



सत्यमेव जयते

Directorate of Education

Govt of NCT of Delhi

Daily Lesson Plans for Nursery

December to February

2020-21



Development Partner:



AHVAAN
A Trust for Education

Preface

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

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

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

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

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

I wish the teachers a very successful year ahead!

Binay Bhushan
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Important Guidelines for Teachers

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

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

Do's and Don'ts for the Daily Plans

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

The Importance of Phonemic Awareness in Early Years

A Note for teachers

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

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

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

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

Time Table for Classes Nur and K.G.

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

References

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

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

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In.pinterest. com

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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December

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

- Jiddu Krishnamurthi

Weekly Learning Outcomes - December (Nur)					
		Week 1	Week 2	Week 3	
Domain	The student will be able to:	Activity:	Activity:	Activity:	
Personal, social, Emotional Development	Express own interests and preferences				
	<ul style="list-style-type: none"> Expresses himself /herself without inhibitions Expresses his/her needs /feelings /emotions 	during structured conversations: *while reading the class-book created *on the value and effects of the kind of food we eat	during structured conversations: *on how food reaches us and where it comes from*importance and value of food *steps for saving food from wastage	during structured conversations: *on what we can do to stop wastage of food and how we can take the help of our family *on how to use a dustbin properly	
	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 any topic of their choice *during structured conversation about their favourite food	*during free conversation on any topic of their choice *rhyme with actions: Veggies go on a strike and songs on fruits		
	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 taste discrimination activity for sweet, sour and salty		
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 hopping on the path in number sequence, running a race, free play,*making a circle, running in the food race	*during match the shape, finding shapes game, throwing and catching a ball in a circle, finding out different shapes game	*during the hurdle race, listen- listen game, free play, over the rope and under the rope game	
	Exhibit fine motor skills and simple eye hand coordination				
	<ul style="list-style-type: none"> Able to scribble and color Attempts to put beads through the strings Attempts to tear and paste paper Uses the grip to hold brushes, crayons etc Able to throw and catch ball in a given direction Uses the grip to tear and crush paper Uses pincer grip to hold and manipulate tools for drawing, painting and writing 	*while drawing and colouring their favourite food, circular things *making a circle using parts of the body *while drawing pictures with vyanjans and letter sounds introduced *during free play in four corners *while coloring and writing of vyanjans done so far	*throwing and catching a ball *while drawing pictures with vyanjans and letter sounds introduced *making a fruit salad, handling shapes cut outs tearing and pasting vegetables *thumb printing fruits *while coloring and writing of vyanjans done so far	*while making fruit and vegetables with clay *while drawing pictures with vyanjans and letter sounds introduced *while counting and putting beads in a bottle *while handling shapes cut outs *during drawing things using triangles *while coloring and writing of vyanjans done so far	
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 manipulative of his /her choice 	*while drawing circular things they see around them			
	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 pretend play being chefs/ cooks while doing free play using four corners 		<ul style="list-style-type: none"> during free play in the outdoor session during pretend play being fruit and vegetable shopkeepers while doing pretend play being fruits and vegetables doing role play on a story of food
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"> from the class- storybook created during the introduction of vyanjan ञ using a story and letter sound /c/ during picture talk on /d/, /g/, /c/ objects during predictive story creation based on pictures, story telling based on narration related to food story with show and tell 	<ul style="list-style-type: none"> from the class- storybook created during the introduction of vyanjan ञ using a story and letter /r/ during story telling using big book story telling with movements 	<ul style="list-style-type: none"> during the introduction of vyanjan ण using a story while sharing a story during pretend read during role play of a story of food items during story telling using cards
	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 ञ using a story during picture talk on /d/, /g/, /c/ objects during predictive story creation based on pictures, story telling based on narration related to food story with show and tell 	<ul style="list-style-type: none"> during the introduction of vyanjan ञ using a story and letter /r/ after story telling with movements 	<ul style="list-style-type: none"> during the introduction of vyanjan ण using a story while sharing a story during pretend read during role play of a story of food items during story telling using cards
	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 while playing Listen! Listen!
	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 introduction of a circle using a rhyme and a song 	<ul style="list-style-type: none"> during introduction of letter /r/Veggies Go on a Strike and a Song on Fruits 	<ul style="list-style-type: none"> during doing the /r/ rhyme
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/ 	<ul style="list-style-type: none"> *during the introduction of vyanjan न *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 sounds /d/, /g/, /c/ and all the letter sounds done so far in English 	<ul style="list-style-type: none"> *during the introduction of vyanjan ल and letter /r/ *while blending the first, middle 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 sounds /d/, /g/, /r/ and all the letter sounds done so far in English 	<ul style="list-style-type: none"> *during the introduction of vyanjan फ *while blending the first, middle 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 sounds /c/, /r/ and all the letter sounds done so far in English
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 न and all vyanjans done so far *with three letter words having /d/, /g/, /c/ sound and all the letter sounds done so far *while naming their favourite food *while using yeh_ hai in Hindi *while using It is a..... And This is a sentence structures in English 	<ul style="list-style-type: none"> *with ल and all vyanjans done so far *with three letter words having /d/, /g/, /r/ sound and all the letter sounds done so far *while naming the fruits *while naming the taste *while using yeh_ hai in Hindi *while using It is a..... And This is a and It is..... in taste sentence structures in English 	<ul style="list-style-type: none"> *with फ and all vyanjans done so far *with three letter words having Cc and Rr sound and all the letter sounds done so far *while naming the fruits and vegetables *while using yeh_ hai in Hindi *while using It is a..... And This is asentence structures 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 			<ul style="list-style-type: none"> *during pretend read as story time activity
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 	<ul style="list-style-type: none"> *during introduction of vyanjans and letter sounds 	<ul style="list-style-type: none"> *during introduction of vyanjans and letter sounds 	<ul style="list-style-type: none"> *during introduction 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 			*during pretend read as story time activity
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 			*during revision of the concept of Big and Small using different sizes of circles, triangles and rectangles
	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 	*during introduction of circles	*during matching and sorting circles, rectangles and triangles	*during matching and sorting circles, rectangles and triangles *while doing the finding shapes activity *during shape train game
	Identify names of basic colors and shapes			
	<ul style="list-style-type: none"> •Is Able to name few colors and shapes •Can identify circles, triangles, rectangles and squares •Is able to identify objects of different shapes in the environment •Is able to draw objects using different shapes 	*during introduction of a circle using a rhyme, using a song	*during introduction of a rectangle and a triangle using a context	*while drawing things with triangles *during finding shapes activity
	Show ability to understand relationship such as part and whole, odd one out, association			
	<ul style="list-style-type: none"> •Able to match and pair parts of a picture, objects 			*during odd one out activity with triangles and objects
	Place 3 -4 objects in one to one correspondence			
	<ul style="list-style-type: none"> •Is able to establish one to one correspondence between objects and pictures 	*while relating circle to real life things *during peas in the pod activity	*while sorting circles and rectangles	*while doing the finding shapes activity
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 	*while counting the peas in the pod and matching numeral cards		*while counting beads and putting them in a bottle	

Class : Nursery
Month : December
Week : 1

Day 1

Theme: Food

Preparation- Arrange for the following: Picture Cards /र/ ,Musical Instruments , /d/ and /g/ Picture Cards, Clay, Pea Pods, Flashcard of Pea Pods with Numbers, Old Newspaper, Story Books, etc

Assembly Time

Circle Time

Free Conversation:

- Get the students to sit in a circle.
- Encourage the students to share how they are feeling.
- Reinforce the use of vocabulary (feeling words) covered so far.

Note – Be patient and applaud every experience that the children share, as it helps the child to express himself/herself freely.

Structured Conversation: Favourite Food:

- Ask the children what they ate in the morning.
- Ask them about their favourite food.
- Encourage them to speak in full sentences.
- Use a talking object to facilitate sharing

Free Play/Indoor/Art and Craft

Pretend Play:

- Demonstrate how to make caps using old newspapers.
- Children can make these caps and pretend to be chefs/cooks.
- Give children play dough and ask them to pretend to be chefs and cook their favourite meal.
- Move in the classroom while the students are doing this.
- Ask the students to explain what they are making and how have they made it.

- Ask the children to tell their partner about what they have cooked.

Literacy (Hindi)

ध्वनि भेद (पहली और आखिरी आवाज़ पहचानना)

- किन्ही तीन आवाज़ों को क्रम में प्रस्तुत करें जैसे डफली, ढोलक और बांसुरी की आवाज़।
- बच्चों से आँख बंद करने को कहें और यह आवाज़ें एक क्रम में प्रस्तुत करें ।
- बच्चों से पहली और आखिरी आवाज़ बताने को बोलें ।
- अलग अलग क्रम में इन आवाज़ों को प्रस्तुत करें और बच्चों को पहचानने को बोले ।

अक्षर/ ध्वनि परिचय /न/

- बच्चों को अक्षर परिचय के लिए कहानी सुनाएं ।

माँ का जन्मदिन

आज नमन की माँ का जन्मदिन है। नमन और उसके पिता उनके लिए **नाश्ता** बनाना चाहते हैं। रसोई घर में जा कर वह सोचते हैं की बनाया क्या जाए? “माँ को पोहा पसंद है , तो पोहा बनाते हैं ” नमन ने कहा। नमन प्याज छील कर अपने पिता को देता है। वे प्याज काट कर गरम तेल की कढ़ाई में डाल देते हैं। बड़े ध्यान से दोनों मसाला डालना शुरू करते हैं। नमन कुछ और सब्जियाँ धो कर लाता है। नमन के पिता उनको भी काट कर कढ़ाई में डाल देते हैं। अब खुशबू आना शुरू हो गई है। बस, अब पोहा डालना रह गया है। दोनों ने मिल कर पोहे को कढ़ाई में डाल दिया।

“माँ पोहे में **नारियल** भी डालती है” नमन ने सोचा।

पिताजी नारियल ले कर आए और उसको कस कर पोहे में मिला दिया। थोड़ी देर के लिए अब कढ़ाई को ढक कर रख दिया। चूल्हा बंद कर के उन्होंने थाली में पोहा परोसा और ताज़ा कटा हुआ **नींबू** उसके ऊपर निचोड़ दिया ।

पोहा देखने में बहुत स्वादिष्ट लग रहा है, खुशबू भी बहुत अच्छी आ रही है। नमन थाली माँ के पास ले गया और प्यार से जन्मदिन की बधाई दी। माँ ने खुशी से नमन और उसके पिता को गले लगाया और नमन को प्यार से पोहा खिलाया।

पोहा खाते ही नमन को लगा “अरे ! पोहे में नमक नहीं है ” । नमन भाग कर रसोई घर गया और कटोरी में **नमक** ले आया। माँ यह देख कर हस पड़ी और नमक पोहे में डाल दिया। तीनों ने मज़े से नाश्ते में पोहा खाया।

- ❖ किसकी माँ का जन्मदिन है?
- ❖ नमन अपने पिता के साथ उनके लिए क्या बनता है?

- ❖ माँ पोहे में क्या डालती थी?
- ❖ उन्होंने पोहे में क्या निचोड़ा?
- ❖ नमन और पिताजी पोहे में क्या डालना भूल गयी थी?

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

Lunch Break

Mathematics

1-10 (Number Activities):

- Bring one or two real peas to the classroom.
- Peel it, and count the number of peas in each pod with the children.
- Prepare a flash card for each child (or a pair) before the class begins.
See the picture for reference.

source: pinterest

- Write different numbers on different cards.



- Let the children use rangometry pieces or clay.
- Let them read the number on their cards, and place corresponding number of pieces or buttons on it.
- Ask the children to exchange their cards with the partners once they are done.

Outdoor Games

- Make a path on the floor and write numbers on it.
- The children have to jump on the path following the number sequence.
- Reinforce the sequence of numbers in the end

Language (English)

Sound Recap (/d/ and /g/):

- Use the picture cards to reinforce /d/ and/ g/ vocabulary.
- Bring students' attention to the initial sound in /d/ and /g/ words.
- Make 2 columns on the blackboard, one for /d/ and the other for /g/.
- Ask the students to give more examples of /d/ and /g/ words.
- Keep drawing /d/ pictures in one column and /g/ pictures in another.
- End the class by reinforcing the vocabulary and the sounds.

Library Activity

- Give children story/ picture books.
- Let them pretend read the books or look at the pictures.
- Encourage them to share about their books with their partners.

Closure and Bye

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

Class : Nursery
Month : December
Week : 1

Day 2

Theme: Food

Preparation-Arrange for the following: Drawing Sheets, Colours, Water colours, Old Newspapers, /न/ Picture cards, Flashcard of Pea Pods with Numbers Written on them, etc.

Assembly Time

Circle Time

Structured Conversation:

- Reintroduce the sentence structures - 'मेरा नाम... है। ' मुझे खाना पसंद है।'
- Ask a few students to share about their favourite food using these sentences.
- Use a musical instrument and ask the students to move in the room till its sound continues.
- And, when the sound stops, they have to find a partner, shake hands with her/his, and tell about her/his favourite food by using these sentences.
- Close the conversation time by talking about your favourite food.

Free Play/Indoor/Art and Craft

Drawing One's Favourite Food:

- Give each child a drawing sheet, and ask them to draw themselves and their favourite food. Give them colours.
- While the students are coloring, move in the class and label their pictures using the sentence structure- 'मेरा नाम... (child's name) है। ' मुझे खाना पसंद है।'

Note- Once the students have finished their work, collect their drawings to make a class book. Sample attached:



Literacy (Hindi)

अक्षर ध्वनि /न/

- /न/ की कहानी को दोबारा सुनाना शुरू करें।
- कहानी को अधूरा छोड़ दें और बच्चों को कहानी पूरी करने को प्रोत्साहित करें।
- कहानी पूरी होने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें।
- बच्चों से इन् शब्दों की पहली ध्वनि पहचानने को बोलें।
- बच्चों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें।
- यदि बच्चे न बता पाएं तो उन्हें संकेत दे कर शब्द निकलवाने का प्रयास करें।
- बच्चों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें।
- बच्चों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर कराएं।
- बच्चों को बताएं की जब भी इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो इसी अक्षर का प्रयोग करते हैं।
- बच्चों को वाटर कलर्स और पुराने अखबार दें।
- बच्चों को वाटर कलर्स से अखबार पर /न/ लिखने को कहें।

Lunch Break

Mathematics

1-10 (Number Activity):

(Let children do the activity independently this time.)

- Bring one or two peas to the classroom.
- Peel it, and count the number of peas with the children.
- Prepare a flash card for each child (or a pair) before the class begins.
- Write different numbers on different cards.
- Let the children use rangometry pieces or buttons as pea pods.
- Let them read the number on their card, and place a corresponding number of pieces or buttons on it.
- Ask the children to exchange their cards with their partners once they are done.

Outdoor Games

Race:

- Organize a race for the students.
- Let them run/hop from one designated point to another.
- Make it more interesting by adding hurdles like a rolled up mat.

Language (English)**Picture Talk:**

- Show the picture to students.
- Encourage them to make a story on the picture.
- Keep translating their responses in English.
- Use simple sentences like 'It is a....' 'This is a....'
- Encourage the students to use these sentences.
- Ask them to identify the /d/ and /g/ objects.

Library Activity

- Use a story based on the theme of 'food'.
- Narrate the story to the students using appropriate actions and voice modulations.

Closure and Bye

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

Class : Nursery
Month : December
Week : 1

Day 3

Theme: Food

Preparation- Arrange for the following: Classbook created previously, objects for creating sounds, circular objects like buttons, cut-outs and bangles, /C/ Picture Cards, etc.

Assembly Time

Circle Time

Structured Conversation:

- Use the class-book you created the previous day.
- Announce to the children 'We have created a class-book' which has pictures that everyone had drawn.
- Show children the pictures and read aloud the text.
- Point to text while showing the book.

Language (Hindi)

ध्वनि भेद (पहली और आखिरी आवाज़ पहचानना)

- किन्ही तीन आवाज़ों को क्रम में प्रस्तुत करें जैसे डफली, ढोलक और बांसुरी की आवाज़ ।
- बच्चों से आँख बंद करने को कहें और यह आवाज़ें एक क्रम में प्रस्तुत करें।
- बच्चों से पहली और आखिरी आवाज़ बताने को बोलें ।
- अलग अलग क्रम में इन आवाज़ों को प्रस्तुत करें और बच्चों को पहचानने को बोले ।
- किसी एक बच्चे को बुलाएं और उसे कोई भी तीन आवाज़े प्रस्तुत करने को कहें , बाकि बच्चों से उन आवाज़ों का क्रम पूछें।

वर्कशीट 90: /न/ ध्वनि

- बच्चों को वर्कशीट में बने चित्रों को पहचानने के लिए बोलें।
- बच्चों से बनी हुई वस्तुओं के नाम की पहली आवाज़ बताने को कहें।
- बच्चों को चित्रों में रंग भरने को और /न/ पर रेनबो राइटिंग करने को कहें।
- वर्कशीट में दिए गए खाली डब्बे में एक 'न' सम्बंधित चित्र बनाने को बोलें।
- कक्षा के अंत में बच्चों से /न/ ध्वनि के और उदाहरण पूछें ।

Free Play/Indoor/Art and Craft

Free Play:

- Give the children the available play material and let them play freely.
- While the children are playing, please move in the classroom and talk to children about what they are playing.

Lunch Break

Mathematics

Introduction of Circle:

The Rolling Circle Song

(Use a big circular object cut out and hold it in your hands while doing this rhyme)

Have you ever seen a circle, a circle, a circle?

Have you ever seen a circle, which goes round and round?

It rolls this way and that way, and that way and this way.

Have you ever seen a circle, which goes round and round?

- Point to the object in your hand.
- Ask the children to observe the object in your hand.
- Ask them whether they can see anything around which looks similar to it
- Show a few objects like a ring, button, coin, a circular cut-out, etc. to the students.
- Encourage them to identify the similarity between these things.
- Emphasise the term 'circle'.
- Ask for more examples from the students.
- Ask them to identify the circular things around them.
- End the class by reinforcing the term 'circle'.
- Ask them to find out what all things at their home are circular.

Outdoor Games

Making a Circle:

- Ask the children to stand in a circle.
- Ask them to find out different ways in which we can make circle using their bodies.
- For instance- we can make a circle in the air using our fingers or our arms.

Free Outdoor Games Play:

- Let the children play freely under your supervision.

Language (English)

Sound Introduction: /c/ :

Candy's Birthday:

Today is **Candy's** birthday. Her mother plans a party and **calls** up Candy's friends. Her father decorates the house with **colourful** balloons. Candy's friends like coming to her house as her mother **cooks** tasty food. Today her mother cooks a special meal for her friends. First she serves then warm **cauliflower** soup. Candy **cuts** the **cake** which has lots of **cream**. Candy's mother gives them noodles with **carrots**, beans, **cabbage** and **corn**. Then they have sandwiches made of tomatoes and **cucumber**. Finally they have **coconut** barfi. The children eat lots of food, play many games and enjoy themselves.

When the party gets over, Candy helps her parents to **clean** up the room. Candy is very happy today and wants to thank her mother and father for making her birthday so special. She takes a paper and her **colour** box. She makes a thank you **card** for them. She draws her family and writes "Thank you" with different colours. She hides the card in her parent's **cupboard** for them to find.

- ❖ Whose birthday is it today?
- ❖ Which soup did the Mother serve?
- ❖ What does Candy cut? What does the cake have?
- ❖ Which vegetables does the sandwich have with tomatoes?
- ❖ What does Candy make to thank her parents?
- ❖ Where does she hide them?

- Ask the students to identify the initial sound.
- Prompt them if required.

- Ask the students to give more examples of words with the /c/ sound.
- Draw the examples given by the students on the board or use flash cards.
- Give children slates and ask them to draw /c/ sound pictures.
- While the students are drawing the pictures, move in the class and reinforce the vocabulary and the sound.
- Close the class by reinforcing the sound and vocabulary.

Library Activity

- Retell the story done on the previous day.
- Narrate the story using voice modulation, actions and gestures.

Closure and Bye

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

Class : Nursery
Month : December
Week : 1

Day 4

Theme: Food

Preparation- Arrange for the following: Objects for Producing Sounds, Scene with /न/ Pictures, Circular Objects, Fruits and Vegetables Picture/ Flashcards, Two baskets, etc.

Assembly Time

Circle Time

Structured Conversation:

Value of Food:

Initiate conversation on the need to eat/food by asking questions like-

- Give students a context - *'There is a child who is feeling a little tired, he forgot to have breakfast, he has a stomach ache'*
- Use questions like-
- Why is he feeling tired?
- What should he do?
- Why do we feel hungry?

Summarise the discussion that we need food to get energy.

It helps us to do things and function properly.

Language (Hindi)

ध्वनि भेद (पहली और आखिरी आवाज़ पहचानना)

- किन्ही तीन आवाज़ों को क्रम में प्रस्तुत करें जैसे- ताली की आवाज़ , पैर की आवाज़, दरवाज़ा खटकाने की आवाज़।
- बच्चों से आँख बंद करने को कहें और यह आवाज़ें एक क्रम में प्रस्तुत करें।
- बच्चों से पहली और आखिरी आवाज़ बताने को बोलें ।
- अलग-अलग क्रम में इन आवाज़ों को प्रस्तुत करें और बच्चों को पहचानने को बोलें।
- किसी एक बच्चे को बुलाएं और उसे कोई भी तीन आवाज़ें प्रस्तुत करने को कहें , बाकि बच्चों से उन आवाज़ों का क्रम पूछें !

पिक्चर टॉक

- /न/ ध्वनि से शुरू होने वाली चीज़ों के चित्रों का प्रयोग करके एक दृश्य बनाएं।
- बच्चों को उस दृश्य पर कहानी बनाने को/ बात करने को प्रोत्साहित करें ।
- कहानी के बाद बच्चों से पूछें की चित्र में कौन- कौन सी वस्तुएं हैं जिनके नाम में /न/ ध्वनि आती है।
- कक्षा का अंत /न/ ध्वनि वाले शब्दों को दोराह कर करें ।

Outdoor Games

Food Race:

- Keep 2 baskets at one end and food picture cards at the other end.
- Divide the students into two equal groups.
- Make the students stand in two rows with equal number of students.
- As you say, 'Get, Set, Go!' One student from each row has to run and pick up any food picture card from the stack of cards kept at one end and put it in the basket kept at the other end.
- Repeat this so that every child has the chance to participate in the race.
- End the class by reinforcing the vocabulary using the cards.

