



**Bal Bharati**  
PUBLIC SCHOOL

**SESSION 2021-22**  
**PRE-PRIMARY**  
**FACILITATION MODULE I**  
**(Guidelines to Nurture Early Learning)**  
**15<sup>th</sup>-30<sup>th</sup> April THEME OF THE MONTH**

---



**Dear Facilitators,**

The Learning Programme is for 15<sup>th</sup> till 30<sup>th</sup> April.

The following are to be facilitated for our children:

### **SOCIAL VALUE/SKILL**

- Greetings!
- Three magic words "Sorry, Please & Thank You".
- Taking turns & sharing

### **ENGLISH LANGUAGE**

- Conversation "Me & My Family"
- Vocabulary words- (Name, Family size (Big & small), positive words for boosting self).
- Health & Nutrition.

### **ENGLISH LITERACY**

- Recognition of letter 'Ww'
- Letter stories and rhymes.

### **HINDI LITERACY**

- मौखिक ध्वनि विश्लेषण - न, ग ।
- शब्दावली -नानी, नमक, नीला, नाक, नथ, गमला, गगन, गाजर, गोल, गर्मी, गुलाब ।
- स्लेट पर चाक से अक्षरों को लिखने एवं पढ़ने का अभ्यास ।

### **BLOCKS & MATHS**

- Child related information like age, house number, number of family members.
- Shape - Semi Circle.
- Recognition of numbers 11-15

## GROSS MOTOR SKILLS

- Simple yoga (Mudras)

## FINE MOTOR SKILLS

- My Cutting Skills- Cutting pictures of body parts and assemble them.

## CREATIVE EXPRESSION

- Memory Games



Dear facilitators

The early childhood experiences should progress from simple to complex, from known to unknown and from concrete to abstract. In reference to this the activities have been divided on weekly basis.

### III Week (15<sup>th</sup> to 22<sup>nd</sup> April)

Welcome Activity, Health & Nutrition, English Language (Me & My Family), Hindi Literacy 'न' की पहचान House Building, Semi-Circle Craft., Music & Dance.

### IV Week (23<sup>rd</sup> to 30<sup>th</sup> April)

Healthy Hearing, English Language (Me & My Family) (I like...), English Literacy 'Ww', Hindi Literacy 'ग' की पहचान, Recognition 11-15, Activity related to house no, Memory game.

However, prayer, Namaskar, Gayatri Mantra, Yog Mudras will be a regular feature.

Dear Parent

*"What we learn with pleasure we never forget". Alfred Mercier*

Let us all begin with this positive note ....

As we step into this new school year, we at Bal Bharati Public School are very optimistic that this will be a time of new and novel... but a modified form of learning in these virtual times- a season of new beginnings and a time of hope amidst a sea of change!

As partners in the learning community, we all have our roles to play- of being the best role models for our children to emulate, is our great responsibility and duty.

Another academic year with online learning, we continue to emphasise on discipline, punctuality, attendance, commitment, mutual respect, and a spirit of gratitude. Also, we look forward to your continued support and partnering with the school to enhance the learning experiences of our students.



### **"NAMASKAR"**

The utmost important aspect of the development of "Social Skills" and values amongst our children is teaching to greet each other. Let us help children learn how to do "NAMASKAR".

[For video link, kindly refer to the bibliography.](#)

### **LET'S DO A PRAYER**

Prayer is not just closing your eyes, folding your hands, and speaking. Prayer is a much more meaningful part of religion. Prayer is defined as an act of God or another object of worship, such as in devotion, confession, praise or thanksgiving. Something as simple as a song prayer that kids sing before they start the



day or eat a meal can teach them gratitude and to be thankful. So, let us make our children learn the prayer and sing it.

[For video link, kindly refer to the bibliography.](#)



## LET'S RECITE SHLOKAS



Chanting of shlokas can indirectly help in keeping the mind alert and sharpening the intellect.

Chanting **Gayatri Mantra** not only calms the mind but fills our life with joy and happiness.

...The **chant** of the **mantra** starts with "OM". ...It increases Concentration and Learning.

'ॐ भूर्भुवः स्वः तत्सवितुर्वरेण्यं भर्गो देवस्य धीमहि। धियो यो नः प्रचोदयात्॥

[For video link, kindly refer to the bibliography.](#)

## RISE AND SHINE. IT'S EXERCISE TIME!

### Physical Skill: Practising Mudras

When children place their hands in different positions or mudras, it can activate a certain state of mind. Therefore, mudras can positively affect how your child feels. Mudras energize, focus and calm the body which makes them a great tool for children to help regulate how they are feeling.

