done so far	*during free conversation on helpers *during dumb-charades on helpers *while doing meri teacher, chowkidaar, doctor bhai, rhyme of number 8,9 and 10 and recap of rhymes done so far	*during free conversation on any topic of their choice *while doing recap of poems done so far
	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 	*during memory game with helpers flash cards				
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 	*during memory game, playing hopscotch with numbers, doing freeze dance	*during role play of a policeman in who stole the cookie?, traffic policeman game, freeze dance	*during the statue game, cat and mouse chase, any game of their choice, newspaper ball balancing	*during the dog and bone game, tug of war, treasure hunt, freeze dance, any game of their choice
	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 making things using clay for the Ghar Ghar activity *handling pieces during rangometry activity *while drawing pictures with vyanjans and letter sounds introduced *while writing and colouring the vyanjans done so far 	<ul style="list-style-type: none"> *while making furniture using clay during the carpenter pretend play *handling pieces during rangometry activity *handling blocks being construction workers *handling things in any play corner they feel being like *while making thumbprints *while drawing pictures with vyanjans and letter sounds introduced *while writing and colouring the vyanjans done so far 	<ul style="list-style-type: none"> *while tearing and pasting coloured newspaper pieces *while drawing pictures with vyanjans and letter sounds introduced *while making newspaper balls and balancing them *while handling cards during what is missing game *while writing and colouring the vyanjans done so far 	<ul style="list-style-type: none"> *doing free drawing *while sorting flashcards *during treasure hunt *while drawing pictures with vyanjans and letter sounds revised *while writing and colouring the vyanjans done so far
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 	<ul style="list-style-type: none"> *during role play of Helpers *pretend play being a teacher *free play as an indoor activity 	<ul style="list-style-type: none"> *during role play of a policeman in who stole the cookie? *pretend play of vehicles and policemen *pretend play being a carpenter *pretend play being construction workers *pretend play being any helper they feel like 	<ul style="list-style-type: none"> *during pretend play being shopkeepers or customers in market, market 	<ul style="list-style-type: none"> *during free play with manipulative
Language Development	Listen attentively and maintains eye contact				
	<ul style="list-style-type: none"> • Listens attentively undisturbed to stories 	<ul style="list-style-type: none"> *during the introduction of vyanjan च using a story and letter sound /d/ *during story narration of Helpers *while retelling story of Helpers in their own words 	<ul style="list-style-type: none"> *during the introduction of vyanjan ङ using a story and letter sound /g/ *during story telling using big book *while story telling with pretend read *during story telling with picture cards 	<ul style="list-style-type: none"> *during the introduction of vyanjan ऋ and letter sound /o/ using a story *while sharing a story during look and read *during story telling using puppets 	<ul style="list-style-type: none"> *while retelling a story in own words *during story telling using a puppet
	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 	<ul style="list-style-type: none"> *during the introduction of vyanjan च and letter sound /d/ using a story *during story narration of Helpers *while retelling story of Helpers in their own words 	<ul style="list-style-type: none"> *during the introduction of vyanjan ट using a story and letter sound /g/ *during story telling using big book *while story telling with pretend read *during story telling with picture cards *during listening to story on number 6 	<ul style="list-style-type: none"> *during the introduction of vyanjan ऋ and letter sound /o/ using a story *while sharing a story during look and read *during story telling using puppets 	<ul style="list-style-type: none"> *while retelling a story in own words *during story telling using a puppet
Follow one or two simple instructions				
<ul style="list-style-type: none"> • Understands simple instructions • Follows two-three steps instructions 	<ul style="list-style-type: none"> *while doing worksheets on vyanjan and letter sounds 	<ul style="list-style-type: none"> *while doing worksheets on vyanjan and letter sounds 	<ul style="list-style-type: none"> *while doing worksheets on vyanjan and letter sounds 	<ul style="list-style-type: none"> *while doing worksheets on vyanjan and letter sounds
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 	<ul style="list-style-type: none"> *during doing the rhymes aao maray kapray dhoho, mayree teacher kitnee pyaaree, meri teacher and recap of rhymes done so far 	<ul style="list-style-type: none"> *during doing the rhymes doctor dekho bhali prakar, tmaatar kaa safar, rhyme on number 7 and recap of rhymes done so far 	<ul style="list-style-type: none"> *while doing meri teacher, chowkidaar, doctor bhai, rhyme of number 8,9 and 10 and recap of rhymes done so far 	<ul style="list-style-type: none"> *while doing recap of rhymes done so far
Recognize most letters/ vyanjans and their corresponding sounds				
<ul style="list-style-type: none"> • Is able to identify Hindi Vyanjans and their sounds • Is able to identify 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/colour vyanjans and letters introduced 	<ul style="list-style-type: none"> *during the introduction of vyanjan च and letter sound /n/ /m/ /d/ *while segmenting the first and the last sound in three letter words on the basis of sounds only in Hindi *while doing the oral blending exercises of three letter words with the sound /d/ and all the letter sounds done so far in English 	<ul style="list-style-type: none"> *during the introduction of vyanjan ट and letter sound /g/ *while segmenting the first and the last sound in three letter words on the basis of sounds only in Hindi *while doing the oral blending exercises of three letter words with the sound /g/ and all the letter sounds done so far in English 	<ul style="list-style-type: none"> *during the introduction of vyanjan ऋ and letter sound /o/ *while segmenting the first and the last sound in three letter words on the basis of sounds only in Hindi *while doing the oral blending exercises of three letter words with the sound /o/ and all the letter sounds done so far in English 	<ul style="list-style-type: none"> *while revising the first and the last sound and blending in three letter words on the basis of sounds in Hindi using domino and flashcards *while revisiting the oral blending exercises of three letter words with all the letter sounds done so far in English using domino cards and flashcards *while using and understanding feeling 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 	<ul style="list-style-type: none"> *with च and all vyanjans done so far *with three letter words having /n/ /m/ /d/ sound and all the letter sounds done so far *with names of Helpers and names of places around us *while using yeh_ haiin Hindi *while using I am feeling..... sentence structure in English 	<ul style="list-style-type: none"> *with ट and all vyanjans done so far *with three letter words having /g/ sound and all the letter sounds done so far *while naming the Helpers *while naming the work helpers do *while using yeh_ haiin Hindi *while using I am feeling structure in English 	<ul style="list-style-type: none"> *with त and all vyanjans done so far *with three letter words having /o/ sound and all the letter sounds done so far *while naming the Helpers *while naming the work helpers do * while using yeh_ haiin Hindi *while using I am feeling structure in English 	<ul style="list-style-type: none"> *with words with all vyanjans and letter sounds done so far *while using and understanding feeling words * while using yeh_ haiin Hindi *while using I am feeling structure in English
	Show awareness of the print at home and in classroom				
	<ul style="list-style-type: none"> • Is aware of left to right and top to bottom patterns in a book • Shows interest in flipping through the pages and observing pictures • Likes to talk about the pictures from picture books 	*during story telling time			*during story telling holding a book
	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 	*during introduction of vyanjans and letter sounds	*during introduction of vyanjans and letter sounds	*during introduction of vyanjans and letter sounds	*during revision of vyanjans and letter sounds
	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 	*while retelling the story to their friends in their own words			*while retelling the story to their friends in their own words
Cognitive Development	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 	<ul style="list-style-type: none"> *while counting the number of dots during dot dice game, *counting the number of students in the class, dried leaves, rangometry pieces *while counting the beads making the malaa 	<ul style="list-style-type: none"> *during counting students in the class *counting thumbprints *while matching quantity to quantity *during story narration of number 6 *during rhyme on number 7 	<ul style="list-style-type: none"> *while counting the number of students in the class *during doing rhyme on number 8,9 and 10 	<ul style="list-style-type: none"> *while counting the number of students *while counting objects like twigs *while writing numerals *doing a short story for numbers

Class : Nursery
Month : November
Week : 1

Day 1

Theme: Our Helpers and Places Around us

Preparation- Arrange for the following: Picture cards /च/ , clay, rangometry, blocks or counters, quantity dices, picture cards /m/ and /n/ , storybooks, etc.

Assembly Time

Circle Time

Structured Conversation - Help at home:

Value: Helping others

Initiate conversation about their family, encourage children who are generally silent and are shy during discussions, to speak.

Pose questions such as-

- आपके परिवार में कौन-कौन है ?
- सबसे ज़्यादा अच्छा कौन लगता है और क्यों?
- स्कूल के लिए तैयार कौन करता है ?
- स्कूल छोड़ने कौन आता है ?
- आपको घर पर किस काम में किसी की मदद की जरूरत होती है?
- घर पर आपका काम करने में कौन मदद करता है ?

Rhyme:

- Recite the rhyme 4: 'आओ मिल कर कपड़े धोएं'
- Ask the children to recite with you.

Language (Hindi)

/च/ अक्षर - ध्वनि का परिचय

चंपा बहुत **चंचल** है। वह हर समय कुछ ना कुछ करती रहती है। कभी **चित्र** बनाती है, कभी कोई किताब पढ़ने बैठ जाती है या फिर शीशे के सामने खड़े होकर तरह-तरह के **चेहरे** बना कर देखती है और फिर हँसती है। वह दोपहर को भी नहीं सोती। एक दिन बरामदे में चंपा के **चाचा चारपाई** पर सो रहे थे। उन्होंने **चप्पल** उतार रखी थी। उनका **चश्मा** भी पास ही पड़ा था। चंपा नीचे **चटाई** पर खेल रही थी। तभी चंपा को रसोई में कुछ बर्तन गिरने की आवाज़ आई। उसने सोचा कि सब तो सो रहे हैं, रसोई में कौन है! अरे! रसोई में तो मेरे लिए रसगुल्ले पड़े हैं। कहीं कोई बिल्ली तो नहीं आ गई? वह मेरे रसगुल्ले खा जाएगी तो?

