

TEACHER GUIDANCE NOTES FOR PP1-BLOCK - 3

Ref: TGN TKSC403

Day 41 to Day 60

Summary

English (Literacy) : Ff, Gg , Hh , Slanting Line, Conversational Skills, OPS – Animals, English Lab. Learn to draw: Alphabets F, G, H ,

Colour: Recap of colours - Pink & Purple

Math (Numeracy): Recap of concept zero, Introduction to number 10 , Recap of numbers 1 to 10, Missing Numbers, Backward counting numbers, Introduction to number 11 , 12 & 13

EVS (General Awareness) Theme -Animals – Farm animals, Homes and babies of farm animals , Wild animals , Homes and babies of wild animals ,Water animals , birds , insects , Celebrations (Eid, Diwali & Christmas)

Story Time : The Boy Who Cried Wolf

Drama: The Thirsty Crow

Short forms used in Time Table:- CACL – Candy Alphabet Capital Letters , CASL - Candy Alphabet Small , Letters , CNPW1 – Candy Numbers Practice Workbook 1 , DNB – Drawing Book , ENB – English Note Book , MNB – Math Note Book , LNB – Language Note Book

Note :- The facilitator to place a blob of Pink and Purple and display it in the classroom as children will do a recap of colour Pink and Purple for this Block. The facilitator to divide the class to two and ask one group to get anything that they like which is pink and the other group to get anything that they like which is purple in colour and display it to one side of the classroom for the full month



Day 41

Circle Time

1. The facilitator to sound the rattle and observe if children recognize the sound and have formed a circle singing the Circle time song and finding their respective spots.
2. The facilitator to explain to students that they have to do the action when they hear the words Simon says (The facilitator to give an example by saying Simon says comb your hair – here children need to do the action. Then just say clap your hands – if the children do the action ask them if they heard the words Simon says.
3. The facilitator to continue playing Simon says comb your hair, Simon says polish your shoes, Simon says cut your nails, Simon says blink your eyes, stomp your feet (no action here) Simon says run in your place, Simon says smile at one another
4. The facilitator to continue the same.

Skill - Taking instructions

Activity – GYM Room - The facilitator to take children to the gym room for gross motor activities. Children to use gym room equipment under the supervision of the facilitator.

Skill - Gross Motor Skills, Physical Development

English (Literacy) -

The facilitator to begin the class by singing the phonic song from A to E showing the phonic song flash card of the letters.

The facilitator to then sing the song of letter 'F'. The facilitator to sing the phonic song a couple of times and ask children to join her in singing with actions.

Then let the children settle down on their seats and the facilitator to ring the bell. (the attention grabber for story time)

Facilitator to narrate the story of “Letter F” to the children.

“Story F” (for Flashcards refer Annexure)

Five Fish swim in the lake.

Five Flies Fly by.

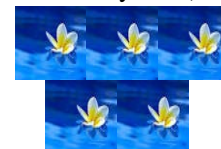
Five Fish smile at the Flies.

Five Flowers Float on the lake.

One Frog sits on a Flower.

The Frog jumps Five times and catches the Five Flies – 1 , 2, 3, 4 , 5 (Let children repeat the story with the facilitator a few times)

4. The facilitator to show them the formation of capital F on the board on the 4 lines.



Steps to write the formation of Capital F :

Step 1: Draw a standing line from the 1st red line to the 2nd blue line.

Step 2 : Draw a small sleeping line on the 1st red line starting and touching the standing line.

Step 3 : Draw another small sleeping line on the 1st blue line starting and touching the standing line.

5. Then the facilitator to ask children to trace letter F on sand paper with their index and middle finger together.

(Note: The facilitator to make children come in a line, first they would trace the sand letter & then on the sand kept in a tray.

6. The facilitator to then ask children to write the same on sand.

7. The facilitator to then ask children to complete CACL pg 26.

Skill - Literacy Skills , Recognize capital letter 'F'

Home Work - CACL pg 27 Capital F

Maths (Numeracy) - Zero Concept

1. The facilitator to keep birds cutouts ready. The facilitator to draw a big tree on the board.

2. The facilitator to ask children to count the number of birds as she places the 10 birds on the tree. Now, that there are 10 birds on the tree 1 bird flies away. The facilitator to count the number of birds left on the tree. Continue the same till there are no birds on the tree. Then ask children how many birds are left on the tree. Children will answer saying that there are no birds on the tree.

4. Explain to children that when there are no birds on the tree means that there is nothing or zero birds on the tree.

5. The facilitator to do the same with pencils in a box.

6. Sing the rhyme Ten little Monkeys jumping on the bed. The facilitator to sing till there are no monkeys jumping on the bed. Say that no monkeys on the bed meaning that (The facilitator to wait for children to answer)



7. The facilitator to have 10 balls (if balls are not available make paper balls) in a bucket/ basket. The facilitator to call one child at a time and ask them to take one ball. (for example: The facilitator says there are 10 balls in this bucket/ basket. Radha comes and takes one, now, ask children Radha took one so how many balls are left in the basket / bucket. Continue this till there are no balls left. Once done with all the balls, show children the empty bucket/ basket and ask them how many balls are left?



Skill - Numeracy Skills

EVS (General Awareness) - Farm Animals in a musical way.

1. The facilitator to prepare two kinds of model one for wild animals and one for farm animals. The facilitator to have a basket with wild animals and farm animals in it. Call children and ask them to pick an animal from the basket and place it in the right home. The facilitator should not mention that this is a farm or a jungle. (observe the children as they place the animals.) The facilitator should not give any more instruction unless the child has placed a dog in the wild home. (for example if a child has placed a dog in a jungle just ask the child if a dog can stay with a lion in a jungle and give the child a chance again to correct it. Once done, introduce the topic Animals and that there are farm animals, wild animals , water animals , birds, insects (and they all are Animals.)



2. The facilitator to tell children that they were going to learn about Farm animals and for that they are going to sing the rhyme “**DOWN TO GRANDPA'S FARM**” (refer rhyme support sheet) The animal pictures to be displayed on the board while singing the rhyme.



3. The facilitator to tell children that farm animals are those animals that help us in many ways in the farm. These animals have special roles on the farm like they provide food for us like meat and milk, from where we get milk products. Some help us to carry heavy load from one place to another like a donkey , cow, horse.

4. The facilitator to give children a few more examples like a cow gives us milk and meat, a sheep gives us wool, a hen gives us eggs and meat.

4. The facilitator to look at the board and ask children to name the different farm animals. Ask children if anyone of them have been to the farm and if yes which animals did they see there.

5. The facilitator to ask children to open page **40 in EVS- C** and do a picture talk

Skill - Musical Skills, Knowledge of General Awareness

Home Work - Paste pictures of five farm animals in your GKNB.

Rhyme Time

The facilitator to sing the rhyme “Down on Grandpa's Farm” & “ 10 Little Monkeys Jumping On The Bed” and the ones that children like to sing for fun from Block- 2

Day 42

Circle Time

The facilitator to begin with the circle time song and take their respective position.

The facilitator to give clear instructions like raise your hand and wait for your turn to speak and ask questions, look at the person speaking, listen to the person speaking. T

Do a very simple activity called “ **Talking Ted.**” Instruct children that she has a small toy as a talking object. Each child will get an opportunity to speak only if they have the toy in the hand.

The facilitator to tell children that they need to stand and say their name and what they like and don't like. And then pass it to the next child. The facilitator can start the same by saying (My name is _____ and I like cream biscuits I don't like chocolates).

The facilitator to pass the toy to the child, next to her. This to be continued with the rest.

Skill - Speaking Skills , Comprehension Skills, language Skills

English (Literacy) - Recap of the story of Letter F

1. The facilitator to begin the class by singing the phonic sound of “F” and then quickly doing a revision of letter F by narrating the story of F.

2. The facilitator shows the flash cards and asks the names of the words with “F”

3. The facilitator to then ask children to write the formation of F on water and then practice on the slate on the 4 lines.

4. The facilitator to then encourage children to **write Capital F in their ENB.**

5. Children who finish writing ENB can use clay/ natural dough to form letter “F”

Skill - Literacy Skills

Home Work - Write Capital F in ENB

Maths (Numeracy) - count and write numbers 1 to 10

1. The facilitator to begin the class by asking students how many eyes do they have? How many hands do they have? How many legs do they have? Ask them if we have two hands how many fingers do we have on each hand? (here children are introduced to number 10)

2. The facilitator to count number of fingers on each hand and say that we have 5 fingers on each hand. Now, let us count both the hands and see how many fingers we have.

3. The facilitator to ask children we also have two legs so how many toes do we have? The facilitator to make children count their toes? And write no 10 on the board. (Steps to write number 10 on the board – one standing line is one and then draw a right curve followed by a left curve and back to the top.)

4. The facilitator to show children a few ice- cream sticks and count aloud till they reach number 10.

5. The facilitator to then sing the number rhyme- ONE, TWO, BUCKLE MY SHOE...

6. The facilitator to then help children complete **CNPW1- pg 24**

7. Ask the children to write number 10 in the MNB.

Skill - Numeracy skills

Home Work - CNPW 1 – Pg 25, MNB number 10

Hindi (Regional Language) - Introduction of letter ई /pg 18 Hindi -C

Recite letters अ se अ: from Hindi swarakshar chart pointing towards each letter and picture. Let children repeat after the facilitator.

Recap of letters अ, आ, इ with related pictures. Children to identify the letter and the pictures to say the correct sound of the letter.

Introduce letter 'ई' by showing the flashcard of the letter and related pictures. Facilitator to say ई (eee) se eekh, ई se eid, instruct children to repeat after the facilitator.

Encourage children to open Pg 18 Hindi -C, say eee se eekh, eee se eid.

Facilitator to draw eekh picture on the board with colour chalk and then write letter ई. Show children the correct formation of letter ई. Children to practice tracing letter ई on the slate, salt or flour tray for a few times, and write letter ई with correct formation in the worksheet Pg 18 Hindi-C.

Skill - Second language, cognitive, fine motor

Home Work - Match letter ई with related picture / write letter ई in / pg 19 Hindi -C.

Activity - mixing of red and white gives them pink

1. The facilitator to ask children if they know how to get the colour pink. The facilitator to demonstrate the same by taking a white paper and pinning it to the board so that it is visible. The facilitator to first take a brush and dip it in

red paint and make a stroke on the paper ask children what colour do they see. Then take another brush with white and ask them what they see. Then using the white brush add a little red to it and paint it on the white paper, ask children what do they see.