Lunch Break

Mathematics

Circle:

- *The Rolling Circle Song:*

(Use a big circular object cut out and hold it in your hands while doing this rhyme)

Have you ever seen a circle, a circle, a circle?

Have you ever seen a circle, which goes round and round?

It rolls this way and that way, and that way and this way.

Have you ever seen a circle, which goes round and round

- Take a few circular objects and non circular objects in a box.
- Ask the students to identify the circular objects in them.
- Ask the students to look around and find one circular thing in the classroom or in their bags.
- Discuss students' examples.
- Ask the students which food items (fruits/ vegetables/sweets- jalebi, pakodi) are circular.
- End the class by drawing students responses on the black board.

Free Play/Indoor/Art and Craft

- Give children slates and ask them to draw circular things present around them.
- End the class by discussing some examples that the students have drawn.

Language (English)

Worksheet 91 : Colour /c/ pictures (carrot , cabbage):

- Show the worksheet to the students.
- Ask them the name of the pictures drawn and their initial sound.
- While the students are colouring, move in the classroom and reinforce the vocabulary and the sound.
- Close the class by asking children to show their worksheet to their partner and tell their partner what they have coloured.

Library Activity

Show and Tell:

- Take any object from the classroom.
- Talk about its colour, use or any other quality.
- Ask 2-3 students to bring any object from their home the next day.

Closure and Bye

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

Class : Nursery
Month : December
Week : 1

Day 5

Theme: Food

Preparation- Arrange for the following: Objects for Producing Sounds, Play Material, Pictures of Fruits and Vegetables, Two Baskets, A Puppet, Story Books, etc

Assembly Time

Circle Time

Structured Conversation:

Value of Food:

- Ask the children how many meals they have had in a day and what will happen if they don't eat.
- Discuss how we will not be able to do things if we do not eat properly. Food gives us energy to do things.
- End the conversation by summarizing the discussion.

Language (Hindi)

ध्वनि भेद

- किन्ही तीन आवाज़ों को क्रम में प्रस्तुत करें।
- बच्चों से आँख बंद करने को कहें और यह आवाज़ें एक क्रम में प्रस्तुत करें।
- बच्चों से पहली और आखिरी आवाज़ बताने को बोलें।
- अलग-अलग क्रम में इन आवाज़ों को प्रस्तुत करें और बच्चों को पहचानने को बोलें।
- किसी एक बच्चे को बुलाएं और उसे कोई भी तीन आवाज़ें प्रस्तुत करने को कहें, बाकि बच्चों से उन आवाज़ों का क्रम पूछें।

/न/ शब्दावली

- पिछले दिन /न/ चित्रों से बनाये गए दृश्य का प्रयोग करके /न/ शब्दावली को दोहराह लें।
- बच्चों से /न/ ध्वनि से शुरू होने वाले और उदहारण पूछें।
- बच्चों को क्ले (चिकनी मिट्टी) दें और /न/ ध्वनि वाली वस्तुएँ बनाने को बोलें।
- कक्षा का अंत /न/ ध्वनि वाले शब्दों को दोहराह कर करें।

Free Play/Indoor/Art and Craft

Free Play:

- Make four play corners in the classroom.
- Divide the children in four groups.
- Give each group some time to play at each corner.

Lunch Break

Mathematics

Circle:

Worksheet 92 :

- Start the class by asking the children to find out circular things around them.
- Show the worksheet to the students.
- Ask them to identify the shape of the things drawn.
- Tell the children that they have to colour only the circular things.
- End the class by reinforcing the shape and its examples.

Outdoor Games

Food Race:

- Keep 2 baskets at one end and food picture cards (fruits and vegetables) at the other end.
- Divide the students into two equal groups.
- Make the students stand in two rows with equal number of students.
- As you say, 'Get, Set, Go!' One student from each row has to run and pick up any food picture card from the stack of cards kept at one end and put in the basket kept at another end.
- Repeat this so that every child has the chance to participate in the race

Language (English)

I am looking for asound

- Introduce a puppet.
- Tell the class that this puppet is looking for particular sounds.
- For instance- You can say that this puppet is looking for /s/ sounds so children who have 's' sound in their names should raise their hands.
- You can add that this puppet is looking for /c/ sound objects where should it go? Should it go to the cat/ candle, etc?
- You can add different sounds covered so far.

Library Activity

Show and Tell:

- Invite the students to come and talk about the object they got from their home. (Call the students whom you had asked to get an object from home)
- Invite other children talk about any object they like.

Closure and Bye

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

Class : Nursery
Month : December
Week : 1

Day 6

1-Complete the worksheet number -27 (मुझे जानो और पहचानो)

Class : Nursery
Month : December
Week : 2

Day 1

Theme: Food

Preparation- Arrange for the Following : Picture Cards /ल /, Food Items of Different Taste, Rectangular Objects, Sticks, Rangometry, Picture Cards of Fruits , A Big Story Book, etc.

Assembly Time

Circle Time

Structured Conversation: 'How Food Reaches us?'

Initiate conversation on the sources of food by asking questions like-

- Where do we get our food from?
- Who grows food?

(Note: There would be a few students who would have seen farmers working in the fields.

Encourage the children to share their observations.)

- After listening to the students' responses, tell them that the farmers grow food in fields and then it comes to the market.
- Explain to them in simple terms how food reaches us.
- Ask them to ask their parents how do we get food.

Language (Hindi)

अक्षर/ ध्वनि परिचय- /ल/

लौकी की लड्डू

ललित अपनी बस्ती का बहुत मशहूर हलवाई है। वह बहुत अच्छे **लड्डू** बनाता है। उसकी दुकान में अक्सर बिजली चली जाती है। वह अपने पास एक **लाल लालटेन** रखता है। जब भी बिजली जाती है, वह उसको जलाता है और लड्डू बनाता है। ललित को अपनी लालटेन बहुत पसंद है।

उसके पड़ोस में एक दर्जी ने नई दुकान खोली है। उसके बाहर रंग बिरंगे, तरह तरह के कपड़े टंगे रहते थे। एक दिन फिर से बिजली चली गई। ललित ने अपनी लालटेन जला दी और अपना काम करने लगा। उसने देखा की पड़ोस वाला दर्जी बड़ा परेशान हो रहा है। वह लालटेन ले कर उनके पास गया। उसके आते ही दर्जी की दुकान में उजाला हो गया। उसने ललित को अपनी लालटेन थोड़ी देर के लिए सिलने

वाली मेज़ पर रखने को बोला। वह तेज़ी से एक लाल **लहंगा** सिलने लगा। लहंगा सिलने के बाद उसने ललित को धन्यवाद किया और लालटेन वापस लोटा दी। दर्जी बहुत थका हुआ लग रहा था। ललित ने उसको अपनी **लकड़ी** की अलमारी से **लोटे** में **लस्सी** निकल कर दी और अपने मशहूर लड्डू खिलाए। दर्जी को वह खा कर बहुत अच्छा लगा।

अगले दिन दर्जी ललित के लिए **लौकी** ले कर आया और उसको लौकी की लड्डू बनाना सिखाया। अब ललित के लौकी की लड्डू भी मशहूर होने लगे।

- ❖ हलवाई का नाम क्या है?
- ❖ ललित बहुत अच्छे क्या बनाता है?
- ❖ बिजली जाने पर वह क्या जलाता है? लालटेन किस रंग का है?

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

Taste Discrimination:

- Bring food items of different tastes-
For instance- Sugar- Sweet
Lemon- Sour

Salt/ Namkeen/ Biscuit/Chips -Salty

- Have the students sit in a circle.
- Show these food items to the students and ask them to guess what they taste like.
- Call a few students to volunteer and ask them to taste them.
- Introduce the vocabulary 'sweet', 'salty' and 'sour'

Lunch Break

Mathematics

Introduction of Rectangle:

Use the following context-

There were four straight lines. (Use 4 straws/sticks cut two straws/sticks slightly shorter than the other two). Show these to the students. They were best friends. They used to make a lot of things together. They can make television, scale, etc. Use rectangle cut-outs of different sizes.

- Ask children what all things around us look like this.
- Encourage them to point out to concrete rectangular objects around them.
- Use concrete objects just as duster, book, etc. and point to their rectangular surfaces.
- Ask them to find out rectangular objects in their bags.
- Draw students' responses to the blackboard.
- Introduce the term 'rectangle'.
- End the class by reinforcing the examples.

Outdoor Games

Match the Shape:

- Draw different kinds of rangometry pieces on the floor.
(See rangometry pieces for reference)
- Give each child a rangometry piece.
- Use any musical instrument.
- Ask the children to keep moving randomly till they can hear the sound from the instrument.

- As the sound stops, they have to go and stand on the shape matching the piece.

Language (English)

Vocabulary-Fruits:

- Start the class with a song on 'fruits'.
- Sing the song with the students .
- Make the students stand in a circle while doing the song-

Red- red apples

Healthy to eat

Red red apples

Juicy and sweet

Ripe- ripe mangoes

Yummy to eat

Ripe- ripe mangoes

Pulpy and sweet

Yellow bananas in bunch

Peel them, peel them

Before you munch

- Make them sit in a circle.
- In the centre of the circle, keep a basket with real fruits or picture cards of the fruits.
(Use real fruits if possible.)
- Tell the children that you are going fruit shopping.
- Let the children tell the names of the fruits in English.
- Pass the basket in the circle and play music.
- When the music stops, the child who has the basket has to take out a fruit/card from the basket and tell its name. The children can also tell the colour and talk about the taste of the fruit.
- Make it fun by adding actions to show how we eat different fruits.

Library Activity

- Narrate any story using a Big Book.

- Draw children's attention towards the pictures.

Closure and Bye

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

Class : Nursery
Month : December
Week : 2

Day 2

Theme : Food

Preparation- Arrange for the Following : Picture cards for Discussing How Food Reaches Us, Picture Cards /चित्र /, Food Items of Different Taste, Rectangular and Circular Cut Outs, Sand Tray, Drawing File, Sticks, Water Colours, A Big Story Book, etc.

Assembly Time

Circle Time

Structured conversation: 'How Does Food Reach Us?'

Value of Food

- Show the pictures in the sequence.



- First, ask the children what is happening in the picture.

- After taking students' responses, describe the pictures in simple words.
- Close the class by talking about how food reaches us.

Language (Hindi)

आवाज़ों को जोड़ना

- कक्षा के कुछ बच्चों के नाम की आवाज़ों को अलग करके बोले जैसे सु-नी -ता , म-म-ता ।
- बच्चों को इन आवाज़ों को जोड़ कर नाम बताने को कहें ।
- कुछ और शब्दों के उदहारण लें जैसे न-ल, क-प आदि ।

अक्षर/ ध्वनि पुनरावृत्ति

- बच्चों को /ल/ के पिक्चर कार्ड्स दिखाएँ ।
- उन्हें चित्र पहचानने को और चित्र के नाम में आ रही पहली आवाज़ बताने को कहें ।
- बच्चों को /ल/ ध्वनि वाले और शब्दों के उदहारण देने को प्रोत्साहित करें ।
- बच्चों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें।
- बच्चों का अक्षर से दुबारा परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर कराएं ।
- बच्चों को बताएं की जब भी इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो इसी अक्षर का प्रयोग करते हैं ।
- बोर्ड पर बनाये गए सारे गये चित्रों के नाम लिख लें।

Free Play/Indoor/Art and Craft

Taste Discrimination:

- Bring food items of different tastes.
Honey- Sweet
Orange- Sour
Salt/ Namkeen/ Biscuit/Chips -Salty
- Let the students sit in a circle.
- Show these food items to the students and ask them to guess what they taste like.
- Call a few students to volunteer and ask them to taste them.
- Reinforce the vocabulary 'sweet', 'salty' and 'sour'.
- Use sentences like -
 - ❖ Honey is sweet.
 - ❖ Chips are salty.
 - ❖ Lemon is sour.

- Ask the students about the taste of various food items.

Lunch Break

Mathematics

Rectangle:

- Ask the children about the things/ surfaces around us, which are rectangular.
- Point to the surface of the blackboard, file, duster, etc.
- Encourage them to give more examples of the shape.
- Draw a few rectangles on the blackboard.
- Ask children about the things that could be made out of these rectangles. For instance- a house, a remote, etc.
- Give children slate/drawing file, and ask them to develop things using rectangles in their slate/drawing file.
- End the class by asking children about the things they have drawn.

Free Play/Indoor/Art and Craft

Finding Shapes

- Hide a few circle and rectangle cut-outs/ objects in a sand tray.
- Tell the children that they are going to have fun with sand.
- They will put their hands in the tray and would first try to find out what is inside it without looking.

Language (English)

Worksheet 93: Fruits (thumb printing):

- Show the worksheet to the students.
- Ask them the names of the fruits.
- Demonstrate how to do thumb printing.
- Divide the students in pairs/ groups, depending upon how much material you have.
- Encourage the students to share the colours for printing.
- End the class by reinforcing the vocabulary.

Note: Ask the children to get a fruit the next day for making fruit salad.

Library Activity

- Retell the story done the previous day using the Big Book.
- Point towards the text while narrating/reading out the story.
- Draw students' attention to the top to bottom and left to right orientation.

Closure and Bye

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

Class : Nursery
Month : December
Week : 2

Day 3

Theme: Food

Preparation- Arrange for the Following: Picture cards for Discussing How Food Reaches Us, Picture Cards /चित्र /, Fruits, Ball, A Puppet, Picture Cards of Fruits , A Big Story Book,etc.

Assembly Time

Circle Time

Free Conversation:

Ask the children to share how they are feeling.
Use a talking object to facilitate sharing.

Structured Conversation: How Food Reaches us:

- Use the pictures from the previous day.
- Keep these pictures in a random order or put them on the black board.
- Ask the students which picture should come first.
- Let the students sequence the pictures.
- Encourage them to describe the pictures in their own words.

Free Play/Indoor/Art and Craft

Making a Fruit Salad:

- Ask the children to name the fruit they have brought from their homes.
- Let each child show her/ his fruit to others and tell its name (in English).
- Tell the children that you are going to prepare a fruit salad.
- Prepare the fruit salad in front of the students.
- Distribute the salad to the students to eat.

Language (Hindi)

अक्षर ध्वनि /ल/

Worksheet 94:

- बच्चों को वर्कशीट में बने चित्रों को पहचानने के लिए कहें ।
- बच्चों से बनी हुई वस्तुओं के नाम की पहली आवाज़ बताने को कहें ।
- बच्चों को चित्रों में रंग भरने को और 'ल' पर रेनबो राइटिंग करने को कहें ।
- वर्कशीट में दिए गए खाली डब्बे में एक 'ल' सम्बंधित चित्र बनाने को बोलें ।
- कक्षा के अंत में बच्चों को उनकी वर्कशीट उनके पार्टनर्स को दिखाने को बोलें ।

Lunch Break

Mathematics

Shapes Matching:

- Divide the blackboard in two columns.
- Draw a wheel, a coin and a box in each column.
- Ask the students to help you match wheel with a different wheel, coin with a different coin, a box with a different box and so on.

Please note: the figures don't have to be identical.

Worksheet 95 (Similar Matching) :

- Once the students have done matching, end the class by reinforcing the shapes 'circle' and 'rectangle'.

Outdoor Games

Throwing/ Catching:

- Have the children stand in a circle.
- Make sure that there is some distance between the children.
- Give them a ball.
- Let them throw the ball to the child standing next to them.

Language (English)

I am looking for asound

- Use a puppet.
- Tell the class that this puppet is looking for particular sounds.
- For instance you can say that it is looking for /g/ sounds so people who have /g/ sound in their names should raise their hands.
- You can add that this puppet is looking for /g/ sound objects, where should it go?
- Draw a few /g/ and /d/ pictures on the board.
- Ask the children where should it go.
- You can also add other sounds covered so far.

Library Activity

- Use the story done the previous day.
- Read the story aloud.
- Point towards the text.
- Encourage the children to predict the text.

Closure and Bye

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

Class : Nursery
Month : December
Week : 2

Day 4

Theme: Food

Preparation- Arrange for the Following: Pictures on Food Wastage, Picture Cards (of simple 2 letter words like कप, घर), Picture Cards (न, ल, ट), Ball, Rectangular and Circular Objects and Cut Outs, Rangometry, Vegetables Picture Cards Clay, Slates, Puppet, etc

Assembly Time

Circle Time

Structured Conversation:

Value of Food:

- Use pictures to initiate discussion on how a lot of food gets wasted because of people's carelessness.
- Show the pictures to the students.
- Ask the students to describe the pictures in their own words.
- Ask the students, why food should not be wasted?
- Close the class by summarizing students responses.



Language (Hindi)

आवाज़ों को जोड़ना

- कक्षा के कुछ बच्चों के नाम की आवाज़ों को अलग करके बोले जैसे सु-नी -ता , म-म-ता ।
- बच्चों को इन आवाज़ों को जोड़ कर नाम बताने को कहें।
- कुछ और शब्दों के उदहारण लें, जैसे न-ल, क-प आदि ।
- बोर्ड पर नल , कप, घर , पर , नग आदि के चित्र कार्ड लगाएं ।
- बच्चों से कहें की आप कुछ आवाज़ें तोड़ कर बोल रहे हैं और उन्हें आवाज़ों को जोड़कर शब्द बताना है और उसका चित्र पहचानना है ।

अक्षर -शब्दकोष पुनरावृत्ति

- बोर्ड पर तीन कॉलम बनाएँ (न, ल, ट)।
- इन अक्षरों से संबंधित चित्र कार्ड्स बच्चों को दें।
- हर पेअर (जोड़े) को एक कार्ड दें ।
- एक बारी में दो पेअर (जोड़ों) को बुलाएँ और उनसे अपना कार्ड सही कॉलम में लगाने को कहें।
- सभी बच्चों को कार्ड लगाने का मौका दें ।
- कक्षा के अंत में लिये गए अक्षरों और उनसे संबंधित शब्दकोष को दोहरा लें ।

Free Play/Indoor/Art and Craft

Finding Shapes:

- Hide a few circles and rectangles cut-outs/ objects in a sand tray.
- Tell the children that they are going to have fun with sand.
- They will put their hands in the tray and would first try to find out what is inside it without looking.

Lunch Break

Mathematics

Sorting and One to One Correspondence:

- Divide the students in groups.
- Give circular and rectangular things/cut outs to each group.
- Ask them to put similar looking objects together.
- Let the children sort the objects the way they want .
- Move around in the class while students are sorting .

- Once they have sorted, ask them to put one circular object for every rectangular object.

Outdoor Games

Throwing/ Catching:

- Have the children stand in a circle.
- Make sure that there is some distance between the children.
- Give them a ball.
- Let them throw the ball to the child standing next to them.

Language (English)

Veggies Go on a Strike!

Give children a context that all the vegetables were upset because children do not like them. No child was eating them so one day, they all decided to go on a strike.

Cabbage and Carrot were very sad (Show the picture of cabbage and carrot). They went to their friend Brinjal and Lady Finger. And, Onion and Potato also joined them.

- Use picture cards (cabbage, carrot, brinjal, lady finger, onion, potato).
- Ask the children what will happen now as no one would be able to cook any meal?
- Let the children come up with solutions.
- Summarise the discussion by reinforcing the vocabulary: cabbage, carrot, brinjal, lady finger.

End the class with a song on vegetables!

Take potatoes, take potatoes

Grate potatoes, grate- grate potatoes

Mash potatoes, mash mash potatoes

Take tomatoes, Take tomatoes

Take- take tomatoes

Squeeze tomatoes

Squeeze- squeeze tomatoes

Take a carrot, Take a carrot

Take- take a carrot

Chop the carrot, chop chop the carrot

Take an onion

Take- take an onion

Chop the onion, chop-chop the onion

Fry the onion, fry fry the onion

Library Activity

- Demonstrate a few movements to appropriate sounds, e.g. a soft, slow sound for a gentle breeze, a quick beat for a train, a heavy one an elephant.
- Repeat these a few times and let children learn them well.
- Tell a story and ask the children to move their bodies to suit the different sounds they hear in the story.

Closure and Bye

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

Class : Nursery
Month : December
Week : 2

Day 5

Theme: Food

Preparation- Arrange for the Following: Picture Cards (of simple 2 letter words like कप, घर) /, Picture Cards (ज, ग, घ, र) Triangular and Circular Objects and Cut Outs, Rangometry, Picture Cards /r/, Clay, Slates, Story Books etc.

Assembly Time

Circle Time

Free Conversation:

- Make the students sit in a circle.
- Use a talking object.
- Ask the children, what all things are they enjoy doing? And, what makes them happy?
- Encourage everyone to share and participate.

Language (Hindi)

आवाज़ों को जोड़ना

- कक्षा के कुछ बच्चों के नाम की आवाज़ों को अलग करके बोले जैसे सु-नी -ता , म-म-ता ।
- बच्चों को इन आवाज़ों को जोड़ कर नाम बताने को कहें ।
- बोर्ड पर नल , कप, घर , पर , नग आदि के चित्र कार्ड लगाएं ।
- बच्चों से कहें की आप कुछ आवाज़ें तोड़ कर बोल रहे हैं और उन्हें आवाज़ों को जोड़कर शब्द बताना है और उसका चित्र पहचानना है ।

अक्षर -शब्दकोष पुनरावृत्ति

- बोर्ड पर चार कॉलम बनाएँ (ज, ग, घ, र)।
- इन अक्षरों से संबंधित चित्र कार्ड्स बच्चों को दें।
- हर पेअर (जोड़े) को एक कार्ड दें ।
- एक बारी में दो पेअर (जोड़ों) को बुलाएँ और उनसे अपना कार्ड सही कॉलम में लगाने को कहें।
- सभी बच्चों को कार्ड लगाने का मौका दें ।
- कक्षा के अंत में लिये गए अक्षरों और उनसे संबंधित शब्दकोष को दोहरा लें ।

Free Play/Indoor/Art and Craft

Worksheet 96: Tearing and Pasting

- Show the worksheet to the students and ask them to name the vegetables.
- Demonstrate how paper tearing has to be done.
- Give children the worksheet.

