



## TEACHER GUIDANCE NOTES FOR NURSERY

Ref: TKSB901

Day 1 to Day 20

Block – 1

### Short Forms Used in the Time Table

**TGN:** Teacher Guidance Notes: Any activity which requires a methodology is detailed in Teacher Guidance Notes.

**OP:** Out Door Play

**IP:** Indoor Play

**FP:** Free Play: Free play could be indoor or outdoor. Children should not be left unsupervised and at all times have a structure. For ex. If the teacher is giving toys as free play, one category of toys should be given which could be either blocks or puzzles.

### Block 1

**Alphabet:** A and B

**Numerals:** 1 and 2

**Shape :** Circle

**Story time :** Red Ridinghood

**Primary Colour:** Red

**Theme:** All about me / My World

**Special Days :** Red Is Best

**Celebration:** Ramzan Celebration

**RHYMES** (To be conducted during prayer time)

Refer to the sent Rhymes Sheet

\*\* It is mandatory for teachers to daily arrange 2 to 3 toys / equipment / books on a rotation basis. Centre Head to ensure that all the supplied toys / equipment / books are being provided to the kids as learning tools. These are meant to be used by the children and not just to be displayed for the parents.

### Day 1

#### First Day At School

- Prepare a chart saying 'Welcome to T.I.M.E. kids'.
- Welcome the kids with a cheerful smile.
- Play rhymes CD and let the children do the actions along with their parents.
- Slowly ask the parents to move away from the room in short intervals leaving their kids in the room.
- **Introduction Time :**
- Teacher to recite the following rhyme : “ Where is \_\_\_\_\_? ( are you sleeping... tune)
- Encourage the kids to say their names .

*Where is (child's name)?*

*Where is (child's name)?*

*Here I am (hold the child's arm and wave it )*

*Here I am (child sings).*

*We're so glad to see you,*

*We're so glad to see you,*

*At our school.*

*At our School.*

**Skills:** Social

## **Day 2**

### **OP : Sandpit**

- Take the children to sandpit and let them have some fun in the sand.
- Give them beach bucket set to have imaginative play.
- Let them pour the sand through funnel and mould their own imaginative castle.

**Skill :** Language , Emotional & Fine motor Skills

### **AV Room: Nursery Rhymes**

- Take children to the AV room.
- Play a rhyme CD for the children and encourage the children to do the actions.
- Introduce the common rhymes to the children using a puppet.
- Or Make them sit on the mat or chairs and play some nursery rhyme CD or any cartoon movie.
- Make it an interactive session by asking open ended questions.
- Encourage the children to talk among themselves too (to make friends).

**Skill:** Vocabulary and Language.

## **Day-3**

### **OP: Sand Pit**

- Let children be at the sandpit after the morning prayers and have fun in the sand.

**Skill:**Emotional

### **Game : Row Your Boat**

- Have your children choose a partner and sit facing each other ( with feet touching ) on the floor.
- Have children hold hands and lean forwards and backward as they sing the following song.

*Row, row, row your boat (Tune: "Row Row Row your Boat")*

*Row, row, row your boat*

*Over the water blue.*

*First go forward, then go back*

*Together me and you.*

*Row, row, row the boat,*

*Singing as we go,*

*Going out over the waves*

*Rowing fast then slow.*

**Skills:** Gross motor & Language development.

## **Day-4**

### **IP:Puzzles / Blocks / Abacus / Beads**

- Let children manipulate with the equipment.
- Give them ideas on how to go with it and encourage their creativity.
- Let them create shapes using blocks and beads.

**Skill:** Manipulative and math.

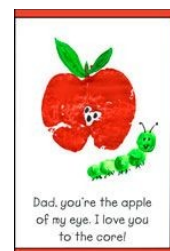
### **OP: Play Equipment**

- Let children have fun on the outdoor play equipment under your supervision.

**Skills:** Gross motor skills

### **Fathers Day Craft : Apple of my eye**

- Take the apple out of the apple puzzle (size gradation board) or just a sponge piece cut into an apple shape and dip in red paint, leaving just a tiny space in the centre and help children imprint on the folded card.
  - Help them also do finger painting with green colour for the caterpillar.
  - With a black marker, make dots in the tiny space inside the apple. Once done, write neatly – Dad, you're the apple of my eye. I love you to the core.
- Skills:** Emotional & Fine motor skill.



### Day-5

#### **Ramzan Celebration – Refer to the support sheet**

### Day-6

#### **IP: Gym Room**

- Let the children play with the gym room equipment- boxing bag, trampoline, hopping animals, balancing beam, treadmill etc.

**Skill:** Gross and Fine Motor

#### **Rhyme Time:**

##### ***“Head and Shoulder, Knees and Toes”***

*Head and Shoulder, Knees and Toes, Knees and Toes.*

*Head and Shoulder, Knees and Toes, Knees and Toes.*

*Eyes and Ears and Mouth and Nose.*

*Head and Shoulder, Knees and Toes, Knees and Toes.*

(Point to each body part as you say it. Repeat as many times as desired, doing it faster and faster each time).