2. The facilitator to then tell children that when we mix red and white together we get pink. The facilitator to have a big paper plate with the colour pink ready for the activity. 3. The facilitator to give each child their DNB for this activity. The facilitator to have four or five balloons blown and kept ready. The facilitator to divide the class to four groups and each group to have pink paint ready in a paper plate and a brush and green paint bottle.



4. The facilitator to press the balloon in the paint and dab it on the paper. Do this four five times. Then ask the children to take the brush dip it in the green paint and draw stems to the flowers. The facilitator could refer the image as reference for the activity.

Skill - Gross and fine motor skills

Day 43

Independence day celebrations / Fancy dress – Freedom fighters

English (Literacy) - Narrate the story of capital “F” and learn about small letter “f”.

1. The facilitator to narrate the story flash cards of letter “f” and ask children who would like to narrate the story of letter f. (Note: The facilitator exclaims and says “Oh, What happened to f? It looks different today. Children may laugh or be astonished. Then the facilitator to introduce”f” to them saying that “F” is capital and “f” is known as small letter.
2. The facilitator to ask the children who narrate the story to place stars on the appreciation chart for themselves.
3. The facilitator to show the formation of small letter “ f ” on the board.

Steps to formation of letter 'f' :

Step 1: Draw a slight right curve from 1st red line followed by a standing line till the 2nd blue line.

Step 2 : Then draw a small sleeping line on the 1st blue line crossing the standing line.

4. The facilitator to encourage children to trace small letter “f “ using their index finger and middle finger together on the sand paper letter, then on the engraved letters & then on sand. (Note : The facilitator to place all the three tracing objects in a line so that each child can complete the tracing steps.

5. The facilitator to encourage children to complete CASL pg 26

Skill - Fine motor skills, Literacy skills , presentation Skills , communication skills

Home Work - CASL pg 27

Math (Numeracy) - Children write numbers 1 to 10

1. The facilitator to draw a box pyramid on the floor using chalk, with numbers randomly arranged from 1 to 10. Each child to get 2 turns. The child to stand in front of the box pyramid, another child to call out any number from 1 to 10, the child standing in front of the box has to walk to that particular number and jump that many times in the box.



2. Once the activity is done, the facilitator to ask children to open their MNB for the next activity.

3. The facilitator to ask children to write numbers 1 to 10 in their MNB. Then, ask children to use the ear bud, dip it in the paint (pink or purple only) and dab the ear bud to the number and make that many prints next to it. (here the facilitator can have chits with numbers 1 to 10) whichever number the child picks up that number to be done first.)

Skill - Numeracy, gross motor, and counting skills

Home Work - Write numbers 1 to 10 in MNB

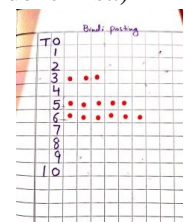
EVS (General Awareness) - Revise – Farm Animals

1. The facilitator to begin by singing the rhyme “DOWN ON GRANDPA’S FARM”

2. The facilitator does a quick recap of pet animals by showing children the flashcards of the previous class and ask children to name the animals out loud. The facilitator reminds children that these are pet animals and that they live with us as pets.

3. The facilitator ask children to name a few farm animals. The facilitator to prepare pictures of a few farm animals like cow, buffalo, goat, sheep, horse, pigs, hen, donkey. As children are naming the farm animals, the facilitator to place these pictures on the board.

4. The faciitator to ask children a few questions to help them understand more about farm animals. (open discussion) Have you ever been to a farm? What do you mean by farm / what happens on a farm?(A farm is a land that is used to



grow crops and raise animals to produce food.) How do farm animals help us ? (They provide us with food and clothing) What do we get from farm animals? Where do we find farm animals? (in the farm) What is the difference between farm animals & pet animals? Who looks after the farm & the farm animals? How many animals can we keep in the farm? (We can have many farm animals in the farm depending on how big the farm is) Can we keep all the animals together? Why?

5. The facilitator will ask children to **open EVS- C pg 40**

Skill - Knowledge of General Awareness

Home Work - Paste pictures of 5 pet animals in Drawing Book(dog, rabbit, fish, cat , bird)

Day 44

Circle Time

- 1.The facilitator to sound the rattle and let children take their respective positions.
- 2.The facilitator instructs children by saying when you hear one clap – you have to walk in a circle , when you hear two claps you have to stop in your place, when you hear three claps you have to walk in your place. And when you hear four claps you have to sit in your spot.
- 4.The facilitator to ask all children to stand up, hold hands and form a circle. Then, instruct them to leave their hands and listen carefully to the number of claps. Before starting confirm with children what they will do when they hear one clap (walk in a circle), two claps (stop in your place) , three claps (walk in your place) and four claps (sit in your spot)
- 5.The facilitator to begin clapping in an order (one clap, two claps, three claps, four claps) a few times till children have understood and then clap randomly.

Skill - Cognitive and Gross Motor Skills , Listening Skills, Concentration Building

Maths (Numeracy) - write numbers 1 to 10

- 1.The facilitator to begin by singing the rhyme “**One , Two Buckle My Shoe**”.
2. The facilitator to give each child their slate. The facilitator to have 10 ice- cream sticks ready with her. The facilitator to instruct the child that she will show them number of ice cream sticks and she wants them to count the number of ice-cream sticks shown and write the number on the slate and show it to her.
3. Once done with all the 10 numbers randomly, the facilitator to give dictation of **numbers (random)1 to 10 in MNB.**

Skill - Numeracy Skills , identification & recognition of numbers

English - write small letter “f”.

The facilitator to give each child a turn to write letter 'f' in the air. Then, to ask them to write it in the water tray.

The facilitator to give children their slate and ask them to practice writing small letter f on the slate on 4 lines.

The facilitator to then encourage children to **write f in ENB.**

Skill - Literacy skills

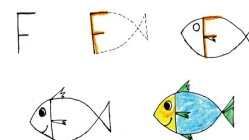
Home Work - Write “f” in ENB

EVS (General Awareness) - pet animals.

- 1.The facilitator shows children the model houses of farm animals and wild animals and checks to see if they remember the two kinds of animals. (farm animals & wild animals) only.
- 2.The facilitator to show children pictures of a few animals like cat, dog, rabbit, fish, love birds and ask children where would they find these kinds of animals? (expected answers home, pet shops)
- 3.The facilitator tell children that the animals that we keep at home are called pet animals. These animals are taken care of by people.
- 4.(open discussion) Do you think these animals can prepare their own food?
Can these animals tell us when they are feeling hungry or thirsty?
Can these animals visit the washrooms on their own?
Why do we keep these animals at home?
How do we take care of pet animals?
Can we leave pet animals locked up the house for many days alone especially when we go on a holiday?
- 4.Tell children that pet animals are humans best friend if we take care of them, they will take care of us and protect us.
- 5.The facilitator will ask children to open **EVS- C pg 38 , 39, 44**

Skill - Knowledge of General Awareness

Home Work - Oral revision of animals EVS – C pg 38, 39 & 40



F= Fish

Hindi (Regional Language) - Hindi Orals

Refer the end of the TGN for Orals.

Activity – FM - Draw a Fish with the letter 'F'

Teacher to draw each step on the board by explaining it clearly to the children.(F – Fish) Children to practice on the slate first and show it to the teacher.

Then, open their **DNB- Drawing Note Book** and do likewise step by step. Once done, let children colour the picture with crayons.

Skill - Fine motor skills, presentation skills

Day 45

Circle Time

1.The facilitator to sound the rattle and sing the circle time song till children have found their spot.

2.The facilitator to instruct children that there would be two cards, one red and one black (the cards to be shown to the children) when they see the red card they should march around noisily and when they see the black card they should tiptoe around.

3. Children must watch the facilitator carefully as the facilitator will change the card without informing. Children who miss to follow the instruction to be made to sit down.

Skill - being attentive

Hindi (Regional Language) - Recap of letter ई/ in LNB

Recap letter ई by showing the flashcard and asking children to identify and tell the sound of the letter and its picture.

Facilitator to show the flash card of letter ई with eek picture, let children say *eee se eekh, eee se Eid*, several times.

Facilitator to write letter ई on the board with the formation for the children to practice writing the letter.

Children to practice writing letter ई in their **LNB** with correct formation.

Activity – Draw a big letter ई on the floor with chalk and encourage children to jump according to the formation.

Facilitator to ensure that all the children get a turn.

Skill - Gross motor, cognitive

Home Work - Children to practice writing letter ई with correct formation in their LNB.

EVS (General Awareness) - pet animals.

1.The facilitator shows children the model houses of farm animals and wild animals and checks to see if they remember the two kinds of animals. (farm animals & wild animals) only.

2.The facilitator to show children pictures of a few animals like cat , dog , rabbit , fish , love birds and ask children where would they find these kinds of animals? (expected answers home, pet shops)

3.The facilitator tell children that the animals that we keep at home are called pet animals. These animals are taken care of by people.

4.(open discussion) Do you think these animals can prepare their own food?

Can these animals tell us when they are feeling hungry or thirsty?

Can these animals visit the washrooms on their own?

Why do we keep these animals at home?

How do we take care of pet animals?

Can we leave pet animals locked up the house for many days alone especially when we go on a holiday?

4.The facilitator tell children that pet animals are humans best friend if we take care of them once they will take care of us and protect us.

5.The facilitator will ask children to open **EVS- C pg 38 , 39, 44**

Skill - Knowledge of General Awareness

EVS (General Awareness) - Introduction to Wild animals.

1. The facilitator begins by singing the rhyme Down On Grandpa's Farm. Once done the facilitator does a quick recap by asking children What kind of animals are these? Where are all these animals found?. Today we will sing another rhyme “The Animal In Action Song”. (refer rhyme sheet) Find the link below to learn the action and the song.

(<https://www.youtube.com/watch?v=CT86D1442jA>)

2. The facilitator to place on the table flash cards of a few wild animals like lion, tiger, fox giraffe, elephant, camel, hippopotamus, zebra , etc. and shows it to the class and ask children to say the name out loud and paste the picture on the board. The facilitator then ask children what kind of animals they are?

3. The facilitator ask children a few questions to understand more about wild animals. Where do we find wild animals?

Can wild animals stay with us in our houses ? Why? Do wild animals need humans help to live/ survive? Do you know which animal is called the king of the forest? Look at all animals on the board and can you tell me which animal has a very long neck and is also the tallest animal? Can you name the animal with black and white strips?