Lunch Break

Mathematics

Introducing Triangle:

- Hide a few circular and one triangular objects in a sand tray.
- Tell the children that they are going to have fun with sand.
- Put your hand in the sand tray and first take out circular cut outs.
- Then take out the 'triangular' cutouts at the end.
- Show two similar circular cut-outs and one triangular cut-out to the children.
- Ask them to identify the 'odd one out'.
- Ask them, why the that cut out is different from the other two?
- Introduce the term 'triangle'.
- Use concrete examples such as triangular cut outs, rangometry pieces, cap, etc.
- Give children rangometry pieces and ask them to identify and pick triangles.
- End the class by reinforcing the term 'triangle.'

Outdoor Games

Finding Out Different Shapes:

- Make the children stand in a circle.
- Divide them in pairs.
- Ask the students to collect things of different shapes.
- Move around the class and ask the students, what all shapes they have collected.

Language (English)

Sound Introduction /r/:

*A rat and a rabbit
Have the same habit
They run here, they run there,
Finding food everywhere,
Rat likes rice, sugar and spice
Rabbit likes carrot, cabbage and potato fries,
Run, run, run.... to find food
Tummy full, happy mood
Aha! they see a big rack,
Full of food and snack
They look left, they look right,
Rabbit eats a radish which is white,
Rat eats a red cherry
Tummy full, both are merry.*

Use questions-

- ❖ There are two animals in the poem. Can you name them?
 - ❖ What do they do here and there?
 - ❖ What does the rat like to eat?
 - ❖ What do they see?
 - ❖ What vegetable is white?
 - ❖ What is the colour of cherry?
-
- Sing the rhyme with the students.
 - Once the rhyme is done, ask questions to derive the target words from the story.
 - Show the flashcards to the students and encourage them to identify the initial sound. Prompt them initially, if required.
 - Draw the pictures of those words on the board and ask for more examples from the children.
 - Prompt them to think of objects or names that begin with the same sound.
 - Stress on the initial sound.
 - Have the children draw pictures of words with the target sound.

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

Library Activity

- Demonstrate a few movements with appropriate sounds, e.g. a soft, slow sound for a gentle breeze, a quick beat for a train, a heavy one an elephant.
- Repeat these a few times and let children learn them well.
- Tell a story and ask the children to move their bodies to suit the different sounds they hear in the story.

Closure and Bye

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

Class : Nursery
Month : December
Week : 2

Day 6

1-Complete the worksheet number -28 (मुझे जानो और पहचानो)

Class : Nursery
Month : December
Week : 3

Day 1

Theme: Food

Preparation- Arrange For the Following: Pictures on Food Wastage, Picture Cards /फ /, Mats, Rangometry, Triangular Objects and Cut Outs, Drawing Files, Picture Cards /r/, Clay, etc.

Assembly Time

Circle Time

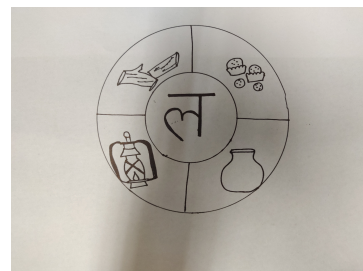
Structured Conversation:

- Use pictures to initiate a discussion on how a lot of food gets wasted because of people's carelessness. Relate it to children's life by asking them, if they have seen food being wasted/ thrown away.
- Ask the students, what can be done to ensure that food is not wasted?
 - ❖ We should avoid spilling the food.
 - ❖ We should only take the amount of food that we can finish.
 - ❖ We should finish our food.
- Close the class by summarizing the student's responses.

Language (Hindi)

अक्षर- शब्दावली पुनरावृत्ति

- फर्श पर दिए गए चित्र जैसी (3-4)ग्रिड बना लें।
- बच्चों को ग्रिड के पास गोले में खड़ा होने को कहें।
- ग्रिड के बीच में अक्षर लिखें और उसके चारों ओर उससे सम्बन्धित चित्र बना लें।
- एक बच्चे को बुलाएँ और उनसे अक्षर पर कूदने और उसे पहचानने के लिए कहें।
- अक्षर पहचानने के बाद बच्चों से चित्रों के नाम पूछें।
- बच्चों को चित्रों का नाम बता कर उस पर कूदने को कहें।
- प्रयास करें की हर बच्चे को ग्रिड पर खेलने का मौका मिले।



Free Play/Indoor/Art and Craft

Making Our Own Fruit and Vegetable Shop:

- Ask the children that they have to pretend to be shopkeepers.
- Distribute clay to the students and ask them to make fruits and vegetables.
- Move around the class and ask children about what they are making.
- Let children play freely afterwards.

Lunch Break

Mathematics

Triangle:

- Draw a triangle on the board.
- Ask the children to name the shape drawn on the board.
- Reinforce the term 'triangle'.
- Ask the children which all objects/ things look like 'triangle' - samosa, cap, sandwich, chips, beak , etc.
- Demonstrate how they can make different things using a triangle, for e.g., draw a bird and say we can make its beak using triangle, draw a face and ask children whether can we make the nose using a triangle.
- Give the children drawing sheets/drawing files and ask them to draw anything using a triangle.

Outdoor Games

- Organise a Hurdle Race.
- Keep small objects like a rolled up mat etc., as hurdles.
- Ask the children to go from point to another by crossing the hurdles in between.

Language (English)

- Do the rhyme of sound /r/ with the students.
- Ask them to tell you the words from the story that begins with the sound /r/.
- Take more examples from the children.
- Add to their examples.

Library Activity

- Give children books to hold and pretend read.
- Let children share their stories with their partners.

Closure and Bye

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

Class : Nursery
Month : December
Week : 3

Day 2

Theme: Food

Preparation- Arrange for the following: Pictures on Food Wastage, Picture Cards /फ/, Mats, Old Plastic Bottles, Beads, Rangometry or Other Objects for Shape Sorting, Clay, etc.

Assembly Time

Circle Time

Structured Conversation:

- Use pictures from the previous day to take the discussion further on 'not to waste food'.



Ask children to talk about how we can save food at our homes and what can we do with the leftovers.

- Tell the children to also talk to their parents about not wasting food at home.

Language (Hindi)

अक्षर/ ध्वनि परिचय- /फ/

फालसे का फालूदा

फातिमा के अब्बू एक **फौजी** हैं। उसके अब्बू कई दिन बाद छुट्टियों में घर आ रहे हैं। फातिमा, अब्बू के आने से बहुत खुश है। वह **फटाफट** घर के पीछे **फालसे** के पेड़ से फालसे तोड़ कर लाती है और अम्मी को दे देती है। अम्मी आज फालसे की आइस-क्रीम बना रही है। उन्होंने फालसों को उबालकर, उसमें चाशनी मिलकर जमाने के लिए रख दिया।

फातिमा **फाटक** के पास खड़ी होकर अब्बू के आने का इंतज़ार करने लगती है। तभी, अब्बू दूर से आते दिखाई देते हैं। वह भागकर अब्बू से चिपक जाती है। अब्बू उसे गोद में उठाकर खूब प्यार करते हैं। अब्बू उसके लिए काफी सारी चीज़ें लाये हैं। वह अब्बू के बैग से **फल** निकालकर **फटाफट** खाने लगती है।

रात को सभी खाना खाने के लिए **फर्श** पर बैठ जाते हैं। फातिमा आज अब्बू के प्लेट से ही खाना खाना चाहती है। अम्मी **फूले-फूले फुल्के** लेकर आती है और अब्बू अपने हाथों से फातिमा को खाना खिलाते हैं। मीठे में सभी ठंडी-ठंडी फालसे की आइस-क्रीम खाते हैं।

- ❖ कहानी में लड़की का नाम क्या है?
- ❖ फातिमा के अब्बू क्या हैं?
- ❖ वह पेड़ से क्या तोड़ कर लाती है?
- ❖ फातिमा बैग से क्या निकाल कर खाती है?
- ❖ अम्मी फूले-फूले क्या बनाती है?

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

Counting:

- Children will work in pairs for this activity.
- Give each pair a plastic bottle and a few beads.
- They have to guess how many beads would they need to fill the bottle.
- Let the children put in the beads to fill the bottle
- Then let them take out and count the beads.

Lunch Break

Mathematics

Sorting:

- Divide the students into 5 to 6 groups.
- Give each group a few triangular, circular and rectangular objects (Use rangometry if it has all the three shapes).
- Let the children sort these objects.
- Ask them to keep similar looking things together.
- End the class by reinforcing the names of these shapes- triangle, circle and rectangle .

Outdoor Games

Hurdle Race:

- Organise a Hurdle Race.
- Keep small objects like a rolled up mats etc., as hurdles.
- Ask the children to go from point to another by crossing the hurdles.

Language (English)

Worksheet 97 : Sound /r/

- Show the worksheet to the children.
- Ask them to tell the name of the pictures.
- Bring students' attention to the initial sound in the name of those pictures.
- Give the children the worksheet to colour.
- While the students are colouring , move in the classroom and reinforce the sound and the vocabulary.
- End the class by asking the students to share what they have colored with their partners.

Library Activity

- Use a story that has different food items.
- Incorporate role play.
- Let children be different characters of the story.

Closure and Bye

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

Class : Nursery
Month : December
Week : 3

Day 3

Theme: Food

Preparation- Arrange for the following: Picture Cards /फ/, Clay, Rectangular, Circular and Triangular Cut-outs/Objects/ Pictures , Picture Cards of Fruits and Vegetables, Sand Tray, etc.

Assembly Time

Circle Time

Structured conversation: Value of Food:

- Have the students sit in a circle.
- Ask children, whether they discussed the ways to reduce food wastage at home.
- Encourage them to share their responses.
- Ask children, what can we do with the food leftovers?
 - ❖ We can give it to stray animals.
 - ❖ We can feed leftover chapatis to birds.

Language (Hindi)

पुनरावृत्ति /फ/

- /फ/ की कहानी दोहराएं ।
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें ।
- बच्चों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों के नाम की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें।
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें ।
- बच्चों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें।
- बच्चों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर करवाएं।
- बच्चों को क्ले दें और उनसे फ और उससे संबंधित वस्तुएँ बनाने को बोले।
- कक्षा के अंत में बच्चों से पूछें की उन्होंने क्या क्या बनाया।

Free Play/Indoor/Art and Craft

Finding Shapes:

- Hide a few triangular cut-outs with some circle and rectangle cut-outs in a sand tray.
- Tell the children that they are going to have fun with sand.
- They will put their hands in the tray and would first try to find out what is inside it without looking.
- Encourage them to identify the shape.

Lunch Break

Mathematics

Shape Train:

- Call out three students.
- Give circle cut outs to the first one, triangle cut out to the second one and rectangular cut out to the third one.
- Reinforce the names of the three shapes- circle, rectangle and triangle.
- Tell the children that these three are engines of three different shape trains.
- Give Rectangular, Circular and Triangular cut-outs/ objects to the students for them to be the engines of their train. Make sure that each child has an object/ cut out.
- Tell the children that they have to join the correct train.
- Once the three trains are formed, take them for a round in the corridor.

Outdoor Games

Listen! Listen!

- Make children sit in a circle
- Call out directions such as
 - "all those wearing a hair band, stand up"
 - "those who washed their hands clap"
- Add more instructions

Language (English)

Vocabulary Building: (Fruits and Vegetables)

- Have two baskets in the class.
- Keep fruit flashcards in one and vegetable flash cards in the other.
- Make the students sit in a circle.
- Rotate the basket with fruits flash cards and play music.
- Ask the children to keep passing the basket until the music stops.
- When the music stops, the child who has the basket has to take out a fruit flash card from the basket and tell its name. The children can also tell the colour and the taste of the fruit.
- Do the same with the vegetable basket.
- Tell the children that banana, apple, mango, grapes, etc are fruits. Fruits are sweet. We generally eat them raw. Potatoes, onion, cabbage, carrots are vegetables. Most of the time vegetables are cooked for eating.

Library Activity

- Use a story done previously.
- Incorporate role play.
- Let children be different characters in the story.

Closure and Bye

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

Class : Nursery
Month : December
Week : 3

Day 4

Theme: Food

Preparation- Arrange for the following: A New Dustbin, Picture Cards of Fruits and Vegetables, Objects for Odd One Out, Story Cards, etc.

Assembly Time

Circle Time

Structured Conversation:

- Keep a new dustbin in the class.
- Tell the students that any food related waste should be thrown in this food bin.
- Tell them that at home too they can create a food bin.
- Ask children why creating a food bin is useful.

Language (Hindi)

वर्कशीट 98: /फ/ध्वनि

- बच्चों को वर्कशीट दिखाएं ।
- बच्चों से वर्कशीट में दिए गए चित्र पहचानने को बोलें ।
- बच्चों से चित्रों के नाम में आ रही आवाज़ पूछें ।
- बच्चों को चित्रों में रंग भरने को और 'फ' 'पर रेनबो राइटिंग करने को कहें।
- वर्कशीट में दिए गए खाली डब्बे में एक 'फ' सम्बंधित चित्र बनाने को बोलें।

Free Play/Indoor/Art and Craft

Let's be Fruits and Vegetables:

- Let the students stand in a circle.
- Tell the children that you will call out a fruit/ vegetable name and they have to make that fruit or vegetable using their bodies.
- Let the children use their creativity and imagination.

Lunch Break

Mathematics

Odd One Out:

- Draw a button, coin and a triangle on the blackboard.
- Ask the students which one is odd/ different.
- Cross the different shaped object.
- Take a few examples from the train activity for example- a television, an eraser and a ball.
- Draw these on the board and ask the students to identify the 'odd one out' and cross it.

Worksheet 99 : Odd One Out (shape)

- Show the worksheet to the students.
- Tell them that they have to identify the 'odd one out' (the shape which is different) and cross it out and colour the other pictures.
- Let the students do the worksheet independently.
- End the class by showing a finished worksheet to the students.

Outdoor Games

Listen! Listen!

- Make children sit in a circle.
- Call out directions such as
 - "all those wearing a hair band, stand up"
 - "those who washed their hands clap"
- Add more such instructions.

Free Play:

Let the children play freely under your supervision.

Language (English)

Fruits and Vegetables:

Give children a context -

There was a shopkeeper who was arranging his shop but all the fruits and vegetables got mixed up.

- Ask the students, whether they would like to help the shopkeeper.
- Make two tables on the blackboard- one for fruits and one for vegetables.
- Show the cards to the students one by one, and ask them on which table should it go. Ask for more examples of fruits and vegetables.
- End the class by reinforcing the vocabulary.

Library Activity

- Use story cards.
- Ask children to predict what is happening in the story.
- Modify the story incorporating students' responses.

Closure and Bye

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

Class : Nursery
Month : December
Week : 3

Day 5

Theme: Food

Preparation- Arrange for the following: Pictures of Simple Words (कप, पर, फल), Picture Cards of Fruits and Vegetables, A Few Concrete Objects in Big and Small Size, Story Cards, Shape Cut Outs in Different Sizes, Rope/ Dupatta, Sand Tray, etc.

Assembly Time

Circle Time

Structured Conversation: Food:

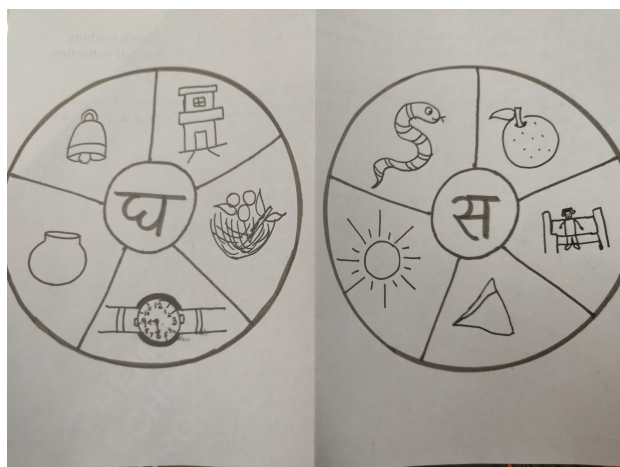
Value of Food:

- Summarize the conversation on 'not to waste food'.
- Ask children how will they stop food wastage.

Language (Hindi)

अक्षर- शब्दावली पुनरावृत्ति

- फर्श पर दिए गए चित्र जैसी (3-4)ग्रिड बना लें।
- बच्चों को ग्रिड के पास गोले में खड़ा होने को कहें।
- ग्रिड के बीच अक्षर लिखें और उसके चारों ओर उससे सम्बन्धित चित्र बना लें।
- एक बच्चे को बुलाएँ और उनसे अक्षर पर कूदने और उसे पहचानने के लिए कहें।
- अक्षर पहचानने के बाद बच्चों से चित्रों के नाम पूछें।
- बच्चों को चित्रों का नाम बता कर उस पर कूदने को कहें।
- प्रयास करें की हर बच्चे को ग्रिड पर खेलने का मौका मिले।



आवाज़ों को जोड़ना

- कुछ शब्दों की आवाज़ों को तोड़ कर बोलें।
- बच्चों को इन आवाज़ों को जोड़ कर नाम बताने को कहें।
- कुछ और शब्दों के उदाहरण लें।
- बोर्ड पर कुछ चित्र लगा दें जैसे पर, कप, घर, जग, नग आदि।
- बच्चों से कहें की आप कुछ आवाज़ें तोड़ कर बोल रहे हैं और उन्हें आवाज़ों को जोड़कर शब्द बताना है और उसका चित्र पहचानना है।
- गति-विधि के अंत में चित्रों के नीचे उनके नाम लिखें और बच्चों को आवाज़ मिलकर पढ़ने को प्रोत्साहित करें।

Free Play/Indoor/Art and Craft

Let's be Fruits and Vegetables:

- Make the students stand in a circle.
- Tell the children that you will call out a fruit/ vegetable name and they have to make that fruit or vegetable using their bodies.
- Let children use their creativity and imagination .

Lunch Break

Mathematics

Big/ Small:

- Take a few concrete examples to revise the concept of big and small.
- Ask the students how would they become 'big' and how would they become 'small'.
- Use a big rectangular and a small rectangular cut out.
- Ask the children, which one is bigger and which one is smaller?
- Take different examples.

Note:(Make sure that you compare size of same shape (a big and small circle, a big and small rectangle)

Worksheet 100 :

- Colour the smaller shape.
- Demonstrate the worksheet to the students.
- Ask them to identify the smaller shape.

Outdoor Games

Over the Rope:

- Let two children hold a rope/dupatta about 6cms above the ground.
- The others must jump over it without touching the rope.

Under the Rope:

- Let two children hold the rope/dupatta about 30 cms above the ground.
- The rest of the children have to crawl under the rope/dupatta.

Language (English)

Fruits and Vegetables

Give children a context -

There was a shopkeeper who was arranging his shop but all the fruits and vegetables got mixed up.

- Ask the students whether they would like to help the shopkeeper.
- Make two tables on the blackboard- one for fruits and one for vegetables.
- Show the cards to the students one by one and ask them on which table should it go. Ask for more examples of fruits and vegetables.
- End the class by reinforcing the vocabulary.

Library Activity

- Use story cards.
- Ask children to predict what is happening in the story .
- Modify the story incorporating students' responses.

Closure and Bye

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

Class : Nursery
Month : December
Week : 3

Day 6

January

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

- Jiddu Krishnamurthi

Weekly Learning Outcomes - January (Nur)

		Week 3	Week 4
Domain	The student will be able to:	Activity:	Activity:
Personal, Social, Emotional Development	Express own interests and preferences		
	<ul style="list-style-type: none"> Expresses himself /herself without inhibitions Expresses his/her needs /feelings /emotions 	During structured conversations: *on self care during winter season *clothes we wear during winters and their uses and the fruits and vegetables we eat	During structured conversations: *on the comparison of things we use in summers with those we use in winters *things we do and avoid doing in winters and how to keep ourselves safe *problems people and animals face in winters and what can we do to help them
	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 any topic of their choice and their holiday experiences Rhyme with actions: Sardee aayee, sardee aayee	
	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 		while playing the memory games with English words and picture 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 	while playing pakdampakrai, chain chain, racing and over the rope and under the rope	during the Snow Ball Race, Dress Yourself Race, playing their favourite game
	Exhibit fine motor skills and simple eye hand coordination		
	<ul style="list-style-type: none"> Able to scribble and color Attempts to put beads through the strings Attempts to tear and paste paper Uses the grip to hold brushes, crayons etc Able to throw and catch ball in a given direction Uses the grip to tear and crush paper Uses pincer grip to hold and manipulate tools for drawing, painting and writing 	*while putting in and taking out beads from a bottle *while drawing pictures with vyanjans and letter sounds introduced * by drawing and completing the winter clothes *making winter fruits and vegetables with clay while coloring and writing of vyanjans done so far	*while handling fruits and paper money in the market *working with puzzle cards *while drawing pictures with vyanjans and letter sounds introduced *drawing and colouring pictures related to winters *sorting summer and winter vocabulary cards while coloring and writing of 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 	during free play	
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 ढ- Dawaat and letter /e/ using a story *during listening to the story on winters 	<ul style="list-style-type: none"> during the introduction of vyanjan ङ- and letter /f/ using a story
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 ढ and letter /e/ using a story *while doing complete the story, listening to a recorded story, 	<ul style="list-style-type: none"> *during the introduction of vyanjan ङ and letter /f/ using a story *while listening to a recorded story, storytelling using picture cues, picture talk
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 vyanjans and letter sounds 	<ul style="list-style-type: none"> while doing worksheets on vyanjans 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"> while doing the rhyme sardi aae, sardi aae 	
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 Can differentiate between the letters of common sounds like /a/ and /e/ 	<ul style="list-style-type: none"> *during the introduction of vyanjan ढ *while blending two/ three letter words on the basis of sounds only in Hindi while playing the grid game *during the introduction of /e/ *while doing the oral blending exercises of three letter words with the sound /e/ in and all the letter sounds done so far in English 	<ul style="list-style-type: none"> *during the introduction of vyanjan ङ *while segmenting and blending two/ three letter words on the basis of sounds only in Hindi playing grid game, domino cards *during the introduction of /f/ and the oral blending exercises of three letter 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 द- dawaat and all vyanjans done so far in Hindi and letter /e/ in english using domino cards * while learning vocabulary related to winters 	<ul style="list-style-type: none"> *with ऋ and all vyanjans done so far and /f/ in english *while doing oral blending with all letter sounds done so far *while learning vocabulary related to winters * using the sentence structure This is a ..., It is a.....
	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
Cognitive Development	Identify names of basic colors and shapes		
	<ul style="list-style-type: none"> • Is Able to name few colors and shapes • Can identify circles, triangles, rectangles and squares • Is able to identify objects of different shapes in the environment • Is able to draw objects using different shapes 	<ul style="list-style-type: none"> *while seriating shapes using flashcards of circles, triangles, rectangles *playing floor games with shapes 	<ul style="list-style-type: none"> *while creating patterns using rangometry pieces *creating patterns with shapes for decorating the doll's saree, corridor border and completing the pattern
	Show ability to understand relationship such as part and whole, odd one out, association		
	<ul style="list-style-type: none"> • Able to match and pair parts of a picture, objects 		during doing puzzle cards related to winter clothes, fruits and vegetables
	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 		during doing puzzle cards related to winter clothes, fruits and vegetables
	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 		and also create patterns using winter vocabulary cards and rangometry pieces
	Arrange 2-3 objects /picture cards /numbers in a sequence		

<ul style="list-style-type: none"> • Can arrange 2 -3 objects in a sequence • Can arrange 2 -3 picture cards in a sequence • Can arrange 2 -3 numbers in a sequence 	<ul style="list-style-type: none"> *while seriating shapes using flashcards of circles, triangles, rectangles of different sizes *playing floor games with shapes 	
<p>Develop number sense up to 10</p>		
<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 	<ul style="list-style-type: none"> while counting beads put in a bottle 	

Class : Nursery
Month : January
Week : 1

Day 1

Theme: Winter

Preparation-Arrange For The Following:- Seriation Cards,/ e/ Picture Cards, Vocabulary Cards, Slates, Old Plastic Bottles , Beads/Pebbles, Chalk and Colours.