उसने धीरे से रसोई में झाँका। तभी वह अचानक ज़ोर से चीखी। चाचा हड़बड़ाकर उठे। उन्होंने जल्दी से चश्मा पहना और रसोई में जाकर देखा कि क्या बात है! पर वहाँ तो कुछ भी नहीं था। उन्होंने चंपा से पूछा, "क्या हुआ?"

चंपा ने डरते हुए कहा, " वहाँचूहा था,मेरी चीख सुनते ही खिड़की से बाहर कूद गया।"

चाचा हँसते हुए बोले, " चंपा ! इतनी बड़ी होकर एक छोटे से चूहे से डर गई! अरे! बहादुर चंपा बनो, डरपोक नहीं! देखो तुम्हारे रसगुल्ले भी बच गए।"

चंपा भी चाचाजी की बात सुनकर हँस पड़ी।

- ❖ कहानी में लड़की का नाम क्या था?
- ❖ चंपा क्या बनाती रहती है?
- ❖ शीशे के सामने खड़े होकर क्या बनाती है?
- ❖ बरामदे में कौन सो रहा था? किस पर सो रहे थे?
- ❖ उन्होंने क्या उतार रखी थी?
- ❖ रसोई में किसको देखकर चंपा डर गयी थी?

- बच्चों को कहानी सुनाएं।
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर 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 एक जैसी 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 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

Ghar - Ghar:

- Give children clay and ask them to make things which they have at their home.
- Encourage the children to play ghar- ghar and get involved with them. Initiate a discussion around 'help' while interacting with them.

Lunch Break

Mathematics

How many students are in the class today?

- First ask the students what they think about how many friends are present today, after their responses do a head count and tell them the number of students present.

Counting Experience- (1-10)

Game- Win as much as you can:

Prepare small dices for each group.

Prepare two different sets of dot dice 0- 5 in one and 6-10 in another.

- Divide the class into small groups.
- Each group is given a small dice and a bowl full of rangometry pieces/ counters.
- Instruct the children that each child in their respective groups will get a turn to roll the dice, count the dots on the upper face of dice and take that many counters/ rangometry from the bowl.
- 10 minutes will be given to the groups to play the game.
- After the activity, each child will count their rangometry pieces/counters.
- In each group, the child having the maximum number of rangometry pieces/counters will win the game.
- Demonstrate the game before providing material to each group.



Outdoor Games

Memory Game:

- Use the picture cards of our helpers and place them outside, and ask the children to see all the picture cards carefully.
- After some time put all the flash cards facing down and call the children one by one and ask him/her to choose a card they want, and guess the helper on the card. After guessing let them turn the card and see whether he/she guessed it right.

Language (English)

Recap of previous sounds /n/ and /m/:

- Use some words for revising /m/ and /n/ sounds e.g. newspaper, mat, nest etc.
- Ask children to listen to the words and to clap when they hear the word beginning with /m/ sound, and shake hands when words begin with the /n/ sound.
- Close the class by pasting the pictures on the board and reinforcing the sounds and vocabulary.

Library Activity

- Narrate the story on theme 'our helpers'.
- Use voice modulation and gestures to narrate the story.

Closure and Bye

- Encourage the children to share all the activities they did during the day.
- End the day with the 'Greeting song' using 'Bye bye bye' and wish them 'Good Afternoon'.

Class : Nursery
Month : November
Week : 1

Day 2

Theme: Our Helpers and Places Around Us

Preparation- Arrange for the following: picture cards (helping others), drawing files, picture cards /च/, clay, rangometry, blocks or counters, quantity dices, picture cards /d/, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation : Help at home

Value: Helping Others

- Use pictures to start a discussion on helping others.

Use questions like-

- तस्वीर में क्या हो रहा है, लोग क्या कर रहे हैं, क्या कभी आपने ऐसा कहीं देखा है ?
- घर में बड़े लोगो को किस-किस काम को करने में किसी की मदद की जरूरत होती है?
- बच्चे कैसे अपने बड़ों की मदद करते हैं और कब करते हैं ?
- दादा-दादी उनकी कैसे मदद करते हैं , क्या वो मदद करने पर किसी को कुछ बोलते हैं ?



Pic courtesy – 123RF.com (1st 2 pics), pngtree.com

Language (Hindi)

/च/ अक्षर-ध्वनि का अभ्यास:

- /च/ अक्षर की कहानी को बच्चों की मदद से दोबारा दोहराये।
- पिक्चर कार्ड्स की मदद से पहली आवाज़ के साथ अब आखिरी आवाज़ पर भी ध्यान दिलाए।
- बच्चों को स्लेट पर /च/ आवाज़ से शुरू हो रही चीज़े बनाने को प्रोत्साहित करें।

- जिस समय बच्चे ड्राइंग फाइल पर चित्र बना रहे हों, बारी-बारी से बच्चों के पास जा कर उनसे उनके चित्र का नाम पूछे, उन शब्दों से आ रही पहली और आखिरी आवाज़ पूछे।
- कक्षा का अंत /च/ अक्षर और उसकी शब्दावली को बोर्ड पर लगा कर उन शब्दावली से आ रही पहली और आखिरी आवाज़ का अभ्यास कर के कराए।

Free Play/Indoor/Art and Craft

Role Play:

Value: Helping Others

- Divide the children into 4-5 groups.
- Children have to create a scene/situation where people are helping each other.
- For example-
 - A father is cooking and the mother is helping in serving the food.
 - A child is helping an old man to carry his material.
- Give these kind of situations to children.
- Help the children in giving dialogues and instruct them.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today. After their responses do a head count and tell them the number of students present.

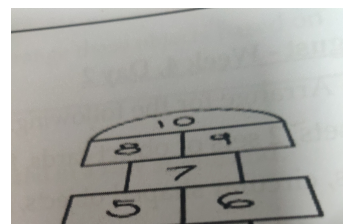
Counting Experience of numbers 1-10:

- Divide the class into three or four groups.
- Provide one dice and rangometry in a big bowl to each group.
- Every child in each group would roll the dice, count the dots on the upper face of dice and pick that many rangometry pieces.
- Each child should get 3-4 turns in his/her respective groups.
- Later children should count their collected pieces.
- Then each child would make something using their collected pieces.

Outdoor Games

Hopscotch:

- Make a hopscotch grid with the help of chalk on the floor.
- Number the square from one to ten.
- Pick a rock that is good for tossing.
- Start by tossing the rock on to a square.



- Hop over the rock and hop with a single foot all the way to the end.
- Turn around and come back, stopping on that square.
- Balancing on one foot, pick up the rock in square and hop over the square to start.
- If child tosses a rock and misses the correct square the child's turn is over.

Language (English)

Introduction of /d/ sound:

Disha and Daksh make a Doll's House

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

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

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

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

"My doll first," said Disha.

"My drum first," said Daksh.

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

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

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

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

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

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

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

Do you want to make a doll’s house too? What would you put inside your doll’s house?

Encourage the children to sing the d-d-d-d song as they pretend to put toys inside the house.

Tip: The teacher can take an empty carton and make a dolls house out out of it. She could begin the story by showing the doll’s house.

Questions-

- ❖ What did Disha have?
- ❖ What did Disha’s father draw for the house?

- 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 tell the initial sound. Prompt them initially if required.
- Draw pictures of the 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.
- Stress on the initial sound.
- Ask children to draw pictures of words with the target sound.

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

Library Activity

- Use the story done on the previous day.
- Encourage the children to retell the story in their words.

Closure and Bye

Class : Nursery
Month : November
Week : 1

Day 3

Theme: Our Helpers and Places Around Us

Preparation- Arrange for the following: picture cards (our helpers), picture cards /च/, clay, rangometry, blocks or counters different concrete objects, quantity dices, picture cards /d/, storybooks, etc.

Assembly Time

Circle Time

Initiate free conversation and ask the children, who do they think helps them in school and in what all activities do they get help from them.

Structured Conversation: Our Helpers

Value: Helping Others

Use questions like-

- क्या आपको सिर्फ परिवार के लोग मदद करते है या स्कूल में भी आपकी कोई मदद करता है ? (बच्चों का ध्यान स्कूल में उनकी मदद करने वाले गार्ड, दीदी जो उन्हें खाना खिलाती है, और अध्यापिका की ओर ले जायें)
- स्कूल में हमारी मदद कौन-कौन करता है ?
- दीदी, गार्ड और अध्यापिका मदद कैसे करते है और कब ?
- बच्चे कैसे गार्ड, दीदी और अध्यापिका की मदद करते है या कर सकते है ?
- क्या बच्चे कक्षा में किसी की मदद करते है, कैसे और कब ?
- **Rhyme 25** : मेरी टीचर कितनी प्यारी

Language (Hindi)

वर्कशीट 74 /च/

- बच्चों को वर्कशीट दिखाएं और उनसे चित्रों के नाम पहचान ने को कहें।
- बच्चों से चित्रों के नामों की पहली आवाज़ पूछें।
- बच्चों से चित्रों में रंग भरने को कहें।
- कक्षा के अंत में शब्दावली और अक्षर ध्वनि को दोहरा लें।

Free Play/Indoor/Art and Craft

Role Play:

- Encourage the children to do a role play of the 'teacher-teacher' game.
- The children can pretend to be a teacher.

Lunch Break**Mathematics****How many students are in the class today?**

- First ask students to guess how many friends are present today. After their responses do a head count and tell them the number.

Experience of numbers 1-10:

- Tell the children to go out to the ground and collect some dried leaves but not more than ten.
- Send children in smaller groups to avoid chaos.
- Children should bring the leaves and count them.
- Instruct the children to make designs using their leaves, change the instructions for different numbers.
- Ask them to show 6 leaves, 7 leaves, 8 leaves etc.