4. The facilitator to then do a recap of wild animals by asking children the following questions:- Children should answer in full sentence. Where do we find wild animals? (forest, jungle, zoo)

Can wild animals be kept at home?

Who takes care of wild animals? (children may answer their parents) if so, then ask them how? (by eating flesh of other animals)

5. Pictures of animals to be shown and children to identify the animals.

6. The facilitator ask children to open **EVS-C pg 41 & 42**

Skill - Knowledge of General Awareness

Home Work - Revise EVS-C pg 41, 42, 43

English (Literacy) - write capital letter “F” and small letter “f”

1) The facilitator to ask each child to write on their partners back either capital F or small f and the partner has to guess if the letter written is capital or small. (Note: In case facilitator wants, can avoid asking peers to write on each others back and instead the facilitator to do the same on each child's back)

2) The facilitator to then call out to each child one at a time and ask them to write capital F or small f in the air and the other class members to say if the child has written correctly in the air by closely watching his / her hand movements.

3) The facilitator then give children a slate and ask them to practice writing capital and small letter Ff on it.

4) The facilitator shows children the flashcards of letter “f” and ask children to recalls the words that begin with “f”

4)The facilitator to then encourage children to **write Ff in ENB.**

Skill - Literacy skills

Home Work - Write Ff in ENB

Rhyme time

Refer Support Sheet attached with Block 3 Material

Day 46

Circle Time

1. The facilitator to sound the rattle and sing the circle time song and let children take their respective positions.

2. The facilitator to inform children that they are going to play a Sound Game. The facilitator to give instruction that she will begin with an animal sound and then touches the next child to pass it around the circle. When the facilitator says stop the next child to choose a new animal sound and pass it on till the facilitator says stop. This to be continued till all the children get a chance to make an animal sound.

Skill - Recognition of animals sound

Activity –Sand pit

1.The facilitator to take children out to the sand pit and allow them to play under the supervision of the facilitator.

2. The facilitator to place a few toys in the sand pit along with the sand bucket, shovel and encourage sharing.

Skill - Fine motor skills , gross motor skills, sharing and caring for each other

English (Literacy) - Introduction of letter G

1. The facilitator shows children the phonic flashcard of letter a and see if children are able to sing the song. The facilitator and the children sing the phonic song of letters from A to F. The facilitator then show letter “G” and sings the phonic sound to them three times & asks children to join her.

The facilitator to ask children to settle down as she will tell them a story of letter G (**Note:** The facilitator to ring the bell, the attention grabber for story telling session)

2. The facilitator to narrate story of G.

Letter G Story- “MILLY DREAMS BIG

One day Milly was sitting near her window dreaming.

Her mother came to her and asked her what was she dreaming about?

*Milly replied “ I am dreaming of running on the fresh **green grass.***

*I can see Purple and **Green grapes** ready on the table for me to eat.*

*I can see a **girl** opening a big **golden gate** welcoming me with a colourful **gift** in her hand.*

*As I walk in I see a white **goat** chewing on the fresh **grass.***

I sit to play a board **game** with the girl who welcomed me in.

As we played we saw a **gorilla** jump from one tree to another.

Wishing everyone good bye I came back home and my mother offered me some **grape** juice to make me feel happy.

(Facilitator to repeat the story twice for children to comprehend the same)

3. The facilitator then asks children if they would like to know how “G” looks like. Children may say 'yes'.

4. The facilitator to show children how to write Capital letter G on the board.

Steps to follow the formation of letter “G” :

Step 1 : Draw a right curve from the 1st red line to the 2nd blue line all the way up to the 1st blue line.

Step 2 : Draw a small sleeping line on the 1st blue line, a standing line from 1st blue line to the 2nd blue line.

5. The facilitator to ask children to practice the same using the formation of letter G on sand paper letter using their middle finger and index finger together. Then children to trace the letter “G” on the engraved and then in the sand tray.

(**Note** : The facilitator to place all the three tracing objects in a line so that each child can complete the tracing steps in a line and settle down on their seats)

6. The facilitator to help children to complete **CACL pg 28**

Skill - Fine Motor Skills, Literacy Skills

Home Work - **CACL pg 29**

Maths (Numeracy) - Missing numbers from 1 to 10

Facilitator to write numbers 1 to 10 on the board with a few numbers missing.

Ask children to identify and say the missing numbers.

Once done, let children open CNPW1 /Pg 26 and complete the worksheet.

Teacher to draw objects on the board. Call children randomly ,ask them to count the objects and write the number

The facilitator to then ask children to complete **CNPW 1- pg 26**

Skill - Numeracy skills

Home Work - Complete **CNPW 1- pg 27**

EVS (General Awareness) - Wild animals.

1. The facilitator begins by singing the rhyme Down On Grandpa's Farm. Once done, the facilitator does a quick recap by asking children What kind of animals are these? Where are all these animals found? Today we will sing another rhyme “ The Animal In Action Song”. (refer rhyme sheet) Find the link below to learn the action and the song.

(<https://www.youtube.com/watch?v=CT86D1442jA>)

2. The facilitator to place on the table flash cards of a few wild animals like lion, tiger, fox, giraffe, elephant, camel, hippopotamus, zebra , etc. and shows it to the class and ask children to say the name out loud and paste the picture on the board. The facilitator then ask children what kind of animals they are?

3. The facilitator ask children a few questions to understand more about wild animals. Where do we find wild animals? Can wild animals stay with us in our houses? Why? Do wild animals need humans help to live/ survive? Do you know which animal is called the king of the forest? Look at all animals on the board and can you tell me which animal has a very long neck and is also the tallest animal? Can you name the animal with black and white strips?

4. The facilitator to then do a recap of wild animals by asking children the following questions:- Children should answer in full sentence. Where do we find wild animals? (forest, jungle, zoo)

Can wild animals be kept at home?

Who takes care of wild animals? (children may answer their parents) if so, then ask them how? (by eating flesh of other animals)

5. Pictures of animals to be shown and children to identify the animals.

6. The facilitator ask children to open **EVS-C pg 41& 42**

Skill - Knowledge of General Awareness

EVS (General Awareness) - Homes of farm and wild animals

1. The facilitator does a quick revision by showing children the pictures of farm animals and wild animals and pasting them on the board and asking them to identify the animals. (Facilitator can use the pictures of animals mentioned below)The facilitator ask children where do they live? (home) So, just like we live in our home animals also have a home or a shelter to live in pointing at the pictures on the board.

2. Now lets see one by one the name of animals and their home.

The facilitator to show the picture of the animal on the board and then its house - A dog (animal) – kennel (home) , elephant(animal) – forest (home), Camel (animal)- desert (home), bear(animal) – cave (home), lion (animal) – den (home) , cow (animal)- shed(home) , horse (animal) – stable(home) , monkey (animal) – trees (home) , hen (animal)-coop (home), sheep (animal) – pen (home), pig (animal) – sty (home)

3. The facilitator will now ask children to identify the farm animals and place them separately on the other side of the board.

4. The facilitator will now do a recap of the homes of wild animals and farm animals.

Skill - Knowledge of General Awareness

Home Work - Paste pictures of the homes of 4 wild animals and 4 farm animals in your GKNB.

Day 47

Circle Time

1) The facilitator to give clear instructions like raise their hands to speak or ask a question, look at the person speaking, listen to the person speaking. The facilitator to begin with the circle time song.

2) The facilitator to do a very simple activity called “**Pass On Rain**”, (the facilitator to raise her hands up and down with fingers wiggling and touch the next child to pass it on) The class to follow the facilitator to pass on thunder (point to the ears), thinking(point to the head), looking (point to the eyes)

Skill - Fun and attentiveness, activeness and participation skills

English (Literacy) - write letter “G”

1. The facilitator to begin the class by singing the phonic sound of “G”and then quickly doing a revision of letter G by narrating the story of G. The facilitator shows the flash cards and asks the names of the words with “G.”

2. The facilitator to then ask children to write the formation of G on water and then practice on the slate.

3. The facilitator to then encourage children to **write Capital G in their ENB.**

4. Children who finish writing ENB can use moulding clay/ natural dough to form letter “G ”

Skill - Literacy Skills , Fine Motor Skills

Home Work - Write capital G in ENB

Maths (Numeracy) - Backward counting

1. The facilitator to begin by singing the number rhyme 5 little monkeys jumping on the bed. The rhyme to be sung with actions.

2. The facilitator to ask children to move 5 steps forward and move 5 steps backward. The facilitator to do the same by drawing 5 boxes in a line and writing numbers 1 to 5. Ask children to jump forward 5 times and then jump backward 5 times.

3. The facilitator to draw a number line on the board and jump forward 5 times and draw another line jumping backward 5 times.

4. The facilitator to use different objects like ice- cream sticks, book, chalk and pencil and do the same. Show them the five objects and then do a backward count.

5. The facilitator to now help children to count numbers 1 to 5 on their fingers and then looking at the board count numbers backward. Here the facilitator to stress on backward counting. The facilitator to ask each child to come out and count backward numbers 5 to 1 on their fingers.

6. The facilitator to encourage children to complete **CNPW – 2 pg 18**

Skill - Numeracy and Cognitive Skills

Home Work - Complete CNPW – 2 pg 19

Hindi (Regional language) - Sequential writing of Letters अ, आ, इ, ई in LNB

Facilitator to start the session by reciting the letters **अ से अ:** from hindi swarakshar chart pointing towards each letter and picture. Encourage children to repeat after the facilitator.

Recap of letters **अ, आ, इ, ई** with related pictures. Let children identify the letter, pictures and say its correct sound.

Facilitator to place the flashcards of letters and related pictures on the table. Call each child.....show any one flash card of the letter and encourage children to pick up the related picture.

Facilitator to write letters **अ, आ, इ, ई** on the board while saying **a se anar, aa se aam, e se imli, eee se eekh.**

Encourage children to repeat after the facilitator.

Facilitator to show the formation step by step for the children to understand and write clearly.

Facilitator to encourage the children to open their **LNB and write** letters **अ, आ, इ, ई** in sequence.

Skill - Cognitive, fine motor

Home Work - Children to practice writing letters अ, आ, इ, ई in LNB in sequence.

Activity - Gross Motor Skills

1. The facilitator to have the class divided into 3 groups. For each group a different activity ready. The facilitator to number the table as 1, 2, 3. Once the group is made the facilitator to ask one child from the group to pick up a chit. The facilitator to then encourage the team to sit on the table as per the chit.



