



**Bal Bharati**  
PUBLIC SCHOOL

**FACILITATION MODULE**

**PRESCHOOL**

**GUIDELINES TO NURTURE EARLY LEARNING**

**1<sup>st</sup> July 2021- 15<sup>th</sup> July 2021**

**THEME OF THE MONTH: THE GROWING ME**





Dear Facilitator,

Namaskar,

Welcome to our Bal Bharati Parivar. We all are proud to be a part of this big family. Let our children spread their wings and fly high, just as the motto of our school says हंसो नयुतः नः प्रज्ञाम | (Hanso Nayuta Na Pragyam)

The last few months have been a little difficult for all of us, especially for our little ones. But with courage and positivity we all have been able to sail through these difficult times... WE CANNOT TAKE THE SAILING TO BE OVER YET..

It is a proud moment for us to see our children back again with full energy and enthusiasm for the virtual classes. Dear Parents, a heartfelt gratitude for your support and enthusiasm towards the virtual circle time.

We as facilitators are working at the optimum to keep the children engrossed, enthusiastic and happy with the activities planned in the module. While designing the module we take utmost care that the children create memorable moments and memories, and learn alongside. Each activity in the module is designed and in coherence with the NEP (2020) which covers all the domains of learning - physical and motor development, cognitive development, socio-emotional ethical development and the development of communication of early language, literacy, and numeracy will be included in the curriculum as suggested in the NEP...

"Early childhood care and Education-Consists of flexible, multifaceted, multilevel play- based, activity based, and inquiry- based learning. Indoor and outdoor play, puzzles and logical thinking, problem solving and stressing on craft, drama and puppetry are to be included in the curriculum. Focus will be on developing social capacity, sensitivity, good behavior, courtesy, ethics, awareness to keep personal and public surroundings clean, needs to be inculcated at an early stage. Team work and cooperation needs to be encouraged." (NEP Document, 2021)

Thanks for your cooperation at all times, in all ways, and always.

Warm Regards



**THEME OF THE MONTH - THE GROWING ME**

➤ **VALUE/SOCIAL SKILLS**

- Truthfulness

➤ **LANGUAGE AND COMMUNICATION**

- I am special
- Good habits to keep fit
- Healthy food and junk food
- Primary colors

➤ **LANGUAGE AND LITERACY**

- VOCABULARY WORDS- You, me, mine, like
- Picture reading

➤ **LITERACY ENGLISH**- Letter sound recognition L, I

➤ **LITERACY HINDI**

शब्दावली- भोजन, दूध, साफ, सफाई, दवाई

➤ **BLOCKS AND MATH**

- Recognition of numbers -1, 2, 3
- Pre number concept – Tall/short
- Shape – Square
- Find the difference (visual discrimination)

➤ **PRE-WRITING READINESS ACTIVITIES**

- Development of postural control
- Chair Push ups

➤ **DEVELOPING FINE MOTOR SKILLS**

- Rolling play dough
- Playing with instruments
- Tong Activity
- Stirring and mixing
- Lacing activity

➤ **GROSS MOTOR SKILLS**

- Action song – Simon Says

➤ **CREATIVE EXPRESSIONS**

- Ladder craft

**Dear Facilitators,**

To help children progress from simple to complex and known to unknown, the following activities have been divided on weekly basis.

**WEEK 1 (1<sup>st</sup> July to 7<sup>th</sup> July)**

• Truthfulness, I am special, Primary colors, Vocabulary words – me and you, letter sound recognition - Ll, शब्दावली – दूध, भोजन , Recognition of numbers 1, 2, 3, Pre number concept (Tall / Short), Development of postural controls, Fine motor skill activities (Rolling play dough, Tong activity, Stirring and mixing) and Ladder craft.

**WEEK 2 (10<sup>th</sup> July to 14<sup>th</sup> July)**

• Good habits to keep fit, Healthy food and Junk food, vocabulary words – mine and like, Picture reading, शब्दावली – साफ, दवाई, सफाई , Shape – Square, Visual discrimination, Chair pushups, Fine motor skills (Playing with instruments, Lacing activity), Gross motor skill (Action song).

However, Prayer, Namaskar, Gayatri mantra and Exercises will be a regular feature.

## PRAYERS HAVE POWERS

When we teach our children to pray, we introduce them to God and we let them grow their personal relationship with Him. Prayer is a way to communicate with God directly. Teaching children to pray helps them to understand that God is always near, reachable and always there for them.



✚ *For the video link, kindly refer to the bibliography of previous module.*

## NAMASKAR

Children’s emotional well-being during their early years has a powerful impact on their social relationships. At Bal Bharati, we give utmost importance to the development of “Social Skills” and values amongst our children and to begin with one of the most important aspect is Greetings! Greetings are very important as it sets the tone for the conversation. “Bharat’ and ‘Bharati’ greet each other, their friends and all elders with “NAMASKAR”.