#### **IP: Play dough**

- Provide the children with play dough and guide them to roll them -stretch them long and make small snakes.
- Ask them to roll to make balls.

**Skill:** Fine motor

### Day-7

#### **Theme: All About Me (TKBT171/2)**

- The teacher can begin the session by saying that today we are going to learn about “I, Me, Myself”.
- Ask the children questions like “How old are you?”,
- What is their favourite food, game, colour, toy, cartoon, movie, etc..
- Give time for each child to answer your questions.
- The children can't answer all the questions but let them try.
- Now help them to learn to point to body parts on their body.
- Start the rhyme then ask the children to follow it :

***Let your children take turns standing in front of the gym room mirror and act out the following rhyme...***

#### **I look in the mirror**

*“I look in the mirror and what do I see?”*

*“I see my eyes blinking at me.*

*“I see my mouth smiling at me,”*

*I see my head nodding at me,*

*I see my hands waving at me, and*

*I see my toes wiggling at me*

- Keep a box of crayon in front of the children.

- Let them choose the favourite colour and help them do crayon colouring in the worksheet (**WS - TKBT171/ 2**).
- The teacher has to record the age, height and weight measured in the gym room of each child in their worksheet.

**Skills:** Theme, Language & Vocabulary

**IP: Listen To The Command (Simon says)**

- Call out each child's name and clap for him.
- And they have to follow the command given by you.
- Teacher says - stand up. Teacher Says - touch your nose. Sit down!"
- Some more suggestions: Wiggle your fingers, stand on one foot, close your eyes, hands on the ears, etc.

**Skill:** Listening and Gross Motor

**OP: Sand Pit**

- Allow the children to have fun with sand.
- Provide them with beach bucket set, funnel, plastic bottles & plastic containers.
- Allow the children to have imaginative play by creating things on their own.

**Skills:** Fine Motor, Social & Imaginative.

**Day-8**

**Introduction: Colour Red (TKBM171/74&75)**

- The Teacher to make flash cards of colour Red beforehand.
- She can even use Pictures/ Real Objects of colour Red like Red Car, Apples, Strawberry, Bottle, Tiffin box.
- She can tell the children - this is a red colour balloon, strawberry, apple, bag...
- Then one by one she can show the pictures / real objects & ask the children to repeat its name.
- Allow ample time for the children to pick up the words.
- Help the children to open the page (**TKBM171/74**) and show pictures of red objects in the book.
- Tell the names of the objects in the book and ask the children to repeat it.
- Ask anyone who has a red snack box / bottle or someone who is wearing a red colour
- **Group Activity:** Put a few drops of red food colouring in a jar of water.
- Let the children stir and watch as the water turns red.
- Recite the following rhyme and ask the childrens to recite along with you.

*Red Red Apples,  
Red Red Apples  
Hanging on the tree  
One for Mommy,  
One for Daddy,  
One for me.*

• Once done with the rhyme give them red colour crayon and ask the children to colour the worksheet (**TKBM171/75**)

**IP: Gym Room**

- Let the children play with the gym room equipment- boxing bag, trampoline, hopping animals, balancing beam, treadmill etc.

**Skill:** Gross and Fine Motor

**OP: Play Equipment**

- Let the children have a free play with outdoor play equipment.

**Skill:** Gross motor and Social.

## **Day-9**

### **Introduction : Number-1 (WS TKBM171/1&2)**

- The teacher can start the introduction with “1” bottle, “1” crayon, “1” plate etc.
- She can tell the children that each “1” of us use “1” object only like 1 bottle, 1 lunch box, 1 crayon, 1 bag....
- She can draw on board one star, one crayon, one fish and tell them that this is one star, one fish, one crayon ...and then ask them to repeat it many times.
- Show them one crayon one bag, one bottle, one book etc.
- Teacher to sing and do the actions along with the children :Boogie woogie

*(Sing the following ‘one’ version of the song) You put your one arm in You put your one arm out,*

*You put your one arm in,*

*And you shake it all about.*

*You do the boogie woogie*

*And turn yourself around.*

*That’s what its all about.*



**Number Story:** One sunny day, one boy went to buy one ice cream with his mother. They also bought one watermelon and one chocolate. After coming home, he took one pencil and started writing number **one** in his book.

### **If time permits or you can schedule it for some other time –**

- Let your children decorate long paper strips, however they wish.
- Place a large number 1 in the middle of each strip.
- Wrap each child’s strip around their head and secure with tape.
- Let children take turns wearing their crowns so that they can be the only number 1 for a short time.
- Once done, help children do the worksheet (WSTKBM171/1).
- They have to trace the number with forefinger and also finger paint the number “1” in the worksheet.