– group one – A black chart paper cut into four pieces. Each piece of chart paper to have a different pattern drawn on it and placed on the table. Along with the chart paper have some colourful beads, pasta fryums and rajma beans placed in different containers and kept on the same table. Children to pick one chart paper with the pattern of their choice and using the above material to decorate the chart without using glue.



2. On the second table the facilitator to take a white chart and cut it into four and place it on the table along with paint, water, 4 paint brushes and a napkin. The facilitator to tell children to take one chart paper and a paint brush and using the colours to do whatever they like using the paint.

3. On the third table the facilitator to give black chart paper without drawing any pattern on it. The facilitator to have a bunch of ear buds put together and two colour paint poured and kept ready in a pallet. The facilitator to instruct children to dip one side of the ear bud in the paint and decorate their chart. No more instruction to be given to the child. Here the facilitator to observe the children to see if they are using the same side for two different paints or using two different paints.



4. Once done picture of group two to be taken and along with the other two groups child work to be displayed.

Skill - Cognitive, Fine motor and Gross Motor Skills

Day 48

Special Assembly

English (Literacy) - Narrate the story of capital “G” and learn about small letter “g”.

1. The facilitator to narrate the story flash cards of letter “g” and ask children who would like to narrate the story of letter g. (Note: The facilitator exclaims and says “Oh, What happened to g? It looks different today. Children may laugh or be astonished. Then the facilitator to introduce “g” to them saying that “G” is capital and “g” is known as small letter.
2. The facilitator to ask the children who narrate the story to place stars on the appreciation chart for themselves.
3. The facilitator to show the formation of small letter “g” on the board.

Steps to formation of letter 'g' :

Step 1 : Draw a right curve from the 1st blue line to the 2nd blue line going straight up back to the baseline

Step 2 : Then make a standing line from the 1st blue line to the tail line and then a small upward curve to the left.

4. The facilitator to give each child to trace small letter “g” using their index finger and middle finger together on the sand paper letter, then on the engraved letters & then on sand. (Note : The facilitator to place all the three tracing objects in a line so that each child can complete the tracing steps in a line and settle down on their seats)

5. The facilitator to help children complete **CASL pg 28**

Skill - Literacy Skills

Home Work - Write small letter 'g' - **CASL pg 29**

Maths (Numeracy) - Backward counting

1. The facilitator to begin the class by singing the number rhyme song 5 little ducks went out one day. (actions to be done while singing the rhyme)
2. The facilitator to make children count backward numbers 5 to 1 using their fingers.
3. The facilitator to do the same by using ice cream sticks.
4. Using the number boxes of the previous class the facilitator to ask children to take turn to jump and count backward numbers from 5 to 1.
5. The facilitator to then tell children to imagine that a rocket wants to take off and for that they want to count backward for it to take off. So, lets start the count. The entire class to start counting as 5, 4, 3, 2, 1, 0 and show the action of the rocket taking off.

The facilitator to then encourage children to write backward counting **5 to 1 in the MNB**

Skill - Cognitive & Numeracy Skills

Home Work - Write backward counting 5 to 1 in the MNB

Story Time

Refer Support Sheet attached with Block 3 Material- “ The Boy Who Cried Wolf”

EVS (General Awareness) - Animals and their young ones

1. The facilitator begins by showing a picture of a baby and asking children to name the picture. (expected answer – baby) The facilitator then tell children that they are called **Infants**. In the same way animal babies also have names given to them when they are born. Lets see a few of them. The facilitator to use the same animals she used in the last class so that children are able to relate. (The facilitator to also keep the house pictures of different animals ready)
2. The facilitator to show picture of the animal and then its baby. Pictures like dog (adult) – puppy (baby) , horse (adult) – foal (baby), cow (adult) – calf (baby), sheep (adult) – lamb (baby), monkey (adult)- infant (baby), lion (adult) – cub (baby), elephant (adult) – calf (baby), camel (adult) – calf (baby) , bear (adult) – cub (baby) , pig (adult) – piglet (baby)
3. The facilitator will now ask children to pick the pictures of wild animals and their young ones and place them separately on the board.

Once the animals are separated the facilitator ask different children to place the houses the live in next to the mama animal and baby animal saying that they to live in a house together as a family.

5. The facilitator to ask children to open **EVS- C pg 45**

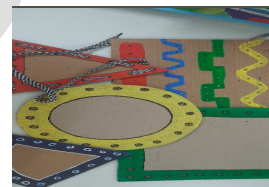
6. The facilitator to make sure that the picture of the babies and their homes are displayed at the reach of the child. So that the facilitator can ask children to put the animal and their homes together as a revision whenever they complete their work soon.

Skill - Knowledge of General Awareness

Home Work - Paste 5 pictures of animals and their young ones in GKNB.

Activity – FM

1.The facilitator to provide children with the lacing board (facilitators can make this using thick cardboards and a punching machine) The facilitator to make sure a proper fine lace to be kept ready.



Skill - Fine motor and gross motor skills

Day 49

Circle Time

1. The facilitator to sound the rattle and children to follow singing the circle time song and finding their respective spots. Once children have found their spot, the facilitator to tell children that they are going to tell their friends What they do once they go back home.
2. The facilitator to remind children that they can speak only when they have the “**Talking Ted**” in their hand, until then they need to wait for their turn.
3. The facilitator to begin by sharing her experience of What she does once she goes back home. The facilitator to begin by saying “Once I go back home I.....” and pass on the speaking object to the child sitting next to her.

Skill - Cognitive and literacy skills

Maths (Numeracy) Count backwards

1. The facilitator to place a few rajma beans on the table and ask each child to collect five rajma beans from the center of the table and place it in front of them on their table.
2. The facilitator to give each child their slate and ask them to write numbers 1 to 5 one below the other. Then ask children to then place all the beans in front of the numbers in a standing line.
3. The facilitator to then instruct children to remove one bean at a time counting backward.(5, 4, 3, 2, 1, 0)
4. Using the number box drawn on the floor the facilitator to make two children jump at a time and ask them to count backward from numbers 5 to 1
5. The facilitator to then encourage children to complete writing backward numbers **5 to 1 in MNB.**

Skill - Numeracy & Gross Motor Skills

Home Work - Write 5 to 1 in MNB

English (Literacy) - write small letter “g”.

The facilitator to give each child a turn to write letter 'g' in the air. Then, to ask them to write it in water tray. The facilitator to give children their slate and ask them to practice writing small letter 'g' on the slate and show it to her. The facilitator to then encourage children to **write 'g' in ENB.**

Skill - Literacy Skills

Home Work - Write small letter 'g' in ENB

EVS (General Awareness) - water animals

The facilitator to have different water animals kept in different places of the classroom.

1. The facilitator to begin the class like swimming in the ocean. The facilitator to then ask children what she is doing? (swimming) “Would you lovely children like to come swimming with me?” (yes) Ask children to come out of their places doing the swimming action. The facilitator to move around the class and stop to a place where the fish is kept. And say, “Hey children see who is here to meet us. It is a star fish. Lets go around and see which other sea animals we meet” (the facilitator to go around swimming to the next place where the fish is placed. “Hey see children we found another fish, Can you guess the name of this fish?” (octopus) The facilitator to place some fish at the sight of children. Ask children to go swimming and see if they can find any fish. (the facilitator to place the following fish – seahorse, crab, jelly fish, whale, shark)

2. The facilitator to collect all the fish and ask children to name the fish one by one. The facilitator to then ask children what kind of animals are these? Are they wild animals, domestic animals (No , they are water animals)

3. The facilitator teaches water animals by asking children the following animals.

Where do we find these water animals? (Children might answer water, but you can tell them yes we find them in lakes, rivers, ocean, sea).

Do you know if a fish can breath in water? (some children might answer yes , some might answer no) If a child says yes ask them how- if the child is able to answer give the child a star on his or her hand. If no, ask them how do you breathe? (children answer nose) In the same way a fish can breath in water through its gills.

Do you know any animal that lives in water as well on land? (children might answer crocodile , alligator, turtle, frog)

4. The facilitator to tell children that such animals are called as Water animals.

5. The facilitator to ask children to open **EVS- C pg 46.**

Skill - Knowledge of General Awareness

Home Work - Paste pictures of five water animals in their GKNB.

Hindi (Regional language) - Activities (अ, आ, इ, ई in LNB)

Start the session by reading letters from Hindi Swarakshar chart.

Recap of letters i.e अ, आ, इ, ई by showing the flashcards of letters with related pictures and ask children to identify the letter and name the pictures.

Facilitator to write letters अ, आ, इ, ई on both sides of the board in different sequence in a column and encourage children to match the same letters.

1. Facilitator to write letters अ, आ, इ, ई on the board and draw related pictures to the other side and ask children to identify the letter and match the letter to the picture.

2. Facilitator to draw any one picture starting with one of the letters अ, आ, इ, ई and write 3 different letters on the board....encourage children to identify the picture and circle the correct letter.

3. Facilitator to shuffle the letters and encourage children to arrange the letters in a sequence.

Skill - Cognitive

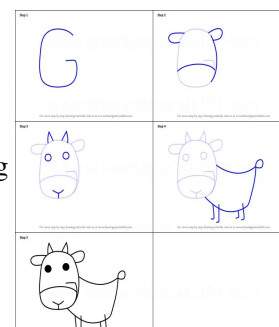
Home Work - Children do the activities related to अ, आ, इ, ई in LNB as given in CW.

Activity – FM - Draw a Goat with letter G.

1. The facilitator to give children their DNB and tell them that they are going to learn how to draw a goat with Capital G. The facilitator to ask children to write Capital G and small letter g to the top of the page.

2. The facilitator to look at the image and follow the steps to draw the goat.

Skill - Fine motor skills



Day 50

Circle Time

The facilitator to sound the rattle and sing the circle time song. Once they have found their place the facilitator to have a discussion to help children remember what they learnt in the previous class by asking questions. Remind children that if they want to answer they need to raise their hand for the talking toy. Once they get the talking toy they will be given a chance to speak. Appreciate the children by giving them a smiley on their hand after the circle time.

Hindi (Regional Language) - Introduction of letter उ Pg 20 Hindi C

Facilitator to show the flashcard of letter उ along with its related pictures like ullu, uphaar, upwan etc.,

Repeat from swarakshar chart and recite the letters अ से अ: tak, with pictures.