Outdoor Games**Freeze Dance:**

- Choose one person to be in charge of the music.
- When the music starts everyone will dance, the crazier the better.
- When the music stops, everyone must freeze in their positions.
- Anyone caught moving after that will be out.
- The play continues until there is one person left and be the winner.

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

- With the help of a story, revise the letter sounds with children.
- Draw vocabulary words of /d/ on the board along with objects which do not begin with /d/ sound.
- Tell children to name the objects drawn on board and identify their initial sounds.
- Recap the sound and the vocabulary.
- Give them clay and ask them to make things which begin with /d/ sound.
- Close the class by acknowledging their object clay models using the sentence structure 'It is a'.

Library Activity

- Give children story books.
- Encourage them to find the letters covered so far.

Closure and Bye

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

Class : Nursery
Month : November
Week : 1

Day 4

Theme: Our Helpers and Places Around Us

Preparation- Arrange for the following:, picture cards /च/ , drawing file, play material, clay, beads and strings, quantity dices, storybooks, etc.

Assembly Time

Circle Time

Free Conversation: Free conversation is to be used as an opportunity to build a bond between yourself and the children. Hence, you should indulge in a free conversation whenever possible.

Structured Conversation: Interview of School Guard

Value: Dignity of Labour:

- Ask children to think of the questions they would like to ask the guard.
- Make some questions with the students.
- Invite the guard of the school to talk to the children about her/his work.
- Ask children to ask the questions from the guard.
- After the interview, end the discussion by emphasizing the importance of our helpers.

Language (Hindi)

पहली और आखरी आवाज़

- /च/ अक्षर की आवाज़ से शुरू होने वाली शब्दावली के चित्र दिखाते हुए आवाज़ को दोहराए और साथ में आखिरी आवाज़ भी पूछे।

/च/ अक्षर की लिखावट

- बच्चों को ड्राइंग फाइल में /च/ दो बार लिख कर दे जिसमे से एक /च/ पर बच्चों को इंद्रधनुष लेखन (रेनबो राइटिंग) करनी है और दूसरे च को सजाना है।
- कक्षा का अंत सभी बच्चो द्वारा लिखे और सजाए गए /च/ के लिए शबाशी दे कर करे।

Free Play/Indoor/Art and Craft

Free Play

- Let children indulge in free play using a material of their choice.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today and after their responses do a head count and tell them the number.

Number Experience- Mala making:

- Sit in a circle with the children.
- Show them how to make mala with beads.
- While making the mala count the beads and show how numbers are increasing.
- Now give beads and strings to the children and let them make their own mala, change the instructions for different numbers.

Close the class by counting beads from the mala.

Outdoor Games

Hopscotch:

- Make a hopscotch grid with a chalk on the floor.
- Number the square from one to ten.
- Pick a rock that is good for tossing.
- Start by tossing the rock on to a square.
- Hop over the rock and hop with a single foot all the way to the end.
- Turn around and come back, stopping on the square.
- Balancing on one foot, pick up the rock in the square and hop over square.
- If the child tosses the rock and misses the correct square child's turn is over.

Language (English)

Worksheet 75: /d/ sound

- Show the worksheet to the students.
- Ask them to identify the pictures and the initial sound.
- Give children a worksheet to colour.
- End the class by reinforcing the sound and the vocabulary.

Library Activity

- Ask children to retell a story in their words.
- Give chance to two-three children.

Closure and Bye

Class : Nursery
Month : November
Week : 1

Day 5

Theme: Our Helpers and Places Around Us

Preparation- Arrange for the following: letter cards (hindi) , rangometry, blocks or counters, quantity dices, picture for picture talk (with /m/ and /d/ vocabulary) , storybooks, etc.

Assembly Time

Circle Time

Structured Conversation:

Interview with Class Assistant (आया दीदी):

Value: Dignity of Labour:

- Call the class assistant of the school to talk to the children about her/his work.
- Ask children to think of the questions they would like to ask her before she comes.
- Make some questions with them.
- When s/he comes, tell children to ask those questions.
- After the interview, end the discussion by emphasizing the importance of our helpers.
- **Rhyme 25:** मेरी टीचर कितनी प्यारी

Language (Hindi)

अक्षरों का अभ्यास

अक्षर /ध्वनि /च/ -

- बच्चों को बताएं की उन्हें अपने नाम की पहली आवाज़ को बदलना है।
- सब बच्चे अपने नाम की पहली आवाज़ को बदलकर /च/ कर देंगे। जैसे जिसका नाम ममता है उसे /म/ की जगह /च/ लगाना होगा, तो उसका नाम चमता हो जायेगा।
- बच्चों को कुछ और उदाहरण दें।
- सभी बच्चों को इस तरह अपना नाम बताने का मौका दें।
- /च/ अक्षर के फ्लैशकार्ड्स की मदद से अभ्यास कराएं।
- बच्चों के हाथ पर अब तक हो चुके अक्षर लिखें।
- अब तक हो चुके अक्षरों में से सभी बच्चों के हाथ पर एक-एक अक्षर लिखें और बच्चों को बताये की खेल तक के लिए उनका नाम ये अक्षर है जैसे आप /प/ हो, आप /म/ हो, आप /स/ हो, आप /थ/ हो।
- अब एक आवाज़ बोले और जिस बच्चे के हाथ में वो आवाज़ का अक्षर है वह खड़ा होकर सबको अपना नाम बताएगा जैसे मैं /फ/ हूँ, मैं /स/ हूँ, मैं /त/ हूँ, मैं /थ/ हूँ।
- बच्चों से उनके अक्षर के आवाज़ से एक चीज़ का नाम बताने को कहें।

- बोर्ड पर अब तक हो चुके अक्षर लिख कर, उनसे आ रही पहली आवाज़ का अभ्यास कर के कक्षा को समाप्त करे।

Free Play/Indoor/Art and Craft

Play With Rangometry:

- Let children explore their creativity using Rangometry pieces.
- Encourage children to count the number of pieces they have used.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today, after their responses do a head count and tell them the number.

Number Experience - Rangometry designs:

- Sit in a circle and give the children rangometry and ask them to make anything they want to.
- After some time ask children to pick up only 6 rangometry pieces and make some design. Help children to pick up the pieces.
- Gradually increase the quantity to 7,8,9 and 10.

Close the class by counting the rangometry pieces 1-10.

Outdoor Games

Freeze Dance:

- Choose one person to be in charge of the music.
- When the music starts everyone will dance, the crazier the better.
- When the music stops, everyone must freeze in their positions.
- Anyone caught moving after that will be out.
- The play continues until there is one person left to be the winner.

Language (English)

Recap of /m/ and /d/ sound

Picture Talk:

- Prepare a picture scene including /m/ and /d/ sound vocabulary and do a picture talk.
- Ask children questions on pictures.

- Rephrase the children's responses into simple sentences.
- While doing picture talk use simple sentences like- It is a.... This is a ... The boy is... The girl is ... , etc.
- Encourage children to speak and use these sentences.

Floor Game:

- Make a floor game and use /m/ and /d/ pictures.
- Call children one by one.
- Say /m/ or /d/ and ask children to jump on a picture drawn on the floor beginning with that respective sound.

Library Activity

- Ask children to retell a story in their words.
- Give a chance to two-three children.
- Make sure different children get a chance.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the Greeting song using 'Bye bye bye' and wish them Good Afternoon.

Class : Nursery
Month : November
Week : 1

Day 6

Complete the worksheet number -23 (मुझे जानो और पहचानो)

Class : Nursery
Month : November
Week : 2

Day 1

Theme: Our Helpers and Places Around Us

Preparation- Arrange for the following: picture cards (our helpers), picture cards /ट / , blocks, clay, rangometry, blocks or counters, , storybooks, etc.

Assembly Time

Circle Time

Initiate free conversation - Encourage children to talk about their family/ family members/ daily routine etc.

Structured Conversation: Our Helpers

Value: Dignity of Labour, Respect:

- Distribute the pictures of “Helpers” to 4-5 students. Ask them to describe the pictures by talking about what are people in the picture doing and how he/she helps us.
- Let children frame their own sentences.
- Encourage them to express their thoughts.
- Reinforce Vocabulary- डॉक्टर, अध्यापिका, पुलिस, बढ़ई, धोबी, मोची, चौकीदार, आदि।

Rhyme:

- Recite the Rhyme :26 डॉक्टर देखो भली प्रकार

Language (Hindi)

/ट /अक्षर- ध्वनि का परिचय

टमाटर का सफ़र

लाल- लाल टमाटरों से लदा एक ट्रक जा रहा था। उसमें से एक टमाटर लुढ़क कर सड़क पर गिर गया। अकेला टमाटर रास्ते पर लुढ़कते हुए चल पड़ा। रास्ते में टीपू ने उसे देखा और उसे उठा लिया। वह उसे बॉल की तरह उछालने लगा। टमाटर को उस बच्चे के ऊपर गुस्सा आ रहा था। कहीं वह नीचे गिर गया तो पिचक जाएगा। तभी टीपू का पैर एक पत्थर से टकरा गया। गोल टमाटर उसके हाथ से उछल गया .पास ही दूसरा बच्चा टिकू साइकिल चला रहा था। टमाटर अब टिकू की साइकिल की टोकरी पर उछल कर बैठ गया। टमाटर अब साइकिल की सवारी कर रहा था। टमाटर ने टिकू को कहा, “जरा जल्दी

चलो। सामने जो ट्रक जा रहा है ,उसमें मेरे और साथी हैं। मैं उनसे अलग हो गया हूँ। मुझे जरा उन तक पहुँचा दो।"

वह जल्दी -जल्दी साइकिल चलाने लगा और ट्रक के पास पहुँचकर उसने ट्रक पर उस टमाटर को उछाल दिया। टमाटर उछल कर अपने दोस्तों से मिल गया। उसने टिकू को धन्यवाद दिया। बच्चा भी मुस्कुराकर आगे निकल गया।

लाल टमाटर,गिरा सड़क परदेखो कैसे भागा सड़क पर टिकू आया उसे उठाया उसे उछाला ट्रक में उसने फिर पहुँचाया उसके साथियों से मिलवाया।

सवाल-

- ❖ ट्रक से सड़क पर क्या गिरा?
- ❖ टमाटर किसी मिला?