**Skills:** Fine motor, Gross motor & Number 1 recognition.

### **IP : Playdough Activity**

- Make them sit in a circle. Give them Red colour playdough.
- Give them rolling pin. Let them have fun and create whatever they like.
- Let them roll it, pinch it, poke with fingers, or use cookie cutters.

**Skill:** Fine motor & imaginative



### **OP: Touch Red**

- Keep few red coloured objects at their eye contact. Give directions such as “run to the red bag”/ "touch the red bag”or “run over the red car on the floor", "run around the red soft toy", "touch a red apple", etc.

**Skill:**Gross Motor, Cognitive skill

## **Day-10**

### **Introduction : Alphabet Aa- Alligator and Apple (WS TKBL171/1&2)**

• Create a flash card of letter 'Aa' for alligator and apple as given and display it prominently.

- Emphasize on phonic sound of the letter..A says “aah” as in apple...

A says “aah” as in ant.

- Say aloud the letter and names of different objects that starts with letter 'Aa'.
- Ask children to identify the letter and pictures.



- Have your children trace over the sand letter A with their fingers.

**Letter 'Aa' Story:** (Narrate the following story stressing on the /a/ sound for 'Aa')

One day Alice, the little girl was walking on the road. She saw **an apple** under the **apple tree**. When Alice was **about** to take the **apple**, she saw **a red ant** and her name was **Andy**. **Alice and Andy** started fighting for the **apple**. Suddenly they heard the sound of **Ally**, the **alligator**. **Ally asked alic** and **Andy** to share the **apple**. Both of them listened to **Ally's** words and **ate the apple**.

(Tune: Farmer in the Dell)

Apple starts with /ă/

Apple starts with /ă/

/ă/, /ă/ can you hear

Apple starts with /ă/



- Give the worksheet (WS TKBL171/1) and do the picture talk.
- Name the picture and recap the sound of letter. Ask the children to trace the letter "Aa" with their forefinger.
- Now help the children to colour the ant by thumb printing on it (WS TKBL171/2) .

**Skill:**Language & Fine Motor.

### OP: Bowling

- You will need: Plastic bottles, Water & Ball

#### Activity:

- Put a small amount of water in the bottom of the water bottles, just enough to weigh them down so they don't blow over.
- Place the lids onto the bottles, and test they knock over easy enough before you secure or glue the lids.
- This way it is easier to change the amount of water inside should you need to.
- You may also like to add a small amount of food colouring or glitter etc into the water to make the bottles more colourful.
- Now they are finished, line the bottles up and see if the children can knock them down by rolling the ball towards them.



**Skills:** Gross motor & Eye-hand coordination.

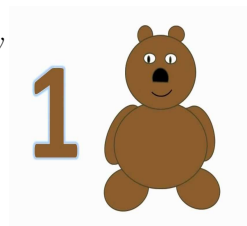
### Recap of Number 1 (WS TKBM171/2)

- The teacher to do the recap of number 1 with the help of flash cards and objects.
- She can show children - one crayon, one bag, one bottle, one box....
- .She can give them a box of crayons and ask them to take out 1 crayon, then she can give them beads and ask them to take out 1 bead.

#### Circle activity :

- The teacher can play a game "Teacher says".
- She can ask the children to sit in a circle and when she says "Teacher says to clap once" the children will clap once or " teacher says to jump once" then the children will jump once.
- If any child claps twice or more or jumps twice or more he/she is out.
- Once done with the game the teacher can recite the rhyme and encourage the children to follow her:

"Lets sing a song about the number 1" Lets sing a song about the number 1, It's very easy  
 Lets sing a song about the number 1,  
 And here we go....  
 One juicy orange that tastes so great!  
 One yellow banana on my plate.  
 One sweet Apple I love to eat,  
 And one ripe Strawberry!



**Activity:**

- Now place "sand paper textured" number '1' for the children to "feel" and let children practice drawing number in the sand paper with their fingers.
- Once done, let them do colour and count lollipop (only with red colour) in the activity sheet and also stick one bindi on the base of the number "1" within the frame (WS TKBM171/2)

**Skills:** Language & Fine motor

**Day-11****Introduction of shape : Circle (WSTKBM171/106&107)**

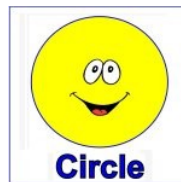
- Make flashcards of shape "Circle" beforehand.
- Collect objects that are round in shape like plate, Lid, Wall clock, CD, Button etc.....
- Show the children these objects and tell them that we have a lot of round shape objects in our life.
- Tell them that we eat in a plate that is also round. The moon is round.
- Then ask them to say what are the things in the classroom that are round in shape.
- Some may answer, some may not but encourage everyone to answer.

**Group Activity:**

- Make a paint pad by placing sponge in a shallow containers and pouring different colours.
- Set out a chart paper and circular objects you have collected.
- Show the children how to press the objects first on the paint pad and then on the paper to make circular prints.
- Make sure that all the children are involved in this activity.
- Once you have completed this group activity recite a rhyme and encourage the children to sing along:  
"I'm a Circle" (tune "Are you Sleeping?")