✚ *For the video link, kindly refer to the bibliography of previous module.*

## STAY FIT, STAY HEALTHY

**Fitness** is not a destination, it is a way of **Life**



Regular physical activity is an essential part of growth and development for pre-school children. Being active in various activities like walking, exercising, running, cycling and yoga can go a long way in building their bone and muscle strength and increase their flexibility.

Regular physical activity helps children to concentrate in learning new skills and build their confidence. Being physically active, improves their overall health and goes a long way in creating healthy habits for life.

So, let's start our day with simple yoga!!

### Yoga is fun

- Encourage your ward in doing simple yoga poses every day that helps in gross motor development, flexibility, body awareness. It also develops children's understanding to instructions as they are following directions while doing the exercise.



- Parents to give instructions and steps while doing these simple yoga poses. It's always fun to do things together, so don't forget to do these simple yoga poses together as a family.

## Social Values and Skills: Truthfulness

### Social Skill: - Truthfulness



Bal Bharati Parivar gives utmost importance to the development of social skill among the children and to begin with one of the most important is truthfulness/honesty.

As a mentor and facilitator, it is our first and foremost responsibility to instill values like honesty in our little learners to shape them into a good human being.

Developing good habits in children is not an easy task as they live in their own world of fantasy.

They learn values when they see elders practice the same. We as educators and facilitators are responsible to educate children on how and why they should have good values as they help them stay positive, have faith in themselves and grow up as a happy human being.

Ways in which we can help children to be honest: -

- Appreciate them when he/she tells the truth "I am really glad that you told me the truth".
- Not engage them with questions rather focus on what you want to accomplish "We have a mess here let's clean together".
- Read stories to them that focus on the core values like Pinocchio, the boy who cries wolf, etc. (most effective way).
- Play games. Many times, children absorb lessons more effectively if they feel like they are having fun playing games.

### STORY TIME

The facilitator can begin by asking children if they have ever lied to anyone? to your mother or your father or to your brother or to your friend? So, let's all think and the facilitator will share her experience of telling a lie like when he/she lied to his/her parents, they got upset and stopped talking to him/her, etc.

Jojo has a message for all his friends.

### JOJO

Once upon a time, **Jade**, a carpenter carved a puppet in a shape of a boy and named him **Jojo**. He wanted him to be a real one.

A fairy gave life to the puppet and asked him to be good and honest always else his nose would become long.



Jojo was a naughty boy and never spoke truth.

He left school to join circus with his friends.





One day Jojo and Jade were swallowed by a huge whale. Inside the whale's belly they began tickling the whale's stomach. As the whale opened her mouth to sneeze, they came out.

They reached home safely and Jojo promised to be honest from then. Fairy got happy and changed him into a real boy. Jade and Jojo lived happily.

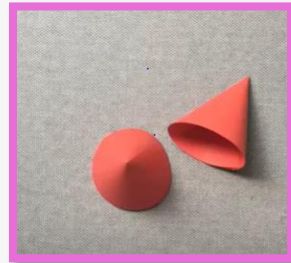


*After narrating the story*

**Preparation for Game:** Placard of a Thumbs up for True and Pinocchio nose (paper cone) as false or the statements that are not true.

The following **game** will be done.

The facilitator will show and explain that they have to use the thumbs up placard when they are honest or truthful and place the cone i. e. Pinocchio nose on their nose, when they are not being truthful.



The teacher will hold the signs for herself also. Example:

- I got up early in the morning.
- I had milk in the morning.
- I eat green vegetables

### POEM

#### BELIEVE IN ME

I will tell the truth,  
I will never lie,  
If you promise me mom,  
Not to shout or cry  
And ask me why,  
I will tell the truth  
And never lie.

## LANGUAGE AND COMMUNICATION

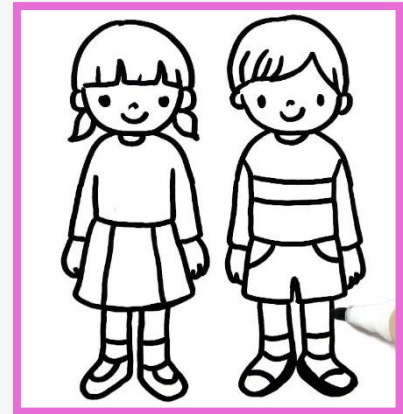
### I AM SPECIAL

#### Learning Outcomes:

The children will be able to:

- Self-appreciate themselves.
- Develop a positive attitude and learn to love themselves.

To make each child feel special and important the facilitator plays a very important role. The facilitator will encourage the children to look into a mirror carefully for a few minutes and observe their features like the color of the eyes, the shape of the nose, the beautiful smile on the face etc. The facilitator will further add that we all are different, have different facial features, different body types, yet we are **special and unique** in our own way. Each one of us has a special person in our life, like: father, mother, other family members and friends. The facilitator may here ask the children to share one special person's name that the child has in her/ his life. As it is a virtual class, the elders sitting near the child will be requested to give a big and tight hug to the child to make them feel special.