Assembly Time

Circle Time

Free Conversation:

- Begin the day by greeting the class with a cheerful “Welcome” and “Good Morning”.
- Let the children sit in a circle and initiate free conversation about the holidays. Pose questions such as -
 - What did you do during your holidays?
 - Where did go during the holidays?
 - What did you enjoy the most during the holidays?
 - Did you play with your friends?
 - How are you feeling?

Encourage them to share their vacation experiences with the class. Tell them about your experiences too.

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

Language (Hindi)

शब्दों का खेल

- फर्श पर जाली (ग्रीड) बनाए और जाली के हर एक खाने में एक अक्षर लिखे जो अब तक हो चुके हैं।
- बारी बारी से एक एक बच्चे को बुलाएं और उसे एक साथ दो आवाज़े दे जिस पर उसे कूदना है और कूदने के बाद उन्हें जोड़ कर शब्द बनाना है।
- कक्षा का अंत कुछ शब्दों को बोर्ड पर लिख कर और उन्हें बच्चों के साथ पढ़ें।
- शब्दों के चित्र भी बना लें।

Free Play/Indoor/Art and Craft

Counting:

- Children will work in pairs for this activity.

- Give each pair a plastic bottle and a few beads.
- They have to guess how many beads would they need to fill the bottle.
- Let the children put in the beads to fill the bottle.
- Then let them take out and count the beads.

Lunch Break

Mathematics

Shapes with Seriation:

- Sit in a circle and show children cards of shapes in different sizes e.g. cards of circles in different sizes, triangles in different sizes.
- Divide the class into 4-5 groups and give them cards, ask them to arrange them. After some free play ask children to arrange them in order.

Outdoor Games

Pakdampakdai:

- Stand in a circle and tell children about the game, its rules and give all the instructions they need for the game.
- Choose a Seeker and he/she has to run to catch other children, once he/she catches another child that child will become new Seeker.



Language (English)

Introduction of /e/ sound

Enjoyment on a Sunny Day:

Elli and **Ed** are brothers. Their **exams** are over. Both have winter vacations (holidays) now. They want to **enjoy** but it is very cold outside. The sun has not been out for many days.

One morning when Elli and Ed woke up, the sun was shining brightly in the sky. Their mother asked them to get ready. She packed some food.

“Let’s go out for a picnic to a big park,” she said.

Both the brothers became very **excited**. When they reached the big park, they were feeling cold. Their mother asked them to stretch their bodies. They stretched themselves to the right and to the left, then they bent forward and moved back. They shook their hands and legs. They jumped and ran. In the end they rubbed their palms. Oh! the **exercise** helped them feel so warm.

After eating the yummy picnic food, they went for a walk. They saw a toy train. Elli and Ed bought the tickets and **entered** the toy train. They ran from the front of the train to the **end** and found an **empty** seat there. Both of them sat in the empty seat. The **engine** made a 'toot-toot' sound and started moving.. Ed sat near a window. He kept his **elbows** on the window to put his head outside. Elli told him not to do so as it was not safe. Soon they saw their mother outside and they waved to her. The toy train took them around the park. They saw many things. Elli and Ed were very happy they **enjoyed** the warm sunny day outside.

Questions-

- ❖ Name the two brothers.
 - ❖ What had just got over?
 - ❖ What did they do to get warm?
 - ❖ What do they do when they bought the tickets?
 - ❖ They ran from the front of the train to where?
 - ❖ Where did they sit?
 - ❖ What does Ed keep on the window?
-
- 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
 - Prompt them to think of objects or names that begin with the same sound Stress on the initial sound.
 - Have the children draw pictures of words with the target sound.
 - Close the class by revising vocabulary and the first sound.

Library Activity

Read Aloud

- Choose a story related to Winter and read it aloud.

Closure and Bye

Class : Nursery
Month : January
Week : 1

Day 2
Winter

Theme:

Preparation-Arrange For The Following:- Winter Vocabulary Cards, Shapes Seriation Cards, Drawing Files, Clay ,Slates and Chalk.

Assembly Time

Circle Time

Conversation Time

- Initiate free conversation on how the children are feeling today.
- Ask them whether they are feeling cold or warm.

Value: Self Care

Structured Conversation: Introduction of Winter Theme based Vocabulary(clothes)

- Place a few pictures related to winter in a basket.
- Have the students sit in a circle and pass the basket around while you play music using dafli.
- Once you stop playing, the child who has the basket has to pick up a card, name the object and speak about its use.
- Use pictures of a pair of socks, sweaters, pair of gloves, quilt, blanket, coat, muffler, etc.
- Introduce the vocabulary in Hindi: स्वेटर, दस्ताने , शॉल , टोपी , मफलर , कम्बल , रजाई आदि
- After 4-5 students have had their chance, let them speak about the use of these things and when do we use them.
- Ask the children what they do to protect themselves from cold. Encourage the children to respond in complete sentences.
- Talk about the different ways people protect themselves from cold, such as by wearing warm clothes. We use quilts/blankets. We avoid cold drinks, etc.

Note: You can choose to place real objects in the basket instead of pictures.

Rhyme

- Recite the rhyme 29: “सर्दी आई , सर्दी आई”।

Language (Hindi)

अक्षर-ध्वनि का परिचय- /द/

दामिनी के दस्ताने

दामिनी अपने माता पिता के साथ **दिल्ली** में रहती है। हर सर्दी की छुट्टियों में वह अपने **दादा दादी** के पास जाती है। मगर इस बार उसके दादा दादी उससे मिलने दिल्ली आ रहे हैं।

“दिल्ली में तो बहुत सर्दी होती है” दामिनी ने सोचा।

वह **दोपहर** में अपनी माँ के साथ बाज़ार जाती है। एक **दुकान** से वे गरम शॉल, मफलर और कम्बल लेते हैं। घर पहुँच कर दामिनी पिता के साथ दादा दादी के लिए **दलिया** बनाती है। माँ, दादा दादी का कमरा तैयार करती है और वहाँ रूम हीटर का बंदोबस्त करती है। दामिनी के माता पिता, दादा दादी को लेने रेलवे स्टेशन जाते हैं। दामिनी घर पर उनका इंतज़ार करते-करते रजाई में घुस कर सो जाती है।

सुबह जब उसकी आँख खुलती है, वह देखती है की उसके सर के पास **दस्ताने** रखे हैं। वह उनको ले कर दादा दादी के कमरे का दरवाज़ा धीरे से खटखटाती है।

“आ गई दामिनी” दादी आवाज़ लगाती है और उसको अंदर बुलाती है। दादी का कमरा गरम है। दादा जी दादी के बगल में कम्बल ओढ़ कर सो रहे हैं।

“कैसे लगे दस्ताने ?” दादी ने फुसफुसा कर पूछा। दामिनी ने दादी को गले लगा कर धीरे से बोला, “बहुत, बहुत सुन्दर।”

कहानी के बाद प्रश्न पुछें:

- ❖ कहानी में लड़की का नाम क्या है?
- ❖ दामिनी कहाँ रहती है?
- ❖ उससे मिलने कौन आ रहा है?
- ❖ कम्बल, मफलर, शॉल कहाँ से खरीदते हैं?
- ❖ दामिनी और उसके पिताजी दादा दादी के लिए क्या बनाते हैं?
- ❖ दादी दामिनी के लिए क्या लाती है?

- बच्चों को अक्षर परिचय के लिए कहानी सुनाएं।
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें।
- बच्चों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों के नाम की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें।
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें।
- बच्चों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें।
- यदि बच्चे न बता पाएं तो उन्हें संकेत दे कर शब्द निकलवाने का प्रयास करें।
- बच्चों द्वारा बताये गए शब्दों के चित्र बोर्ड पर बना लें।
- बच्चों का अक्षर से परिचय कराएं और उसके पश्चात अक्षर लिखने का अभ्यास हवा में बनाकर या रेत में बनवा कर कराएं।

- बच्चों को बताएं की जब भी इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो इसी अक्षर का प्रयोग करते हैं।
- बोर्ड पर बनाये गए सारे चित्रों के नाम लिख लें।
- बच्चों को निर्धारित आवाज़ के चित्र बनाने को 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

Indoor Picnic:

- Indoor picnic is a great way of having some quality time, and it is fun to sit together all warm and cosy.
- Let the children sit together on a mat and play and talk.

Lunch Break

Mathematics

Shapes with Seriation:

- Sit in a circle and show children cards of shapes in different sizes e.g. cards of circles in different sizes, triangles in different sizes.
- Divide the class into 4-5 groups and give them cards.
- After some free play ask the children to arrange them in order.
- Draw a circle, triangle and rectangle shape in their drawing files and ask the children to draw smaller shapes in front of each shape.

Outdoor Games

Chain Chain:

- Stand in a circle and tell the children about the game, its rules and give all the instructions they need for the game.
- Choose a Seeker and he/she has to run to catch other children. Once he/she catches a child, then both of them run together and try to catch other children to make their chain bigger.



Language (English)

Recap of /e/ sound:

- Give children clay and ask them to make things which start with 'e sound.
- Walk around the class, ask questions regarding their work e.g. what are you making? What is the name of this thing? etc and encourage children to tell about their work by using - "This is, "It is.....

Drawing Work:

- Give drawing files and ask children to draw pictures which start from /e/ sound.
- **Close the class by revising vocabulary and the first sound from them.**

Library Activity

Read Aloud

- Choose a story related to Winter and read it aloud. Use appropriate gestures and voice modulation.

Closure and Bye

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

Class : Nursery
Month : January
Week : 1

Day 3

Theme: Winter

Preparation-Arrange For The Following:- Doll, Winter Clothes, Old Cloth Pieces, 2 Letter -Word Cards, Winter Puzzle Cards , Slates and Chalk.

Assembly Time

Circle Time

Structured Conversation- Winter Clothes:

- Bring a doll into the class and create a situation for children e.g. tell the children this doll is feeling cold, how can we help her to protect her from the cold?
- Keep a few things related to winter and summer season.
Reinforce the vocabulary : स्वेटर , दस्ताने, जुराब , टोपी आदि

Language (Hindi)

/द/ अक्षर -ध्वनि अभ्यास:

- बच्चों संग घेरे में बैठ कर/ द/ अक्षर की शब्दावली और उनसे आ रही पहली और आखरी आवाज़ का अभ्यास करें।
- बच्चों को डाइंग फाइल दे और उसमे /द/ आवाज़ से शुरू होने वाली चीज़ों के चित्र बनाने के लिए प्रोत्साहित करें।

पढ़ना:

- अब तक हो चुके अक्षरों के कार्ड बनाए जैसे कप, जग, घर, बस , नल, फल , खत, चल आदि और इनके चित्रों के कार्ड अलग बनाए।
- घेरे में बैठ कर इन शब्दों को पढ़ने में बच्चों की मदद करें।
- बच्चे के शब्द को पढ़ने के बाद उस से शब्द का सही चित्र उठाने को कहें।
- कक्षा का अंत दो अक्षर वाले शब्दों को पढ़ कर करें।

Free Play/Indoor/Art and Craft

Worksheet- 101 Complete the Winter Clothes:

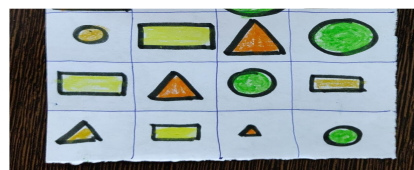
- The worksheet should have half/incomplete drawings of winter clothes.
- Let children complete the drawing and identify the pictures.

Lunch Break

Mathematics

Shapes with Seriation:

- Draw shapes on the floor in different sizes.
- Give children the name of any shape and he/she has to start jump first on smallest shape then the bigger shape and then on the biggest shape.



Outdoor Games

Chain Chain:

- Stand in a circle and tell the children about the game, its rules and give all the instructions they need for the game.
- Choose a Seeker and he/she has to run to catch other children, once he/she catches the child then both of them run together and try to catch the other children to make their chain bigger.



Language (English)

Worksheet 102 : /e/ sound

- Show the worksheet to the students and ask them to identify the pictures and the initial sound.
- Let the children colour the pictures.

Oral Blending:

- Sit in a circle and tell the children about the activity they are going to do e.g. they will hear a few sounds, they have to blend those sounds and make a word. Keep drawing the picture of the word on the board.
- Use the sounds covered so far e.g. s,a,t,p,i,n,d,g,o,e,f.

Suggested Words :

bat,cat,sat,pat,mat,tap,cap,hat,tap,fan,fat,map,pan,sit,pin,bin,fin,dog,pot,dot,god,t
op, etc.

Library Activity

Complete the Story:

- Narrate a story and pause the climax of the story.
- Ask the children to predict half of the story.
- Give some time to the children to think.
- Divide the class into small groups and let the children share their version of the story.

Closure and Bye

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

Class : Nursery
Month : January
Week : 1

Day 4

Theme: Winter

Preparation-Arrange For The Following:- Winter Food Cards, Simple Word Cards (Hindi) and their Pictures, Clay, Story Books, Domino Cards (English Sounds) etc.

Assembly Time

Circle Time

Structured Conversation: Winter Fruits and Vegetables:

- Talk about food items related to winter.
- Discuss about certain food items that are only consumed in winters.
- Ask the children which vegetables are available only in winter.

Use the following questions to initiate a conversation-

- आजकल मम्मी खाने में क्या क्या बना रही है ?
- सर्दियों में आपको खाने में क्या पसंद है ?
- कौन सा फल सर्दियों में सबसे ज्यादा पसंद है ?
- फल और सब्जियों के अलावा और कौन सी चीज़े आजकल बाजार में आ रही है ?
- Tell the children about fruits and vegetables that are eaten only in winter.
- Discuss the benefits of winter vegetables.
- Show the children pictures of vegetables that can be eaten raw and vegetables that can be eaten only in cooked form.
- Give them time to think and prompt to facilitate thinking.

Rhyme:

- Rhyme 29 : “सर्दी आई, सर्दी आई”

Language (Hindi)

/द/ अक्षर पुनरावृत्ति

वर्कशीट 103

- गति-विधि का अंत वर्कशीट पर बने चित्रों के नाम और उनसे आ रही पहली और आखिरी आवाज़ पूछ कर करें।

पढ़ना

- कक्षा को 4 - 5 समूह में बांटे और हर समूह के आधे बच्चों को शब्द कार्ड दें और बाकी आधे बच्चों को उनके चित्र दें।
- अब बच्चों को अपने शब्द पढ़ने को कहें और सही चित्र के बच्चे के साथ खड़े होने को कहें।
- एक-एक कर सभी समूहों को कक्षा के सामने आकर ये कार्य करने को कहें, जिस समय एक समूह कार्य कर रहा है बाकी समूह उस एक समूह को देखेंगे और अगर कोई गड़बड़ हुई है तो उसे बताएँगे।

Free Play/Indoor/Art and Craft

Clay Work:

- Give children clay and ask them to make fruits and vegetables which we eat in winters.
- Walk around the class when children are playing with clay and ask a few questions regarding their work, encourage children to introduce their material by using यह है
- **Close the class by appreciating children for their good work.**

Lunch Break

Mathematics

Shapes with Seriation:

- Prepare seriation cards of circle, rectangle and triangle, put them all on the board.
- Put the smallest card first and then call the children one by one ask him/her to put the next card by asking which card will come next.
- Give them drawing files and ask them to choose any shape and draw it in ascending order.

Outdoor Games

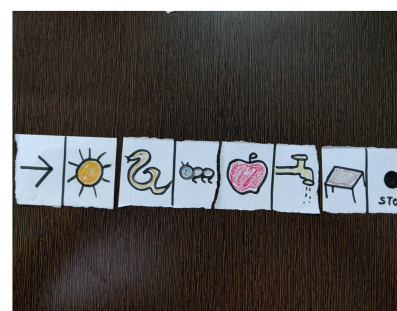
Race:

- Tell the children about the race. Keep some winter clothes, ask children to run and pick up a cloth given in the instruction and come back running.
- Change the instructions and ask them to bring different things.

Language (English)

Domino Cards:

- Draw two columns on the board.
- Draw a few sound pictures in one column.
- Choose the same sound but different pictures for the second column.
- Ask the children to match the picture with the same initial sound.
- Help them if required.
- Take a set of domino cards and encourage the children to see the pictures and identify the vocabulary and the initial sound.



- Divide the class into pairs, distribute domino cards and ask them to join them.
- Close the class by pasting a set of arranged domino cards on board and reviewing vocabulary.

Library Activity

Complete The Story:

- Narrate a story and pause the climax of the story.
- Ask the children to predict the half of the story.
- Give some time to children to think.
- Divide the class into small groups and let children share their version of the story.

Closure and Bye

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

Class : Nursery
Month : January
Week : 1

Day 5

Theme: Winter

Preparation-Arrange For The Following:- Paper Sheets, Letter Cards (Hindi)

Domino Cards (English Sounds), Rope/ Dupatta Storybooks, etc.

Assembly Time

Circle Time

Free conversation:

- Choose any topic or issue that needs to be discussed with the children.
- Make children sit in a circle, use appropriate questions to start the conversation.
- Use a talking object to facilitate the conversation.

Language (Hindi)

शब्द बनाना

- बच्चों के साथ घेरे में बैठे।
- सभी बच्चों को अब तक हो चुके अक्षरों के कार्ड दे और उन्हें शब्द बनाने को कहे।

वर्कशीट 104 :

- अक्षरों को जोड़ कर शब्द पढ़े और उन्हें उनके चित्रों से मिलाए।

Free Play/Indoor/Art and Craft

Free Play:

- Give children material and let them play.

Lunch Break

Mathematics

Shapes with Seriation:

Worksheet 105:

- See the pictures and arrange them in order.

Outdoor Games

Over the Rope:

- Let two children hold a rope/dupatta about 6 cms above the ground.
- The others must jump over it without touching the rope.

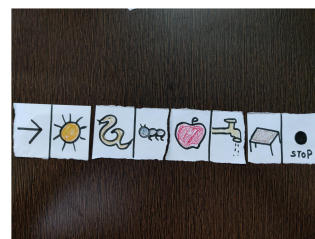
Under the Rope:

- Let two children hold the rope/dupatta about 30 cms above the ground.
- The rest of the children have to crawl under the rope/dupatta.

Language (English)

Domino Cards:

- Take a set of domino cards and encourage the children to see the pictures and identify the vocabulary and the initial sound.
- Divide the class into pairs, distribute domino cards and ask them to join them.
- Close the class by pasting a set of arranged domino cards on the board and reviewing vocabulary.



Note: Let the children to do this independently this time.

Library Activity

Recorded Story:

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

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

Closure and Bye

- Recap the rhymes done so far. Encourage the children to share experiences.

Class : Nursery
Month : January
Week : 1

Day 6

1-Complete the worksheet number -29 (मुझे जानो और पहचानो)

Class : Nursery
Month : January
Week : 2

Day 1

Theme: Winter

Preparation-Arrange For The Following:-Summer-Winter Flashcards/Objects, Cotton and Wool, basket, Fletter Vocabulary, Rangometry, a big spoon, cotton balls, gloves, Storybooks, etc.

Assembly Time

Circle Time

Structured Conversation- Basket Game:

- Place a few pictures on both summer and winter season in a basket. (including pictures of electrical appliances)
- Let the children sit in a circle and pass the basket around while you play music using a dhapli. As the music stops, the child who has the basket picks up a card, names the object and tries to speak about the use of that object.
- When the child picks a card, ask him - "Which season do we use that thing in?"
- After 6 – 7 children are done with their turn, make two columns on the blackboard- one for summer and the other for winter.
- Tell them what each column stands for. Play the music again and this time, have the children pick a card and place it in the right column.
- Discuss the different things we use in summers and winters. Show the children two different cloth pieces: cotton and wool. Let them feel the difference by touching them.
- Let them guess which cloth is used in which season.