Instruct children to open **Pg 20 Hindi - C**, place their finger on each picture and say उ से ुलु, उ से uphaar (Gift), उ से upwan (garden). Encourage children to repeat after the facilitator.

Facilitator to write letter उ on the board and show the correct formation

Encourage children to practice writing the letter few times on the slate or sand tray.

Once done encourage children to trace and write the letter in **Pg 20 of Hindi -C**

Skill - Cognitive

Home Work - Trace and write the letter with correct formation in Pg 21 Hindi-C.

EVS (General Awareness) - Recap of water animals.

The facilitator to place all the water animal images on the table and ask each child to come and identify the fish . Once all the animals are identified correctly ask children the following questions and encourage them to respond in full sentence.

How do fish breathe?

Can all fish live without water?

Where all can we find fish?

If I have a fish as a pet where would I keep it?

Are all fish of the same size and colour?

Can you name an animal that lives in water but not a fish?

The facilitator to ask children to draw different kinds of fish they have seen in their DNB and colour it

Skill - Knowledge of General Awareness

Home Work - Revise EVS- C pg 46

English (Literacy) - Write capital letter “G” and small letter “g”

1) The facilitator to ask each child to write on their partners back either capital G or small g and the partner has to guess if the letter written is capital or small. (Note: In case facilitator wants, can avoid asking peers to write on each others back and instead the facilitator to do the same on each child's back)

2) The facilitator to then call out to each child one at a time and ask them to write capital G or small g in the air and the other class members to say if the child has written correctly in the air by closely watching his / her hand movements.

3)The facilitator then give children a slate and ask them to practice writing capital and small letter Gg on it, on 4 line. The facilitator shows children the flashcards of letter “g” and ask children to recall the words that begin with “g”.The facilitator to then encourage children to **write Gg in ENB.**

Skill - Literacy skills, Children confidently write capital and small letter Gg.

Home Work - Write Gg in ENB

Drama

Refer Support Sheet attached with Block 2 Material- “Thirsty Crow”

Day 51

Circle Time

1. The facilitator to sound the rattle and sing the circle time song and take their respective places. Once children are done and have found their spot the facilitator to help children recollect what they learnt in the previous class by asking the following questions. (the facilitator to keep ready pictures of water animals, a slate, chalk, duster.

2) What did we learn in EVS? Facilitator to talk about the water animals.

3) What else did we learn yesterday? Facilitator to sing the phonic song of letter 'g'. Call any two children to write the letter on the slate, one will write capital and one will write small letter g.

Skill - Cognitive Skills, literacy skills

Activity - GM

1. The facilitator to call out five children and have them pick another child to be a part of their group one at a time. Once the groups are formed the facilitator to call those five children to pick a chit that has numbers 1 to 5. Number 1, 2 , 3 , 4 , and 5 to be written on the table. Once children have picked their numbers make them sit on the tables respectively.

2. The first table to be placed with as many blocks as possible in a basket and kept on the table. The facilitator not to instruct anything to the children, but just observe what they are doing. In case they need help ask them to construct a tower but the tower should not fall.

3. The second table to be placed with lacing shoe. The facilitator not to instruct anything to the children, but just observe what they are doing. In case they need help ask them to try to tie a shoelace and if they are done ask them to untie. This

to be done with all the children in the group.

4. The third table to be placed with a bowl having 10 colourful beads of five different colours and laces or a stick and stiff thread which is easy for a child to pass the bead through. The facilitator not to instruct anything to the children, but just observe what they are doing. In case they need help ask them to select a colour bead that they would like to thread and ask them to thread all the colour beads.
5. The fourth table to be placed with 4 to 5 black charts with patterns on it, and some colourful buttons, pasta, pista shells, fryums placed in different bowls. The facilitator not to instruct anything to the children, but just observe what they are doing. In case they need help ask them to follow the patterns. Either they can use different materials or they can pick any one.
6. The fifth table to be placed with a bowl with different colour beads or small pompoms, with that many empty containers. The facilitator not to instruct anything to the children, but just observe what they are doing. In case they need help ask them to separate the colourful beads/ pompoms in separate bowls
7. The facilitator to note that in case any group is done they can exchange their activity. The facilitator to monitor if all the children are doing the activity correctly.

Skill - Cognitive, fine motor and gross motor skills

English(Literacy) - Identify and recognize the capital letter “H”

1. The facilitator to begin the class by singing the phonic song from A to G showing the phonic song flash card of the letters. The facilitator to then sing the song of letter 'H'. The facilitator to sing the phonic song a couple of times and ask children to join her in singing with actions. Then let the children settle down on their seats and the facilitator to ring the bell. (the attention grabber for story time)
2. Using the soft board the facilitator to narrate the story of “Letter H” to the children.

“Story H” (for Flashcard the facilitator to refer annexure)

ON A SUMMER HOLIDAY

*There was a boy named Ram and a girl named Milly they had summer **holidays**. They decided to go to their big **House** in the village. On their way, they saw a big **Hippopotamus**. When they reached the big **House** they saw a **Horse** and a **Hen**. Suddenly, they noticed the fence was broken and they did not want the **Horse** or the **Hen** to run away. Ram quickly ran to the **House** and brought a **Hammer** and fixed the broken fence. Ram and Milly were **happy** because, now they knew that the animals would not run away. Milly and Ram decided to take a walk in the garden. As they were taking a walk they saw a **helicopter** passing by. They ran behind the **helicopter** trying to catch it. They both got tired and **hungry** and walked back to the big **house**.*

(The facilitator to read the story at least twice to the children. Then repeat all the words with letter “H”

3. The facilitator to show the formation of capital H on the board.

Steps to write the formation of letter H :

Step 1 : Draw a standing line from the 1st red line to the 2nd blue line.

Step 2 : Leave a little space draw another standing line from the 1st red line to the 2nd blue line.

Step 3 : Draw a sleeping line on the 1st blue line joining both the standing lines.

4. Then the facilitator to ask children to trace letter H on sand paper cutout of letter H with their index and middle finger together. (Note: The facilitator to make children come in a line, first they would trace the sand letter & then on the sand kept in a tray and then go back and sit on his / her chair.

5. The facilitator to then ask children to write the same on sand.

6. The facilitator to then ask children to complete **CACL pg 30**

Skill - Literacy Skills.

Home Work - Complete **CACL pg 31**

Maths (Numeracy) - Count numbers backward from 10 to 1

1. The facilitator to ask children to come out of their places and stand in a straight line one behind the other. The facilitator to ask children to hold each others shoulders and jump forward 5 times. Then, ask them to jump backward 3 times. Now ask them to leave the shoulders and form a circle. Now ask children to jump forward 1 step then jump backward 1 step. Do this 3 to 4 times. Now ask children to sit in a circle, make them do a rote count of forward numbers 1 to 10 and then backward number 10 to 1. (Do the backward count several times by pairing children. Ask the pair to come in the center and do a backward count)
2. The facilitator to add another 5 boxes to the boxes drawn on the floor of the previous class and write numbers 6 to 10 on it. Ask them to hop backward saying the number out loud.
3. The facilitator to draw a number line on the board and write numbers 1 to 10 on it. Do a rote count couple of times,

counting backward 10 to 1. Now, encourage children to complete **CNPW 2- Pg 20**

Skill - Numeracy and cognitive Skills

Home Work - Complete CNPW 2 – pg 21

EVS (General Awareness) - Birds.

1. The facilitator to begin the class by singing the rhyme “Two Little Dicky Birds Sitting On A Wall “(refer Rhyme Sheet) The facilitator to prepare finger puppets of two birds.

2. The facilitator to ask children why did they sing a rhyme about birds? (children may answer that they are going to learn about birds). The facilitator to tell children that till now we learnt about farm animals, pet animals, wild animals, water animals. So, now we are going to learn about birds.

3. The facilitator to ask children the following questions:- (encourage children to answer in full sentence) What do birds do? (birds fly) How do birds fly? (Birds fly with the help of their wings.)

Can all birds fly? (Some may say yes , some may say no.

The facilitator to address children that not all birds can fly like penguin , ostrich – Picture of an ostrich and penguin to be shown. Does anyone know why they cannot fly? (see if any child can answer) The facilitator to tell children that they cannot fly because they have very small wings and their body is very big.

Do you know children that an ostrich is the largest bird in the world. Are birds big or small? (here are birds that are big and small) like sparrow, crow, pigeon hen, eagle, peacock, dove, duck, cuckoo, parrot.

Like we have skin on our bodies What do birds have? (children may answer- Birds have feathers. If not tell them that birds have feathers.)

The facilitator to ask children what helps us to eat? (Children may answer mouth, hand, teeth.... The facilitator to then ask children if they know what birds use to eat? (a child may or may not answer) The facilitator to tell them that it is the beak that helps them to eat. Show the pictures of different birds and ask a few children to point to the beak.

Where does a bird live? (A bird lives in a nest) Are birds of the same colour? (No, birds are of different colour.)Do you know which is our National bird? (Peacock is our national bird) Do you know what do birds like to eat? (birds like to eat seeds , nuts, worms and insects) A few wheat grains to brought and kept in the class.

4. The facilitator to end the class with a quick recap of birds.

Skill - Cognitive & Literacy skills

Home Work - Stick pictures of 5 different birds in their GKNB.

Rhyme Time

The facilitator to sing the rhymes “Down on Grandpa's Farm” & “ 10 Little Monkeys Jumping On The Bed”, “ One Two Buckle My Shoe”, The Ants Go Marching”, “The animals in Action Song” , “ 5 Little Ducks Went Out One Day”

Day 52

Circle Time

Rakshabandhan Rakhi making

English (Literacy) Recap of the story of Letter H and write capital “H” in ENB.

The facilitator to begin the class by singing the phonic sound of “H”and then quickly do a revision of letter H by narrating the story of H.

2. The facilitator shows the flash cards and asks the names of the words with “H”

3. The facilitator to then ask children to write the formation of H on water and then practice on the slate.

4. The facilitator to then encourage children to **write Capital H in their ENB.**

5. Children who finish writing ENB can use molding clay/ natural dough to form letter “H ”

Skill - Literacy Skills

Home Work - Complete capital H in ENB.