Children will be asked to join in to sing the rhyme:

#### *I AM SPECIAL*

I am special,  
As special as can be.  
No one in the world,  
Is just like me!

### GOOD HABITS TO KEEP FIT

#### Learning Outcomes:

The children will be able to:

- Practice good habits in their day-to-day life.
- Learn the benefits of practicing good habits and staying healthy.
- Learn self-care

A structured conversation between Bharat and Bharati can be taken up to help the children follow some good habits to keep themselves fit.

Bharat and Bharati are sitting at the table in their house and talking to each other.



Bharati – Hurry up! Bharat. Let’s go out and play.

Mother - First finish your **breakfast** which is a **very important meal**. Please **drink your milk and eat the nuts too**. It helps you in growing strong and healthy.

Bharati- Sorry I forgot. I will also join in quickly at the table.

Mother- Bharat and Bharati, along with nutritious food you must **do some physical exercise also** to keep yourself fit and healthy.

Bharat- Ok. As you say mummy.

Bharati--- Yeah! Let’s go out and play in the garden.

Mother-Don’t forget to carry your water bottles. **Drinking water is very important to keep us hydrated. I am so proud of both of you for learning and practicing good habits.**

They go out and play in the garden in front of their house.

## HEALTHY AND JUNK FOOD

### Learning outcomes:

The children will be able to:

- Differentiate between healthy and junk food.
- Make healthy food choices themselves.

The concept of healthy and junk food will be covered by sharing a ppt of the same



The facilitator will share the slides, which will guide the children about the different food types and how to make healthy eating choices. Advantages of eating healthy food and disadvantages of too much consumption of junk food will also be discussed.

Later the facilitator will ask a few questions from the children.

- Which food items make us healthy?
- Can you name a few unhealthy food items?

Facilitator can choose a junk food day and encourage the children to eat the same on the selected day only. This will reduce their intake of junk food and yet keep them happy.

✚ *For the PPT, kindly refer to the Bibliography.*

## BASIC PRIMARY COLOURS

(Red, Yellow, Blue)

**Note:** Only one basic color to be introduced at one go instead of taking all three basic colors together in one session.

### Learning outcomes:

The children will be able to:

- Identify the colors with their name.
- Develop their observation skills.
- Enhance their cognitive and communication skills.

The facilitator will begin by asking the children to close their eyes for a while and then will ask them to open their eyes and tell how they feel.....

It was all dark, no light and we were not able to see any colors.

### *Colors make the world a beautiful place.*

With these words, she will tell the children that, there are three basic colors that are used to create other colors. So, let's start...Here the facilitator will show them a few red color objects i.e., a red apple, a red strawberry, a red fire truck etc. and will ask them to look/observe and tell, what all is common in all these objects.... yes, they are all in red color. Now she will ask them to quickly go and find out any one red color object from their immediate environment. The facilitator will count till 5 and ask them, did they find any red color object. She will appreciate the children, who come back with a red color object, in their hand and shows it to the facilitator by speaking the name...a red ball, a red dupatta, a red cushion and so on.

They will be engaged in conversation.

Likewise in the same way, the facilitator can introduce the other two basic colors (Yellow & Blue) to the children by showing them the objects like -- sun, a banana, a duck (to introduce yellow color) and a blue cloud, a blue kite, a blue pen (to introduce blue color)

• After explaining the concept of all the three basic colors to the children, the facilitator can make them sing the following rhyme and the related worksheet where the children will paste different pictures according to the color *(For the worksheet refer to the bibliography).*

**Red, Red, Red**

**Touch your head**

**Yellow, Yellow, Yellow**

**A gentle fellow**

**Blue, Blue, Blue**

**Tie your shoe**

**Suggestions for the facilitators:** Special color days can be planned and kept, where all the children along with their teacher can dress up in the same color code. (A Red day/a yellow day/ a blue day)



## LANGUAGE AND LITERACY

**VOCABULARY WORDS:** you,mine,me,like.

### Learning outcomes:

The children will be able to

- Learn age-appropriate vocabulary
- Understand that print carries meaning
- Improve all areas of communication
- Use words correctly in a sentence

Early childhood vocabulary is viewed as one of the building blocks of a solid reading foundation and the preparation for phonemic awareness, the first pillar of reading. Children cannot understand what they are reading without knowing what most of the words mean. The facilitator should use different words, with greater variety to expand vocabulary skills. Engaging children in conversations and talking about their daily routine is a great way to build vocabulary skills. Talking during pretend play, block building, meal times, motor play, music and sensory activities will introduce children to a variety of concepts and descriptive words (my, myself, good, like....).