- बच्चों को कहानी सुनाएं।
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर 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 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

Let's Construct:

- Give children blocks and tell them that today they are construction workers and they have to construct the building with these blocks.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today, after their responses do a head count and tell them the number.

Experience number 1-10(thumbprinting):

- Sit in a circle and provide drawing files to the students.
- Ask children to make 10 thumb prints in the drawing file.
- End the class by counting and reinforcing the number '10'.

Outdoor Games

I Am A Policeman:

(Tune: I'm a Little Teapot)

Rhyme:

I am a policeman, with my star.

I help people near and far.

If you have a problem, call on me.

And I will be there, 1, 2, 3!

Who Stole the Cookies from the Cookie Jar?

Pick one child to be a police officer and give him/her a police officer's hat to wear. Have the rest of the children chant "Who stole the cookie from the cookie jar?" The police officer will point to one of the children in the group. The accused child will chant: "Who me?" and the officer will chant, "Yes you." Then, the accused child will chant, "Not me," and the police officer will ask, "Then who?" The child acting as a police officer will switch places with the child he/she pointed to, and that child will become a police officer for the next round.

Language (English)

Worksheet 76 : /m/, /n/ and /d/

- Children have to identify the picture which is beginning with a different sound.
- End the class by revising vocabulary and sound from the worksheet.

Library Activity

- Give children storybooks to look at and for pretend reading.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the Greeting song using 'Bye bye bye' and wish them 'Good Afternoon'.

Class : Nursery
Month : November
Week : 2

Day 2

Theme: Our Helpers and Places Around Us

Preparation- Arrange for the following: picture cards (our helpers), picture cards /ट/, picture cards (english- sounds covered so far), quantity/dot cards (4-5 sets), clay, storybooks /g/ picture cards, etc

Assembly Time

Circle Time

Structured Conversation: Helper:

Value: Dignity of Labour:

- Ask children to sit in a circle. Place picture cards of helpers in the center. Make sure a picture card of 'Teacher' as a helper is also included.
- Ask children to choose any one card and say one good thing about that helper. Ask children to express their views on how should we treat our helpers.
- Once they express their views, reinforce that we should treat them with respect.
- Reinforce Vocabulary- डॉक्टर, अध्यापिका, पुलिस, बढ़ई, धोबी, मोची, चौकीदार, आदि

Rhyme:

- **Rhyme 26 : डॉक्टर देखो भली प्रकार'**

Language (Hindi)

/ट/ अक्षर-ध्वनि का अभ्यास:

- /ट/ अक्षर की कहानी को बच्चों की मदद से दोबारा दोहराये।
- पिक्चर कार्ड्स की मदद से पहली आवाज़ के साथ आखिरी आवाज़ पर भी ध्यान दिलाए।
- बच्चों को स्लेट पर /ट/ आवाज़ से शुरू हो रही चीज़े बनाने के लिए प्रोत्साहित करें।
- जिस समय बच्चे स्लेट पर चित्र बना रहे हों, बारी-बारी से बच्चों के पास जा कर बन रहे चित्रों के नाम और उनसे आ रही पहली और आखिरी आवाज़ पूछें।
- कक्षा का अंत /ट/ और उसकी शब्दावली को दोहरा कर करें।

Free Play/Indoor/Art and Craft

Role Play:

- Let students sit in a circle.
- Use picture cards of helpers.
- Use actions for each helper for e.g. an action of cleaning for the cleaner, action of painting for a painter.
- Ask the children to choose any helper they like.
- They have to pretend to be that helper.
- Ask them to go to the play corner and pretend to be the helper.
- They can use the material kept in the play corner as props.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today, after their responses do head counts and tell them the number.

Match Quantity to Quantity:

- Prepare 4-5 sets of quantity cards (1-10).
- Distribute the cards to the children and ask them to count the objects drawn on the flashcards.
- Ask them to find their team members and stand all together e.g. all 4 will stand together, all 6 will stand together.
- After matching give them an action which they have to repeat according to their flash card quantity e.g team who got the flashcard of 5 quantity they have to clap 5 times.
- Close the class by pasting the flashcards on the board and revise them.

Outdoor Games

Start with the rhyme:

Rhyme: I Am A Policeman

(Tune: I'm a Little Teapot)

I am a policeman, with my star.

I help people near and far.

If you have a problem, call on me.

And I will be there, 1, 2, 3!

Who Stole the Cookies from the Cookie Jar?

Pick one child to be a police officer and give him/her a police officer's hat to wear. Have the rest of the children chant "Who stole the cookie from the cookie jar?" The police officer will point to one of the children in the group. The accused child will chant: "Who me?" and the officer will chant, "Yes you." Then, the accused child will chant, "Not me," and the police officer will ask, "Then who?" The child acting as a police officer will switch places with the child he/she pointed to, and that child will become a police officer for the next round.

Language (English)

Introduction of /g/ sound

Gg

1. Garden and Goats:

Gudiya's house is near a **garden**. She loves to play on the **green grass**. The **gardener** uncle takes care of his garden a lot. He plants new flowers and trees, water them, gives them manure and takes good care of them. There is a big **gate** to enter the garden and the **guard** sits there to open and close the gate. He does not allow any animal to enter and spoil it.

One day Gudiya and her friends are playing a **game** in the garden. They see a **group** of **goats** passing by. The goats see the green plants and grass and want to eat. They try to enter the garden. They keep bleating, "Mein....Mein....", but the guard uncle does not open the gate. "Shooo...shoo...", he says loudly. The **group** of goats **go** away.

The garden will remain beautiful. The guard uncle has helped the gardener with that.

❖ What is the name of the girl in the story?

- ❖ Where is her house?
- ❖ Where does she love to play? What is the colour of the grass?
- ❖ Who takes care of the garden?

- Narrate the story.
- Once the story is narrated, ask questions to derive the target words from the story.
- Show the flashcards to the students and encourage them to find the initial sound. Prompt them initially if required.
- Draw 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.
- Stress on the initial sound.
- Ask children to draw pictures of words beginning with the target sound.

Note: The purpose of the questions are to help children to focus on the target sounds. They do not have to learn the answers.

Library Activity

- Use different picture cards related to the sound vocabulary.
- Encourage children to make a story using those pictures.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End the day with the Greeting song using 'Bye bye bye' and wish them 'Good Afternoon'.

Class : Nursery
Month : November
Week : 2

Day 3

Theme: Our Helpers and People Around Us

Preparation- Arrange for the following: picture cards (our helpers), beads and strings, slates, picture of traffic light, picture cards /g/, clay, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation : Our Helpers

Value: Dignity of Labour

Riddle Time:

Create riddles on helpers around us and ask students to guess the answer.

For e.g.-

He/she helps us in keeping our school clean and wears a blue uniform. Who is he/she? (Cleaner)

They give us medicine when we are sick. They wear a white coat. Who are they? (Doctor)

Vocabulary- डॉक्टर, अध्यापिका, पुलिस, बढ़ई, धोबी, मोची, चौकीदार, आदि

Rhyme 26 :डॉक्टर देखो

Language (Hindi)

वर्कशीट 77: / ट/

- /ट/ अक्षर की आवाज़ के चित्रों में रंग भरे और /ट/ लिखे।
- बच्चों से चित्रों को और उनके नाम में आ रही आवाज़ें पहचानने को कहें।
- कक्षा का अंत वर्कशीट पर बने चित्रों को दोहराते हुए करें।

Free Play/Indoor/Art and Craft

Role Play:

- Make students sit in a circle.
- Use the picture card of helpers.
- Use actions for each helper for e.g. an action of cleaning for the cleaner, action of painting for a painter.

- Ask children to choose helper they like the most.
- They have to pretend to be that helper.
- Ask them to go to the play corner and pretend to be the helper.
- They can use the material kept at the play corner as the tools of helpers.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today, after their responses do a head count and tell them the number.

Introduction of number 6:

- Narrate a story:

Once bees made their hive in Sonal's house. The queen, her daughter and all the bees were very happy in the hive. One day a few guests arrived at the Sonal's house. Sonal was wearing beautiful blue shoes. The baby bee saw the shoes and wished to have the same. She told the queen bee to buy the same shoes. Queen bought similar shoes and gave it to the baby bee. The baby bee wore it but started crying. The queen bee asked the reason and the baby told her that she has only two shoes but six legs. The queen understood and bought some more shoes. The baby bee was very happy and started singing.

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

"I have 3 fancy shoes"

"I have 4 beautiful shoes"

"I have 5 blue beautiful shoes"

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

Note: Stick the pictures of a bee focussing on its 6 legs .

- Ask questions related to the story which would help in deriving the target number.
- Take the number mala activity by adding six beads, ask the children to make mala with only six beads, make sure that children are counting beads.
- Show number 6 and do the air tracing and give them slates, ask them to write and draw 6 objects.

End the class by counting different objects or write 6 on board with quantity.

Outdoor Games

Traffic Policemen:

- Talk about the game and its rules to the children e.g. role of the traffic policeman.
- Divide your class into 4-5 groups, each group must have 4-5 members or more.
- Assign a player to play the traffic policeman and other players will pretend to be vehicles.
Use handmade traffic light for the game.
- Indicate which light is blinking, child playing 'traffic policemen' would direct the traffic according to the red light. Other children move around in the class like vehicles.
- Do the same with all the groups.