Maths (Numeracy)

1. The facilitator to begin singing the number rhyme song called “10 Little Monkeys Jumping On The Bed”

2. The facilitator to make children complete writing Backward numbers from **10 to 1 in MNB**

3. The facilitator to draw a number line on the board and have colourful number cards ready to place them on the number line. The facilitator to tell children that when we count backwards from a given number we get the before numbers (the facilitator using the number line to count backwards)

4. The facilitator to write numbers 1 to 10 on the board and then draw a bridge over it, with three children on one side towards number 1 and 1 on the other side towards number 10. The facilitator tells children that the three friends are

calling Raju to play with them on the other side, but for that Raju needs help from the class, So, every time Raju needs to jump the class needs to help him with the before number. The facilitator to ask children what number does Raju need to jump on to move towards his friend. Children will answer 10. The facilitator to then ask children what number comes before 10 that Raju needs to jump on. Children will answer

5. The facilitator to continue this till Raju reaches his friends. (The facilitator to keep in mind to keep using the word before numbers(before 10, before 9, before 8.....)

Skill - Numeracy and Cognitive skills

Home Work - Backward Numbers from 10 to 1 in MNB

Hindi (Regional Language) - letter ञ/ in LNB

Recall letter ञ from Pg 20 Hindi-C, point to letter ञ and say ञ से उल्लू, ञ से उप्हार, ञ से उप्वान. Encourage children to repeat after the facilitator.

Facilitator to write letter ञ on the board and encourage each child to write letter ञ on a slate.

Children to write letter ञ in their **Language Note Book** with correct formation.

Skill - Fine motor

Home Work - Write letter ञ with correct formation in the Language Note Book.

Day 53

Circle Time

1. The facilitator to sound the rattle and sing the circle time song and take their respective places. Once children are done and have found their spot the facilitator to help children recollect what they learnt in the previous class by asking the following questions.

2) What did we learn in Math? Facilitator to talk about the Backwards numbers.

3) What else did we learn yesterday? Facilitator to sing the phonic song of letter 'H'. Call any two children to write the letter on the slate, one will write capital and one will write small letter g.

Skill - Cognitive Skills, literacy skills

English (Literacy) - Narrate the story of capital “H” and learn about small letter “h”.

1. The facilitator to narrate the story flash cards of letter “h” and ask children who would like to narrate the story of letter h. (Note: The facilitator exclaims and says “Oh, What happened to h? It looks different today. Children may laugh or be astonished. Then the facilitator to introduce”h” to them saying that “H” is capital and “h” is known as small letter.

2. The facilitator to ask the children who narrate the story to place stars on the appreciation chart for themselves

3. The facilitator to show the formation of small letter “ h ” on the board.

Steps to write formation of small letter h :

Step 1 : Draw a standing line from the 1st red line to the 2nd blue line.

Step 2 : Without lifting the writing tool, draw a down curve from the 2nd blue line touching the 1st blue line.

4. The facilitator to give each child to trace small letter “h “ using their index finger and middle finger together on the sand paper letter, then on the engraved letters & then on sand. (Note : The facilitator to place all the three tracing objects in a line so that each child can complete the tracing steps in a line and settle down on their seats). The facilitator to then help children complete **CASL pg 30**

Skill - Fine Motor Skills, Literacy Skills, Presentation Skills, Communication Skills

Home Work - Complete CASL pg 31

Maths (Numeracy)

1. The facilitator to sing the number rhyme song THE ANTS GO MARCHING ONE BY ONE (refer the rhyme sheet and sing with actions)

2. The facilitator to write a few numbers on the board and ask children to come out and write the before number. For example :- ----- 5, ----- 9, ----- 2(Do this till all get a chance to write on the board)

3. The following to be written in MNB

Before Numbers

1. ----- 9

2. _____ 8

3. _____ 7

4. _____ 6 Continue this till you reach _____ 1.

Children to write before numbers **1 -10 in MNB.**

Skill - Numeracy Skills

Home Work - Write before numbers in MNB

Activity - Purple

1. The facilitator to divide the class into four groups. The material to be kept ready are:- a big plate with purple paint , yellow and green paint separately in a palate with a few paint brushes, and a small bucket of water for children to wash their hands and a napkin to wipe their hands dry.

2 .The facilitator to have a chart paper cut into four parts. The facilitator to place the paint plate on the table and ask children to come one by one to form a beautiful flower (Please refer the picture).

The facilitator to dab a child's hand into the paint and trace his / her hand on the chart paper. The facilitator can take hand print of six children for one flower, after tracing the hand on the chart paper ask the child to dip his / her hand in the bucket of water to wash off the paint and then wipe their hands dry with the napkin. Once their hand is dry the facilitator to make them take a brush and dip it in the yellow paint and make two dots in the center of the flower. The facilitator using another brush asking children to hold her hand to draw a stem for the flower. The facilitator to make children write their name on the chart. Same to be done with the other three charts. Once the chart is dried, pin it to the string placed in the classroom. The facilitator to ask children, to speak about the object that they brought from home to the class.



Skill – Fine Motor

EVS (General Awareness) - Revision of birds and are introduced to insects.

1. The facilitator to tell children that she is going to take children out for a bird watch. The facilitator to take help from an ayah and ask them to throw a few grains on the ground before the children come. The facilitator to also keep ready a few insects collected in empty transparent glasses for observation.

2. The facilitator to take children out for bird watching. The facilitator to make sure a carpet is placed so that children can sit and listen to you. The facilitator to take the grains which was kept in the class a day before and give each child a few grains in their hand and ask them to throw it for the birds.

3. Do a quick recap by asking the following questions. What do birds do? How do birds fly? Can all birds fly? Does anyone know why they cannot fly? Where does a bird live? Do you know which is our National bird? Do you know what do birds like to eat?

4. Show children the different insects collected like an ant / bug / butterfly / worm / mosquito / cockroach/ grasshopper / bee (in case you are not able to find any insect pictures of the same to be kept ready.) The facilitator to also have a magnifying glass and give each child a chance to look through the magnifying glass to observe the insect body. The facilitator to now introduce insects to children by asking them the following questions.

How many legs do insects have? (Insects have 6 legs)

What do insects eat? (Insects eat fruits, leaves, roots, flowers and other parts of a plant)

Where do insects live? (Most insects live on land and on trees)

5. The facilitator to ask children to repeat the insect names a couple of times.

6. The facilitator to ask children to open **EVS- C pg 47**

Skill – Knowledge of General Awareness

Home Work - Recap of EVS- C pg 47

Day 54

Circle Time

1. The facilitator to sound the rattle and sing the circle time song. Once children have found their spot the facilitator reminds them that they get a chance to talk once they receive the talking toy. The facilitator to tell them that today they are going to tell each other how they help their parents at home. Each child to be appreciated by claps and made to feel proud for helping their parents in small simple ways. Give each child to appreciate themselves by placing a star in their appreciation jar.

Skill – Cognitive skills

Maths (Numeracy) - Write number ELEVEN

1. The facilitator to have 10 colour pencils in the hand and one colour pencil on the table. Ask children to count the pencil as you show them one by one. Once children have counted the tenth pencil, tell them that when you put one more pencil you get 11 pencils. So 10 and 1 is 11.

2. The facilitator to have 11 blocks kept separately on the table. The facilitator to add the 11 blocks one at a time placing them one top of another counting and forming a tower.

3. The facilitator shows children the formation of number 11. Tell children that two standing lines makes 11.

4. The facilitator helps children to complete **CNPW-1 pg 28**

Skill – Numeracy & Fine motor skills

Home Work - Complete CNPW-1 pg 29

English (Literacy) - write small letter ‘h’.

The facilitator to give each child a turn to write letter 'h' in the air. Then, to ask them to write it in the water tray. The facilitator to give children their slate and ask them to practice writing small letter 'h' on the slate and show it to her. The facilitator to then encourage children to **write 'h' in ENB.**

Skill – Literacy Skills

Home Work - Write small letter h in ENB

EVS (General Awareness) - Recall about insects.

1. The facilitator to begin by asking the class to name some insects that they might have seen.
2. The facilitator to show the flash cards of different insects and ask them to name them.
3. The facilitator to then ask children the following questions.

Where do insects live? What do insects eat? How many legs do insects have? Are all the insects of the same size and colour? How many of you like insects? What would you do if you saw an insect? Can we have an insect as a pet? If you had to keep one insect with you, which insect would you keep? (each child to be given a chance to name an insect.)

EVS C Pg 47

Skill – Knowledge of General Awareness

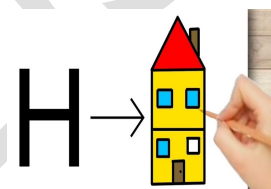
Home Work - Paste pictures of 5 insects in your GKNB.

Hindi (Regional Language) - Hindi Orals

Refer the end of the TGN for Orals.

Activity FM - Draw a house with capital letter H Picture

1. The facilitator to hand over to each child their DNB and tell them that they will learn to draw a house with the letter H.
2. The facilitator to follow the instruction looking at the image given below.
3. Make children write capital H and small h on the left side of the page.



Skill – Fine Motor skills

Day 55

Circle Time

The facilitator to sound the rattle and sing the circle time song. Once children have found their spot the facilitator to tell children that they would have to talk about their favorite friend and remind them that they need to have the talking toy with them to speak. Until then they need to wait their turn. Give the talking toy to a child who would like to speak first. Continue till all are done. The facilitator to be the last to speak on her best friend. The facilitator to take the names of the children who were not called out and say that they are my best friends because

2. The facilitator to end the session by saying that we need to take care of our friends and look after them by caring and sharing for them. We should be friends with each other because the more friends we have, more the fun.

Skill – Socio emotional skills

Hindi (Regional Language) - Introduction to letter ऊ Pg 22 Hindi C

Start the session by reciting the letters अ से अः from Hindi Swarakshar chart pointing towards each letter and picture. Instruct children to repeat after facilitator.

Recap of letters अ, आ, इ, ई, उ with related pictures by writing the letters on the right side of the board. Premake flashcards of letter ऊ and related pictures.

Introduce letter ऊ by showing the letter and its related pictures, say ऊ से oodh(Otter) ,oo से oonth, oo से ookhal, oo से oon, Once done encourage children to open Pg 22 Hindi -C, **show the** letter and the related pictures to repeat the letter and the pictures facilitator to write **letter ऊ** on the board and explain children the correct formation.

Encourage children to practice tracing the letter on the slate, salt tray a few times, children to trace and write letter **ऊ in Pg 22 Hindi -C**

Skill - Cognitive

Home Work - Let children colour the wool picture trace and write letter ऊ in pg 23 Hindi C.