The facilitator may introduce the words by singing these rhymes and focusing on the vocabulary words.

### #9 HUG ME SONG



Hug me, Hug me  
Show your love..  
Hug me, Hug me,  
Mommy  
Hug me, Hug me,  
Daddy..  
Being beside you  
Is where I belong  
Hug me, Hug me  
Show your love..



### Good Morning Song



Good morning,  
Good morning,  
And how do you do?

Good morning,  
Good morning,  
And a happy day to you.

### Will You Be a Friend of Mine?

Will you be a friend of mine,  
friend of mine, friend of mine?  
Will you be a friend of mine,  
and play a game with me?

Yes, I'll be a friend of yours,  
friend of yours, friend of yours.  
Yes, I'll be a friend of yours  
and play a game with you!



### I Like to Go to School

Sung to: "Farmer in the Dell"

I like to go to school.  
I like to go to school.  
Heigh-ho-the-derry-oh,  
I like to go to school.

I like to sing new songs.  
I like to sing new songs.  
Heigh-ho-the-derry-oh,  
I like to sing new songs.

## Picture Reading

Using pictures to support reading is one of the key early literacy concept new readers learn. Building on the same idea the facilitator will start with general discussion with children that have you ever been to a garden? what all did you see there? do have a small garden at your home? do you water the plants? etc. After that the facilitator will show a picture to the children and encourage them to observe and name the objects, they see in the picture e.g., sun, fence, flowers, girl, cabbage, cat and so on. Then facilitator can ask questions too from them related to the picture.

### Learning Outcomes:

The children will be able to

- Enhance their observation skills.
- Enhance their listening and speaking skills.
- Add new words to their Vocabulary.
- Ability to speak in simple short sentences



### Questions:

- What is the color of the girl's frock, grass, pumpkin and cherries?
- Which animal can you see near the cabbage plant?
- How many butterflies are there in the sky?
- Which animal is sitting on the fence?
- Count the number of trees?
- What is the girl doing?

## LITERACY ENGLISH

### LETTER AND SOUND RECOGNITION- 'L I'

One of the most important pre-reading skills for children to develop in preschool is letter knowledge. Children need to recognize the letters and know their names and sounds to experience ease in learning how to read.

#### Learning Outcomes:

The children will be able to:

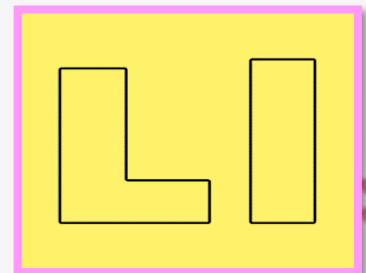
- Recognize the uppercase and lowercase letter 'L I' and its sound.
- Tell a few words starting with letter 'L I'
- Learn the correct formation of letter 'L I'
- Understand that print carries meaning

#### Here is how to teach them:

- ❖ The facilitator will introduce letter L I through a game played during virtual circle time. The children will be asked to collect and arrange a few objects in a basket/tray like a lunchbox from the kitchen, a lemon and a ladyfinger from the refrigerator, a leaf from the balcony, a toy lion from their toys and a lock etc.



- ❖ Let them observe and feel the objects kept in the basket/tray.
- ❖ Letter L objects collected by the children maybe talked about and relevant questions can be put up to them, for example –  
**Lunch-** What would you prefer to eat for **lunch** today?  
**Lemon-** How does a **lemon** taste?  
**Lock-** Have you ever opened or closed a **lock** with a key?  
**Ladyfinger and Like-** Who all **like** to eat **ladyfinger**?  
Further, children can be asked to perform the activity of lock and key by locking and unlocking the lock.
- ❖ Show and say the first sound of the letter by stressing on it.
- ❖ Ask them to make the sound LLLLLL..
- ❖ Introduce letter 'L I' by showing a picture card or writing on a paper.



- ❖ Ask them to trace it with fingers, do air tracing and show the letter 'L' with fingers.
- ❖ Keep drilling the words again and again. More words beginning with letter 'L' can be taken up to add to the existing vocabulary of the children like ladder, lid, lamp, lizard, lollypop etc.

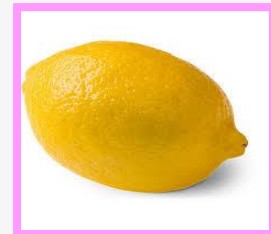
**The facilitator may sing a rhyme with the letter L I-** Children will be asked to name a few objects beginning with letter L I



Little Lilly, Little Lilly  
 Look down in your well  
 Wish for all your favorite  
 things  
 That start with letter L...

