

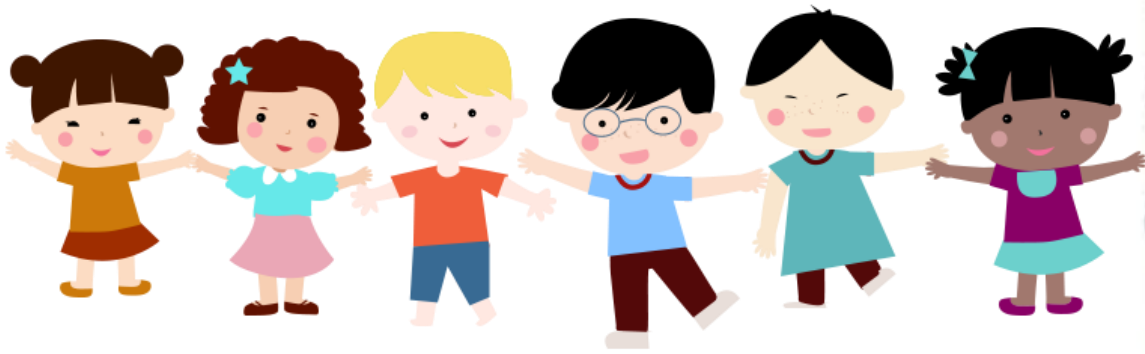


**Bal Bharati**  
PUBLIC SCHOOL

**PRE PRIMARY**

***FACILITATION MODULE***

**16<sup>TH</sup> August to 31<sup>ST</sup> August, 2021**



**GUIDELINES TO NURTURE EARLY LEARNING**

**THEME OF THE MONTH: WATER**



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...**THOUGH WE CANNOT TAKE THE SAILING TO BE OVER YET..**

It is good 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.

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 behaviour, 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). Thus the NEP demarcates Holistic Development right from the Early Learning Stage and we at Bal Bharati are committed for making all this possible- maximally for the benefit of our young minds.

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

Warm Regards

## THEME OF THE MONTH - WATER

### Values/Social Skills

- ✚ Preservation of Natural Elements - Keep the environment Clean and Green

### Festival of the Month

- ✚ Raksha Bandhan
- ✚ Janmashtami

### English Language and Communication

- ✚ Water Cycle
- ✚ Vocabulary Words- Thirsty, Color, Smell, Taste, Drink

### Literacy English

- ✚ Letter Recognition and Writing- 'Yy'
- ✚ Sight Word - "Did", "not"
- ✚ CVC words with 'o' in centre

### Literacy Hindi

- ✚ व्यंजन परिचय, मौखिक एवं लिखित अभ्यास- 'य'
- ✚ दो अक्षर वाले शब्दों के वाक्य

### Blocks and Maths

- ✚ What comes after 11-20
- ✚ Rapid fire questions related to numbers
- ✚ Oral Counting (1 to 40)
- ✚ Complete the series

### Fine Motor Skills/Creative Expression

- ✚ Experimentation with water

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 following activities have been divided on a weekly basis.

### WEEK-1

Preservation of Natural Elements - Keep the environment Clean and Green, Letter 'Yy', sight word- "did", "not", Vocabulary words (Thirsty, Colour, Smell, Taste, Drink) , what comes after (11 to 20), Rapid fire questions related to numbers. व्यंजन 'य'

### WEEK-2

दो अक्षर वाले शब्दों के वाक्य, CVC words with vowel "o", Oral counting (1-40), complete the series, Janmashtami, Raksha Bandhan, Experimentation with water, Water cycle.

*NIPUN Bharat Programme 2021 aims to cover the learning needs of the children in the age group of 3 to 9 years of age. NIPUN ensures that every child in India attains foundational literacy and numeracy by the end of grade 3. Thus, NIPUN Bharat promises making the experiences of learning at the foundational stage Holistic, Integrated, Inclusive, Enjoyable and Engaging. We as facilitators of early learning will focus on every child for developing basic language, literacy and numeracy skills which will help them develop into better readers.*

### LET'S PRAY TO GOD TOGETHER



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.

## DEVELOPING GROSS MOTOR SKILLS

Dear facilitators,

❖ Let's try and cultivate a positive culture for physical health and stamina in growing children and foster Neeraj Chopra in every growing early learner of our society. With great respect to our Olympic star Neeraj Chopra and his family, let the early learners at BBPS PAN India enjoy and learn from this video.

✚ For the Neeraj Chopra video, kindly refer to the given link:  
<https://youtu.be/TgdK-iRBUbs>

It is very much essential to keep our body fit and mind sound. There lies a close relationship between our body and mind. We cannot think of a sound and fresh mind without a sound health. So a warming up session can be organized.