EVS (General Awareness) - Revision on Animals

1. The facilitator begins by singing the rhymes on Down on grandpa's farm & The animal action song. After completing the song, the facilitator to ask children what are the different kind of animals they learnt about (wild , farm , water , birds and insects)
2. The facilitator then ask children different questions like
Where do we find wild animals? Can I have a bear as a pet? Why? Who takes care of farm animals? Where do pet animals live? Can pet animals survive on their own? Where does a cow live? Who is called the ship of the desert? Name the king of the jungle? What do wild animals eat? What do birds eat? Can you name some insects? Can you name some water animals? Can you name some animals that live on land and water? What is the home of a bear/ lion/ hen/ goat called? What is the young one of a cat/ dog/ lion/ elephant called?
3. The facilitator to place homes of animals, young one of animals along with adult animals in a basket and ask children to come one at a time and identify the animal asked by the teacher with its home and young one.
4. The facilitator asks each child to pat themselves on the back for doing a good job.

Homework : **Paste pictures of 5 insects in GKNB.**

Skill – Knowledge of general awareness

English (Literacy) - write capital letter “H” and small letter “h”

- 1) The facilitator to ask each child to write on their partners back either capital H or small h and the partner has to guess if the letter written is capital or small. (Note: In case facilitator wants, can avoid asking peers to write on each others back and instead the facilitator to do the same on each child's back)
- 2) The facilitator to then call out to each child one at a time and ask them to write capital H or small h in the air and the other class members to say if the child has written correctly in the air by closely watching his / her hand movements.
- 3) Give children a slate and ask them to practice writing capital and small letter Hh on it.
- 4) Show children the flashcards of letter “h” and ask children to recall the words that begin with “h”.Encourage children to write **Hh in ENB.**

Skill – Literacy skills

Home Work - Write Hh in ENB.

Oral Presentation Skills

Refer Support Sheet attached with Block 3 Material- Oral Presentation Skills

Day 56

Circle Time

1. The facilitator to sound the rattle and sing circle time song. Once children have found their spot the facilitator to ask children that they will be given a chance to stand in the center of the circle and sing their favorite rhyme. While the child is singing the facilitator to encourage other children to join in.

Skill – Cognitive and musical skills

EVS (General Awareness) - Festival “Diwali”

The facilitator to make arrangements with the help of other teachers to collect old diyas and keep ready for the class.

Light up the class with all the diyas that she arranged along with children. Children enjoy doing this activity.

Once all the diyas are lit the facilitator ask children to recognize the festival that they are going to learn about. Children identify by saying Diwali. The facilitator ask children whether they know what is Diwali also called as? Tell children that Diwali is called as the festival of Lights. On this day, people decorate their houses with colourful lights, they burst crackers, prepare different kinds of sweet, wear colourful new clothes and wish each other “Happy Diwali”.

Ask The facilitator ask children to open **EVS-C pg 74**

Children do a small activity, the facilitator to have a small corner in the class for students to prepare a rangoli with rangoli powder. (the facilitator to make arrangement for the same). The facilitator to draw the pattern and children to be given a chance to fill it with colour. Children enjoy the activity and learn about Diwali.

Skill – Fine Motor Skills , Knowledge of General Awareness



English (Literacy) = recall letters from Aa to Hh

- 1.The facilitator to begin the class by singing the phonic song from A to H showing the phonic song flash card of the letters. The facilitator to sing the phonic sound a couple of times and ask children to join her in singing with actions.
2. The facilitator to pair students and ask them to trace a letter of their choice either a capital or small letter from Aa to Hh on their partner’s back and their partner in turn has to identify if their friend has written a capital or a small letter on

the back.

- The facilitator to then give each child their slate and ask them to write one letter at a time and show it to the facilitator to check if they have written it correctly.
- The facilitator to first complete all capital letters and then do all small letters. Facilitator to ask children to open Pg 32 CACL and match the correct letter to the picture.
- The facilitator to then give a **dictation of the letters in their ENB book.**

Skill – Cognitive skills, fine motor skills

Home Work - Write letter Aa to Hh in ENB, Pg 33 in CACL

Maths (Numeracy) - recap of 11.

- The facilitator does a quick recap of number 11. The facilitator to show the previous days colour pencil set of 11 and ask children to count as you show them one by one. Then, encourage children to **write number 11 in MNB.**

Skill – Numeracy and Fine Motor skills

Home Work - Write number 11 in MNB.

EVS (General Awareness) - Celebrations and learn about Holi

The facilitator to blow some balloons and keep ready in the class, along with children's help the facilitator to decorate the class. Once done, ask children to settle down. She sings some movie songs, plays passing the parcel etc along with children. The facilitator then begins with an open discussion by asking the following questions:-

- When do we decorate our houses?
- Do we have our family and friends visit us on such celebration?
- What all do we do when our family or friends visit us?

The facilitator tells children that such celebrations are called **“Festivals”**

Can you name some festivals? (Holi, Diwali, Eid, Christmas). Appreciate the children.

The facilitator now talks about the festival “Holi” by saying “children do you know that Holi is called as the festival of “Colours” Do you know why?” (Because everyone who celebrates this festival put colours on each other, playing with colours is so much fun). On this day, our parents prepare sweets and yummy food for us.

The facilitator to ask children to open **EVS-C pg 73**

Children do a small activity using an A4 sheet, water colours and tooth brush. The facilitator to divide the class into groups so that children learn how to share and care for each other. The facilitator places a few old tooth brushes along with colourful water colours. The facilitator to instruct children to dip the tooth brush in your favorite colour and sprinkle the colours on the sheet of paper using the tooth brush give each child an A4 sheet. (The facilitator to preserve these sheets as they will use this to prepare a card in the next class (Let the child get as creative as he/ she can)

Skill – Creativity Skills, Presentation Skills, Fine Motor Skills

Rhyme Time

The facilitator to sing the rhymes “Down on Grandpa's Farm” & “ 10 Little Monkeys Jumping On The Bed”, “ One Two Buckle My Shoe”, The Ants Go Marching”, “The animals in Action Song” , “ 5 Little Ducks Went Out One Day”

Day 57

Janmashami Celebration

Maths (Numeracy) - recap of 12 and write number 12

- The facilitator to tell children that there are many ways to show a given number. One we can use our fingers. Lets, see some more ways (the facilitator to keep ready the different ways to show a number by saying I can show number 12 as a numeral like this 12, I can show 12 as a word like this TWELVE, I can show 12 on ten frames like this (prepare 12 on a ten frame), I can show 12 on a number line like this (a number line till 12 marked on it), I can show 12 with pictures like this (a picture with twelve objects)

- The facilitator to make children complete **CNPW- 1 pg 30**

- The facilitator to have a big tray with a few objects 12 each kept in the tray. (pencils, crayons, erasers, chinks, paper balls, blocks, cut out of circles, square the cut out to be in pink and purple colour) Ask children to come in pairs and find 12 objects of similar kind. Here the facilitator to tell the pair what they need to find and bring.

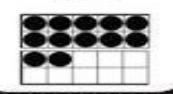
Skill – Numeracy Skills

Home Work - Number 12 in CNPW 1 pg 31



12

TWELVE



Hindi (Regional Language) - Recap: Letter ऋ in LNB.

Recap letter ऊ and its related objects using flashcards and let children say ऊ से oon, ऊ से oonth, ऊ से oodh, ऊ से oookhal..... Facilitator to show children the formation of letter ऊ on the board. Instruct children to practice writing letter ऊ, on the slate, salt or flour tray for a few times. Once done, instruct children to practice writing letter ऊ in their LNB1(half page C.W and half page H.W) with correct formation.

Skill – Fine motor

Home Work - Practice writing letter ऊ in LNB.

Activity - Gym Room

1. The facilitator to take children to the gym room for gross motor activities.
2. Children to use gym room equipment under the supervision of the facilitator.

Skill – Gross Motor Skills, Physical Development

Day 58

Circle Time

1. The facilitator to sound the rattle and sing circle time song. Once children have found their spot, the facilitator to ask children that they will be given a chance to stand in the center of the circle and sing their favorite rhyme. While the child is singing the facilitator to encourage other children to join in.

Skill – Cognitive and musical skills

English (Literacy) - recap of all the alphabets from Aa to Hh in a fun way

1. The facilitator to begin the class by singing the phonic song from A to H showing the phonic song flash card of the letters. The facilitator to sing the phonic song and ask children to join her in singing with actions.
- 2) Divide the class into two groups. The facilitator will have chits of capital and small letters Aa to Hh written separately.
- 3) Instruct children that one child from each group should come out. Children to turn around and write the letter in the air using fore and middle fingers, children from the other team have to guess the letter and if it is a capital or a small letter. If the team get it correctly they get a point, if they do not, other team who showed the letter gets a point. Children write Aa -Hh 3 times in ENB. Facilitator to ask children to open Pg 32 CASL and match the correct letter to the picture.

Home Work : Pg 33 CASL- match the correct letter to the picture.

Skill – Identification and recognition of numbers.

Maths (Numeracy) - count and write number 13

1. The facilitator to draw 12 ice- cream cones on the board, while you are drawing make sure children are counting with you. Once you reach 12, ask children what would be the next number if we put one more to twelve, we get 13. The facilitator using blocks makes a tower by counting and putting 13 blocks, one on top of the other. The facilitator will show children on an abacus that one ten and 3 ones gives us 13.
2. The facilitator to ask children if they remember what are the different ways to show number 13 - numeral, number in words, picture, number line, tens frame, abacus.
3. The facilitator will show children the formation of number 13 (one standing line to write number 1 and a small left curve continued by another left curve gives us number 13).
4. The facilitator to help children complete CNPW- 1 pg 32

Skill – Cognitive and Numeracy Skills

Home work – Write Number 13 - CNPW- 1 pg 33

Story Time

Refer Support Sheet attached with Block 3 Material- “ The Boy Who Cried Wolf”

EVS (General Awareness) - Children learn about EID

The facilitator does a quick recap of the two festivals that children learnt in the last two class that is Holi and Diwali by asking them what is the festival of colours called? What do people do on that day? What is the festival of lights called? What do people do that day? The facilitator to give children a lot of appreciation who answer.

The facilitator now tells children that they are going to learn about a new celebration called EID .

What is EID? The word 'Eid' means 'feast' or 'festival'. Muslims all over the world celebrate this festival. EID marks the end of fasting by a prayer. On this day, like the other celebrations all the family and friends get



together and celebrate this festival. Eid is a festival full of sweets. People hug one another and say “**EID Mubarak**”. The facilitator asks children to open **pg 74 EVS C** to know about EID.