*I'm a Circle, I'm a Circle,  
Watch me bend,  
Watch me bend.  
I am just a curved line,  
That will never end.  
I'm a Circle,  
I'm a Circle.*



- Now give them the worksheet (WSTKBM171/106) and do a picture talk.
- Then let the children do the tracing and colouring activity in the worksheet (WS TKBM171/107)

**Skill:** Introduction of Shape Circle, Fine Motor, Concentration & Observation.

**AV Room: Nursery Rhymes**

- Take children to the AV room. Play a rhyme CD for the children and encourage the children to do the actions.
- Introduce the common rhymes to the children using a puppet.
- Or Make them sit on the mat or chairs and play some nursery rhyme CD or any cartoon movie.
- Make it an interactive session by asking open ended questions.
- Encourage the children to talk among themselves too (to make friends).

**Skill:** Vocabulary and Language.

**Recap: All about Me (WS TKBT171/1)**

- The teacher can show flash cards of different body parts and ask the children to repeat the names of the same.
- Then she can ask them questions like where is your hand?
- Where are your eyes (ears, nose, feet, cheeks).

- Then show the children a chart of body parts and allow the children to identify all the body parts.
- The teacher then sing the rhyme:

**“HERE ARE MY EARS”** (Have children do actions to match words in rhyme.)

*Here are my ears.*

*Here is my nose.*

*Here are my fingers.*

*Here are my toes.*

*Here are my eyes,*

*Both open wide.*

*Here is my mouth*

*With white teeth inside.*

*Here is my tongue*

*That helps me speak.*

*Here is my chin,*

*And here are my cheeks.*

*Here are my hands*

*That help me play.*

*Here are my feet*

*For walking today.*

- Once done, help children to do the worksheet (**WS TKBT171/ 1**).
- Provide them with sponge and paint and ask them to do sponge painting on the correct picture....I am a girl/boy.

**Skills:** Recapitulation of the theme & fine motor

## Day-12

**Recap: Alphabet Aa with phonetic sound (WS TKBL171/2)**

- Reinforce the concept of Aa with the help of previously made flash cards.
- Show them each objects and ask them to identify.
- Write the letter on the board and show its formation.
- Stress the phonetic sound for the letter and while saying the names of the object eg: A...aah...as in Alligator, A...aah...as in Ant...
- Provide them with sand in a tray and ask them to trace the letter in the sand.

**Story: Al the Alligator** (Narrate the following story stressing on the /a/ sound for 'Aa')

*Al the Alligator was doing Aerobics. Along came Anthony the Ant “Why are you standing on your arm?” asked Anthony the Ant. “I am doing Aerobics!” answered Al the Alligator. All of a sudden Al and Anthony saw something flying above them in the air. “It’s an airplane!” said Anthony the Ant. “No it’s an Alien spaceship!” said Al the Alligator. Andy the Alien appeared. “Ahhh!” screamed Al as he ran away. “Wait! Don’t be afraid I am not an angry Alien,” said Andy. “I landed here by accident on my way to Mars.” Then Al gave him directions to get to Mars. Al got an award for helping out and being so caring . As Al was getting the award, an acorn fell out of the tree and hit him in the head. He got an ache in his head and decided to go home. After a long afternoon, Al decided to rest. He sat against a tree and ate an **Apple** before falling asleep.*

Picture talk from the lesson (**WS TKBL171/1**) .Ask the children to colour the letter with red crayon and help them to colour the Apple (**TKBL171/2**) by bud printing with red paint .

**Skills:** Reinforcement of letter, Language, Fine motor skill.

## **Story Time: Red Ridinghood**

**Red Ridinghood** (Teacher to make the paper puppets and use it to tell the story)

*Once upon a time there was a little girl who loved to wear a special cape with a red pointed hood. She wore it so often that everyone started to call her Red Ridinghood.*

*One day Red Ridinghood’s mother told her that her Grandma was feeling sick. She asked Red Ridinghood to take a basket of treats to her, to help her feel better. Now Grandma’s cottage was on the other side of the forest,*



so Red

Ridinghood's mother told her to be very careful, and to remember NOT to talk to any strangers.

Red Ridinghood set off through the forest, carefully carrying the basket of goodies. She hadn't gone very far when along came a big wolf. The wolf went right up to Little Red Ridinghood and said "Hello!" "What a big basket you have there!"

Red Ridinghood forgot all about her mother's warning - not to talk to strangers. "Yes, I have treats for my Grandma because she is sick!" she said.

Now the wolf was VERY hungry, and he wanted to gobble up Red Ridinghood right there, but he thought to himself, I can eat Red Ridinghood and her Grandma too! So he said

"Where does your Grandma live?"

"On the other side of the forest" Red Ridinghood said, and she pointed in the right direction.

"Well, have a good day," said the tricky, hungry wolf. Then he set off on the short cut through the woods while Red Ridinghood continued on her way.