Facilitators may help practice the children some easy mudras.....

- **Finger Squeeze:** Because each finger is connected separately to the energy channels of the body, by squeezing a finger with the opposite hand, you can affect your mental state. For each of these, hold the finger one at a time for three to five minutes. You may do only one hand, but if you have time, do both.

- Thumb: Sadness, digestive issues,
- Index finger: fear, toothaches.
- Middle finger: anger, eye strain
- Ring finger: dry cough.
- Pinky: sore throat.

Facilitators may demonstrate these during virtual circle time.

## 2. Gyan Mudra (Mudra of Knowledge):

### Method:

Touch the tip of the thumb to the tip of the index finger, with the other three fingers stretched out.

### Specialty:

As it is a mudra of knowledge, it enhances the knowledge. The tip of thumb has centres of pituitary and endocrine glands. When we press these centres by index finger the two glands work actively.



### Benefits:

- Increases memory power and sharpens the brain.
- Enhances concentration.

### • Heart Mudra:



Bring your hands to your heart and create a shape of a heart with your hands. You can take breath with this mudra. As you inhale, open your hands opening your heart and as you exhale close your hands to form the shape of the heart again.

## SOCIAL VALUE/SKILL

Use of Three Magic Words "Please, Sorry & Thank You"-  
Let's Recapitulate

THANK YOU

I'M SORRY

PLEASE

EXCUSE ME

Facilitator will explain during the "Virtual Circle Time" that "please" is the word we use when we ask for something. We might say "May I please take a toffee?" or "Can you hand me that toy please?" Saying please shows that you are patient and willing to wait for an answer, and it tells the other person that you respect them. Encourage the children to practice saying "please"

by modelling an example for them to ask for things.

"Thank you" is another nice phrase that we use to show gratitude. When someone gives us something or does something for us, we say "thank you" to show that we are grateful for them.

"Sorry" is another important phrase. This is a word we use if we do something wrong or make a mistake that might hurt someone's feelings. For example, if Vansh accidentally steps on Samaira's foot and hurts her, he would say "I'm sorry" to let her know it happened by mistake. Facilitator may quote other examples and the facilitator and parents can be the best example that the child has in this learning.

If such values are promptly reinforced, then our Bal Bharatians will grow up into responsible adults.

**Tongue Twister-** Four fine words for you please, sorry, excuse me, thank you.

## Welcome Activity

Facilitator may begin the day by playing a game "First Day Feelings". A free conversation activity involving the children to introduce themselves and talk about how they are feeling on the first day of their School/ new class.



## English Language Listening & Speaking Skills

### Me & My Family

The Facilitator may help children to realize that every person is unique and special by asking the children to look themselves into a mirror.

Facilitator may further deliberate the theme with the help of the following activities....

#### 1. I Like...

The activity may be taken during virtual circle time.

**Materials Needed:** A small picture of each child, old magazines, scissors, glue, crayons, ivory sheet.

The children will glue their picture on the ivory sheet. They cut out items from magazines of things that they like such as: toys, cats, flowers, cars, etc. and paste cut pictures below their own picture.

#### 2. House Building

The Facilitator may encourage the children to build their house out of the blocks available at home.

#### ☞ I'M GLAD TO BE ME ☞

I look in the mirror  
And what do I see,  
I see the me  
No one else can be.

I am precious,  
I am glad to be me,  
My hair, my face,  
My personality.





### 3. My Family

Family concept may be explained like....

Some families are big (facilitator may spread arms wide)

Some families are small (facilitator may bring arms closer together)

But I love my family (cross arms over chest)

Talk to the children about who all are members to their family? Who lives in their home? Remind the children that family is not ONLY who lives with them. It includes grandparents, uncles, aunts, cousins (in case of a nuclear family setup)

### Health & Nutrition

#### Healthy Eating

Facilitator may start with simple, basic nutrition guidelines that are easy for young children to understand and remember, such as...

- eat a **healthy breakfast**.
- drink lots of **water**.
- eat a variety of **colours** during each meal.
- **Chew** food thoroughly as it helps to swallow & prevents overeating.

Introducing children to **My Plate** talking about portion sizes and giving children examples of how they can measure the correct portions for different items are all great ways to start teaching children about nutrition. For e.g., Children love pizza, burgers, noodles etc so they should be told to eat them occasionally and not often.