Language (English)

Recap of /g/ sound:

- With the help of a story, revise the letter sounds with children.
- Draw vocabulary words of /g/ on the board and draw a few objects which are not of the same sound.
- Tell children to name the words and identify the initial sound.
- Let them identify different vocabulary words.
- Draw the pictures on the board.
- Give them slates and ask them to draw /g/ vocabulary pictures.
- Close the class by revising /g/ sound with pictures on board or with flashcards.

Library Activity

- Give children books to hold and look at.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the greeting song using 'Bye bye bye' and wish them Good Afternoon.

Class : Nursery
Month : November
Week : 2

Day 4

Theme: Our Helpers and Places Around Us

Preparation- Arrange for the following: letter cards (hindi), picture cards /ट /, storybooks, etc

Assembly Time

Circle Time

Structured Conversation : Identifying and differentiating between helpers

Value: Dignity of Labour:

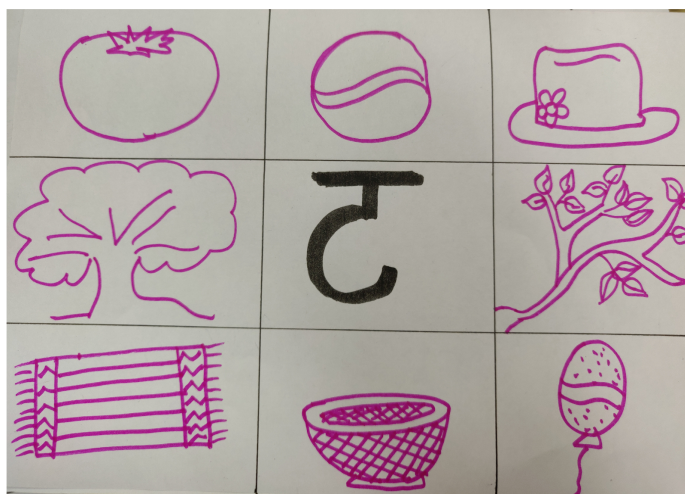
Ask the children to pick up two pictures of helpers together, ask some questions like:

- दोनों सहायको के काम में एक जैसे क्या है, और अलग क्या है?
- दोनों सहायको को अपना काम करने के लिए किस किस सामान की जरूरत होती है?

Language (Hindi)

/ट/ पुनरावृत्ति

- अब तक हो चुके अक्षरों के चित्र कार्ड बच्चों को दिखाएं।
- बच्चों से चित्रों का नाम और पहली आवाज़ पूछें।
- फर्श पर एक ग्रिड बनाएं जिसमें /ट/ लिखें और /ट/ आवाज़ से शुरू होने वाली चीज़ों के चित्र बनाएं। ऐसे चित्र भी बनाएं, जिसमें /ट/ की आवाज़ नहीं आती।
- बच्चों को बारी-बारी से बुलाए और उन्हें पहले /ट/ और फिर /ट/ से शुरू होने वाली किसी एक तस्वीर पर कूद-ने को कहे।
- कक्षा का अंत /ट/ अक्षर की शब्दावली को दोहरा कर और उनसे आ रही पहली और आखिरी आवाज़ से करे।



Free Play/Indoor/Art and Craft

Dumb Charades:

- Sit in a circle and explain the game.
- Act as any helper and children will guess who the helper is.
- Ask children to act as a helper and others would guess.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today, after their responses take head counts and tell them the number.

Worksheet 78: Number 6

Outdoor Games

Traffic Police Officer:

- Talk about the game and it's rules to the children e.g. role of traffic police.
- Divide your class into groups of 4-5 ,each group must have 4-5 members.
- Assign a player to play the cop and other players will pretend to be vehicles.
- Use a handmade traffic light for the game.
- The policeman will direct the traffic and stops vehicles to let pedestrians go.
- Do the same with all the groups.

Language (English)

Worksheet 79: /g/ sound

- Show the worksheet to the students.
- Encourage them to identify the pictures and the initial sound.
- End the class by revising the vocabulary and sound from the worksheet.

Library Activity

- Give children books in pairs to look at and read.
- Encourage them to share and look at the book together in pairs.
(Value: Sharing)

Closure and Bye

Class : Nursery
Month : November
Week : 2

Day 5

Theme: Our Helpers and Places Around Us

Preparation- Arrange for the following: picture cards (our helpers- rickshaw driver, labourer), clay, jodo gyan blocks, rangometry, slates, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation- Our Helpers

Value: Dignity of Labour:

- Show some pictures of a rickshaw driver and laborers who help us in construction our houses, ask about their profession and how they help us.
- Show some pictures where some people are misbehaving with them and sensitize children towards professionals who earn low income and the need to respect them.

Language (Hindi)

वर्कशीट 80: /च/ और /ट/

- बच्चों को वर्कशीट दिखाएं।
- बच्चों को /च/ और /ट/ वाली चीज़ों को सही घर में पहुँचाए।

Free Play/Indoor/Art and Craft

Clay Modeling:

- Tell children that they all are carpenter and they have to make furniture with the clay.
- Encourage children to think of what all they will make.
- Give them clay.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today, after their responses count their heads and tell them the number.

Rhyme on Number 7

Seven cats on 7 gates,

7 bowls and 7 plates,

7 feet and 7 skates,

The number 7 is great.

- Sing this rhyme with the students.
- Call out 7 students and ask them to be the '7 cats'.
- Sing the rhyme again with these 7 children pretending to be cats.
- Draw 7 cats on the board.
- After the rhyme, give children blocks and ask them to make seven plates using 7 blocks.
- Introduce the numeral '7' and do air tracing.
- Give children slates and let them make any 7 things from the rhyme.
- End the class by writing '7' with objects on the board.

Outdoor Games

Freeze Dance:

- Choose one person to be in charge of the music.
- When music starts everyone will dance, the crazier the better.
- When the music stops, children must freeze in their positions.
- Anyone caught moving after that is out.
- Play continues until there is one person left to be the winner.

Language (English)

Recap of /g/ and /d/ sound

- **Worksheet 81**
- Show them the flash cards of /d/ and /g/ sound and ask them the name and initial sound of the vocabulary.
- Show them the worksheet.
- Encourage them to identify the /d/ and /g/ pictures.
- Students have to colour /d/ pictures blue and /g/ pictures orange.
- End the class by reinforcing the vocabulary and the sound from the worksheet.

Library Activity

- Give children books in pairs to look at and read.
- Encourage them to share and look at the book together.
(Value: Sharing)

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the Greeting song using 'Bye bye bye' and wish them Good Afternoon.

Class : Nursery
Month : November
Week : 2

Day 6

Complete the worksheet number -24 (मुझे जानो और पहचानो)

Class : Nursery
Month : November
Week : 3

Day 1

Theme: Our Helpers and Places Around Us

Preparation- Arrange for the following: picture cards /त/, old newspaper, fevicol, drawing file, clay, storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Our Helpers

Value: Dignity of Labour

- Let children sit in a circle.
- Place the flash cards of helpers on the floor and ask children the following:
 - ❖ आपका पसंदीदा सहायक कौन है और क्यों ?
 - ❖ आपके घर में कौन-कौन से सहायक है ?
 - ❖ आपको किस सहायक जैसा बनना है और क्यों ?

Reinforce Vocabulary- डॉक्टर, अध्यापिका, पुलिस, बढ़ई , धोबी, मोची, चौकीदार, आदि।

Rhyme 25: मेरी टीचर

Language (Hindi)

/त/ अक्षर-ध्वनि का परिचय

तरुण का डर

तरुण को रात से बहुत डर लगता था। अंधेरे में कुछ अच्छे से दिखाई जो नहीं देता , केवल आवाजें ही सुनाई देती थी। एक आवाज़ 'ठक-ठक' की जो आती है उससे वह बहुत डरता था । वह अपना मुँह तकिये में घुसाकर छुपा लेता और कान बंद कर लेता था । माँ उसे बहुत समझाती, अच्छी कहानियां सुनाती, रंग-बिरंगी तस्वीरें दिखाती लेकिन उसका डर नहीं भागता ।

एक दिन रात को वह देर तक जगा हुआ था। तभी उसे 'ठक –ठक' की आवाज़ सुनाई दी। तरुण घबराकर अपनी माँ के पास भाग गया । माँ उसे दरवाजे तक ले गयी, तो तरुण ने देखा की यह तो चौकीदार अंकल हैं, जिन्हें वो प्यार से ताऊजी बुलाता है। वह अपना डंडा बजाकर 'ठक –ठक' की आवाज़ निकाल रहे । बहुत ही ताकतवर अंकल हैं, बड़ी- बड़ी मूछों वाले , मोटी सी तोंद वाले। वह घर के बहार तम्बू में रहते हैं। घर की रखवाली करते हैं। गेट पर ताला लगाते हैं। उनकी बड़ी सी तोंद से तरुण को खेलने में बहुत मज़ा आता है ।

उस दिन के बाद तरुण को 'ठक-ठक' की आवाज़ से कभी डर नहीं लगा।

- ❖ किसको बहुत डर लगता था?
- ❖ तरुण किस के अंदर अपना मुँह छुपा लेता था ?
- ❖ माँ उसे रंग-बिरंगी कौन सी चीज़ दिखती?
- ❖ चौकीदार अंकल की मोटी सी क्या है?
- ❖ चौकीदार अंकल कहाँ रहते थे?
- ❖ गेट पर क्या लगते थे?