The wolf got to Grandma's cottage very fast, and he knocked at the door.

"Who's there?" called Grandma.

"It's me - your granddaughter" said the wolf, trying to sound like the little girl.

"Open the latch and come in" Grandma called.

So the wolf opened the door, he grabbed Grandma and stuck her in the closet.

Then he put on one of Grandma's nightgowns and climbed in her bed.

Just then Little Red Ridinghood arrived, and she knocked on the door.

"Who's there?" asked the wolf, trying to sound like Grandma.

"It's me, Little Red Ridinghood, I've come to bring you some treats!" said the little girl.

"Open the latch and come in" called the wolf.

Red Ridinghood came into Grandma's cottage and went right up to the bed where the wolf was laying and pretending to be Grandma.

Now Little Red Ridinghood knew that Grandma wasn't feeling well, but she did not look right at all!

"Grandma" said Red Ridinghood, "what big eyes you have!"

"The better to see you with, my dear" said the wolf.

"Grandma, what big ears you have" said the little girl.

"The better to hear you with, my dear," said the wolf.

Then Little Red Ridinghood leaned very close and said

"Grandma! What big teeth you have!"

"The better to eat you with!" said the wolf. He jumped out of the bed and started to chase Little Red Ridinghood all around the cottage.

"Help! Help!" yelled Little Red Ridinghood. "Help! Help!"

Now a woodsman was chopping down trees in the forest nearby and he heard Little Red Ridinghood calling for help. He ran into the cottage, carrying his big axe. The wolf got so frightened he ran away and never came back. Little Red Ridinghood let Grandma out of the closet, and she promised NEVER to talk to strangers again.

**Skills:** Vocabulary & Language



### This is me! (Scrap-Book activity)

- **Material: For Boys-** 3" diameter white chart paper circle-for face, any bright coloured rectangle for body, contrast colour tie for neck, black chart paper strip cut into strips along one end (fringe) for hair
- **For Girls:** 3" diameter white chart paper circle-for face, any bright coloured/printed gift wrapping paper triangle for body, bright colour bow for hair, 4 black chart paper strips-1" broad and 3" long for hair.
- Other material: Glue, black marker for eyes, red marker for mouth, 4 white paper strips per child -for limbs (hands & legs)-
- Let children thumbprint the eyes on the round circle and you just have to add a pink smiling mouth.
- Help kids glue on the hair (Girls to paste 4 black strips on head with



bow in the centre.

- Boys to take the fringed strip and paste it along the edge of the head in an arc)
- Kids will then glue on the body (see pic) boys will paste tie on rectangle at the neck.
- Write the Heading - **This is me!**

Note : *If running short on time, just do the face and leave out the body.*

**With a marker pen, write below...**

My Name.....

My Age .....

My weight .....

My Height .....

I Like to .....(refer the enrolment form for info on the child's special talent)

**Skills:** Thematic & fine motor skill.

### Day-13

#### **Recap: Number 1 (WS TKBM171/3)**

- The teacher can do th recap of number 1 by drawing one ball or fish on the board and ask the children how many fishes or ball are there on the board?
- Wait for the child to reply (1 Fish or1 ball).
- Similarly draw different objects and ask the kids the same question
- How many balloons are there on the board?
- Ask the children to repeat after you – one tree, one balloon etc.
- Use the number frame to do the counting.
- Recite the rhyme along with the actions and ask the children to immitate you:
- **The Ants go Marching One by One**

*(TKAT121/36)The ants go marching one by one,*

*Hurray! Hurray!*

*The Ants go Marching one by one ,*

*Hurray! Hurray!*

*The Ants go marching one by one,The little one stopped to suck her thumb,*

*And they all went marching down,*

*To the Earth*

*Just to get out of the rain,*

*Boom, boom, boom, boom!*

Once done, help the children to count and circle one bird. Let them also colour one candy with red crayon

**(WSTKBM171/3)**



#### **IP: Free Doodling on slates**

- Let children enjoy freehand doodling with crayons on their slates.

**Skill:** Fine Motor

#### **Recap Letter “Aa”(WSTKBL171/3)**

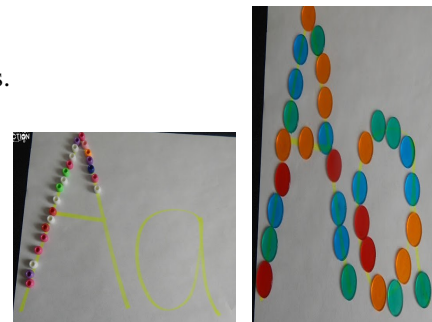
- Recap the letter “Aa” using flash card and repeat the words and the sound of the letter.

Ask the kids to trace the letter in sand tray.

- Draw Big letter 'Aa' on the floor using duct tape and ask the children to walk on it.

• After completing the activity ask the children to do the given the worksheet **(WS TKBL171/3)** and help them to do the matching picture with letter activity.