**Few riddles can be asked as a recapitulation**

- You can see me on trees,  
 my body is round and yellow,  
 I am very healthy,  
 You can squeeze me and drink me in the summer,  
 Who am I? **LEMON**
- I am sometimes big and sometimes small  
 I come in different shapes and is thin and flat in all  
 I come from a tree's branch  
 Can you guess me, who am I? **LEAF**
- I am a big cat with long hair around my head  
 I am strong and very fast  
 I open my big mouth and  
 I scare you with my loud voice  
 Who am I? **LION**
- I am a type of insect and farmer's friend  
 I have a red shiny body and  
 Seven black spots on my back  
 I can taste and smell with my antenna  
 Who am I? **LADYBIRD**



✚ For letter 'L' worksheet (finger printing), kindly refer to the bibliography.

✚ For letter 'L' worksheet (coloring), kindly refer to the bibliography.

## LITERACY HINDI

अध्यापिका बाल गीतों के माध्यम से छात्रों के मन में उत्साह भरेगी। छात्रों की शब्दावली में वृद्धि होगी और भाषा का विकास होगा।

### शब्दावली - भोजन, दूध, साफ़, सफ़ाई, दवाई



#### साफ़ - सफ़ाई

सब ने अब ये लिया है ठान,  
साफ़ सफ़ाई का रखेंगे ध्यान

मक्खी मच्छर ना आने देंगे,  
कूड़ा कूड़ेदान में फेंके,

घर और बाहर रखे सफ़ाई,  
इसी में है इस सब की भलाई,

सभी रोगों की एक दवाई,  
साफ़ सफ़ाई, साफ़ सफ़ाई



#### सेहत का राज़

आओ बच्चों तुम्हें बताऊँ  
सेहत का यह राज़,

स्वच्छ भोजन और दूध से होता  
शरीर का विकास,

हरी सब्ज़ियाँ फल और  
मेवे देतेँ हमको ढाल,

नित सेवन कर इनका तुम  
बन जाओ बलवान।



## BLOCKS AND MATH

### PRENUMBER CONCEPT-Tall and short

**Learning outcomes:** The children will be able to:

- compare two objects by size.
- Enhance observational & perceptual skills.
- enhance their logical skills.

The facilitator can begin by showing a few objects such as two candles, and then compare their size, i.e., which one is tall and which one is short. The facilitator can request any child's mother to stand beside the child and ask the child to observe who is taller. To make the concept clearer and more interesting, the parent can place a toy on top of a shelf and ask the child if he/she can pick it up from there. Then the parent can pick it up easily.

The facilitator can show a video to recapitulate the concept of Tall and Short where the pictures of tall and short objects will be shown, such as tall boy - short boy, tall tree - short tree, etc. The children can be asked to look for a few tall and short objects in their environment.

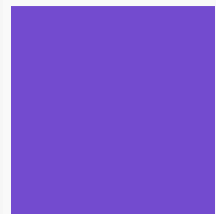


✚ *For the Video link kindly refer bibliography.*

### CONCEPT OF SQUARE

**Learning Outcomes:** Children will be able to-

- a) Identify the shape square.
- b) Understand the concept of square.
- c) Recognize and segregate different objects with square shape.



The facilitator will ask kids to keep their handkerchief / napkin on the table and count the number of sides and corners. Then she will use the length of yarn to measure each side of the napkin and prove that all its sides are of the same length. Here, the facilitator will introduce the shape- square through a rhyme.



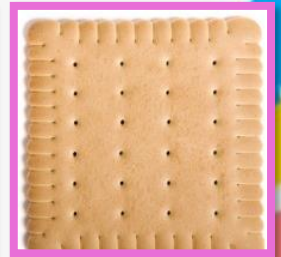
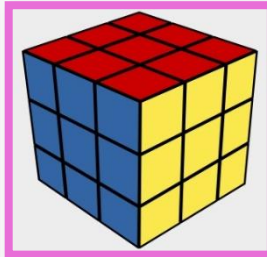
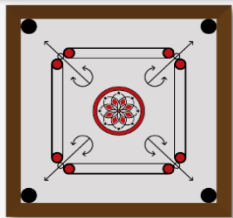
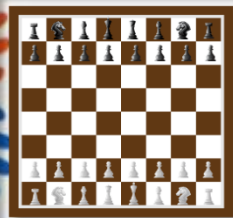
Square, square, square,

It has four equal sides,

Turn it around and it's still the same,

Square has four straight lines.

She will now ask kids to go on a scavenger hunt around their environment to collect different objects with square shape.



- ✚ For the PPT of Square, kindly refer to the Bibliography.
- ✚ For the video of Square, kindly refer to the Bibliography.
- ✚ For the Square worksheet, kindly refer to the Bibliography.