- बच्चों को कहानी सुनाएं।
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर 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 एक 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 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

Craft

- Give each child a quarter sheet of newspaper/ glazed paper.
- Tell them they can tear it into small pieces.
- Ask them to draw a big apple or Sun or mango etc. in their drawing file and paste the torn bits inside the picture.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today, after their responses take a head count and tell them the number.
- **Worksheet 82: Number -7**
- Close the class by counting objects from the worksheet.

Outdoor Games

Statue

- Talk about the game and its rules.
- Choose a 'Seeker'.
- Other children run around until the seeker says 'statue', as soon as the word statue is said, the runners have to stop immediately and stand like a statue.
- Seeker has to catch children who make any sort of movement.

Language (English)

Recap /d/ and /g/:

- Give children clay.
- Ask them to make /d/ and /g/ objects using clay.
- End the class by reinforcing /d/ and /g/ vocabulary and sound.

Library Activity

- Give children books in pairs to look at and read.
- Encourage them to share and look at the book together.
(Value: Sharing)

Closure and Bye

- Encourage children to share all the activities they did during the day
- End the day with the Greeting Song using 'Bye bye bye' and wish them 'Good Afternoon'.

Class : Nursery
Month : November
Week : 3

Day 2

Theme: Our Helpers and Places Around Us

Preparation-Arrange for the following: picture cards / त / , old newspapers, basket/box slates, rangometry, blocks, clay, picture cards /o/, puppet, etc.

Assembly Time

Circle Time

Structured Conversation - Places Around Us

Start the conversation by asking what all they saw while coming to the school.

Use questions like-

- जब आज घर से निकले तो रास्ते में क्या-क्या देखा? (कुछ ऐसे प्रश्न करे जिस से हॉस्पिटल, बाजार, पुलिस स्टेशन , स्कूल, आदि जवाब आ सके)
- हम इन जगहों पर किस काम के लिए जाते है।
- इन जगहों के लोग हमारी मदद कैसे करते है।
- Show them pictures of different places. Let them guess the places. Encourage them to speak about the pictures.
- Rhyme- चौकीदार
- Lyrics: ठक-ठक करता चौकीदार

Language (Hindi)

/त/ अक्षर-ध्वनि पुनरावृत्ति

- /त/ अक्षर की कहानी को बच्चों की मदद से दोबारा दोहरा लें।
- फ्लैश कार्ड्स की मदद से पहली आवाज़ के साथ आखिरी आवाज़ पर भी ध्यान दिलाए।
- बच्चों को ड्राइंग पर /त/ आवाज़ से शुरू हो रही चीज़े बनाने को प्रोत्साहित करे।
- जिस समय बच्चे ड्राइंग फाइल में चित्र बना रहे हैं, बारी-बारी से बच्चों के पास जा कर बना रहे चित्रों के नाम, उनसे आ रही पहली और आखिरी आवाज़ पूछे।

Free Play/Indoor/Art and Craft

Newspaper ball balancing:

- Make pairs of children.
- Give a newspaper to crumble and make a ball with it.
- In pairs they have to carry their paper ball on a sheet of paper and carefully put it into a basket.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today, after their responses take a head count and tell them the number.

Introduction of number 8

Use the rhyme-

Rhyme on Number 8

8 apples, 8 trees, 8 tiny little buzzing bees.

8 tables, 8 chairs, 8 monkeys jumping there.

8 chickens, 8 sheep, 8 frogs getting ready to leap.

The number 8 is special we can use it every day.

So, come back soon and sing with us

We are always here to play.

- Sing this rhyme with the students.
- Call out 8 students and ask them to be the 8 monkeys jumping on the tree.
- Sing the rhyme again with these 8 children pretending to be monkeys.
- Use any 8 concrete objects.
- Count them and draw them on the board.
- Give children blocks and ask them to make anything using those blocks.
- Introduce the numeral '8' and do air tracing.
- Give the children drawing files and let them make any 8 things from the rhyme.

Outdoor Games

Statue:

- Talk about the game and its rules.
- Choose a 'Seeker'.
- Children run around until the Seeker says 'statue', and they have to stop immediately.
- Seeker has to catch the child who makes the slightest movement.

Language (English)

Introduction of /o/ sound:

Off to the Village:

Akshay's father has gone to his **office**. He will come home early today. They all will go to his grandparent's house after his father comes back. His grandparent's house is in a village. Akshay wants to meet his grandparents. His Dadi makes lots of tasty food for him. Dadaji takes him for long walks. There are fields and lots **of** trees. At night he can see many stars in the sky. There is less noise and fresh air. Akshay loves his village.

Akshay packs his bags and is ready to go. As soon as Papa comes from his office they keep the bags in the car and **off** they go. On the way they see farmers carrying goods in the **ox carts**. "Ox is a strong animal", thinks Akshay.

Near the village they see many trees in the fields. Akshay's father stops his car to say hello to a man. The man is his father's friend. Akshay also goes to meet his father's friend. There are **oranges** everywhere, on the trees on the ground. Akshay has never seen so many oranges before.

Akshay asks, "Uncle so many oranges!"

The friend says, "Yes, Akshay beta, I grow oranges. This is my **orchard**. Do you like oranges?"

"Yes, I love them. They are so juicy." Akshay says.

His father's friend packs a few oranges and gives it to him. When they reach his grandparent's home they make **orange juice** for everyone. It is the sweetest orange juice Akshay has ever had.

- ❖ Where has Akshay's father gone?
- ❖ Which animal does Akshay see?
- ❖ On what are the farmers carrying their goods?
- ❖ Which fruit is everywhere?
- ❖ What does Akshay's uncle have?
- ❖ What do they make with oranges?

- 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 find 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.
- Stress on the initial sound.
- Let children draw pictures of words with the target sound.

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

Library Activity

- Give children story books.
- Let them read the books in pairs.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the Greeting song using 'Bye bye bye' and wish them 'Good Afternoon'.

Class : Nursery
Month : November
Week : 3

Day 3

Theme: Our Helpers and Places Around Us

Preparation-Arrange for the following: picture cards(places like hospital,police station etc), picture cards (our helpers), picture cards /o/, puppet, etc.

Assembly Time

Circle Time

Initiate free conversation about places around us. Ask the children about the places around their home. Prompt them by giving examples such as playground, garden, shops etc. Encourage them to speak about their observations and experiences.

Structured Conversation:

Picture talk on places (Hospital and Police Station):

- Start the conversation by asking 2-3 riddles related to police station and hospital to derive the topic of the day.
- After deriving the topic of the conversation show them a picture of a police station and hospital one by one and do a picture talk.

Use questions like-

- हॉस्पिटल हम क्यों जाते हैं ?
- हॉस्पिटल में कौन मदद करता है ?
- हॉस्पिटल के क्या नियम होते हैं ?
- पुलिस हमारी मदद कैसे करती है आदि ?
- हम पुलिस की कैसे मदद कर सकते हैं ?
- Make children aware of these places and bring their focus on helpers in these areas and our responsibilities towards places around us.
- Close the class by using the **Rhyme 27:** “ देखो एक डाकिया आया’

Language (Hindi)

वर्कशीट 83: / त/ ध्वनि

- वर्कशीट बच्चों को दिखाएं।
- बच्चों से वर्कशीट में दिए गए चित्रों के नाम पूछें।
- /त/ लिखें और /त/ आवाज़ से शुरू हो रही चीज़ों में रंग भरने को बोलें।
- कक्षा का अंत वर्कशीट पर बने चित्रों के नाम और उनसे आ रही आवाज़ दोहरा कर करें।

Free Play/Indoor/Art and Craft

What is missing ?

- Paste 3-4 pictures of helpers on the board and ask children to see the pictures carefully.
- Ask children to close their eyes.
- Remove a picture from the board, ask them to open their eyes and tell the picture that's missing.
- After 3-4 round use 4-5 pictures to make the game difficult.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today, after their responses count their heads and tell them the number.

Introduction of number 9

Use the rhyme-

Engine, Engine number 9

When it is ready it will shine,

Engine, Engine number 9

Then we will ride on the Bombay line.

- Use the rhyme to introduce the number '9'.
- Call out 9 students and ask them to be 9 engines.
- Repeat the rhyme with these children pretending to be the engines.
- Count these children to develop a sense of quantity of number 9.
- Ask children to tell any 9 things that you see in school, give them rangometry and ask them to count.
- Draw 9 things on the blackboard.
- Introduce numeral 9 and do air tracing.
- Provide slates to children to form 9 and draw any 9 things that are present in the classroom.
- End the class by drawing 9 objects on the board and write the number 9.

Outdoor Games

Cat and Mouse Chase:

- Explain about the game and its rules.
- Divide your class into two groups, group one all are cats and group two all are mouse.
- Cats are supposed to chase rats and whoever gets caught first will become cats and catches the rats.

Language (English)

Recap of /o/sound:

- With the help of story, revise the letter sounds with children.
- Draw vocabulary words of /o/ sound on the board and draw a few objects which are not of the same sound.
- Tell the children to name the words and identify the initial sound.
- Ask them to identify /o/sound pictures.
- Let children identify the different vocabulary words.
- Draw the pictures on the board.
- Give them slates and ask them to draw vocabulary related pictures.

Library Activity

- Narrate a story using puppets.
- Use voice modulation and gestures.

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 : November
Week : 3

Day 4

Theme: Our Helpers

Preparation-Arrange for the following: picture cards(places like market and railway station etc), picture cards (/त/, /स/), picture cards /o/, puppet, etc.

Assembly Time

Circle Time

Structured Conversation: Speak to the children about the different places they go with their parents.