Language (Hindi)

शब्दों का खेल

- फर्श पर जाली (ग्रीड) बनाए और जाली के हर एक खाने में एक अक्षर लिखे जो अब तक हो चुके हैं।
- बारी बारी से एक एक बच्चे को बुलाए और उसे एक साथ दो आवाज़े दे जिस पर बच्चे को कूदना है और कूदने के बाद उन्हें जोड़ कर शब्द बनाना।
- कक्षा का अंत बच्चों द्वारा बनाये गए अक्षरों को बोर्ड पर लिख कर और कक्षा के साथ पढ़ें।

Free Play/Indoor/Art and Craft

Fruit Market:

- Tell the children about the game e.g. arrange some winter fruits & vegetables cut outs and keep them in the basket(mix them with summer

fruits & vegetables cut outs) .

- Give the children some paper money. They have to come in pairs and ask questions to buy vegetables.
- Instruct them that they have to buy only winter fruits and vegetables.

Lunch Break

Mathematics

Pattern:

Free Play:

Use winter vocabulary cards, give them to the children and ask them to make patterns.

- Sit in a circle and keep some rangometry pieces.
- Demonstrate how to make patterns with the help of rangometry pieces.
- Give rangometry to the children and ask them to make patterns.

Outdoor Games

Snowball Race:

You'll need: Cotton Balls, big spoons (the ones that children can easily balance) and mittens/gloves for each team.

Play this game as you would run any relay race.

- Divide children into teams.
- Each player takes turns putting on gloves and balancing a "snowball" (cotton ball on a spoon while racing to the other side of the room.
- Drop the snowball/cotton ball into a bucket, return to the team, pass the gloves and go to the back of the line. First team to complete the race wins!

Source: Amazingmoms.com

Language (English)

Introduction of /f/ sound:

Four Friends:

There are **four friends**, **Fatima**, Kannu, Simran and **Fiza**. Winter vacations have started. Everyday they play together. Today they all are playing in Fatima's house. Fatima's mother has put a mat on the **floor** for them. All of them are fond of colouring so they are sitting on the mat and colouring.

Suddenly they all start feeling very cold. Fatima's younger brother **Firoz** has switched on the **fan** to trouble them. Kannu pulls her **fur jacket** tightly around

her. Simran pulls her cap on her ears. Fiza runs and switches off the fan quickly. Fatima runs to her **father** to complain about Feroz.

“Papa, Feroz is troubling us. Please tell him not to do so, “ she says loudly.

Fatima’s father was busy putting some wood in the garden to light a **fire**. He calls Feroz and explains to him. Feroz says sorry. Father asks Fatima to call everyone to sit around the fire.

Everyone sits around the fire. They all sing songs together. Fatima’s mother gives them **fruits** to eat.

Questions-

- ❖ How many friends are there in the story?
 - ❖ Where has mother put the mat?
 - ❖ What did Feroz switch on?
 - ❖ What did Kannu pull tightly?
 - ❖ What was father lighting?
 - ❖ What does the mother give them to eat?
- 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 the children draw pictures of words with the target sound.

Library Activity

Recorded Story:

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

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

Closure and Bye

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

Class : Nursery
Month : January
Week : 2

Day 2

Theme: Winter

Preparation-Arrange For The Following:- Picture Cards /भ/, Winter Clothes/Food Puzzles, Drawing Files, a big spoon, cotton balls, gloves, slates and chalk.

Assembly Time

Circle Time

Structured Conversation: Winter:

Use the following questions to initiate the conversation -

- सर्दी में कौन कौन से काम करते हो ?
- गर्मी बारिश और सर्दी के मौसम में से सबसे अच्छा मौसम कौन सा लगता है और क्यों ?
- सर्दी में कौन सा काम करने में मज़ा आता है और क्यों ?
- ऐसा कौन सा काम है जो सर्दियों में करना अच्छा नहीं लगता ?

Language (Hindi)

अक्षर/ ध्वनि परिचय-भ/

भीखू और भालू

तुम कभी पहाड़ में गए हो? भारत के पहाड़ों में बहुत लोग रहते हैं। चलो आज भीखू की कहानी सुनते हैं। भीखू अपने परिवार के साथ पहाड़ों में रहता था। रोज़ सुबह अपनी भेड़ों को चराने ले जाता था। "जंगल में मत जाना," उसके बड़े भाई ने कहा, "जंगल में भालू है।" भीखू ने जंगल में कभी भालू नहीं देखा था। लेकिन गाँव के सभी लोगों ने कहा की जंगल में एक बहुत बड़ा और भयानक भालू है। भीखू बहुत बहादुर और निडर लड़का था। उसने बोला, "मुझे भालू का भय नहीं है।"

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

गाँव के लोग उससे कहते, "ऐसा न कहो। भालू आया तो कुछ भी कर सकता है और एक शाम ऐसा ही हुआ। भीखू के भाई ने भालू को गाँव में देखा। उसने ज़ोर से चिल्लाया, "भालू आया! भालू आया!! भागो! भागो!"

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

बहादुर भीखू फल और सब्ज़ियों की टोकरी ले कर भालू के पास गया। भालू ने गाजर उठाया और

खाया। उसे सच मूच भूख लगी थी। गाँव के सारे लोग भालू को गाजर खाते देख अचरज में पड़ गए।

बेचारा भूखा भालू उतना भयानक भी नहीं है!

सवाल -

- ❖ पहाड़ों में कौन रहता है ?
- ❖ भीखू किसको चराने लेकर जाता था?
- ❖ गुफा में कौन सो रहा था?

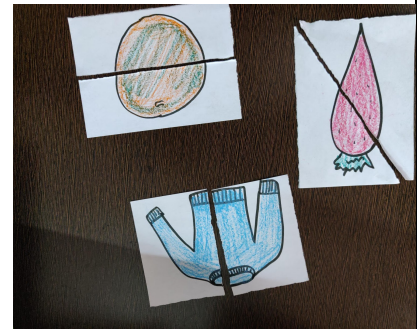
- बच्चों को अक्षर परिचय के लिए कहानी सुनाएं।
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें।
- बच्चों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों के नाम की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें।
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें।
- बच्चों को समान आवाज़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

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

Free Play/Indoor/Art and Craft

Puzzles:

- Prepare winter clothes, fruits and vegetable puzzles and divide the class into pairs. Ask children to complete the puzzle. (Use the given picture for reference).
- Walk around the class while students are playing with puzzles, ask them about their work.



Lunch Break

Mathematics

Shapes with Patterns:

- Bring a doll into the class and tell the children that this doll needs a saree with a beautiful border and she likes shapes in her saree border.
- Demonstrate how they can make patterns on a small piece of paper which is rectangular in shape.
- Give a rectangular paper sheet, shape cut outs and glue.
- Walk around the class while children are engaged in making saree border, and ask questions e.g. What shape is this? and help children who need assistance.
- Decorate the doll border with all the children's work and one by one, appreciate them for their work.

Outdoor Games

Snowball Race:

Materials: Cotton Balls big spoons (the ones that children can easily balance) and mittens/gloves for each team.

Play this game as you would run any relay race.

- Divide the children into teams.
- Each player takes turns putting on gloves and balancing a "snowball" (cotton ball on a spoon while racing to the other side of the room.
- Drop the snowball/cotton ball into a bucket, return to the team, pass the gloves and go to the back of the line. First team to complete the race wins!

Source: Amazingmoms.com

Language (English)

Recap of /f/ sound:

- Retell the story of /f/ sound and reinforce the vocabulary with sound.

Drawing File Work:

- Give them drawing files and ask them to draw pictures which start with sound /f/.
- Walk around the class while children are engaged in drawing, ask about their drawings and write the names of things they have drawn.
- **Close the class by revising vocabulary and the first sound with them.**

Library Activity

Storytelling using Picture Clues:

- Picture clue stories involve a combination of words and pictures. They are great for developing reading skills. Even if the children are unable to read actual words, they can participate in the act of storytelling.
- Choose any age appropriate story related to them.

Closure and Bye

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

Class : Nursery
Month : January
Week : 2

Day 3

Theme: Winter

Preparation-Arrange For The Following:- Two letter words cards (Hindi), Domino Cards (Hindi Word -Picture), Drawing Files, Colour Chalk, Slates, Storybooks, etc.

Assembly Time

Circle Time

Structured Conversation- Problems People Face in Winter

Value: Sensitivity Towards Others:

Use the pictures and questions to initiate the discussion-

- क्या सर्दियों में किसी तरह की परेशानी आती है, और आप उस समय क्या करते हो ?
- picture- youtube.com, dailymail.com
- Encourage the children to think of ways by which we can help homeless people in winter.



Language (Hindi)

अक्षर- ध्वनि पुनरावृत्ति

- बच्चों के संग घेरे में बैठ कर /भ/ अक्षर की शब्दावली बच्चों से पूछें।

डोमिनो कार्ड

- कक्षा के बच्चों को 4 -5 समूहों में बांटे, किये जाने वाले कार्य के बारे में बच्चों को बताए और साथ ही में कार्य कैसे करना है ये भी बताए।
- सभी समूहों को शब्दों के डोमिनो कार्ड दे और उन्हें खेलने के लिए प्रेरित करें।
- जब बच्चे खेल रहे है सभी समूहों के पास जा कर उनसे खेल के बारे में बात करें।

Fruit Break

Free Play/Indoor/Art and Craft

Drawing Time:

- Give children drawing files and ask them to draw objects related to winter.
- Walk around while they are drawing and ask them what they are making. Encourage children to tell about their drawings by using the sentences
This is a....
It is a...
- Write their responses next to the drawing.

Lunch Break

Mathematics

Shapes with Patterns:

- Sit in a circle and tell the children about the activity and give all the instructions they need.
- Give the children colour chalk and ask them to make a border with shapes in corridors's corner.
- Walk around the corridor while children are engaged in making the border, appreciating children for their work.

Outdoor Games

Dress Yourself Race:

- Choose a large area and place winter clothes e.g. gloves, caps , coats and scarves etc.
- The children should line up in front of the clothes and four at a time of them run up and wear an item of winter clothing.
- The first child wins.
- Children love the excitement of this game and it also gets a lot of energy out on days it is too cold to go outside.

Language (English)

Worksheet 106 /f/ sound:

- Show the worksheet to the children and demonstrate what is to be done.
- End the class by reinforcing the vocabulary and the sound.

Library Activity

Storytelling using Picture Cues:

- Picture clue stories involve a combination of words and pictures. They are great for developing reading skills. Even if the children are unable to read actual words, they can participate in the act of storytelling.
- Choose any age appropriate story related to them.

Closure and Bye

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

Class : Nursery
Month : January
Week : 2

Day 4

Theme: Winter

Preparation-Arrange For The Following:- Winter Picture Scene , Drawing Sheet
Slate, Winter Clothes, Chalk, Storybooks, etc.

Assembly Time

Circle Time

Structured Conversation- How to keep ourselves safe in winter/what to avoid in winter:

Value: Self Care

Use the following questions-

- सर्दियों से बचने के लिए हमें क्या करना चाहिए ?
- सर्दियों से बचने के लिए क्या क्या नहीं करना चाहिए ?

Language (Hindi)

/भ/ अक्षर- ध्वनि

वर्कशीट 107:

- बच्चों को वर्कशीट में बने चित्रों को पहचानने के लिए बोलें।
- बच्चों से बनी हुई वस्तुओं के नाम की पहली आवाज़ बताने को कहें।
- बच्चों को चित्रों में रंग भरने को और /भ/ पर रेनबो राइटिंग करने को कहें।
- वर्कशीट में दिए गए खाली डब्बे में एक /भ/ सम्बंधित चित्र बनाने को बोलें।
- कक्षा के अंत में बच्चों से 'भ' ध्वनि के और उदाहरण पूछें।

पढ़ना

- बोर्ड पर अब तक हो चुके सभी अक्षरों को लिखे और बच्चों के साथ सभी अक्षरों का अभ्यास करे।
- बच्चों को बोर्ड पर लिखे अक्षरों की मदद से शब्द बनाने के लिए प्रोत्साहित करे, बच्चों द्वारा बनाए गए शब्दों का मतलब बच्चों से ही पूछे।

Free Play/Indoor/Art and Craft

Picture Talk:

- Prepare a picture scene including all the winter based vocabulary.
- Encourage the children to share what they see in the picture.
- Translate their responses in English.
- Encourage the children to use 'This is...', 'It is...'
- Write their responses using these sentences.

Note: Do not expect the children to read the complete sentences.

Lunch Break**Mathematics****Shapes with Patterns:**

- Give the children sheets of paper which are rectangular in shape and colours. Ask the children to make patterns using shapes.
- Walk around the class when children are engaged in making patterns and talk to the children about their work.
- Decorate the black board with children's work.

Outdoor Games**Dress Yourself Race:**

- Choose a large area and place winter clothes e.g. gloves, cap, coats and scarves etc
- The children line up in front of clothes and four at a time run up and wear an item of winter.
- The first child wins.
- Children love the excitement of this game and it also gets a lot of energy out on days it is too cold to go outside.

Language (English)**Memory Game:**

- Keep 3 picture cards of any sound covered so far.
- Ask the children the names of the things drawn on the cards.
- Have the children close their eyes.
- Remove one card.
- Ask them to open their eyes to identify which card is missing.
- Repeat this between different picture cards.
- Place these cards on the wall/blackboard where the children can go and

touch them.

- Reinforce the vocabulary.

Oral Blending:

- Say a few sounds and encourage the children to blend those sounds to form words.
- Draw/ Paste the picture of these words on the blackboard.

Library Activity

- Use last day's story and ask the children to draw anything they like from the story.

Closure and Bye

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

Class : Nursery
Month : January
Week : 2

Day 5

Theme: Winter

Preparation-Arrange For The Following:- Two Letter Word Cards (Hindi), Domino Cards (Hindi Word-Picture), Winter/Summer Vocabulary Cards and English Sounds Vocabulary Cards.

Assembly Time

Circle Time

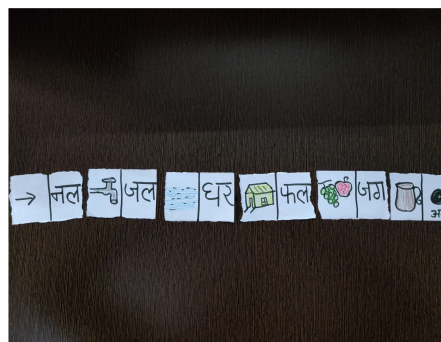
Structured Conversation - Conclusion of the Theme

- Use a picture scene of winter to talk about the winter season.
- Include winter fruits/vegetables and clothes.
- Close the circle time by summarizing the discussion.

Language (Hindi)

डोमिनो कार्ड

- कक्षा के बच्चों को 4 -5 समूहों में बांटे, किये जाने वाले कार्य के बारे में बच्चों को बताए और साथ ही कार्य कैसे करना है ये भी बताएं।
- सभी समूहों को शब्दों के डोमिनो कार्ड दे और उन्हें खेलने के लिए प्रेरित करें।
- जब बच्चे खेल रहे हैं सभी समूहों के पास जा कर उनसे खेल के बारे में बातें करें।



शब्दों की वर्कशीट 108:

- चित्र को देख कर सही शब्द पर गोला बनाए।

Free Play/Indoor/Art and Craft

Sorting:

- Mix winter and summer vocabulary cards and divide the board into summer and winter category.
- Ask the children to come one by one and pick up a card and paste that in the right space.

Lunch Break

Mathematics

Shapes with Patterns:

- Draw an incomplete pattern series on the black board and ask the children to complete it in their drawing files.
- Ask the children to colour it.

Outdoor Games

- Ask children about their favourite Outdoor Games play and play that.

Language (English)

Recap of sounds done so far:

- Paste the vocabulary picture cards on the wall at different places.
- Touch any picture and the children have to tell about the picture by using the sentence.
'This is a....., It is a.....
- Help children in saying this sentence.

Oral Blending:

- Say a few sounds and encourage the children to blend those sounds to form words.
- Draw the picture of these words on the blackboard.

Library Activity

Read Aloud:

- Do a read aloud of a story.

Closure and Bye

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

Class : Nursery
Month : January
Week : 2

Day 6

1-Complete the worksheet number -32 (मुझे जानो और पहचानो)

February

“Real learning comes about when the competitive spirit has ceased.”

- Jiddu Krishnamurthi

Weekly Learning Outcomes - February (Nur)				
		Week 1	Week 2	Week 3
Domain	The student will be able to:	Activity:	Activity:	Activity:
Personal, Social, Emotional Development	Express own interests and preferences			
	<ul style="list-style-type: none"> Expresses himself /herself without inhibitions Expresses his/her needs /feelings /emotions 	during structured conversations: *around observations of plants and trees and naming their parts *how trees and plants help us and importance of trees and plants *sensitivity towards nature by comparing plants in good with plants in not good condition and conditions they need to be healthy and grow	during structured conversations: *on the importance of water in life including daily routine *sources of water and water pollution *steps for saving water from wastage and pollution	during structured conversations: *on the importance of air around us *properties of air *air pollution and steps to keep it clean *role of air and water in our lives
	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 any topic of their choice Rhyme with action: Ped, Pahadi par ped tha	rhyme with actions: Pani, Bachon meri suno kahaani	rhyme with actions: Air, Air
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 nature walk, free play, playing shapes grid, walking on rope, let's grow a plant	during free play, matching the rhythm, train game, racing	during blowing balloons, run with a bag, streamers fly run, blowing things, Hopscotch, free play
	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 drawing and colouring objects they have picked from their surroundings *while clay modeling for making trees and plants *while making leaf impressions * while planting a plant * during free drawing *while drawing pictures with vyanjans and letter sounds introduced *while coloring and writing of vyanjans done so far	*while mixing colours and other substances in water *making shapes with rubber bands *free hand drawing *while drawing pictures with vyanjans and letter sounds introduced while coloring and writing of vyanjans done so far	*while making paper aero planes *handling domino cards *rolling cotton balls *while drawing pictures with vyanjans and letter sounds introduced while coloring and writing of vyanjans done so far
Creative and Aesthetic Development	Demonstrate awareness of and appreciates beauty in the environment			
	<ul style="list-style-type: none"> Loves to go for nature walk Likes to draw objects from nature 	during the outdoor activity and collect fallen leaves and flowers	during free drawing	
	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 manipulative of his /her choice 	*while drawing and colouring objects they have picked from their surroundings *while clay modeling for making trees and plants *tearing and pasting green coloured paper in an outline of a tree *free hand drawing	while doing free drawing	
Explore and participate in art, music, dance and creative movements				
<ul style="list-style-type: none"> Experiences the joy of free play by tinkering with apparatus and clay Participates in imaginative play and role plays 	*during free play in the outdoor session *during role play on a story on plants and trees	* during free play in the outdoor session	*during free play in the indoor session *role play of a story they like	

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 ए using a story *during predictive story creation based on pictures, predictive story telling based on narration, *during story with role play 	<ul style="list-style-type: none"> *during the introduction of vyanjan ष using a story *by telling the partner a story they have predicted *during story sequencing using cards 	<ul style="list-style-type: none"> *during the introduction of vyanjan ह using a story *while completing a story using prediction *during sequencing a story done earlier *during story telling using role play *while story telling with picture cards
	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 ए using a story *during predictive story creation based on pictures, predictive story telling based on narration, *story with role play 	<ul style="list-style-type: none"> *during the introduction of vyanjan ष using a story *by telling the partner a story they have predicted *during story sequencing using cards 	<ul style="list-style-type: none"> *during the introduction of vyanjan ह using a story *while completing a story using prediction *during sequencing a story done earlier *during story telling using role play *while story telling with picture cards
	Follow one or two simple instructions			
	<ul style="list-style-type: none"> Understands simple instructions Follows two-three steps instructions 	while doing worksheets on vyanjans and letter sounds	while doing worksheets on vyanjans and letter sounds	while doing worksheets on vyanjans 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 	<i>Ped, Pahadi par ped thaa</i>	<i>Pani, Bachon meri suno kahaani</i>	Air, Air
	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 Can differentiate between the letters of common sounds like /a/ and /e/ 	<ul style="list-style-type: none"> *during the introduction of vyanjan ए *while blending two/ three letter words on the basis of sounds only in Hindi playing the grid game, segmenting and blending activity *while doing the oral blending exercises of three letter words with the vowel sound /a/, /o/, /e/, /i/ and all the letter sounds done so far in English 	<ul style="list-style-type: none"> *during the introduction of vyanjan ष *while segmenting and blending two/ three letter words on the basis of sounds only in Hindi *during the blending and segmenting exercises of three letter words with the vowel sounds /a/, /o/, /e/, /i/ and all the letter sounds done so far in English 	<ul style="list-style-type: none"> *during the introduction of vyanjan ह *while segmenting and blending two/ three letter words on the basis of sounds only in Hindi *during the blending and segmenting exercises of three letter words with the vowel sounds /a/, /o/, /e/, /i/ and all the letter sounds done so far in English
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 क and all vyanjans done so far *with three letter words having /a/, /o/, /e/, /i/ vowel sound and all the letter sounds done so far *while learning the names of parts of plant/tree *while using yeh_ haiin Hindi 	<ul style="list-style-type: none"> *with Chh and all vyanjans done so far *with three letter words having/a/, /o/, /e/, /i/vowel sound and all the letter sounds done so far *during picture talk on action words *while doing action words using the sentence structure: He/She is.... 	<ul style="list-style-type: none"> *with ह and all vyanjans done so far *with three letter words having /a/, /o/, /e/, /i/ vowel sound and all the letter sounds done so far *while doing action words using the sentence structure: He/She is.... *during games reinforcing all the sounds done so far
	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 the story time using prediction of the story looking at the pictures		
	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
	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 telling others a story	while telling others a story
Cognitive Development	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 	during shape train activity, shapes grid game, making rangometry design	while making shapes dominos, making shapes with rubber bands, using building blocks, train game and numbers and beads	
	Identify names of basic colors and shapes			
	<ul style="list-style-type: none"> Is Able to name few colors and shapes Can identify circles, triangles, rectangles and squares Is able to identify objects of different shapes in the environment Is able to draw objects using different shapes 	during shapes train activity, and shapes grid game, making rangometry design	while making shapes dominos, making shapes with rubber bands, using building blocks, train game	
	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 	while counting the shapes used in making designs, patterns and decorating with shapes activity	while making shapes dominos, using building blocks, train game and numbers and beads	while reinforcing numbers using floor game and domino cards	

Class : Nursery
Month : February
Week : 1

Day 1 **Theme: Our Surroundings (Plant, Trees, Water and Air)**

Preparation-Arrange for the following: Parts of Plants like Leaves, Twigs, etc. (or their Pictures), /ध/ Picture Cards, Slates, Shape Cut-Outs, Objects of Different Shapes, Blending Picture Cards (pictures of words like pan, tap, cap, etc.) Story Books, etc.