### Kid's Healthy Eating Plate



For video link, kindly refer to the bibliography.

### Listening Healthy Sounds

**Listening** and attention **skills** are vital in a **child's** development because they allow the **child** to function properly in the society. When developing these **skills**, it is **important** that the **child** become an active listener and focus on listening to healthier sounds in the environment for eg. chirping sound of birds, rustling leaves, falling rain drops, chanting 'OM', sound of conch.

Facilitator may further explain by making the child listen to various healthier sounds.



For video link, kindly refer to the bibliography.

### English Literacy

Letter recognition is a fundamental part of learning how to read. It enables beginners to figure out how printed text is associated with the spoken language. That is why, letter recognition is one of the very first skill in order of preference, children learn while they begin to read and write.

Recognition of letter 'Ww'

## Let us sing letter W songs...



Water water everywhere  
Whale under the sea  
Please take care.  
Wood wood everywhere  
Wolf near the window  
Please take care.

# W

I love to eat waffle it tastes like a trifle.  
Waffle, trifle, trifle, waffle  
Oh! so yum sweet to gobble.

### Letter " Ww" Games and Activities

Dear Facilitator, we are making a 'Whale' with letter W.

#### Material Required

- Blue pastel paper
- Velvet wire.
- Blue pipe cleaner
- Googly eyes.
- Scissors
- Glue



## INSTRUCTIONS

- Facilitator will help the child trace and cut out letter W out of blue pastel paper.
- Trace and cut out the other whale pieces as shown in picture.
- Cut velvet wire in to three parts.
- Assemble and glue on all the pieces: the head and the flukes (the tail).
- Glue on the pipe cleaner on top of the head. Do not forget to curl the tips of the pipe cleaners a bit so it will look like the water is splashing out of your whale.



**W craft is done!**

### Writing practice

The formation of the letter can be shown through air tracing followed by tracing in the wheat flour and they can be demonstrated tracing dot to dot.

- Pictures or real objects from their immediate environment which start with letter 'Ww' can be collected.
- Upper and lowercase 'Ww' can be searched from a newspaper or a magazine.

For Worksheet & PPT, please refer to "Bibliography."

## HINDI LITERACY

# न

मौखिक ध्वनि विश्लेषण - 'न' की पहचान।

बच्चों को व्यंजन 'न'की पहचान कहानी और कविता सुनाकर करवाई जाएगी।

न से ननकू बड़ा था नटखट।  
रोज़ सुबह था नदी पर जाता।  
नदी पर नहाकर नाशपाती खाकर।  
नानी नाना को खूब था भाता।



नीलगगन में निकले तारे,  
मुझको लगते न्यारे न्यारे  
नीली नाव नदी में मटके  
नानी की नथ नाक में चमके।

नीली नदी के किनारे ननकू नाम का एक बन्दर रहता था। ननकू खूब शरारती और नटखट था। ननकू के नाना नानी ननकू को बहुत प्यार करते थे। ननकू की नानी हमेशा उसे पढ़ने के लिए कहती पर ननकू उनकी बात नहीं सुनता था। एक दिन नानी

ने ननकू को नदी के किनारे खड़ी नाव में बैठे नाव वाले को 10 रुपए देने को भेजा। ननकू गिन कर पैसे नहीं दे पाया क्योंकि उसे गिनती नहीं आती थी। नाव चालक ने ननकू का बहुत मज़ाक उड़ाया । अब ननकू को पढ़ने का महत्व समझ आया और उसने नानी का कहना माना।

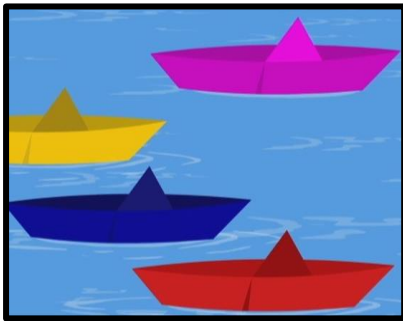
कहानी सुनाने के उपरान्त बच्चों का ध्यान “न” से शुरू होने वाले शब्दों की तरफ केंद्रित किया जाएगा तथा शब्दों की प्रथम ध्वनि सुनने का तथा लिखने का अभ्यास करवाया जायेगा।



नाना



नानी

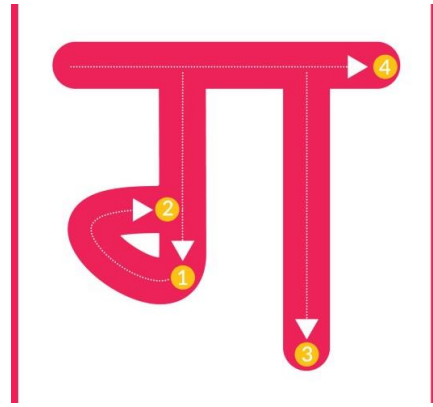


नाव



नदी

For PPT & Worksheet, kindly refer to the bibliography.