Structured Conversation: Market and Railway Station

Value: Taking care of your surroundings

Pose questions such as:

- जब आपको कुछ खरीदना होता है तो आप कहाँ जाते हो ?
- आपको बाज़ार में क्या-क्या दिखता है, किस-किस तरह की दुकान दिखती है ?
- आपको मार्किट कौन ले जाता है ?
- मार्किट और रेलवे स्टेशन की तस्वीर दिखाएँ और बातचीत को आगे बढ़ाये ?
- रेलवे स्टेशन को साफ़ रखने में हम कैसे मदद कर सकते हैं?
- Rhyme 28: चौकीदार

Language (Hindi)

/त/ और /स/ पुनरावृत्ति

- बच्चों को अपने साथ गोले में बैठाएँ और उन्हें /त/ और /स/ अक्षर की आवाज़ से शुरू होने वाले चित्रों को दे।
- 'यह ... है' वाक्य का प्रयोग करते हुए बच्चे पहले उस चीज़ का नाम और फिर उस से आ रही पहली और फिर आखिरी आवाज़ बताएँगे।

/त/ अक्षर का लेखन

- बच्चों को उनकी ड्राइंग फाइल में /त/ को अलग-अलग रंगों से लिखने में मदद करे।
- /त/ के साथ बच्चे /त/ अक्षर की आवाज़ से शुरू हो रही एक चीज़ बनाने के लिए बच्चों को प्रोत्साहित करे।

कक्षा का अंत बच्चों के काम को सराहना देते हुए करे।

Free Play/Indoor/Art and Craft

Market Market:

- Ask children to pretend to play.
- They can pretend to be shopkeepers or customers.
- Give them props like cardboard boxes and baskets.

Lunch Break

Mathematics

How many students are in the class today?

- First ask from the students that what they think about how many friends are present today, after their responses take a head count and tell the number..
- **Worksheet 84 :** (Number -8 and 9)
- Close the class by counting picture objects from the worksheet.

Outdoor Games

Cat and Mouse Chase:

- One child will be the cat and the other children would be mice.
- The child pretending to be the 'cat' has to catch the mice.
- Give chance to different children to be the 'cat'.

Language (English)

Worksheet 85 : /o/ letter sound.

- Show the pictures in the worksheet to children.
- Ask them to identify the picture and tell the initial sound in words.
- End the class by revising vocabulary and sound from the worksheet.

Library Activity

- Narrate a story using puppets.
- Use voice modulation and gestures.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the Greeting song using 'Bye bye bye' and wish them 'Good Afternoon'.

Class : Nursery
Month : November
Week : 3

Day 5

Theme: Our Helpers and Places Around Us

Preparation- Arrange for the following: /त/ ,/ स/, /च/ picture cards, pebbles, blocks, rangometry, water colours, drawing file, picture cards /d/ /g/ and /o/, puppet, etc.

Assembly Time

Circle Time

Free Conversation - बच्चों की दिनचर्या से सम्बन्धित सवाल करते हुए सप्ताहांत (weekend) में अपने आस पास अलग अलग तरह के सहायक के बारे में पता कर के आने को कहे।

Language (Hindi)

मिलान करे

- बोर्ड पर- 'त, स, च' अक्षर एक बराबर लाइन में लिखे और उनके ऊपर एक घर बना दे।
- बच्चों को को 'त, स, च' अक्षर की आवाज़ से शुरू होने वाली चीज़ों की तस्वीरें दे और उन्हें ध्यान से देखने को कहे।
- बच्चों से तस्वीरों को पहली आवाज़ के अनुसार सही घर में रखने को कहे।

कक्षा का अंत बोर्ड पर लगे अक्षर और उनकी शब्दावली को दोहरा कर करे।

Free Play/Indoor/Art and Craft

Dumb Charades:

- Tell children about the game.
- Call a child and whisper the name of the helper in his/her ear. That child has to act like that helper and the rest of the class will guess the name of helper.
- Do this with all the helpers.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students how many friends are present today, after their responses count their heads and tell them the number.

Introduction of number 10:

Rhyme for Number 10:

Ten little firemen

Sleeping in a row

Ding-dong goes the bell

In a wink they go

Off to the engine, Ho-ho-ho

Using the big pipe so, so, so

When the fire's out

Home they go

Back to bed

All in a row

- Sing the rhyme.
- Call out any 10 students to be the 'fireman'.
- Repeat the rhyme with these ten students acting as fireman.
- Count these students.
- Ask the children to go out and collect any 10 things.
- Draw ten things on the blackboard.
- Show them the numeral 10 and do air tracing.
- Provide them paint colours and let them rub it in both of the palms.
- Take the handprints of children in sheets and tell them to count the number of fingers and thumbs. Ask them to write '10' with paint.
- Close the class by reinforcing the quantity and number 10.

Outdoor Games

- Play any game of children's choice.

Language (English)**Recap of /d//g/ and /o/ sound:**

- Make some space in the classroom and paste the vocabulary cards of /d/, /g/ and /o/ sound on the wall.
- Call 5 children at a time and call out a sound, children have to find the vocabulary card related to given sound and touch that.
- The rest of the class will check whether they are doing right or not.

Library Activity

- Narrate a story using puppets.
- Use voice modulation and gestures.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the Greeting song using 'Bye bye bye' and wish them 'Good Afternoon'.

Class : Nursery
Month : November
Week : 3

Day 6

1-Complete the worksheet number -25 (मुझे जानो और पहचानो)

Class : Nursery
Month : November
Week : 4

Day 1

Theme: Our Helpers and Places Around Us

Preparation-Arrange for the following: picture cards(places like bank ,school), play material, handkerchief, emotion cards(emoticons), storybooks, etc.

Assembly Time

Circle Time

Structured Conversation:

- Speak to the children about the different places they go with their parents.
- Show them pictures of bank and school, and initiate the conversation by asking some questions.

Language (Hindi)

'कार्ड को सही पते पर वितरित करें'(अक्षर पुनरावृत्ति)

- छात्रों को बताएं कि वे 'डाकिया' हैं और उन्हें शब्दावली कार्ड सही पते पर पहुंचाना है।
- अलग-अलग शब्दावली के फ्लैशकार्ड (क, प,र,म,त ,ख) बच्चों को दे और उन शब्दावली के अक्षरों को कक्षा की दीवारों पर लगा दे।
- बारी बारी से बच्चों को उन्हें दी गयी शब्दावली को सही पते (सही अक्षर) पर पहुंचने के लिए कहे।
- कक्षा का अंत दीवारों पर लगे अक्षर और उनकी शब्दावली को दोहरा कर करे।

Free Play/Indoor/Art and Craft

Free Play

- Let children indulge in free play with play materials.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today, after their responses take a head count and tell them the number.

Worksheet 86: Number-10.

Close the class by counting picture objects from the worksheet.

Outdoor Games

Dog and The Bone:

- Two teams of children are made to stand opposite each other at a minimum distance of two meters.
- Place a ball, a large unbreakable toy or a handkerchief between the team.
- One member from each team comes forward and tries to get the thing placed in the centre.
- The player to get the item first wins.

Language (English)

Introduce feeling words:

- Let children sit in a circle.
- Lay out these emotions stick puppets in the center.
- Explain what each expression means.
- Ask them to choose a puppet based on their mood today. Once done, ask them to express why they chose that particular puppet. This enables the child to open up and express his/her emotions and helps build a bond between you and the child.
- Some children who are shy would need extra encouragement. Be patient with them and see them open up. Repeat this activity over the days.
- Start with your own feelings using 'I am...today'.



Pic courtesy – kiddiematters.com. Bigger picture attached at the end of the plan.

Library Activity

- Encourage children to retell a story done previously.
- Let children tell the story in their own words.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the Greeting song using 'Bye bye bye' and wish them 'Good Afternoon'.

Class : Nursery
Month : November
Week : 4

Day 2

Theme: Our Helpers and Places Around Us

Preparation-Arrange for the following: picture cards(places like park), letter and picture cards (of hindi letters covered so far), slate, twigs, emotion cards(emoticons), storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Speak to the children about the different places they go with their parents.

- Initiate a conversation on yesterday's discussion and take it further by talking about park and playground pictures.
- Ask their experiences related to the park.

Some Suggested Questions:

- ❖ पार्क का ध्यान कौन रखता होगा ?
- ❖ जब आप पार्क जाते हो तो क्या कभी किसी को वहाँ पेड़ पोथो का ध्यान रखते हुए देखा है , उन्हें क्या कहते हैं ?

Language (Hindi)

अक्षरों का खेल

- बोर्ड पर अब तक हो चुके अक्षरों को लगाए और बच्चों को बुला कर उन्हें एक आवाज़ बोले जिसे बच्चे को बोर्ड पर टूट कर हाथ लगाना है।
- अब तक हो चुके अक्षरों की शब्दावली को एक मेज़ पर लगाए।
- अपनी कक्षा को चार-चार के समूह में बाटे और सभी समूह को एक अक्षर दें और अब उन्हें बताए की उन्हें अक्षरों के बाज़ार जाना है और उन्हें दिया गया अक्षर की आवाज़ से शुरू होने वाली चीज़ों को ही बाज़ार से लेना है।
- एक बार में एक समूह को भेजे और उन्हें खुद से शब्दावली उठाने दे।
- कक्षा का अंत सभी फ़्लैश कार्ड्स को दोहराते हुए उनसे आ रही पहली और आखिरी आवाज़ के बारे में बात करे।

Free Play/Indoor/Art and Craft

Freeze Dance:

- Choose one person to be in charge of the music.
- When the music starts everyone will dance, the crazier the better.
- When the music stops, the dancers must freeze in their positions.
- Anyone caught moving after that is out.
- The play continues until there is one person left as the winner.

Lunch Break

Mathematics

How many students are in the class today?

- Ask students to guess how many friends are present today, after their responses take a head count and tell them the number.