**Story:**(Narrate the following story stressing on the /a/ sound for 'Aa') Ally, the *alligator* and Andy, the *ant* were good friends. *Alligator* lived in a big pond and there was *an apple* tree near the bank of the pond. Ant's anthill



was under the tree. Both of them loved eating **apple**. One day **a** man started cutting the **apple** tree with an **axe**. **Ally** and **andy** heard the sound of cutting the tree. **Andy** was so scared to come out of the **anthill**. But **Ally** came out of the pond. The man saw the **alligator** and ran away with his **axe**. **Andy** was so happy to see this.. Then they started dancing under the **apple** tree by singing..

#### Tracing activity:

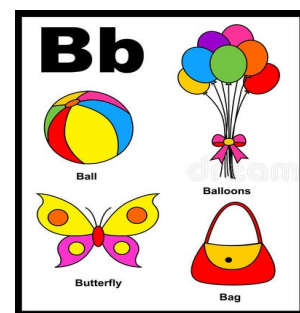
- Write 'Aa' on a big chart paper.
- Now, Ask them to trace the letter 'Aa' on the chart paper with their forefinger.
- This activity is a fun way to encourage the child to do tracing.

**Skills:** Fine motor & recap of letter Aa

#### Day-14

#### Introduction of Letter 'Bb' (WS TKBL171/4&5)

- The teacher needs to make the flashcard of Bb beforehand.
- To introduce the letter Bb the teacher can collect all the objects starting with letter Bb like Books, Bat, Ball, Biscuits, Banana.....along with pictures of Bee, Bird, Boat, Baby....
- She can use the flashcards along with objects and pictures and tell the children that these things start with letter Bb .
- She should show the pictures and tell the names and also encourage the children to repeat the same.
- Then write the letter on board and Show them how to write the letter Capital 'B' and Small 'b'.
- You can explain the formation of letter by saying “one standing line and two right curves” one below the other.
- Follow the same for writing Baby 'b' one standing line and one right curve.'
- Let children practice tracing on the letter.
- Stress on the sound of the letter. The sound of the letter should be pronounced correctly.



(**“buh”**- **Bob**, the **bee** keeper had a honey **bee** box in his garden.He was happy to see his **bees** lightly **buzzing** around the **bee** **box** **because** it meant they were happy. The happy **bees** left the **bee** **box** in search for more flowers. They flew into a garden of **beautiful**, colorful flowers. **Buzz**, **Buzz**,**Buzz**... They searched the garden and landed on a **bright** flower and it smelled sweet. **Buzz**, **Buzz**, **Buzz**...The happy honey **bee** **buzzed** all over the garden. Next day happy honey **bees** had made the sweetest honey and **Bob**, the **beekeeper** was so happy.

- Let the children say the names of the **“b”** objects from the lesson(TKBL171/4).
- Once done, do finger tracing of letter Bb and colour the ball with red crayon in (WS TKBL171/ 5) .

**Skills:** Introduction of letter 'Bb', Fine motor & vocabulary.

#### Recap: Colour Red (WS TKBM171/ 76)

- Recapitulate colour Red by showing them flash cards and objects of the same colour.
- Ask the children to collect all the Red colour objects in classroom.

#### Group activity:

- Ask the children to make a big circle and sit.
- Then draw a big Apple on a white chartpaper.
- Now put glue on Apple give red colour paper and ask the children to tear and paste the paper on the **Apple**.



- Once done, let the children do the identifying red colour objects in the worksheet (WS TKBM171/76)

**Skill:** Color Reinforcement, eye-hand coordination & fine motor skill

**AV Room:**

- Take the children to the AV Room and play the rhyme CD. Let the children do the actions according to the rhymes.

**Skills:** Social & Gross Motor

### **Day-15**

#### **GK: Introduction – All About My Family (WS -TKBT171/ 3, 4 & 5)**

- Talk with the children about “Who is in their family? Who lives in their house?”
- Also ask who drops you at the school?, Who picks you from the school.
- Tell them a mother, a father and child is called a family.
- Remind the children that family is not ONLY those who lives with them. It includes a Mom or Dad, brother or sister, grandparents, who may live in a different house, etc.
- Explain to children the different activities in a happy family.
- Tell them what families do?..They live together...They share....They care for each other...
- They keep each other safe...They love each other....They work together...They have fun together... They watch TV together...They go for shopping together...They dine together...They go for outing in a car.
- Show them all these activities in the book (TKBT171/3 ).

#### **Class Activity:**

- Tell the children to listen to what you are saying and stand up if what you say is true about them!
- Stand up if you have a brother...Stand up if you have a pet....
- Have the children standing name them (brother, pet, etc.). Be sure to help children who aren't sure of the answers. Eg. “Rahul you have a baby sister! Stand up! What is your baby sister's name?”

#### ***I Love My Family***

*Some families are big (spread arms wide)*

*Some families are small (bring arms closer together)*

*But I love my family (cross arms over chest)*

*Best of all!*

Once done let them do sponge painting on the given page (TKBT171/5).