Assembly Time

Circle Time

Structured Conversation- Parts of Plants/ Trees:

Value: Sensitivity Towards Environment

Appreciating the Importance of Nature

- Initiate a conversation by showing parts of plant/trees like flower, leaf, trunk and twigs (use fallen twigs and leaves).
- Use the vocabulary : पत्ते , फूल, डालियाँ, तना , टहनियाँ
- You can take the children outside and make them observe a plant.
- Pose questions-
 - ❖ इसका नाम क्या है ?
 - ❖ इनका क्या काम है ?
 - ❖ पेड़ और पौधे में क्या फर्क है ?
 - ❖ घर के अंदर हम क्या रख सकते है पौधा या पेड़, और क्यों ?
- Close the class with a **rhyme 30** : “पेड़” and summarizing and adding to the student’s responses.

Language (Hindi)

अक्षर-ध्वनि का परिचय-/ध/

धनु एक छोटा बच्चा है। धनु के पापा धोबी हैं। धनु रोज़ शाम को अपने पापा की दुकान पर उनसे मिलने जाता है। धनु की मम्मी भी धनु के पापा के काम में मदद करती हैं। जैसे धनु के पापा कपड़े धोते हैं और जो कपड़े कुछ फट जाते हैं उन्हें धागे से सिल कर धनु की मम्मी ठीक कर देती है। धनु भी अपने मम्मी पापा की मदद करता है जैसे प्रेस हुए कपड़ों से धूल हटाना, अपने मम्मी पापा को पानी देना, आदि। एक बार धनु के पापा के पास एक धोती प्रेस होने आयी और जैसे ही उस धोती को धो कर सुखाया, कुछ ही देर में ही वह हवा से उड़ गयी। अब क्या होगा?

धनु के पापा मम्मी बहुत परेशान हो गये। धोती जा कर एक पेड़ पर अटक गयी। धोती पेड़ से उतारने के लिए कई लोगो को बुलाया लेकिन किसी को समझ ही नहीं आया की धोती कैसे नीची उतारी जाए। आपको क्या लगता है कि उन्हें क्या करना चाहिए।

सवाल-

- ❖ कहानी में बच्चे का क्या नाम था ?
- ❖ धनु के पापा क्या काम करते थे ?
- ❖ धनु की मम्मी किस-से कपड़े सिलती थी ?
- ❖ पेड़ पर क्या उड़ कर अटक गया था ?

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

Outdoor Games

Nature Walk:

- Talk about 'nature walk' with the children.
- Also, tell them about what they have to do during a nature walk.
- Ask them to collect fallen flowers and fallen leaves.
- Let the children talk about what they have collected during a nature walk.
- Let the children paste them in their drawing files and label them.

Lunch Break

Mathematics

Shape Train:

- Call out three students.
- Give a circle cut out to the first one, triangle cut out to the second one and rectangle cut out to the third one.
- Tell the children that these three are engines of three different shaped trains.
- Reinforce the names of the three shapes- circle, rectangle and triangle.
- Give rectangular, circular and triangular cut-outs/ objects to the students for them to be the engines of their train. Make sure that each child has an object/ cut out.
- Tell the other children that they have to join the correct train.
- Once the three trains are formed, take them for a round in the corridor.
- Close the class by reinforcing the shapes .

Free Play/Indoor/Art and Craft

- Ask the children to pick any object of their choice from their surroundings, and motivate them to draw its picture on slates/drawing file.
- Label their drawing

Note: Do not correct the child. Accept her/his drawing.

Language (English)

Blending with Pictures:

- Sit in a circle, say some sounds by segmenting them t-a-p. Encourage the children to blend these sounds and tell the word . When the students blend the sounds to form words, show the corresponding pictures to the students.

- Tell the children that they will get pictures (of **3 letter words of /a/ sound such as mat, pan, tap, fan**) and when you will say three sounds such as p-a-n then they have to blend the sounds and say the word and pick up the right picture card.
- Divide the children into groups and give each group these cards.

Make multiple cards of each picture to be given to every student.

Closure- At the end, paste all the picture cards on the board and blend their sounds.

Library Activity

- Give children books to hold and look at.
- Let them come up with their own stories while reading/looking at the pictures.
- Encourage them to share their story with their partners.

Closure and Bye

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

Class: Nursery
Month : February
Week : 1

Day 2 **Theme: Our Surroundings (Plants, Trees, Water and Air)**

Preparation-Arrange for the Following: Parts of Plants like Leaves, Twigs, etc or their Pictures, /ध/ Picture Cards, Picture Cards for Blending (pictures of words like top, mop, cot,etc.) Story Books, etc

Assembly Time

Circle Time

Structured Conversation- Importance of Plant and Tree:

Value: Sensitivity Towards Environment

Appreciating the Importance of Nature

- Initiate a conversation by asking children how plants and trees help us.
- Pose questions-
 - क्या पेड़- पौधे हमारी कोई मदद करते हैं अगर हां तो कैसे ?
 - हमारी कक्षा में ऐसा क्या है जो हमें पेड़ -पौधों से मिला है ?
 - पेड़ जानवरों की कैसे मदद करते हैं ? (बच्चों का ध्यान पेड़ों पर बने पशु पक्षियों के घर पर लाए)
 - पेड़-पौधे ना हो तो क्या होगा और क्यों ?
- Show them pictures of things which we get from the plants and trees.
- Reinforce the vocabulary : पत्ते , फूल , डालियाँ, तना , टहनियाँ ।
- End the class with the **Rhyme 30** : “पेड़” ।

Language (Hindi)

अक्षर और शब्दकोश का अभ्यास-/ध/

- बच्चों के साथ घेरे में बैठ कर ध अक्षर और ध आवाज़ से शुरू होने वाले शब्दों के चित्र दिखाएँ ।
- चित्रों के नाम से आ रही पहली और आखिरी आवाज़ बच्चों से पूछे ।
- /ध/ अक्षर वर्कशीट 109:
- कक्षा का अंत - वर्कशीट के अंत में वर्कशीट पर बने चित्रों का नाम और उनसे आ रही पहली और आखिरी आवाज़ पूछे ।

Free Play/Indoor/Art and Craft

Clay Modeling:

- Distribute clay to the children and ask them to make plants and trees.
- Derive their focus on the parts of plants and trees.
- Walk around the class while students are engaged with clay and ask about their work.
- Encourage the children to make different shapes.

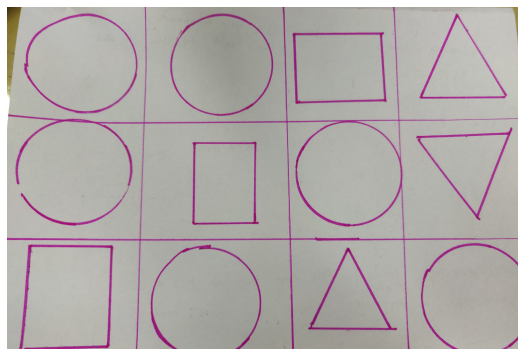
Closure - At the end, appreciate the children for their work.

Lunch Break

Mathematics

Shapes Grid:

- Draw a shape grid on the floor.
- Invite children (one at a time) to choose any shape.
- Ask them to jump on the shape chosen by them.
- Give a chance to different children to jump on the grid.



Closure- Close the class by talking about these shapes.

Outdoor Games

Free Play:

Let children play freely under your supervision.

Language (English)

Blending with Picture:

- Sit in a circle, say some sounds by segmenting them like t-o-p. Encourage the children to blend these sounds and tell the word.
- Tell children that they will get some pictures (of **3 letter words of o'sound such as top, pot, cot, hot**) and when you say three sounds such as p-o-t then 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.

- Make multiple cards of each picture to give it to every child.

Closure- At the end paste all the picture cards on the board and tell its name and sound.

Library Activity

- Start narrating any story through the story book.
- Leave the story incomplete.
- Encourage the children to predict the story further.
- Accept the students' responses.
- Finish the story.

Closure and Bye

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

Class : Nursery
Month : February
Week : 1

Day 3 **Theme: Our Surroundings (Plants, Trees, Water and Air)**

Preparation-Arrange for the Following: Picture of a Healthy Growing Plant and Plant which is not Growing, Different Kinds of Leaves, Water Colour, Drawing Files, Blending Picture Cards (pictures of words like pan, pen, ten, cot, cap, etc.), Story Books, etc.

Assembly Time

Circle Time

Structured Conversation - What do Plants/ Trees need?

Value: Sensitivity Towards Environment

Appreciating the Importance of Nature

- Initiate a conversation by showing them two pictures of plants.
- In the 1st picture, the plant is not in good condition (without water,air and sunlight). In the second picture, the plant is in good condition(because of water,air,sunlight and lots of care).
- Ask some questions regarding pictures like-
 - दोनों पौधों में क्या फर्क है और क्यों ?
 - हम पेड़ पौधे का ध्यान कैसे रख सकते हैं ?
 - हमें पेड़ पौधों का ध्यान क्यों रखना चाहिए ?
- Make children sensitive towards plants and trees.
- Encourage them to look after and water the plants. Also, encourage them to plant as many as plants/trees they can.
- End the class with the **Rhyme 30** : “पेड़”।

Language (Hindi)

आवाज़े तोड़ना

- बच्चों के साथ घेरे में बैठ कर दो और तीन अक्षर वाले शब्द बोलें और उनसे पूछें की इन् शब्दों में कौन -कौन सी आवाज़ें आ रही हैं ?
- एक शब्द बोलें और बच्चों को उस शब्द से आ रही पहली , बीच की और आखिरी आवाज़ पूछें । ऐसा दो और तीन अक्षर से बनने वाले शब्दों के साथ करे ।

Free Play/Indoor/Art and Craft

Leaf Impression:

- Provide poster colours and leaves to the children.
- Let them dip the leaf into paint and press it on paper.
- Give the children a chance to look at each other's work.

Closure- At the end appreciate the children for their work.

Note: Display children's work on the classroom wall.

Lunch Break

Mathematics

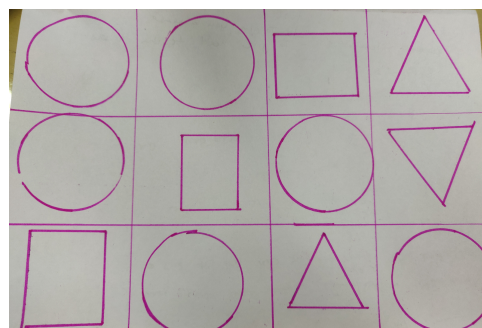
Shapes Worksheet 110:

- Worksheet has a scene comprising of different shapes.
- Ask the children to identify different shapes given in the worksheet.
- Encourage them to colour all the circles in one colour and rectangles in another and triangles in another colour.
- End the class by reinforcing the name of the shapes.

Outdoor Games

Shape Grid:

- Draw a shape grid on the floor.
- Invite a child to choose any shape.
- They have to jump over the grid but they can jump only on the shape they have chosen.
- Give a chance to different children to jump on the shapes.



Language (English)

Blending with Pictures:

- Sit in a circle, say some sounds by segmenting them like t-o-p, t-e -n.
- Encourage the children to blend these sounds and tell the words.
- When the students blend the sounds to form words, show the corresponding pictures to the students.
- Tell the children that they will get some pictures (of **3 letter words of 'a' o' and 'e' sound such as tap, pen, pot, cot, top**).
- Say three sounds such as p-o-t 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.

- Make multiple cards of each picture to give it to every child.

Closure- At the end paste all the picture cards on the board and tell its name and sound.

Library Activity

- Choose a story on the theme 'plant and trees'.
- Narrate the story and add a role play.
- Give an opportunity to children to do the role play.

Closure and Bye

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

Class : Nursery
Month : February
Week : 1

Day 4 **Theme: Our Surroundings (Plants, Trees, Water and Air)**

Preparation-Arrange for the Following: Flashcards of Parts of Plants like Leaves, Twigs, etc, Letter Cards (Hindi), Green Paper, Fevicol, Drawing File, Rangometry, Rope, Picture Cards (English) for Blending, Story Books, etc.

Assembly Time

Circle Time

Structured Conversation - Conclusion of the Theme

Basket Game:

- Put the flashcards of parts of plants and trees in the basket and ask the children to pick one card and identify it.
- Talk about the functions of parts of plants and trees in a very simple manner using plants or their pictures.
- Reinforce the vocabulary : पत्ते , फूल, डालियाँ, तना , टहनियाँ, जड़ें आदि ।

Rhyme 31: - “पहाड़ी पे पेड़ था”

Language (Hindi)

आवाज़ों को तोड़ना और मिलाना

- बच्चों के साथ घेरे में बैठ कर दो और तीन अक्षर वाले शब्द बोले और बच्चों को उसकी आवाज़ों को तोड़ने को बोले।

दो/तीन अक्षर वाले शब्दों का मिलाना

- अब तक हो चुके अक्षरों में से दो/ तीन अक्षरों की आवाज़ एक साथ बोले और बच्चों को उन्हें मिला कर शब्द बनाने को कहे ।
- बच्चों को अक्षर कार्ड दें और शब्द बनाने को बोलें ।
- बच्चों के बनाए गए शब्द को बच्चों को लिखत में दिखाए और पढ़ने को कहें ।

कक्षा का अंत - कक्षा के अंत में सभी शब्दों के कार्ड को बोर्ड पर लगा कर बच्चों के साथ पढ़ें ।

Free Play/Indoor/Art and Craft

Tearing and Pasting:

- Let the children find green coloured pictures in old magazines and old newspapers and then ask them to tear small pieces of these green paper and paste them within the outline of a tree.

Closure- At the end close by appreciating the children for their work.

Lunch Break

Mathematics

Shapes and Numbers:

Rangometry Design:

- Distribute the rangometry to the children and let them play freely.
- After some free play give them few instructions like make design using 8 triangle pieces, 5 circles etc.

Closure-

- Close the class by making designs with specific numbers on the board.
- Reinforce the numeral and the corresponding quantity.

Outdoor Games

Walking on the Rope:

- Lay a rope on the ground in a straight line.
- Have the children walk on the rope sideways/backwards.

Language (English)

Blending with Pictures:

- Sit in a circle, say some sounds like t-o-p, h-e -n, p-i-n. Encourage the children to blend these sounds to tell you the word.
- Tell the children that they will get some pictures(of **3 letter words of 'a' o' 'i' and 'e' sound such as tap, pen, pot, tip, pit, cot, hot**) You will say three sounds such as p-i-n and they have to blend the sounds and say the word and pick up the right picture card.
- Divide the children into groups and give each group these cards.

- Make multiple cards of each picture to give every student.

Library Activity

- Choose the story done previously on theme 'plant and trees'.
- Give an opportunity to children to do a role play on the story.
- Let the children add dialogues.

Closure and Bye

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

Class : Nursery
Month : February
Week : 1

Day 5 Theme: Our Surroundings (Plants, Trees, Water and Air)
Preparation-Arrange for the Following: Letter Cards (Hindi), Plant Sapling, Drawing Files, Rangometry, Beads, Shape Cards Objects, Story Books, etc.

Assembly Time

Circle Time

Free Conversation:

- Choose any issue or topic that you feel you need to discuss with the students.
- Make the students sit in a circle.
- Use appropriate questions.
- Encourage the students to share freely.
- End the class by the **rhyme 31** : “पहाड़ी पे पेड़ था” ।

Language (Hindi)

पढ़ना

- कुछ अक्षर कार्ड्स लेकर बोर्ड पर एक दो शब्द बनाएं और बच्चों को दिखाएँ।
- बच्चों को समूह में बिठाएं।
- हर समूह को अक्षर कार्ड्स दें।
- बच्चों को अक्षर कार्ड को जोड़कर शब्द बनाने को कहें।
- बच्चों को उन शब्दों को पढ़ने को बोलें।
- कक्षा के अंत में बच्चों द्वारा बनाएं गए कुछ शब्द बोर्ड पर लिख दें और सब के साथ मिलकर उनको पढ़ें।

Outdoor Games

Lets' Grow a Plant:

- Organise a plantation drive in the school.
- Bring saplings to the class.
- Tell students that the class will plant these saplings in a pot.
- Take the children outside and plant the sapling.

Note: Make sure that the students get to observe the process of plantation.

Lunch Break**Mathematics****Decorating the Shapes:**

- Draw shapes on the floor/benches.
- Give the children material like rangometry or beads.
- Encourage the children to decorate the boundary of the shape using this material.

Free Play/Indoor/Art and Craft**Free Drawing:**

- Give children drawing files.
- Ask them to draw anything from the classroom which they like.
- They can also keep that object in front of them to draw.
- Ask the children to show their drawing to their partners.
- Label the children's drawing.

Language (English)**Segmenting:**

- Say some words like pot,mop, cat, mat,etc, and ask the children to tell you the sounds.
- Encourage the children to tell you the sounds.
- Break the words for the students to know its constituent sounds.
- Take a few more examples of 'o' and 'a' three letter words.

Library Activity

- Give children books to read/look at.
- Tell the children that they have to tell the story of the book to their partners.
- Encourage a few children to share their story with the whole class.

Closure and Bye

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

Class : Nursery
Month : February
Week : 1

Day 6

1-Complete the worksheet number -30 (मुझे जानो और पहचानो)

Class : Nursery
Month : February
Week : 2

Day 1 **Theme: Our Surroundings (Plants, Trees, Water and Air)**

Preparation- Arrange for the Following: Pictures on Uses of Water, /छ/ Picture Cards, Water Colour, Transparent Containers, Drawing Files, Shape Domino, Story Books, etc.

Assembly Time

Circle Time

Structured Conversation - Importance of Water:

Value: Sensitivity Towards Environment.

Appreciating the Importance of Nature.

- Show some pictures where people are using water in their daily routine and ask questions to derive the importance of water.
- Pose Questions:
 - चित्र में लोग क्या क्या काम कर रहे हैं ?
 - सभी कामों के लिए किस चीज़ का प्रयोग किया जा रहा है ?
 - आपके घर में पानी से कौन कौन सा काम किया जाता है ?
- End the discussion using the **Rhyme : 32 "पानी"**।

Language (Hindi)

अक्षर/ ध्वनि परिचय- /छ/

छज्जे पर चाय के मज़े

छुटकी अपने घर के **छज्जे (balcony)** पर बैठकर चित्र बना रही थी। घर के सामने एक पेड़ से धूप **छन** के आ रही थी। छज्जे में बैठकर सर्दी की धूप सेकने में उसे बहुत मज़ा आ रहा था। थोड़ी देर बाद उसे भूख लगी तो वह नीचे माँ से कुछ मांगने गई।

केले का **छिलका छील** कर वहीं रसोईघर में खाने लगी और माँ से बातें करने लगी। माँ चाय बना रही थीं। गरम-गरम चाय पीने का उसे भी मन करने लगा।

उसने माँ से कहा, "मुझे भी चाय पीनी है पर आज मैं बनाउंगी।"

माँ की मदद से छुटकी ने चाय बनाई, **छलनी** से चाय एक कप **छान** कर ऊपर छज्जे में ले गई। बड़े मज़े से धूप में बैठकर चाय की चुस्कियां लेने लगी। छज्जे पर एक **छोटी** सी **छड़ी** रखी हुई थी जिसकी **छाया** कभी दिखती कभी **छुप** जा रही थी।

छुटकी सोचने लगी कि ऐसा क्यों हो रहा है

सवाल -

- ❖ कहानी में लड़की का नाम क्या है?
- ❖ वह कहाँ बैठी हुई थी?
- ❖ पेड़ के कारण धूप कैसी आ रही थी?
- ❖ केला खाने के लिए उसने क्या किया?
- ❖ चाय कप में किसकी मदद से डाली?
- ❖ छज्जे पर क्या रखा हुआ था?
- ❖ छड़ी की क्या दिखती थी फिर छुप जाती थी?

- बच्चों को अक्षर परिचय के लिए कहानी सुनाएं।
- कहानी सुनाने के बाद निर्धारित शब्दों की ओर ध्यान दिलाने के लिए उपयुक्त सवाल पूछें।
- बच्चों को फ्लैशकार्ड दिखाएं और उन्हें चित्रों के नाम की पहली आवाज़ पहचानने के लिए प्रोत्साहित करें।
- निर्धारित शब्दों के चित्र बोर्ड पर बना लें।
- बच्चों को समान आवाज़ से शुरू होने वाले और शब्द बताने के लिए प्रोत्साहित करें।
- यदि बच्चे न बता पाएँ 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 करवाएं।
- बच्चों को बताएं की जब भी इस आवाज़ से शुरू होने वाले शब्दों के नाम लिखने होते हैं तो इसी अक्षर का प्रयोग करते हैं।
- बोर्ड पर बनाये गए सारे गये चित्रों के नाम लिख लें।
- बच्चों को निर्धारित आवाज़ के चित्र बनाने को दें।

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

Free Play/Indoor/Art and Craft

Water's Colour:

- Start the activity by asking the children what the colour of water is.
- Encourage the children to share their responses.
- Take three/four clear glasses of water.
- Add different food colour to water and discuss about water colour with children.

Closure- Close the class by discussing about the water's colour. Ask appropriate questions to conclude that water is colorless.

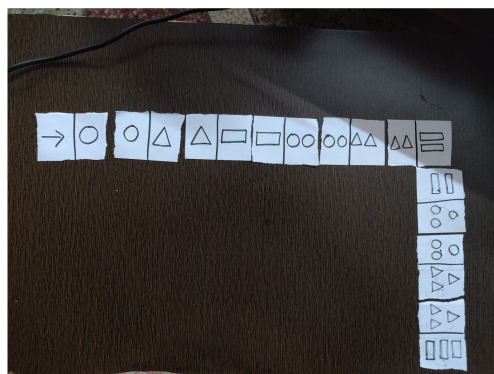
Lunch Break

Mathematics

Shapes Dominos:

- Divide the class into pairs and distribute the dominos.
- Ask them to arrange them.