The facilitator to prepare kheer and serve it to the class with the help of other facilitators. The facilitator to keep ready small plastic bowls and spoons.

Skill – Knowledge of General Awareness

Janmashtami Art

Children learn to make “**Little foot prints**”

Facilitator to make the cutout of a circle with red colour chart paper. On foam sheet take the foot print of children, cut and glue on red colour chart paper. With blue, green, red and yellow chart paper make the cutout of leaf pattern, glue it according to the sizes seen in the picture. Glue them as shown in the picture. With white colour chart paper make the cutout of rectangular shape and glue it as shown in the picture. To make the foot print more creative, facilitator to decorate the foam foot print and paste in their DNB



Skill – Creativity Presentation

Day 59

Circle Time

The facilitator to sound the rattle and sing circle time song. Once children have found their spot the facilitator to ask children that they will be given a chance to stand in the center of the circle and sing their favorite rhyme. While the children are singing the facilitator to encourage other children to join in.

Skill – Cognitive and musical skills

Math (Numeracy) - write number 13

The facilitator to give children their slate and ask them to practice number 13. First ask them to draw 13 lollipops, write number 13 and show it to the facilitator. The facilitator to ask children to complete **writing 13 in MNB**.

Skill – Numeracy Skills

Home Work - Write **Number 13 in MNB**

English Lab

Refer Support Sheet attached with Block 3 Material – Language Lab

Hindi (Regional Language)- Sequential writing of letters अ, आ, इ, ई, उ, ऊ in LNB

Facilitator to start the session by reciting the letters **अ से अः** from Hindi Swarakshar chart pointing towards each letter and picture. Instruct children to repeat after the facilitator. Have a recap of letters **अ - ऊ** with flashcards and their related pictures. Instruct children to identify the letter and their related pictures. Facilitator to place the flashcards of the pictures related to the letters done so far on the table. Call each child to show the flashcard of the letter, and let children identify and name the letter. Facilitator to write letters **अ, आ, इ, ई, उ, ऊ** on the board while saying **a se anar, aa se aam, e se imli, ee se eekh, u se ullu, oo se oon encourage the children to repeat**, children to open their **LNB**, to practice writing letters **अ, आ, इ, ई, उ, ऊ** in sequence with correct formation.

Skill - Fine motor

Home Work - Write in sequence letters **अ, आ, इ, ई, उ, ऊ in LNB**

Activity - learn to ask for help

1. The facilitator to sound the rattle and sing the circle time song.
2. Once children have found their spot and have settled down the facilitator to narrate the story Asking for help using Puppets.
3. The facilitator to read from the script mentioned below

Puppet Script

Asking For Help

Teacher : Hello Students! Our Puppet friends are visiting us today. Let us put on our magical glasses. Here comes Kalyani and Rishi. Lets say Hi to them.

Kalyani: (Kalyani is painting. She comes humming with a paint brush in hand) I just need to finish colouring the tree.

Oh no! What am I going to do?

Rishi: What is wrong?

Kalyani: There is no green paint. I need to colour the tree.

Rishi: I will help you to find the green colour paint.

Rishi: I cannot find it. Let us ask our teacher to help us.

Kalyani: I am afraid to ask my teacher for help.

Rishi: Do not be scared. It's okay to ask for help. Our teacher will help. Go to the teacher and speak to her in a strong respectful voice.

Kalyani: How should I ask?

Rishi: Excuse me teacher, will you help me to find some green paint?

Kalyani: Okay.

Teacher: Hello children. What is going on?

Kalyani: I am painting a tree. I do not have green colour. Will you help me to find some green colour?

Teacher: Kalyani, you asked for help in a strong respectful voice. It is good to ask for help. I know that you need help. Now I can help you. I will get the green paint from the cupboard.

Kalyani: Thank you teacher.

Question to be asked to students:

So friends, when Kalyani needed help, what did she do?

What kind of voice did she use?

Is it good to ask for help?

Shall we ask for help to teachers ?

Shall we ask for help to friends ?

Shall we ask for help to parents?

Shall we ask for help to brothers and sisters ?

Skill - Asking for help, knowing who all to ask for help

Day 60

Circle Time

The facilitator to sound the rate and start singing the circle time song. Once children have found their spot, and settled down the facilitator to start by telling children a small incident that she saw on her way to school (incident- On my way to school I saw a small girl crying. I stopped and asked her why she was crying. She said that she did not eat anything for two days and that she was very hungry. What do you think I did? (open discussion). The facilitator to now have a discussion about a topic in the classroom by saying (Imagine your friend forgot to get his tiffin box what would you do? Or if your friend has left his pencil box or colours what would you do? (open discussion)

2nd Language : Activities- अ, आ, इ, ई, उ, ऊ in LNB

Facilitator to start the session with repetition of letters along with phonic song from Hindi Swarakshar chart. Recap letters done so far i.e **अ to ऊ** by showing the flashcards of letters with related pictures and instruct children to identify the letter and name the pictures.

Facilitator to make two sets of flash cards of letters and encourage children to match letters with appropriate flashcards.

Facilitator to write letter **अ** on the board and draw pictures of anar, aam, aloo and ask children to identify the picture related to the letter. Similarly write letter **आ** and draw 3 pictures and ask children to identify the picture related to the letter. Continue the same with other letters.

Facilitator to draw some pictures related to letters **अ, आ, इ, ई, उ, ऊ** like adrak, anar, amrood, aam, 8(Aath) , aloo, imli, eekh, ullu, oodh/ookhal ,oon and ask children to write the letter related to the picture.

Write letters **अ, आ, इ, ई, उ, ऊ** on left side of the board and draw pictures on the right side of the board. Encourage children, to identify the letter and match the pictures

Home Work : Activities- अ, आ, इ, ई, उ, ऊ in LNB

EVS (General Awareness) – Children learn about Christmas

The facilitator wear a Santa cap and enter the class. Children with surprise tell the facilitator that it is not Christmas. The facilitator then claps for all the children in the class. The facilitator then ask children do you know when is Christmas celebrated? Yes it is celebrated in December. Do you know why it is celebrated? It is celebrated as it is the birthday of Jesus Christ, and the most interesting part is that this is the only festival that is celebrated every year on the same day 25th December. People on this day go to church and wish each other Merry Christmas and exchange gifts with friends and families. The facilitator to ask children to open **EVS-C pg 75**

Children then do a small activity in their DNB. The facilitator to draw an outline of a Christmas tree and children will colour it.



Skill - Knowledge of General Awareness

English (Literacy)

The facilitator to do a quick recap of standing line by asking 6 children to come out, stand, showing their friends how a standing line looks like.

The facilitator to then call out another group of students and ask them to show how a sleeping line looks like by lying on the floor.

The facilitator to draw and show slanting line on the board. The facilitator to show them left slanting line and right slanting line on the board.

The facilitator to encourage children to trace left slanting and right slanting line in their **CACL and CASL book pg 8.**

Skill - Cognitive skills

Home Work - CACL and CASL book pg 9

Conversational Skills : Refer Support Sheet attached with Block 3 Material for Conversational Skills

PP1 Hindi Orals

Teacher to teach the names of Colours (Rang) in hindi .

लाल - Lal - (Red) → 

सफेद- Safed - (White) → 


हारा - Hara -(Green) → 

कला - Kala (Black) → 


पीला- Peela- (Yellow) → 
- Neela (Blue)

नीला → 

Teacher to teach the names of Flowers - फूल (Phool), Plants - पौधे (Paudhe) in hindi .

 → कमल - Kamal – (Lotus)

 → धनिया - Dhaniya - (Coriander)


 → चमेली - Chameli – (Jasmine)

 → पालक -

Palak - (Spinach)

Teacher to teach the names of Trees(Ped) in hindi .

 → नीम Neem- (Neem)

आम - Aam - (Mango) → 

Some rhymes to teach...

'Hathi Raja'

Hathi Raja, bahut bade
Soond uthakar kahan
chale,
Ponch hilakar kahan
chale,
Mere ghar bhi aao na,
Meethe ganne khao na,
Aao baitho kursi par,
Kursi boli chatar patar, chatar patar



'हाथी राजा'

हाथी राजा, बहुत बड़े
सूंड उठाकर कहां चले,
पुंछ हिलाकर कहां चले,
मेरे घर भी आओ ना,
मीठे गन्ने खाओ ना,
आओ बैठो कुर्सी पर,
कुर्सी बोली चटर पटर, चटर पटर!!

Sher nirala himmat wala
lambi lambi munchon
wala
tej nukelae danto wala
sab ka dil dehlane wala



शेर निराला हिम्मत वाला

लंबी लम्बी मंचों वाला
तेज नुकेले दांतों वाला
सब का दिल देहलाने वाला
हटो हटो आया शेर

<i>hato hato aaya sher bhago bhago aaya sher</i>	भागो भागो आया शेर
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<p>Ek kauwa pyasa tha <i>Ghade me pani thoda tha Kauwe ne dala kankar Pani aaya upar Kauwe ne piya pani Khatam hui kahani.</i></p>	 <p>एक कौवा प्यासा था घड़े में पानी थोड़ा था कौवे ने डाला कंकड़ पानी आया ऊपर कौवे ने पिया पानी खतम हुई कहानी ।</p>
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<p>Ped Lagao, Ped lagao, <i>Hara bhara jeevan banao! Chaya yeh humko detey hai, Phal yeh humko detey hai! Baad se humko bacahatey hai, Pradushan door hatatey hai! Hum bhi ped lagaenge, Sansar ko hara bhara banaenge!</i></p>	<p>पेड लगाओ, पेड लगाओ, हरा भरा जीवन बनाओ! छाया ये हमको देते हैं, फल ये हमको देते हैं! बाद से हमको बचाते हैं, प्रदूषण दूर हटाते हैं! हम भी पेड़ लगाएंगे, संसार को हरा भर देंगे!</p>
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<p>Rang birangey pyaare phool, <i>Lagte kitne nyaare phool! Lal ,gulabi, neeley ,peeley, Harey ,baingani ,rang rangeeley! Mann ko khoob lubhatey phool, Hasna hume sikhatey phool!</i></p>	<p>रंग बिरंगे प्यारे फूल, लगते कितने न्यारे फूल! लाल, गुलाबी, नीली, पीली, हरे, बैंगनी, रंग रंगीली! मन को खूब लुभते फूल, हसना हमें सिखाते फूल!</p>
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