**Note:** You can send home the book for doing the activity given in (WSTKBT171/4).

**Skills:** Theme, Language & Fine Motor.

#### **OP: Sandpit**

- Let the children play in the sandpit with sand pit toys.
- Encourage them to interact with their friends while they are at work.
- Ask them to share their toys. Do supervise the children while they are at play.

**Skill:** Fine motor & Social

#### **Recap: Shape Circle (WS TKBM171/108)**

- Re-introduce the shape circle to the children using flash card, objects & pictures of circular shape like ball, plate, lid, tiffin box etc...
- Show them the pictures and ask them to identify it.  
Let them go on a shape circle search in the classroom.



#### **Cat & Mouse**

- Have the whole group stand in a circle.
- The ‘mouse’ walks around the outside of the circle.
- The mouse taps a cat on the shoulder and has to get back to his or her place before the cat can catch him or her.
- After playing this game the teacher will recite this rhyme and ask the children to sing along:

**Circle Song:** (tune- “If you’re Happy & you know it

”)A Circle is a shape that goes round.  
 A Circle is a shape that goes round.  
 A Circle is a shape that goes round,  
 And round and round.  
 A Circle is a shape that goes round and round.



- Children to do the cotton dabbing of the picture of Sun & the Caterpillar (WS TKBM171/108)

**Skills:** Recap of the theme, team work, Problem solving & fine motor.

## Day-16

### Introduction: Number 2 (WS TKBM171/ 4 & 5)

- Write number 2 on the board. For writing number 2, say go right around, then make a line across the ground!
- Now point the number on the board and say the number loud.
- Then show number 2 flash card (with number and picture of objects) and say number out loud.
- This practice connects the counting skill with a visual image of each number.
- You can also use number cards.

### Activity:

- Make 4 cards with number written on them (3 cards with number 1 and one card with number 2)
- Lift number 2 up, say its name out loud, and then ask each child to find the same number from the set of cards.
- Have each child practice saying its name. Now recite the following rhyme...

Two little dicky-birds,

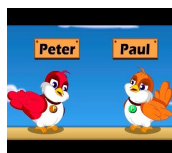
Sat upon a wall,

One named Peter,

The other named Paul!

Fly away Peter! Fly away Paul!

Come back Peter! Come back Paul!



- Once done provide the children with the worksheet (WS TKBM171/ 4) and help the children to trace the number “2” with forefinger and count the cupcakes aloud.
- Now trace number two given in worksheet (WS TKBM171/ 5) and finger paint number “2” with red colour.

**Skill:** Number 2 introduction, Fine motor

### OP: Splash Pool

Let the children enjoy the splash pool activity under the supervision of the teacher.

### Recap of letter “Bb” / (WS TKBL171/ 4 & 5)

- The facilitator can do the recap of letter 'Bb' by showing the flashcards, objects or picture .
- The teacher can arrange objects starting with letter B on the table like ball, bat, biscuits, banana, balloon etc... she can show the object and call the name loudly and encourage the children to imitate her.
- Ask the children to repeat the names few more times.
- Now write the letter “Bb” on the board. Use the phonetic sound “B” says *buh* as in ball...B says *buh* as in baby....
- Make the children to trace the letter 'Bb' in red colour sand tray.
- Do picture talk from the lesson (WS TKBL171/4).
- Then ask the children to colour the letter with red crayon and also to colour the picture of balloon by balloon dabbing (WS TKBL171/5)

**Skill:** Letter 'Bb' Reinforcement, Fine motor skill & Vocabulary.



### Day-17

#### **Scrapbook activity: My home**

- Take sponge pieces cut into house shape and help children sponge paint as given in the pic.

**Skill:** Theme reinforcement, fine motor skill & eye – hand coordination.



#### **IP: Teddy Rings, Shape Board**

- Give them teddy rings and shape board to play with and have fun.

**Skills:** Fine motor

#### **Recap: Number 2 (WS TKBM171/5)**

- Reintroduce the number 2 by writing on the board. Show the flash card of number “2”.

#### **Pairing Game:**

- Take 2 pieces of each item and Put 1 apple, 1 ball, 1 cap, 1 bottle, 1 crayon in a box and keep the ones on table and ask the children to come one by one and complete the pair by matching the two similar items.

#### **Numeral activity:**

- Say, "Lift your hands in the air. How many hands are you holding up?" Make the students to answer "Two." Display two boxes or blocks and ask the students to come up and take one block in each hand.
- When all the students have returned to their seats, ask them to count aloud the blocks they are holding. Teacher has to enact the with two blocks that you are holding, saying, "One, two."
- Then ask, "How many blocks are you holding?" Encourage the students to answer "Two."
- Once done, let the children do count and colour the apple in the worksheet and also make them to stick 2 bindis at the base of number “2” in the same sheet (WS TKBM171/ 5).