Closure - Close the class by arranging dominos on board and count them.



Outdoor Games

- Take the children to the sapling they planted.
- Ask one or two children to water it.

Note: Make sure that the plant is watered daily.

Free Play:

- Let children play amongst themselves under your supervision.

Language (English)

Segmenting:

- Say some words like men, dig, pin, net, etc and ask the children to tell you the sounds in the word.
- Use pictures of these objects.
- Encourage the children to tell you the constituent sounds.
- Break the words for the students to understand the constituent sounds.
- Take a few more examples of 'e and 'i' three letter words .

Note: This is only for students' exposure.

Library Activity

- Give children books to read/look.
- Tell the children that they have to tell the story of the book to their partners.
- Encourage a few children to share their story with the whole class.

Closure and Bye

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

Class : Nursery
Month : February
Week : 2

Day 2

Theme: Our Surroundings (Plants, Trees, Water and Air)

Preparation- Arrange for the Following: Pictures on Sources of Water, /छ/ Picture Cards, Big Rubber Bands, Transparent Containers, Musical Instrument, Shape Domino, Story Books, Story Sequencing Cards, etc.

Assembly Time

Circle Time

Structured Conversation - Sources of Water

**Value: Sensitivity Towards Environment.
Appreciating the Importance of Nature.**

Initiate conversation using the following questions-

- आपके घर में पानी कहाँ से आता है ?
- नल के अलावा पानी कहाँ से मिलता है?

Show children pictures of source of water and talk about them

- आपने ये कहा देखा है?
- इसका नाम क्या है?

End the class with the Rhyme 32: "पानी" ।

Language (Hindi)

अक्षर और शब्दकोश का अभ्यास- /छ/

- बच्चों के साथ घरे में बैठ कर छ आवाज़ से शुरू होने वाले शब्दों के उदाहरण पूछें ।
- चित्रों का प्रयोग कर छ शब्दावली को दोहरा लें ।
- चित्रों के नाम से आ रही आवाज़ें बच्चों से पूछें ।

/छ/ अक्षर वर्कशीट 111:

- कक्षा का अंत - वर्कशीट के अंत में वर्कशीट पर बने चित्रों के नाम और उनसे आ रही पहली आवाज़ को पूछें ।

Free Play/Indoor/Art and Craft

Where does the water go?

Discussion- Have the children sit in a circle and initiate discussion using questions like:

- कपड़े कैसे सूखते हैं?
- फर्श पर जब पानी गिर जाता है तो कुछ देर बाद वह सुख कैसे जाता है?
- क्या आपने कभी पानी उबलते हुए देखा है ?
- उबलते हुए पानी से जो धुआँ उठ रहा होता है वह कहाँ जाता है ?
- Take their responses.

End the class by telling the students that water evaporates when heated.

Lunch Break

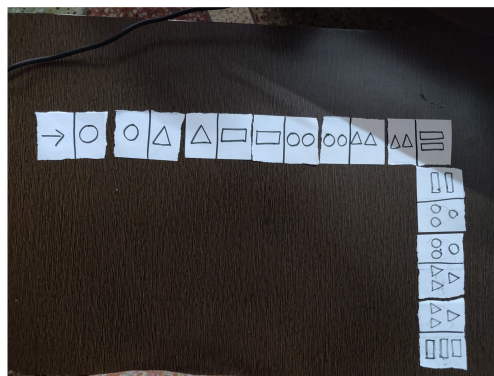
Mathematics

Reinforce Shapes:

Shapes Dominos:

- Divide the class into pairs and distribute the dominos. Ask them to arrange them.

Closure - Close the activity by asking a few children to arrange the dominos on the board and count them.



Make shapes with rubber bands:

- Demonstrate making shapes with big rubber bands.
- Divide the class into groups of four and give them elastic and rubber band and ask them to make shapes.
- Close the class by talking about different shapes.

Outdoor Games

Match the Rhythm:

- Let 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 as the per the rhythm of the instrument.
- Let the children also try their hands on musical instruments.

Language (English)

I am looking for /o/ sound:

- Use a puppet.
- Tell children that this puppet is looking for /o/ sound,
- Paste or draw /o/ and /i/ pictures like cot, pit, pin, top, etc on the board.
- Demonstrate first.
- Call a child and ask him to hold the puppet and take the puppet to /o/ words.
- Segment the name of few pictures to give a hint to the students.
- Do the same for /i/ words.
- End the class by reinforcing the sounds.

Library Activity

Story Sequencing:

- Use any story done previously.
- Prepare its story cards.
- Call out 4-5 children and ask them to hold the cards.
- Ask the other children to sequence the cards according to the events of the story.

Closure and Bye

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

Class : Nursery
Month : February
Week : 2

Day 3 **Theme: Our Surroundings (Plants, Trees, Water and Air)**

Preparation- Arrange for the Following: Video on Water Cycle, Blocks, Drawing File, Musical Instrument, Water Colour, Three Glass Containers, Numeral Cards, Sugar, Salt and Sand, Puppet, Story Sequencing Cards, Picture Cards (English), Story Books, etc.

Assembly Time

Circle Time

Structured Conversation - Where Does the Water Go?

- Start the class by asking children where do clouds get water from?
- Let children answer using their imagination.
- Accept their responses.
- Show a very simple video/ pictures to the students that talk about water cycle in simple terms.
- End the discussion using the **rhyme 32: "पानी"** ।

Language (Hindi)

अक्षर पुनरावृत्ति- /छ/

- बच्चों की ड्राइंग फाइल में /छ/ लिख कर बच्चों को दे और उन्हें लिखे हुए छ पर रेनबो (rainbow) लिखने को कहें ।
- जिस समय बच्चे रेनबो लेखन कर रहे हैं उस समय एक एक कर बच्चों को बुला कर पानी वाले रंग से छ लिखना सिखाए ।
- रेनबो और पानी के रंग से लिखने के बाद बच्चों को छ आवाज़ से शुरू होने वाली चीज़ों के चित्र बनाने के लिए कहें ।
- कक्षा के अंत में बच्चों के द्वारा किए गए काम को सभी को दिखाए और उन्हें अच्छे काम के लिए प्रोत्साहित करें ।

Free Play/Indoor/Art and Craft

What gets mixed with water:

- Ask the children what all things get mixed in water.
- Encourage them to respond freely.
- Keep three glass containers in the front of the class.
- Use salt, sugar and sand.
- Before adding them in the water, ask children whether they think it will get mixed or not.
- Invite children to add these in water.
- Close the class by asking children to share their observations.

Lunch Break

Mathematics

Reinforce Numbers - Using Building Blocks:

- Do a rapid fire with numeral cards. (Use numerals done so far)
- Show numeral cards to the children and ask them to show corresponding number of fingers.
- Distribute blocks and show numeral cards and ask the children to count and pick the same numbers of blocks.
- Divide the students in pairs and ask them to make anything using the same number of blocks.

Closure - At the end reinforce the numeral and the corresponding quantity.

Outdoor Games

Match the Rhythm:

- Get the children to 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 as the per the rhythm of the instrument.
- Let the children also try their hands on musical instruments.
- Now create a sequence using more than one musical instrument.

Language (English)

Segmenting:

- Distribute picture cards to the children in pairs (picture cards of words like top, tap, etc).
- Ask the children to identify the picture and tell its constituent sounds.
- Make them sit in a circle, let each pair share its picture and tell its constituent sounds.
- Help the children in segmenting the sounds.

Note: It is only for student's exposure.

Library Activity

Story Sequencing:

- Use the story done previously.
- Use its story cards.
- Call out 4-5 children and ask them to hold the cards.
- Ask the other children to sequence the cards according to the events of the story.

Closure and Bye

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

Class : Nursery
Month : February
Week : 2

Day 4

Theme: Our Surroundings (Plants, Trees, Water and Air)

Preparation- Arrange for the Following: Pictures on Water Wastage/ Pollution, Letter Cards (Hindi), Transparent Containers, Sugar, Salt and Sand, Quantity and Numeral Cards for Numbers (7,8, 9, 10), Story Books, etc.

Assembly Time

Circle Time

Structure Conversation - Water Pollution and Wastage:

Value: Sensitivity Towards Environment.

Appreciating the Importance of Nature.

- Sit in a circle and show them some pictures where water is being wasted or polluted.
- Pose Questions -
 - ❖ चित्र में क्या हो रहा है ?
 - ❖ हम इन में से क्या क्या करते है ?
 - ❖ ऐसा कर के हम क्या कर रहे है ?
- Sensitize the children towards the importance of water and ask them what will happen if there is no water.
- Use questions like-
 - ❖ जिस दिन घर में पानी नहीं आता उस दिन घर का काम कैसे होता है ?
 - ❖ जिस दिन पानी ना हो क्या क्या परेशानी होगी ?
 - ❖ क्या पानी सिर्फ हमारे लिए जरुरी है ?

End the discussion with the **Rhyme 33**: “बच्चो मेरी सुनो कहानी” ।

Language (Hindi)

शब्द बनाना

- बच्चों को दो शब्दों से परिचित कराएं - 'यह' 'है'
- दो चित्र कार्ड (घर, नल) बोर्ड पर लगाएं।
- बच्चों से चित्रों को पहचानने को बोलें।
- फिर बच्चों से पूछें की नल और घर लिखने के लिए कौन से अक्षरों की जरूरत होगी।
- चित्रों के सामने यह वाक्य लिखें -
 - ❖ यह घर है।
 - ❖ यह नल है।
- कुछ चित्र कार्ड बोर्ड पर लगाएं और बच्चों को समूह में विभाजित कर के अक्षर कार्ड दें।
- बच्चों को समूह में चित्र को देखकर उसका नाम अक्षर कार्ड से बनाने को कहें।
- कक्षा के अंत में सभी चित्रों के नाम लिखें और बच्चों के साथ मिलकर पढ़ें
- 'यह... है' वाक्य के प्रयोग पर जोर दें।

Free Play/Indoor/Art and Craft

What gets mixed in water?

- Ask the children what all things get mixed in water.
- Encourage them to respond freely.
- Tell the children that they would be divided into groups and each group would be given a transparent container and sugar, salt and sand.
- Divide the students into groups.
- Use salt, sugar and sand.
- Ask each group to add these one by one (Use sand at the end).
- Close the class by asking children to share their observations.

Lunch Break

Mathematics

Reinforce Numbers - Train Game:

- Tell about the game to the children, e.g. rules of game.

Game-

- Ask the children where they want to visit and write their responses on the board (take the first four options).

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

Outdoor Games

Free Play:

- Let the children play freely under your supervision.

Language (English)

Worksheet /a/ and /o/ sound words): 112

- Show the worksheet to the children.
- Ask them the name of the objects drawn and the constituent sounds and their names.
- Let the children colour the pictures.
- End the class by blending/segmenting the sounds with the children.

Library Activity

Story Narration:

- Choose an appropriate story related to the theme and use an appropriate narration style for it.

Closure and Bye

- Recap the rhymes done during the day. Encourage the children to share experiences.

Class : Nursery
Month : February
Week : 2

Day 5 **Theme: Our Surroundings (Plants, Trees, Water and Air)**

Preparation- Arrange for the Following: Pictures on Water Wastage/ Pollution, Letter and Picture Cards (Hindi), Drawing File, Colours, Strings and Beads, Picture Cards and Picture (for English Action Words), Story Books, etc.

Assembly Time

Circle Time

Structured Conversation - Water Conservation

Value: Sensitivity Towards Environment.

Appreciating the Importance of Nature.

- Initiate a conversation by revising yesterday's conversation and discuss further steps for saving water.
- Pose Questions:
 - ❖ हमें पानी की कमी कभी न हो इसके लिए क्या कर सकते है और कैसे ?
 - ❖ हमारी नदियों को कैसे साफ़ रख सकते है ?

End the discussion using the **Rhyme 33 : “बच्चो मेरी सुनो कहानी” ।**

Language (Hindi)

शब्द बनाना

- बच्चों को दो शब्दों से परिचित कराएं - 'यह' 'है'
- दो चित्र कार्ड (घर, नल) बोर्ड पर लगाएं।
- बच्चों से चित्रों को पहचानने को बोलें।
- फिर बच्चों से पूछें की नल और घर लिखने के लिए कौन से अक्षरों की जरूरत होगी।
- चित्रों के सामने यह वाक्य लिखें -
 - ❖ यह घर है।
 - ❖ यह नल है।
- कुछ चित्र कार्ड बोर्ड पर लगाएं और बच्चों को समूह में विभाजित कर के अक्षर कार्ड दें।
- बच्चों को समूह में चित्र को देखकर उसका नाम अक्षर कार्ड से बनाने को कहें।

- कक्षा के अंत में सभी चित्रों के नाम लिखें और बच्चों के साथ मिलकर पढ़ें।
- 'यह... है' वाक्य के प्रयोग पर जोर दें।

Free Play/Indoor/Art and Craft

Free Drawing:

Give the children colours and drawing file for free drawing.

Lunch Break

Mathematics

Numbers and Beads:

- Give each child a string and a few beads.
- Tell them that you are going to write a number on the board.
- They have to read the number and make a mala with the same number of beads.
- Say different numbers (1-10).
- Close the class by reading out numbers with the students.

Outdoor Games

Race:

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

Language (English)

Picture Talk- Action Words:

- Start the class by reinforcing action words in English.
- Show/Draw a picture scene where different actions are happening.
- Ask the children questions regarding the picture.

- Translate their responses in English.
- Use the sentences 'He/ she is...'
- Encourage them to use similar sentences.

Library Activity

- Ask the children to narrate yesterday's story in their style.
- Encourage children to use voice modulation and gestures.

Closure and Bye

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

Class : Nursery
Month : February
Week : 2

Day 6

1-Complete the worksheet number -33 (मुझे जानो और पहचानो)

Class : Nursery
Month : February
Week : 3

Day 1

Theme: Our Surroundings (Plants, Trees, Water and Air)

Preparation- Arrange for the Following: Paper, Balloons, Picture for Picture Talk (Action Words English), Story Books, etc.

Assembly Time

Circle Time

Structured Conversation -Air Around Us:

- Initiate a conversation by doing an activity (switch off the fan) to show the presence of air around us and ask questions like:
 - ❖ पंखा बंद कर के कैसा लग रहा है ?
 - ❖ पंखा चलने से कमरे में क्या होता है ?
- Take the children out for a short walk and ask them how they were feeling outside.
- Bring them back into the class and switch off the fan. Now again ask them how they are feeling? (bring their focus on air).
- Pose Questions like -
 - ❖ कमरे और बाहर में से कहा अच्छा लगा और क्यों? (बच्चों का ध्यान हवा पर लाए)
 - ❖ हवा का क्या रंग होता है?
 - ❖ हवा कहाँ - कहना होती है?
- End the discussion using the Rhyme 34 : "Air, Air".

Language (Hindi)

दो अक्षर वाले शब्द -वर्कशीट 113

- चित्र को देख कर उनके नाम पर गोला लगाएं।
- वर्कशीट के अंत में वर्कशीट पर बने चित्रों के नामों को दोहरा ले।

Free Play/Indoor/Art and Craft

- Make the children place their hands on their chest.
- Let them observe the expansion and contraction of the chest.
- Start a discussion on the inhalation and exhalation of air.

Paper Craft (Making an Aeroplane):

- Give the children a sheet of paper and demonstrate how to make an aeroplane.
- Encourage the children to fly it in the air, discuss about the direction of the aeroplane.

Lunch Break

Mathematics

Worksheet 114:

- Complete the quantity according to number.

Outdoor Games

Let's Blow Balloons:

- Divide the class into two groups and give them balloons to blow.
- Specify the starting and the end line.
- See which team can blow their balloons faster.
- Give an opportunity to different children to blow the balloons.

Language (English)

Picture Talk- Action Words:

- Start the class by reinforcing action words in English.
- Show a picture scene where different actions are happening.
- Ask the children questions regarding the pictures.
- Encourage the students to use the sentences ' He/ she is....'

Closure- At the end paste the picture in class and speak simple sentences on it.

Library Activity

Read Aloud

- Choose an appropriate story related to the theme and do read aloud.
- Ask some questions related to the story to bring their focus on the theme.

Closure and Bye

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

Class : Nursery
Month : February
Week : 3

Day 2 Theme: Our Surroundings (Plants, Trees, Water and Air)
Preparation- Arrange for the Following: /ह/ Picture Cards, Balloons, Musical Instrument, Paper Bag (for each pair) Story Books, etc.

Assembly Time

Circle Time

Structured Conversation - About Air:

Initiate the conversation by asking about yesterday's questions:

- ❖ हवा का रंग कैसा था?
- ❖ क्या हवा देख पाए?

Value: Sensitivity Towards Environment.

Appreciating the Importance of Nature.

To encourage children to speak on uses of air pose questions like:

- ❖ अगर हवा ना हो तो क्या होगा ?
- ❖ क्या हवा सिर्फ हमारे लिए जरूरी है या सबके लिए (बच्चों का ध्यान पेड़-पौधे और जानवरों की तरफ भी लाए)
- ❖ किस किस काम को करने के लिए हवा की जरूरत होगी ?
- ❖ End the discussion Rhyme 34: "Air, Air, Air."

Language (Hindi)

अक्षर-ध्वनि परिचय-/ह/ हरिया हिरन की हिचकी

सर्दियों का मौसम था। हवा भी बहुत तेज़ चल रही थी। हरिया हिरन अपने घर में दुबक कर बैठा था क्योंकि उसे ठंड लग रही थी। सामने पार्क में हरी-हरी घास में उसके सारे दोस्त खेल रहे थे। उसे भी खेलने का बहुत मन था पर उसे ठंड लग रही थी।

तभी माँ ने हरिया के लिए अपने हाथों से गरम-गरम गाजर का हलवा बनाया और उसे दिया। हलवा खाकर हरिया हिरन को थोड़ी गर्मी लगने लगी, तो उसने माँ से कहा कि वह भी अपने दोस्तों के साथ बाहर खेलने जा रहा है। धूप में हरी-हरी घास में अपने दोस्तों से साथ खेलने में उसे बड़ा मज़ा आने लगा। अब तेज़ हवा का उसे पता ही नहीं चल रहा था।

तभी 'हिक, हिक, हिक,' आवाज़ सबको सुनाई देने लगी। यह कैसी आवाज़ है। सब इधर-उधर देखने लगे। सबने देखा की यह आवाज़ तो हरिया हिरन निकाल रहा है। उसे तो हिक, हिक, हिक,.....हिककी आ रही है। किसी ने उसे पानी पीने को कहा, किसी ने नाक बंद करने को, लेकिन उसकी हिककी गई नहीं। हरिया हिरन को परेशानी होने लगी। उसकी परेशानी दूर करने के लिए सब एक-एक कर चुटकुले सुनाने लगे। हरिया को ज़ोर-ज़ोर से हंसी आने लगी। सबने देखा की हरिया को अब हिककी नहीं आ रही। हस्ते-हस्ते उसकी हिककी कब रुक गयी उसे पता ही नहीं चला।

सवाल-

- ❖ बहुत तेज़ क्या चल रही थी?
- ❖ घर में दुबक कर कौन बैठा था? उसका नाम क्या है?
- ❖ घास किस रंग की थी?
- ❖ माँ ने हरिया के लिए क्या बनाया?
- ❖ हरिया हिरन को क्या लग गयी थी?
- ❖ हरिया ज़ोर-ज़ोर से क्या करने लगा?

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

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

Free Play/Indoor/Art and Craft

Blow the Balloons:

- Blow a balloon and leave that without knotting and ask children what is happening to the balloon.
- Give children balloons individually and let them enjoy and experiment with the balloon.

Lunch Break

Mathematics

Reinforce Numbers- Floor Game:

- Make big boats using the shapes on the floor.
- Write numerals on the boat (repeat one numeral 2-3 times).
- Say a number and the students have to go to that number boat.
- The students have to make sure that all of them are inside the boat and no one is stepping out.
- Tell the students that a boat can only carry passengers who are inside it and those who are not inside will be out of the game.

Outdoor Games

- Provide empty paper bag to kids.
- Make 5 kids hold the poly bags and run.
- Observe the shape of the poly bags/paper bags.
- Start a discussion on what changed the shape of the poly bags.

Language (English)

Reinforce Sounds -Floor Games:

- Draw pictures of vocabulary covered so far on the floor.
- Let the children jump on the picture, identify it and tell its sounds.
- End the class by segmenting a few words with the children.

Library Activity

Complete the Story:

- Narrate a story and pause during the climax of the story.
- Ask the children to predict the other half of the story.
- Give some time to the children to think.
- Ask the children to share their version of the story.

Closure and Bye

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

Class : Nursery
Month : February
Week : 3

Day 3 Theme: Our Surroundings (Plants, Trees, Water and Air)
Preparation- Arrange for the Following: /ह/ Picture Cards, Colours, Balloons, Number Domino Cards, Picture Cards (for objects like tap, mop, net, etc.), Story Books, Crepe Paper, Story Sequencing Cards, etc.

Assembly Time

Circle Time

Structured Conversation -Importance of Air:

Value: Sensitivity Towards Environment.
Appreciating the Importance of Nature.

- Initiate a conversation by posing questions like-
 - ❖ अगर हवा ना हो तो क्या होगा?
 - ❖ जब हवा नहीं चलती तो कैसा लगता है?
 - ❖ क्या हवा सिर्फ हमारे लिए ज़रूरी है या सबके लिए (बच्चों का ध्यान पेड़-पौधे और जानवरों की तरफ भी लाए)?
- End the discussion by summarizing students responses.