मौखिक ध्वनि विश्लेषण - 'ग' की पहचान।

बच्चों को व्यंजन 'ग' की पहचान कहानी और कविता सुनाकर करवाई जाएगी ।

### अक्षर ग की कहानी



गरमी के दिन थे । भरत और भारती खेलते-खेलते पसीने से भीग गए । उन्होंने मम्मी से आइस-क्रीम खाने की बात करी । मम्मी उनको आइस-क्रीम खिलाने के लिए बाज़ार ले कर गयीं । वहां से उन्होंने गाजर और गोल-गोल टमाटर खरीदे । आगे जा कर उन्हें



एक फूलों की दुकान दिखी । वहां से उन्होंने गुलाब के फूल और गमले खरीदे । भारती ने अपनी दोस्त गौरी के लिए एक गुब्बारा खरीदा । आखिर में भरत और भारती ने आइस-क्रीम खरीदी और घर आ गए । घर आ कर उन्होंने गमलों में गुलाब के पौधे लगाए । कुछ दिन बाद गुलाब के पौधे में से फूल निकल आये । भरत और भारती फूलों को देख के बहुत खुश हुए ।

ग से गमले में फूल लगाओ।

अपने घर को खूब सजाओ।



गन्ने का रस पीते जाओ  
गर्मी को तुम दूर भगाओ।



कहानी सुनाने के उपरान्त बच्चों का ध्यान 'ग' से शुरू होने वाले शब्दों की तरफ केंद्रित किया जाएगा तथा शब्दों की प्रथम ध्वनि सुनने का तथा लिखने का अभ्यास करवाया जायेगा।

For PPT & Worksheet, kindly refer to the bibliography.

## BLOCKS & MATHS

- **Shape - Semi Circle.**

### MY FAVOURITE TOY CAR

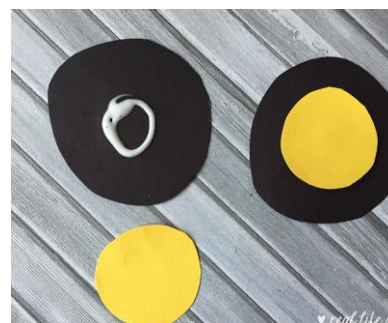
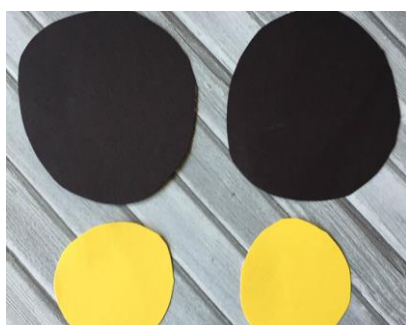
#### INSTRUCTIONS FOR PAPER PLATE CAR CRAFT



**Step 1:** Cut the plate in half.

**Step 2:** Start painting the paper plate half with the color of your choice. Allow the project to dry.

**Step 3:** While waiting for the paint to dry, cut out two black circles for the tyres. Also, cut out two smaller yellow or white circles for the centre of the tyres.





**Step 4:** Glue the yellow circle on top of the black circle.

**Step 5:** Cut out two yellow rectangles to be the windows of the car. To make it easier to make similar sizes, you can fold over the piece of paper and cut out both rectangles at the same time.

**Step 6:** Once the plate is dry, glue on the tyres and the rectangular window.

Your Car is Ready!!!



## Recognition of Numbers :11-15

The number recognition & related skills have vital roles to play in almost all walks of one's life. The number recognition skills help to build upon the number sense in a child, i.e., a child takes notice of the number of objects in a group. Secondly, the child is supported in learning how to count, how to correlate number with quantity. Additionally, these skills are strong support in supplementing the learning of arithmetic concepts.