Revisiting number 1-10

- Children will collect twigs from the school grounds in groups of 6.
- Tell the children to make various figures using those twigs and write the number of twigs used on the slate.
- Example: A child brings 10 twigs and makes a figure of a hut. The child will count the number of twigs used in making hut and write that number on slate. Children will keep on making figures using twigs and keep writing number of twigs used on slate.
- Write a number on board. Children will read the number and make a train with that many coaches on their slates.
- Example: Write number 10 on the board. Children will read the number 10 and draw a train having 10 coaches (including engine).

Outdoor Games

Dog and the bone:

- Make two teams of children and ask them to stand some distance apart.
- Place a ball or a large unbreakable toy or a hankey between the two teams.
- One member from each team comes forward and tries to get the thing placed at the centre.
- The player to get the item first wins.

Language (English)

Recap Emotion Words:

- Repeat the exercise done the previous day and ask children to speak about their emotions.
- Ensure you give chance to those children who didn't



speak last time.

- Prepare a story to connect children more emotionally.
- Encourage children to speak their feelings using 'I am feeling today'.

Pic courtesy – kiddiematter

Library Activity

- Encourage the children to retell a story done previously.
- Let children tell the story in their own words.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the Greeting song using 'Bye bye bye' and wish them 'Good Afternoon'.

Class : Nursery
Month : November
Week : 4

Day 3

Theme: Our Helpers and Places Around Us

Preparation-Arrange for the following: picture cards(places discussed so far), letter and picture cards (of hindi letters covered so far), drawing file, colours, rope, emotion cards(emoticons), storybooks, etc.

Assembly Time

Circle Time

Structured Conversation: Extempore

- Keep pictures of different places in a basket (market, road, playground, school, railway station, bank, etc.).
- Ask children to pass the basket around along with the music. When the music stops, the child holding the basket picks up a picture and identifies it. Let the child also talk about the picture.

Pose questions such as: Who all are there? What are they doing?

Rhymes

- Recap the rhymes done until now.

Language (Hindi)

अक्षर पुनरावृत्ति

अक्षर को उनकी आवाज़ से शुरू होने वाली चीज़ों से मिलाए

- कक्षा को दो समूहों में बाँटे और पहले समूह को अब तक हो चुके अक्षरों के कार्ड्स दें और दूसरे समूह को उन अक्षरों की आवाज़ से शुरू हो रहे चीज़ों के प्रलेश कार्ड्स दें।
- बच्चों को अक्षरों की आवाज़ से शुरू हो रहे चीज़ों के चित्र कार्ड्स से मिलाने को कहे।
- कक्षा के अंत में अक्षर और उसकी ध्वनि को दोहरा लें।

Free Play/Indoor/Art and Craft

Free Drawing:

- Let children do free hand drawing on their slates or drawing files.
- Encourage them to name their pictures and label it for them.

Lunch Break

Mathematics

How many students are in the class today?

- Ask students to guess how many friends are present today, after their responses count their heads and tell them the number.

Worksheet 87 : 1-10

- Count and match with numeral.
- End the class by counting picture objects from the worksheet.

Outdoor Games

Tug of War:

- Divide the class into two teams.
- Each team holds a long rope from each end and tries to pull it towards them. (This game teaches the players a lot about team spirit and effort. The fun of tugging the pole and laughing as you do it is unmatched.)

Language (English)

Feeling Words:

- Sit in a circle and initiate a discussion talking about children's time at home after coming back from the school.
- Ask them how they were feeling at home and how they are feeling presently.
- Encourage the use of feeling words like happy, sad, angry and excited.
- Give them slates and encourage them to draw their feelings using emoticons.
- After drawing encourage them to show their drawing and speak about it.

Library Activity

- Encourage the children to retell a story done previously.
- Let children tell the story in their own words.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the Greeting song using 'Bye bye bye' and wish them 'Good Afternoon'.

Class : Nursery
Month : November
Week : 4

Day 4

Theme: Our Helpers and Places Around Us

Preparation-Arrange for the following: picture cards (places and helpers discussed so far), 3-4 sets of domino cards (letter- vocabulary), rope, objects for treasure hunt, number cards, storybooks, etc.

Assembly Time

Circle Time

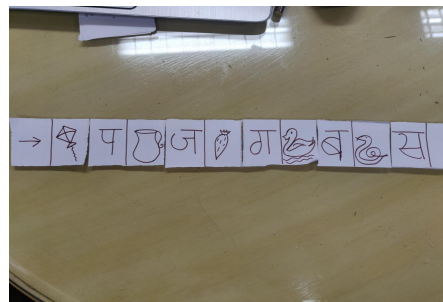
Structured Conversation:

- Use pictures of the places and helpers covered in the month.
- Give these picture cards to students.
- Let children describe the pictures and identify the places/ helpers.
- End the discussion by reinforcing the vocabulary.

Language (Hindi)

डोमिनो खेल

- अब तक हो चुके अक्षरों के शब्दसमूहों के डोमिनो कार्ड्स बनाए।
- कक्षा को 4 के समूह में बाँटे और सभी समूह को अक्षरों से सम्बन्धित डोमिनो कार्ड्स दें और उन्हें सही से लगाने को कहें।
- सभी समूहों के पास बारी-बारी से जा कर बच्चों से उनके द्वारा किये जा रहे काम के बारे में बात करें।



कक्षा का अंत बोर्ड पर डोमिनो कार्ड्स लगा कर अभ्यास करें।

Free Play/Indoor/Art and Craft

Treasure Hunt:

- Create a treasure hunt game in class.
- Hide an object in the class and create clues by drawing footprints on the ground with different coloured chalks.
- Tell the children that one of the colours will lead them to the treasure.
- Children will have to try and jump on different footprints to find out which one will lead them to the treasure.

- Make sure that all the other coloured foot prints except the one leading to the treasure should end abruptly without leading anywhere.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today, after their responses take a head count and tell them the number.

Revising Numbers

- Stand in a circle and tell about the game for e.g. teacher will show the numeral cards and tell the action which children have to do according to the numeral, 1 time clap, 2 times blink eyes, 3 times click fingers, 4 times turn around, 5 times up-down, 6 times wave hands, 7 times jump , 8 times nod head etc.

Worksheet 88 : Numbers 1-10

- Count and write the numeral.
- Close the class by counting the picture objects and showing correspondence numeral.

Outdoor Games

Tug of War

- Divide the class into two teams.
- Each team holds a long rope from each end and tries to pull it towards them.

(This game teaches the players a lot about team spirit and effort. The fun of tugging the pole and laughing as you do it is unmatched.)

Language (English)

Picture talk on feelings:

- Use some pictures from story/picture books.
- Encourage the children to talk about pictures ,while talking about the pictures, use sentences like-
'The girl is... The boy is....'

Library Activity

- Use a puppet to narrate any story.
- Use voice modulation and proper gestures/actions.

Closure and Bye

- Encourage children to share all the activities they did during the day.
- End with the Greeting song using 'Bye bye bye' and wish them 'Good Afternoon'.

Class : Nursery
Month : November
Week : 4

Day 5

Theme: Our Helpers and Places Around Us

Preparation- Arrange for the following: 3-4 sets of domino cards (letter- vocabulary), picture cards (of theme related vocabulary), rope,etc

Assembly Time

Circle Time

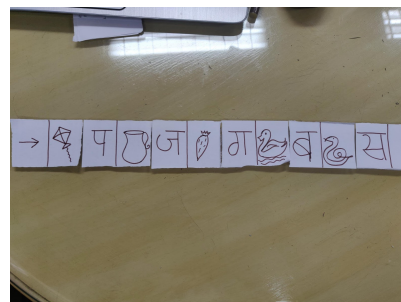
Free Conversation:

Provide an opportunity for children to indulge in free conversation on any topic of their choice e.g. things they do at home, games they like to play, etc.

Language (Hindi)

डोमिनो खेल

- अब तक हो चुके अक्षरों के शब्दसमूहों के डोमिनो कार्ड्स बनाए।
- कक्षा को 4 के समूह में बाटे और सभी समूह को अक्षरों से सम्बन्धित डोमिनो कार्ड्स दें और उन्हें सही से लगाने को कहे।
- सभी समूहों के पास बारी-बारी से जा कर बच्चों से उनके द्वारा किये जा रहे काम के बारे में बात करे।



वर्कशीट 89 :

- बच्चों को वर्कशीट के चित्र पहचानने को बोलें।
- चित्रों के नाम में आ रही पहली आवाज़ बताने को कहें।
- बच्चों को वर्कशीट में अक्षर लिखने को कहें।

Free Play/Indoor/Art and Craft

Sorting:

- Mix all the flash cards of all the themes covered so far (take 3-4 themes).
- Divide the class into groups of 4 and give them the flash cards and ask them to sort them.
- Walk around the class and see their work, help them if needed.

Lunch Break

Mathematics

How many students are in the class today?

- First ask students to guess how many friends are present today, after their responses take a head count and tell them the number.

Revising Numbers 1-10

Story-

- Prepare a short story for numbers 1-10.
- Distribute the slates and tell the children that during the story whenever they hear any number they have to write that number on their slates and show.
- Take a small pause and give time to write the number.
- Reinforce the numerals.

Outdoor Games

Children's Choice

- Play any game of children's choice.

Language (English)

Talk on feeling " Anger'

- Ask when they feel angry.
- What do they do when they feel angry?
- Talk about how to control anger, what to do to control anger, e.g.count 1-10, drink water, deep breath, clap 5 times, laugh out loud, sit quietly, talk to people who got you angry.

Library Activity

- Give children books to read/look at.
- Encourage them to share their observations about the book and its pictures.

Closure and Bye

Class : Nursery
Month : November
Week : 4

Day 6

- 1-Complete the worksheet number -26 (मुझे जानो और पहचानो)**
- 2-Complete the worksheet number -31 (मुझे जानो और पहचानो)**

Reflections