Language (Hindi)

अक्षर और शब्दकोश का अभ्यास- /ह /

- बच्चों के साथ घेरे में बैठ कर ' ह ' आवाज़ से शुरू होने वाले शब्दों के चित्र दिखायें और उनसे उनके नाम से आ रही पहली और आखिरी आवाज़ बच्चों से पूछें ।

/ह /अक्षर वर्कशीट 115:

कक्षा का अंत - कक्षा के अंत में वर्कशीट पर बने चित्रों के नाम और उनसे आ रही पहली और आखिरी आवाज़ पूछें ।

Free Play/Indoor/Art and Craft

- Make the children place their hand on their chest.
- Let them observe the expansion and contraction of the chest.
- Start a discussion on the inhalation and exhalation of air.

Let's Blow the Balloons:

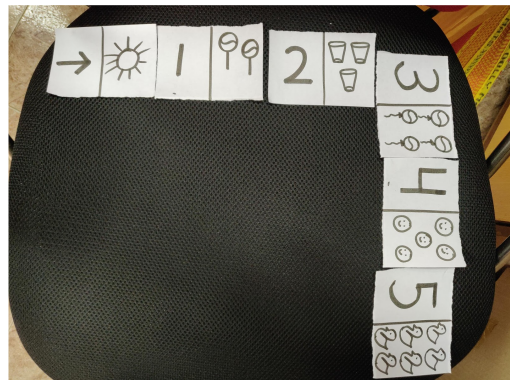
- Divide the class into two groups and give them balloons to blow.
- Specify the starting and end line.
- See which team can blow their balloons faster.
- Give an opportunity to different children to blow the balloons.

Lunch Break

Mathematics

Numbers - Domino Cards (1-10):

- Divide the class into pairs and distribute domino cards.
- Ask them to arrange the domino cards.



Closure- At the end arrange the cards on the board with the help of the children.

Outdoor Games

- Attach colourful crepe paper streamers to the wrist of children and let them run and watch the streamers fly.

Language (English)

Segmenting:

- Give the children picture cards of different three letter words (for e.g. ten, pin, etc) covered so far.
- Let them sit in a circle.
- Divide the students in pairs.
- Make sure that you have pictures for each pair.
- Ask them to identify the picture.
- Give each pair a chance to segment the name of the picture given to them.

Note: This is only for students' exposure.

Library Activity

Story Sequencing:

- Make sequencing cards of yesterday's story and ask the children to arrange them in order.
- Divide the class into groups of 4-5 and call them one by one to arrange it in order, others will check whether they are doing right or wrong.

Closure and Bye

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

Class : Nursery
Month : February
Week : 3

Day 4

Theme: Our Surroundings (Plants, Trees, Water and Air)

Preparation- Arrange for the Following: Pictures on Air Pollution, Letter and Picture Cards (Hindi), Cotton Balls, Drawing File, Colours, Story Books, etc.

Assembly Time

Circle Time

Structured Conversation -Air Pollution:

Value: Sensitivity Towards Environment.

Appreciating the Importance of Nature.

- Initiate a conversation by showing children some pictures which show air pollution and discuss it with children.
- Pose Questions like-
 - ❖ तस्वीर में क्या हो रहा है?
 - ❖ ऐसा करने से क्या होगा ?
- Sensitize children towards the environment and encourage them to take care of their environment. Ask them what they can do to keep the air clean.

Language (Hindi)

अक्षर और उनकी आवाज़ों का अभ्यास

रैपिड फ़ायर

- अब तक हो चुके अक्षरों के कार्ड जल्दी जल्दी से बच्चों को दिखाते हुए बदले और उन्हें अक्षर पहचानने के लिए बोलें

- अब तक हो चुके अक्षरों के कार्ड बोर्ड पर लगाए और बच्चों को उन अक्षरों की आवाज़ से शुरू होने वाले शब्दों के चित्र कार्ड बच्चों को दें।
- सभी बच्चे बारी बारी से उन्हें मिले कार्ड का नाम और उस से आ रही पहली आवाज़ बतायेंगे और अपने कार्ड को सही अक्षर के नीचे लगाएंगे।

Free Play/Indoor/Art and Craft

Blow the Cotton Balls:

- Make five rows on the floor.
- Divide students in five rows.
- Keep five cotton balls in each row.
- Blow the whistle and ask each child in front of the row to blow the cotton ball that is in front of her/him.
- Give a chance to different children to come up to the front and blow the cotton ball.

Lunch Break

Mathematics

Worksheet 116:

- Count the objects and write the numeral.

Outdoor Games

Blow the Things:

- Take the children outside the class and ask them to blow down things around them.
- Ask what all things they are able to blow down.
- End the activity by talking about things that children could/couldn't blow.

Language (English)

Sounds - Drawing:

- Tell the children that they have to draw pictures from sounds you say.
- Tell the sound and ask the children to draw the picture.
- Invite one or two students to say any sound they like while other students draw the corresponding pictures.
- End the class by reinforcing the sounds covered with their vocabulary.

Library Activity**Role Play:**

- Choose a story which children like and recall it with the help of children.
- Divide the class into small groups, call them one by one and encourage them to do a role play.

Closure and Bye

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

Class : Nursery
Month : February
Week : 3

Day 5 **Theme: Our Surroundings (Plants, Trees, Water and Air)**
Preparation- Arrange for the Following: Drawing File, Number Domino Cards, Colours, Story Books, Story Sequencing Cards, etc.

Assembly Time

Circle Time

Structured Conversation (Conclusion Of The Theme):

Value: Sensitivity Towards Environment.

Appreciating the Importance of Nature.

- Encourage the children to share what they know about water, trees/plants and air.
- Let them share their understanding.
- End the discussion on theme by reinforcing properties of air and water.

Language (Hindi)

सुने और लिखें। (optional)

- अब तक हो चुके अक्षरों का प्रयोग करते हुए बच्चों को दो अक्षर वाले शब्दों को बोलें और बच्चों को उनकी कॉपी या ड्राइंग फाइल में लिखने को कहे।
- बाद में बच्चों से लिखे हुए शब्दों के चित्र बनाने को कहें।

Free Play/Indoor/Art and Craft

Free Play:

- Let children play freely under your supervision.

Lunch Break

Mathematics

Numbers - Domino Cards:

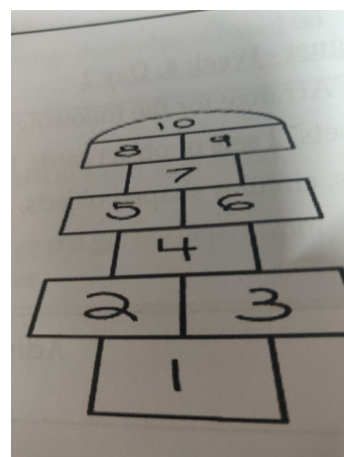
- Divide the class into pairs and distribute domino cards.
- Ask them to arrange the cards.

Closure- At the end arrange the cards on the board with the help of children.
Reinforce the number and the corresponding quantity.

Outdoor Games

Hopscotch:

- Have the children play hopscotch.
- Draw the hopscotch diagram with ten sections on the ground.
- Number them from 1 to 10.
- Give each player a button/ small pebble etc. Have the first player stand behind the starting line and toss the pebble in square 1.
- S/he needs to hop over square one to square two and then continue hopping square eight, turn back, and hop back again, pause in square two to pick up the pebble, hop to square one, and out.
- Continue by tossing the stone to square two.



Language (English)

Worksheet 117:

- Show the worksheet to the students.
- Ask them to identify the pictures and name the.
- Let the children colour these.
- At the end of the class, ask the children to tell the sounds in the names of the pictures.

Library Activity

Picture Cards:

- Make 4-5 cards of the main scene of the story.
- Narrate the story using the cards.

Post Activity:

- Call 4-5 children and give them story cards.
- Ask the whole class to arrange the cards in the correct sequence.

Closure and Bye

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

Class : Nursery
Month : February
Week : 3

Day 6

Reflection

Extension Activities - Art and Craft

1. Stick Puppets

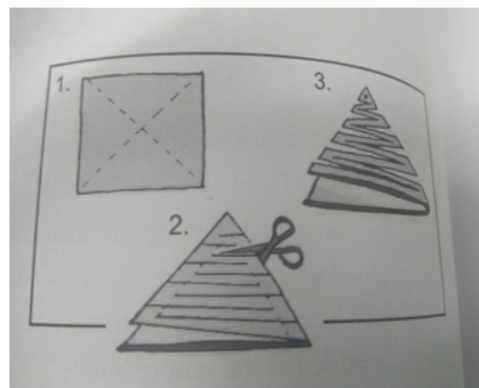
- Help children to cut out two identical figures on the cards.
- Colour them to form the back and front of the figure.
- Paste the two figures together around the edges, leaving a space for a stick to be inserted.
- Insert a bamboo or ice-cream stick between the two layers and secure with tape.



source- www.momcaster.com

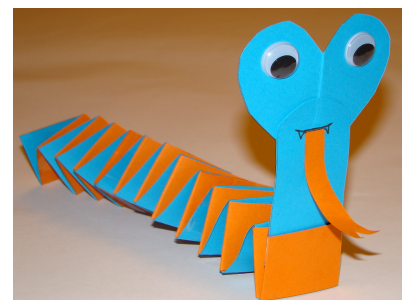
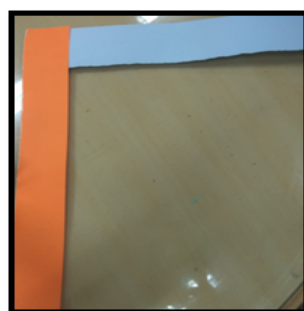
2. Shape Spirals

- Take a plain piece of paper and cut a triangle of any size.
- Cut along the lines as shown in the figure.
- Demonstrate this activity to the children and then let them make their own triangular spirals.
- You can draw lines to help children cut along the lines.



3. Paper Snake

- Take two thin strips of paper. Glue them at the bottom so that the strips are at right angles to each other.
- Start folding strips one over the other.
- Keep folding until the entire length of the strips is used up.
- Paste the head of the snake on top of the strip.



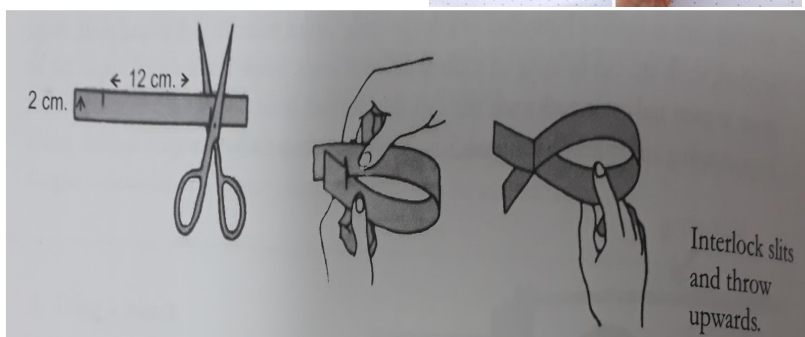
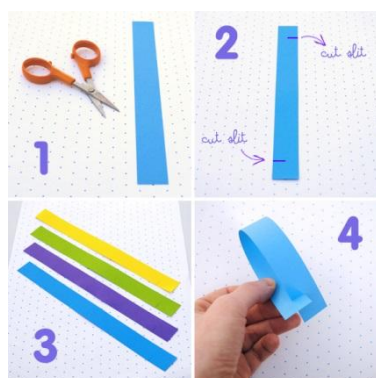
- Demonstrate this activity to the children and then let them make their own paper snakes

Source- 3kidsandagluetick.wordpress.com

4. Collage with natural materials

- Get the children to collect natural things such as dried straw, grass, seeds, dried leaves, etc.
- Let them create a design/ collage by pasting the collected material using fevicol /gum.

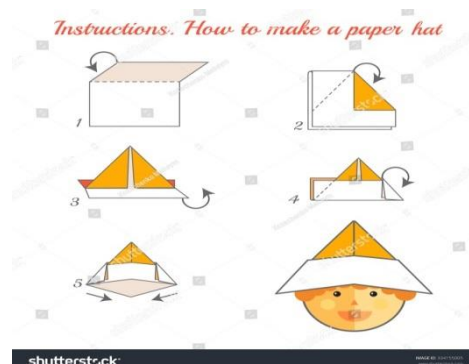
5. Flying Fish



Source – minieco.co.uk/pinterest

6. Making hats

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

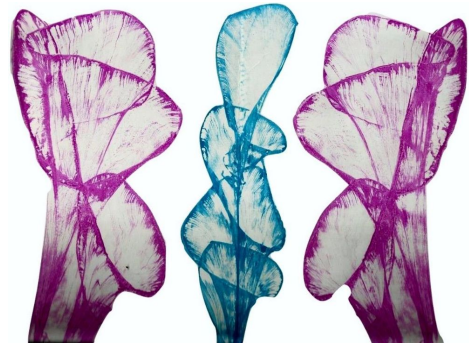


Source – shutterstock/artforsmallhands.com



7. String/ Thread pull prints

- Fold a piece of paper in half and then open it.
- Dip a piece of string/thread in paint and place it carefully on one side of the paper.
- Fold the paper in half and hold it down with one hand.
- Pull out the string hanging over the edge of the paper with the other hand.
- Open the paper and note the pattern.
- This process can be repeated with another colour.
- Demonstrate this activity and then let children create patterns using different colours.



Source- www.instructables.com

8. Decorating boxes

- Ask each child to bring a small box.
- Help them cover the box with a white paper.
- Ask the children to paint or decorate the box by pasting different colour papers.



Source- www.redtedart.com

Rhyme-1
ची ची चिड़िया

ची ची चिड़िया पेड़ पर बैठी थी,
वहाँ पे आई बिल्ली,
चिड़िया डर गयी,
म्याऊँ म्याऊँ बिल्ली,
पेड़ पर चढ़ गयी,
ची ची चिड़िया
फुर से उड़ गयी

Rhyme -2
Brush Brush Brush Your Teeth

Brush Brush Brush Your Teeth
Brush them everyday
Mother father brother sister
Brush them everyday

Rhyme -3

Good Morning

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

Good Morning!

Good morning,

Good morning.

Good afternoon,

Good afternoon.

Good evening,

Good evening,

Good night!

Hello, hello, hello, hello.

Hello, hello, hello, hello!

Start with everyone asleep.

Hello, hello, hello, hello.

Hello, hello, hello, hello!

(Repeat Chorus)

Rhyme- 4

आओ मिलकर कपड़ें धोयें

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

Rhyme- 5

Wash Our Hands

Soapy water dry,
Dry soapy water,
Dry, dry soapy water, dry, dry
That's the way we wash our hands
That's the way we wash our hands
That's the way we wash our hands
That's the way we wash our hands
Soapy water dry, dry.

Rhyme-6

गर्मी आई गर्मी आई

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

Rhyme- 7

आम

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

Rhyme- 8

Rain on the green grass

Rain on the green grass;
Rain on the tree;
Rain on the rooftop
But not on me!
Oh! Where do you come from
Little drops of rain Pitter patter, pitter
On my window pane."

Rhyme -9

बारिश आई छम छम छम

देखो देखो बादल आए,
साथ अंधेरा कैसा लाए,
बदल गरजा गर गर गर,
मेंढक बोला टर टर टर,
बारिश आई छम छम छम,
छाता लेकर निकले हम,
पैर फिसल गया गिर गये हम,
नीचे छाता उपर हम

Rhyme- 10

मेरी बिल्ली काली पीली

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

Rhyme-11

Two Little Hands

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

Rhyme- 12

मैं तो सो रही थी

मैं तो सो रही थी,
मैं तो सो रही थी,
मुझे कुत्ते ने जगाया,
बोला भों भों भों

मैं तो सो रही थी,
मैं तो सो रही थी,
मुझे बिल्ली ने जगाया,
बोली म्याऊँ म्याऊँ म्याऊँ

मैं तो सो रही थी,
मैं तो सो रही थी,
मुझे कौवे ने जगाया,
बोला काँव काँव काँव,

मैं तो सो रही थी,
मैं तो सो रही थी,
मुझे मोटर ने जगाया,
बोली पौम पौम
मैं तो सो रही थी
मैं तो सो रही थी

Rhyme-13

शेर निराला

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

Rhyme-14

तोता हूँ मैं तोता हूँ

तोता हूँ मैं तोता हूँ हरे रंग का होता हूँ
चोंच है मेरी लाल, सुंदर है मेरी चाल,
बागों में मैं जाता हूँ, मीठे फल मैं खाता हूँ,
माली को देखते ही पत्तो मे छुप जाता हूँ।

Rhyme-15

नाच मोर का सब को भाता

नाच मोर का सब को भाता,
जब वह पँखो को फैलता,
कूहं कूहं का शोर मचाता
घूम-घूम कर नाच दिखता ।

Rhyme-16

मेरे पास एक साइकिल

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

Rhyme- 17

लाल बत्ती रूको रूको

लाल बत्ती
रूको रूको,
पीली कहे जरा ठहर के देख,
हरी बत्ती कहे हमें चलो चलो,
आगे बढ़ो भाई आगे बढ़ो भाई,
मैं तो हूँ एक मोटर गाडी,
चारो पहिये मेरे भारी,
बत्ती हो या कोई रंग सही
मैं फिर भी ठहरू नहीं,

ना बाबा ,ना बाबा , ऐसा मत तू कर ,
छोडो ये गाड़ी , छोडो अकड़ ,
किया जो तूने ऐसा चक्कर ,
हो जाएगी भरी टक्कर।

Rhyme-18

Red Light

Red light, Red light, what do you say?
I say stop, stop right away.
Yellow light, Yellow light
What do you mean?
I say wait, till the light is green.
Green light, Green light, what do you say?
I say go,go right away.

Rhyme-19

छुक छुक आई रेल

छुक छुक छुक छुक आई रेल,
रेल का भैया देखो खेल ,
पटरी पर चलती जाती
मुँह से धुआं उगलती जाती ,
कू कू कू कू करती जाती।

Rhyme-20

मेरी किशती

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

Rhyme-21

Aeroplane

Aeroplane, Aeroplane

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

Rhyme-22

ईद आयी धीरे -धीरे

ईद आयी धीरे -धीरे ईदगाह चलिए ,
चले चले अब्बा जान,
पीछे -पीछे चलिए,
पीछे-पीछे चलिए,
जिस रास्ते अम्मी जान,
उसी रास्ते चलिए ,
चले चले दादा जान,
पीछे -पीछे चलिए ,
पीछे-पीछे चलिए .
जिस रास्ते दादी जान
उसी रास्ते चलिए ,
ईद आयी धीरे -धीरे ईदगाह चलिए
ईदगाह चलिए।

Rhyme-23

आयी दिवाली रे

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

Rhyme-24

If you are happy.

If you are happy and you know it,
clap your hands (clap clap)
If you are happy and you know it,
clap your hands (clap clap)
If you are happy and you know it
then your face will surely show it
If you are happy and you know it,
clap your hands. (clap clap).

Rhyme-25

मेरी टीचर कितनी प्यारी

मेरी टीचर कितनी प्यारी
बड़े प्यार से मुझे सिखाती,
कुछ गलती हो जाती मुझसे,
बड़े प्यार से मुझे समझती।

Rhyme-26

डॉक्टर देखो भली प्रकार

डॉक्टर देखो भली प्रकार ,
मेरी गुड़िया पड़ी बीमार,
कल बरसा था छम छम पानी ,
उसमें भीगी गुड़िया रानी,
देखो कितना तेज़ बुखार,
सौ से ऊपर डिग्री चार ,
देता हूँ अभी दवा ,
जो देगी उसका बुखार भगा।

Rhyme-27

देखो एक डाकिया आया

देखो एक डाकिया आया,
थैला एक हाथ में लाया ,
पहने है वह खाकी कपड़े,
चिट्ठी कई हाथ में पकड़े,
चिट्ठी में संदेश आया,

शादी में हमें बुलाया,
शादी में सब जाएंगे,
खूब मिठाई खाएंगे

Rhyme-28 चौकीदार

ठक-ठक करता चौकीदार,
लाठी रहती उसके हाथ।
पहरा देता सारी रात,
सर्दी हो या फिर बरसात।

Rhyme-29

सर्दी आयी

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

Rhyme- 30

पेड़

बड़ा पेड़, छोटा पेड़,
पतला पेड़, मोटा पेड़,
कैसे तन कर खड़ा पेड़,
देखो कितना बड़ा है पेड़,
अरे रे रे रे रे मत काटो पेड़,
ये तो अपना साथी पेड़

Rhyme-31

पहाड़ी पर पेड़ था

पहाड़ी पर पेड़ था, पेड़ पे तना था।
पहाड़ी पर पेड़ था, पेड़ पे तना था, तने पे डालियाँ थीं।
पहाड़ी पर पेड़ था, पेड़ पे तना था, तने पे डालियाँ थीं, डालियों पे पत्ते थे।
पहाड़ी पर पेड़ था, पेड़ पे तना था, तने पे डालियाँ थीं, डालियों पे पत्ते थे, पत्तों पे घोंसला था।

पहाड़ी पर पेड़ था, पेड़ पे तना था, तने पे डालियाँ थीं, डालियों पे पत्ते थे, पत्तों पे घोंसला था, घोंसले पे अंडे थे।

पहाड़ी पर पेड़ था, पेड़ पे तना था, तने पे डालियाँ थीं, डालियों पे पत्ते थे, पत्तों पे घोंसला था, घोंसले पे अंडे थे, अंडों में बच्चे थे।

पहाड़ी पर पेड़ था, पेड़ पे तना था, तने पे डालियाँ थीं, डालियों पे पत्ते थे, पत्तों पे घोंसला था, घोंसले पे अंडे थे, अंडों में बच्चे थे, बच्चे उड़ गए फुर।

Rhyme-32

पानी

पानी बिना चले न काम,
पानी आता सबके काम,
पानी से हम रोज़ नहाते,
कपडे धोते खाना पकाते।
पौधे जब मुरझाने लगते,
पानी से फिर हरे हो जाते

Rhyme-33

बच्चो मेरी सुनो कहानी

बच्चो मेरी सुनो कहानी,
मै हूँ पानी, मै हूँ पानी,
मुझको पी तुम प्यास बुझाते,
कपडे धोते और नहाते।

Rhyme-34

Air!Air!Air!

Air, air, air, air
Air is everywhere
We cannot taste it or see it
But we know it's there.