## REVISION OF NUMBERS 1-3 WITH CORRELATION

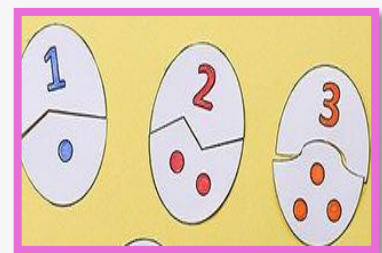
### Learning Outcomes:

Children will be able to:

- Count the objects
- Recognize and name the number
- Match the objects with the respective number

### ACTIVITY 1

- Make three cut outs of eggs in different patterns with white sheet and the number written (1,2 or 3) on one side and the circles drawn on the other side as shown in the picture.
- Encourage the child to count the circles and match with the corresponding number and thus complete the pattern.



### ACTIVITY 2

Paste pictures of cutouts of three watermelons on A4 sheet and mention numbers 1-3 above each of them. Now ask the child to read the number and paste the bindis accordingly.



- ✚ For Quantity Correlation worksheet, kindly refer to the Bibliography.

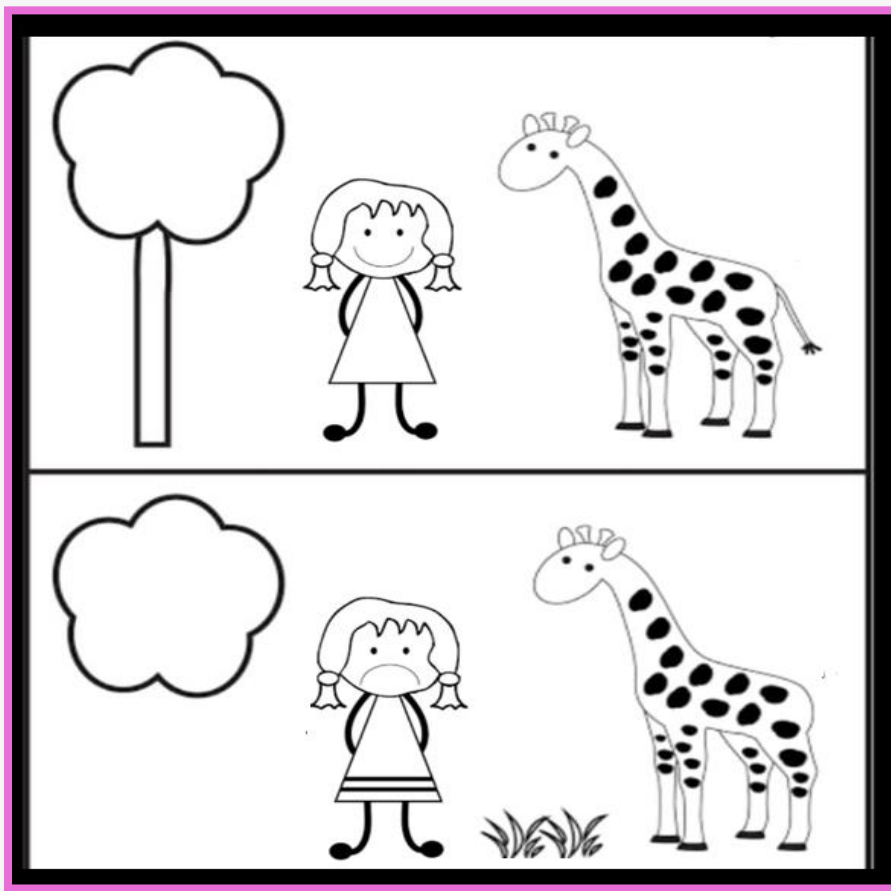
## VISUAL DISCRIMINATION

Visual discrimination activities and skills are the ability to determine differences and similarities between objects to help us to understand and interpret the environment around us. These activities help to give child a good foundation for reading & writing.

Learning outcomes: Children will be able to:

- Compare color, shape, size & position between two pictures or objects.
- Enhance concentration
- Increase observation skills.

Let the child observe both the given pictures carefully & spot any three differences.



✚ *For the worksheet, kindly refer to the Bibliography.*

## PRE-WRITING READINESS ACTIVITIES AND EXPERIENCES

### Development of postural control

Postural stability and control start to develop very early in young children, it build up upper body strength. It is important for holding the body in a straight and upright posture so children can move and work flexibly and smoothly while doing activities if the core stability is weak, they will not be able to jump, skip, balance and could develop a slouched posture.

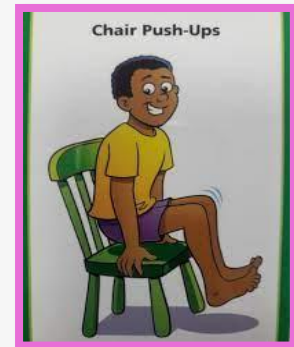
To strengthen the core “**chair push-ups**” is an effective and fun-filled exercise for our preschoolers and it also improves sitting posture.