**Skill:** Reinforcement of number 2, Fine motor skills & problem solving.

### Day-18

#### **Recap : Letter Bb (WS TKBL171/6)**

- Teacher can do a recap of letter 'Bb' by showing them the flash cards of the same letter along with showing them objects which starts with the letter Bb.
- Then she can show the objects and call out the name loudly and ask the children to repeat the names loudly.
- Use the phonetic sound “B” says *buh* as in Ball....B says *Buh* as in Baby...
- Write the letter on the board and ask the children to trace it.
- Teacher will recite the rhyme along with action and ask the children to imitate her:

*There was a farmer had a dog,*

*And Bingo was his name-o!*

*B-I-N-G-O! B-I-N-G-O!*

*B-I-N-G-O!*

*And Bingo was his name-o!*

*There was a farmer had a dog,*

*And Bingo was his name-o!*

*\_\_I-N-G-O! \_\_I-N-G-O!*

*\_\_I-N-G-O!*

*And Bingo was his name-o!*

- After the rhyme is done the teacher will provide the children with the worksheet (WS TKBL171/6) and help them to do match the letter “Bb” to the corresponding pictures.

**Skills:** Reinforcement of letter B & Language.

#### **OP: Scooter, Humpty Dumpty, Pacer, Rocker**

- Take the children for free play and let them take turns to use outdoor equipments.

**Skills:** Social & Gross Motor

### **Introduction: All About My Friends (WS TKBT171/ 5 & 6)**

- The facilitator should introduce the concept of friends by showing the children flash cards of friends playing together, eating together, dancing together etc..... then she should tell the children that the
- Friends play, learn, eat, sing, dance together. It's a good habit to share our things with our friends like sharing our snacks, toys, etc. Having good friends makes us happy.
- Friendships can be developed within families, in neighborhoods, in schools.
- Friends play different games like football, hide and seek etc..
- Picture talk with them by showing worksheet (**WSTKBT171/6**)
- Make them stand in a circle holding hands and recite the rhyme along with the actions:

**Will you be a Friend of mine** (tune: Mary had a little Lamb)

*Will you be a Friend of mine?*

*A Friend of mine, a Friend of mine?*

*Will you be a Friend of mine?*

*And Jump around with me. (ask the children to jump)*

*(call any child's name) \_\_\_\_\_ is a Friend of mine.*

*Friend of mine, Friend of mine,*

*\_\_\_\_\_ is a Friend of mine,*

*who Claps with me .*

- Similarly you can change actions and names and sing the rhyme till all the child's name has been taken.
- Once done provide the children with the worksheet (**WSTKBT171/5**) and ask them to do cotton dabbing on the two friends with two different colours (diluted)

**Skill:** Social, emotional and Aesthetic skill

### **Day-19**

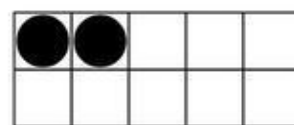
- Recap of number 2 (WS TKBM171/6) Reintroduce number 2 by showing flash cards of the same.
- Write it on the board.
- Put several things on table some in pair and some single, then ask the children to arrange pairs separately.
- You can even ask them to collect pairs of things available in the classroom.
- Use number frame to make the concept clear to the children.
- First show them how to count on the number frame and then ask the children to do the same.
- Children then complete the count and colour activity with red crayon in (**WS TKBM171/6**).

**Skill:** Reinforcement of number 2 & Brain development

### **Scrap book Activity : Round and Red Cherries**

- Take bottle caps / bolts from the toy set and help children
- make circular imprints in the book for the cherries.
- You have to draw the stems and the leaves or just let them
- do thumb printing with green paint.

**Skill:** Recap of circle & Colour Red & Fine motor skill.



### **Role Playing with Dolls**

**You will need:** dolls, doll beds, table and chairs (doll or child sized), play stove and sink, plastic plates and spoons, blankets, pots and pans, and any other items for a housekeeping area for pretend play.

- In the classroom set up a housekeeping area with the items listed above. Contact parents a day before the activity and ask them to send a favourite doll, stuffed animal or blanket on the day of the activity.
- Begin by inviting several children to join you in the housekeeping area. Hold a doll yourself and give it a hug. Talk about loving the baby, and role play being a mommy or daddy.
- You can feed the baby and tell him / her stories, put the baby down for a nap, and even go out to buy things for the baby (fruit and veggies from the tray)
- As children take care of their babies, talk about what they are doing and how they feel. Encourage them to verbalize as much as possible.
- Role play Mommy and Daddy going to work etc. Invite children to put their babies in an area with toys and leave the babies there while they go to work.
- Next, talk about Mommy (Daddy) coming back and getting her/his baby when she is all done at work.
- Have a snack or go outdoors to play, and while children are away from the babies talk about returning to get babies after the activity. Be sure to say something like, "See, Rahul always comes back, Baby, and gets you just like Rahul's mommy will always come back and get him."

#### **Day-20**

#### **Special Day – Red Is Best**

Refer to the sent sheet (TKSS901)

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