### Activity: Number Spin

**Lesson:** Number recognition

**Skill:** Gross Motor Skill



## Material Required

1. Paper roll/ Aluminum foil roll
2. Paint
3. Paper Strip
4. Bold Black Marker

## Directions

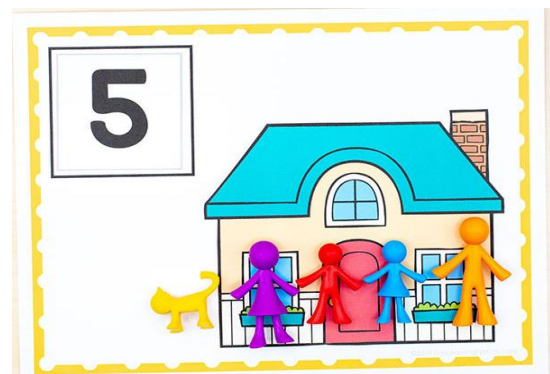
1. The facilitator may take a paper roll and paint it orange with acrylic/ water colour. Then take a piece of pastel paper and write the numbers 0-9 on it. After the paper roll is dry the facilitator may write 1 on the roll.
2. Next, tape the numbered paper around the paper roll. Make it a little loose, so that it can spin around the roll.
3. The purpose of this activity is to practice naming the numbers 11-15. Simply rotate the white paper around the roll and let the children say the numbers.



## **Activities related to Age, House No. and Number of Family members**

### **House Mats**

Facilitators may create House mats and number cards and arrange small dolls.



The Activity may be taken during virtual circle time where the children may be provided with house mats and number cards.

Facilitator will discuss with children as How many members are there in the child's family. The child may answer the question and put the same number of dolls on the mat and place the matching number.

## CREATIVE EXPRESSION

- Memory Games

Playing memory games can improve other brain functions, such as attention, concentration, and focus. Memory games give space to critical thinking and that helps children nurture their attention to detail.



### Memory Game

Dear Facilitator

You can make the children **play this game with things they already have at home.**

You need:

- a tray, like a baking tray or serving tray.
- a collection of small objects that will fit on the tray.
- a cloth to cover the tray, like a small towel.
- To time it, with a stopwatch or your phone.

It is better if you **choose plenty of different things for the tray** - for example, a teaspoon, a small toy, a leaf, a packet of tissues, a ring, a coin, a plastic animal, a pair of glasses and so on.

## How to play

1. Spread the objects out on the tray and cover them with the cloth.
2. Set the timer for one minute. You can adjust the time to be longer or shorter.
3. When the children are ready, remove the cloth and give them one minute to look at the tray and memorise the items.
4. When the time is up, cover the items with a cloth.
5. Ask the children to name the items.
6. Uncover the items again and let the children see which ones they remembered and which ones they missed.
7. Count how many items each child remembered.

Let us understand it better through a video clip.

[For video link, kindly refer to the bibliography.](#)

Memory games can be played to recapitulate letters numbers and so many other concepts.

Facilitator may use these games as a tool for reflection and assessment.



## Music & Dance

### Music and dance contribute to creativity and imagination

With children spending more time in front of screens rather than physically playing, music and dance encourages them to be curious and imaginative. This creative outlet can also give them opportunities to learn about other cultures through the arts.



Facilitator may encourage children to sing any song or dance on any number during virtual circle time to bring in spark and vibrance into the classroom and enhance confidence of our little ones.

## Milestones Achieved



### PHYSICAL MILESTONES-

- I can do simple mudras. Yes/ No
- I can do simple art and craft activities. Yes/ No

### SOCIAL MILESTONES-

- I have understood the importance of magic words. Yes/ No
- I have understood that it is good to wait for my turn. Yes/ No
- I have understood that I should say sorry if I am wrong. Yes/ No

### LANGUAGE MILESTONES-


- I have learnt a new letter and related words. Yes/ No
- I can recite rhymes & answer riddles. Yes/ No
- I can create & narrate a small story. Yes/ No

### LEARNING MY MOTHER TONGUE-

- मैं नथ, नानी, नीला आदि अक्षरों की पहली ध्वनि व् अक्षर पहचान सकता / सकती हूँ । हाँ / ना

- मैं गमला, गुलाब, गर्मी, गुब्बारा आदि अक्षरों की पहली ध्वनि व् अक्षर पहचान सकता / सकती हूँ। हाँ / ना

### COGNITION & UNDERSTANDING RELATED MILESTONES-

- I have understood the basic steps of opening a book & a notebook. Yes/ No
- To me, semicircle  shape symbolises .....
- Hurrah! I can recognize numbers 11 to 15 Yes/No

Note: - Parents are requested to observe and help their wards to complete the above blanks after asking relevant questions to them. Also, kindly share the feedback with the respective Class Teachers.