### ❖ Chair Pushups

*Tips to help the child in performing the activity: -*

- Use a wooden or plastic chair without padding or cushioning.
- Make the child sit in a sturdy armless chair.
- Help them to place the hands on the chair on either side of the legs.
- Elbows should be straight, and palms should be flat on the chair, fingers curled under the seat.
- Guide them to Push through the arms and hands to raise from the bottom of the chair.
- Instruct them not to take help with their feet.
- Ask the child to lift and hold his /her bottoms up off the seat for 2-3 seconds and then slowly lowers back down into the chair and they can be asked to repeat this activity every day.
- As the core gets stronger, they can try the next level to lift feet off the floor.



## DEVELOPING FINE MOTOR SKILLS

A child needs to hold and use pencils appropriately before using them in a classroom context. We cannot expect them to write if they haven't yet developed the strength needed in their hands and fingers.

Some easy ways to do activities with your child using everyday material like playing with dough, tong activity, stirring and mixing, squeezing and playing with musical instruments like piano, guitar etc. With more and right practice of these activities' children will be able to strengthen their pincer and tripod grip, eye-hand coordination, balance and improve the bilateral coordination.

By doing these activities children will become independent to perform self-care tasks like eating, buttoning, zipping and much more.

“ALL THE ACTIVITIES SHOULD BE DONE UNDER ADULT SUPERVISION”

### 1. Rolling play dough

Playing with dough is a fun learning experience for the child.

- ❖ Make the child sit near the table to give a flat surface.
- ❖ Can use a plastic sheet to keep the surface clean.
- ❖ Show them to roll dough into big/small balls.
- ❖ Flatten it with hands or use a rolling pin.
- ❖ Pinch and squeeze the Play Dough to make a snake.
- ❖ Roll, squeeze and shape dough to make different shapes, letters, objects.
- ❖ Cut shapes with cookie cutters and use fingers to press them out etc.



### 2. Playing with instruments

Learning to play instruments is an excellent way of encouraging our young learners to open up ways of creatively expressing themselves and showcasing their work with confidence and pride. Most instruments require multiple movements at once, but coordination is valuable.

To provide opportunities to our tiny tots and make them understand the world around them. The facilitators can ask the children to do finger movements in the air, for example pressing keys on a piano, holding strings down the guitar, positioning fingers over the keys develop their fine motor skills. Further, it involves holding and maneuvering a pencil to write, draw, coloring in the line and helps to work with other small tools like scissors to cut out shapes and patterns.



### 3. Tong activity

Material required: Two bowls, pompoms/ cotton balls/ small sponge cutouts and tong (tong can also be made by using two thick straws joined and taped from one corner as shown in the picture).

This is a simple activity which involves picking up pompoms /cotton balls /sponge cutouts one by one with the help of the tong, from one bowl and putting them in the other bowl.

The facilitator can give more of similar activities to the child using tong like sorting of different color pompoms in different bowls, putting pompoms in an empty bottle, putting pompoms in an ice cube tray, serving salad at mealtime.



#### 4. Stirring and Mixing Activity

The facilitator can involve the child in mixing and stirring activity using different food items in kitchen like mixing salt or sugar for preparing some dish, making Tang or sharbats, mixing cream to get butter, stirring mixture for cake, mixing besan and water for pakoras and much more.

- The child should wash the hands properly before doing this activity.

##### ➤ **Our first activity is preparation of Bournvita milk.**

Material required: A glass with lukewarm milk, sugar, bournvita and a spoon to stir.

The facilitator can ask the child to mix a spoon of sugar in the milk nicely and then add two spoons of bournvita and stir the mixture again till it gets mixed nicely. Our bournvita milk is ready to drink. Children can be asked to enjoy it in the milk break.



##### ➤ **Our second activity is preparation of Boondi raita.**

Material Required: One cup curd, boondi, salt, cumin powder, few coriander leaves, a big bowl and a spoon or whisker.

The child can be asked to put the curd in the big bowl and mix it with the spoon or whisker. Now add two spoons of boondi, half spoon of salt, cumin powder and mix again. Garnish with few coriander leaves and delicious boondi raita is ready to eat. Children can enjoy making it and can relish during their lunch.



✚ *For the video link please refer to Bibliography.*

#### 5. Learning by doing: LACING ACTIVITY

Lacing activity is a classic fine motor activity for preschoolers and easy to create at home. Parents can prepare letter L lacing card using the following material.

**Things required:** Construction paper, glue, paint, a hole punch, yarn, pipe cleaner.

**To prepare the activity:** Print out the letter L, glue it on a piece of construction paper, and wait for the glue to dry. Once its dry, cut the letter out leaving a border of construction paper. Punch the holes about 1 inch apart around the letter L. Cut a long string of yarn. At one end attach a small pipe cleaner this will act as the needle. You can cut the pipe cleaner in half and fold one end over the yarn, squeezing it to hold the yarn in place.

**Presentation:** The facilitator will show during the class how the lacing activity works which can be enjoyed by the children. This interesting fine motor activity will improve eye-hand coordination, attention span and will build pincer grip of the children.



## CREATIVE EXPRESSION

Children love to do different creative expression activities and it is also important aspect of childhood which has important and lasting benefits throughout their life.

### ❖ Ladder Craft

#### Material Required:

- Drawing Sheet- 1
- Ice cream Sticks -2
- Black Marker
- Fevistick / Fevicol

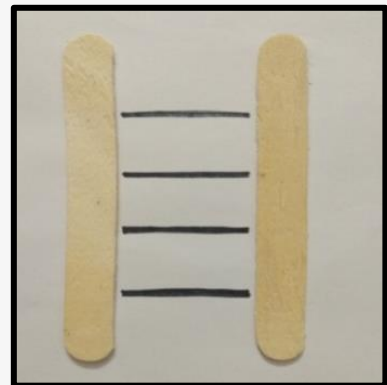
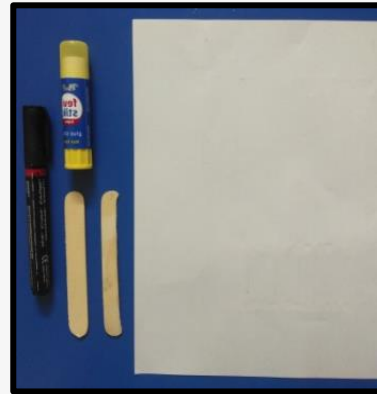
Learning outcomes: Children will be able to

- develop hand strength & concentration.
- improve fine muscle coordination.
- foster the creativity & imagination.

#### Steps:

1. Take ice cream sticks & paste as straight lines from top to bottom on a drawing sheet leaving some gap in between.
2. Take a black marker & draw straight lines from left to right joining both the ice cream sticks.

✚ *For the video link, kindly refer to Bibliography*



## GROSS MOTOR SKILL ACTIVITIES

### ACTION SONG: "SIMON SAYS"

Action songs are fun to perform to and at the same time they help in gross motor development of the children. An example of such an action song is **Simon says**. In this song the children will listen to the facilitator and perform the actions on their own.

**LEARNING OUTCOMES:** Through this game children will be able to:

- Develop body awareness as well as follow the directions.
- To focus and pay attention to the instructions carefully.
- Enhance their listening and gross motor skills.
- This game will also develop leadership skills in children.



**DESCRIPTION:** In this game the facilitator will give commands to the children such as "Simon says, touch your toes". The children should only follow the command if the command starts with "Simon says". If the facilitator just says "touch your toes" and children follow the command then the children following the command will be out of the game and they will be asked to fold their arms and observe the other children playing the game. The facilitator switches up the commands. Sometimes she will use the phrase "Simon says" and the other time, she will not be using the phrase. This requires children to listen closely and follow the instructions so that they can stay in the game as long as they can. The child who wins in the last will be appreciated and will get the chance to be Simon in the next round. The facilitator will motivate each child to perform the various actions and some new movements to keep them active throughout. A few examples are Simon says: eat/drink/dance/jump/touch your head/touch your nose comb/ your hair/get up and turn around/nod your head/shrug your shoulders/pull your ears, blink your eyes/roll your hands and so on. To make the game more interesting and fun filled, the facilitator can incorporate new ideas and increase the level of the actions to perform by the children i.e. Simon says: look angry/sleepy/thirsty/peel and eat banana/drink a hot cup of tea and so on.

Likewise, the facilitator will engage them in the game and getting their bodies and mind moving and keep them active and energetic.



## MILESTONES ACHIEVED

The activity that I enjoyed (doing) the most \_\_\_\_\_

### Social milestones

I have understood the importance being honest.

Yes/No

### Language milestones

I have understood that we are all special in our own unique ways.

Yes/No

I can differentiate between healthy and junk food.

Yes/No

I can recognize the three basic colors.

Yes/No

I have learnt a new letter L and related words.

Yes/No

I can use vocabulary words correctly in a sentence.

Yes/No

I can recite rhymes and answer riddles.

Yes/No

### Learning my mother tongue

मैं शब्दावली के शब्दों द्वारा वाक्य बना सकता हूँ/सकती हूँ ।

हाँ/नहीं

### Cognition and understanding related milestones

I can recognize, count and co-relate numbers up to 3.

Yes/No

I can name and identify few objects that look like a square.

Yes/No

I can identify and differentiate between tall and short objects.

Yes/No

I can observe and spot the differences between two pictures.

Yes/No

### Physical milestones

I enjoyed playing with play dough.

Yes/No

I had fun doing finger movement activities in the air.

Yes/No

I enjoyed performing yoga.

Yes/No

I can do simple art and craft activities.

Yes/No

**Note:** Parents are requested to complete the above blanks after asking the relevant questions from their ward. Also, share the feedback with respective class teacher.