The child can be asked to perform the following: -

- Jump up high twice.
- Stretch the arms high up.
- Bend and touch the toes thrice.
- Walk on tip toes
- Walk as fast as they can.



## Water Play

### Learning outcomes:

The child will be able to: -

- Develop muscular and eye-hand coordination.
- Enhance concentration and focus.
- Feel the water and develop sense of touch.
- Get pleasure and happiness.

Dear facilitator,

Water play is an activity that can be enjoyed all year round. And it's not the entertainment factor that makes water play awesome. It has many important development benefits that cover different key areas like learning through play. So here is an activity, which the parent facilitator can make the child do at home.

## Ball Game

### ❖ Material Required: -

- A tub.
- A bucket.
- A big chair or a bed.
- 20 medium size balls.
- Water.



### ❖ Steps:

- Fill the tub with water. Put balls in the tub. Keep the empty bucket near the tub. Make the child sit on the big chair or on a bed. Now he/she will put his feet in the water, pick up the ball with his/her feet and will put it in the empty bucket.

Dear facilitator,

Here is a water jingle which you all can enjoy with the little ones. So, let's sing and shake a little.

 <https://youtu.be/p3tln03ybj4>

## FESTIVALS

### Raksha Bandhan

#### “Occasion of Rakshabandhan”

#### Learning Outcomes:

The child will be able to-

- Understand, feel and develop sibling love
- Learn to take care of their sibling
- Have fun and enjoy the celebration

Dear facilitator,

Raksha Bandhan is one of the most popular festivals of India. A festival dedicated to the pious bond between brothers and sisters. Traditionally the sister ties a sacred thread around her brothers' wrist symbolizing her love for him. The brother, in return, promises to protect his sister. It exhibits the beautiful relationship of love, care and affection between the siblings.



#### “Virtual Circle Time”

#### Introduction – Rhyme

राखी का आज त्यौहार है  
बहन भाई के लिए खास है  
लाया खुशियों की बहार है  
रेशम के धागे से बंधा प्यार है।

The facilitator can narrate the story of Bharat and Bharati to the children.

*Bharat and Bharati are getting ready in their traditional outfits on Raksha Bandhan morning. Bharati wore a lehenga and Bharat wore a Kurta pyjama.*

**Bharat:** Why did mom tell us to dress up in traditional outfits today?

**Bharati:** Brother! Today is Raksha Bandhan. I have a surprise for you.

**Bharat:** Surprise! Wow!

*Bharati brings a beautiful Thali in her hands.*

**Bharati:** You are looking good in your new Kurta pyjama.

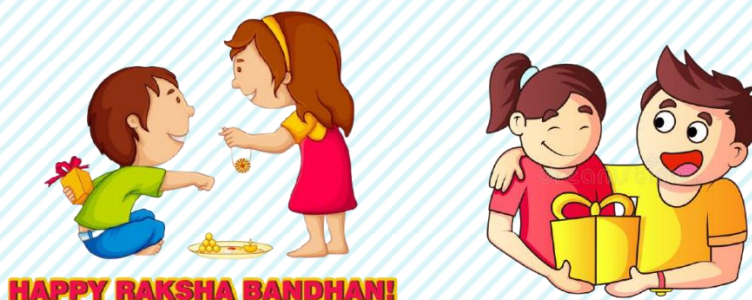
*Bharati ties a rakhi on Bharat's wrist and asks him whether he knows the reason why we celebrate Raksha Bandhan.*

**Bharat:** Yes , I know. It is a symbol of love between the brother and sister with a promise that both will always remain beside each other. Bharati, I also want to give you a surprise.

**Bharati:** Wow! What's that ?

**Bharat:** I have a beautiful gift for you my sister.

*They laughed and hugged each other. They both had sweets and enjoyed the food prepared by their mother on the occasion of Raksha Bandhan.*



## JANAMASHTAMI

### Learning Outcomes:

The child will be able to-

- Know more about the festival Janmashtami.
- Enjoy the festival celebration with zeal and enthusiasm.

Dear facilitator

Understanding the importance and glorifying Indian tradition with our toddlers, "Janmashtami" is celebrated every year which is a Hindu festival celebrating the birth of Lord Krishna. He was the avatar of Lord Vishnu, born to Devaki and Vasudev, to free the people of Mathura from the cruelty of the Demon King Kansa.



## JANAMASHTAMI ACTIVITY – FLUTE MAKING

*The activity should be done under adult supervision.*

### Learning Outcomes:

The child will be able to-

- Learn to make a flute, similar to Lord Krishna.
- Develop fine motor skills and eye- hand coordination.
- Enhance their creativity.

### Material Required:

A big Pencil, 1/2metre ribbon of ½ inch width (of any colour), Fevicol, decorative material and stickers

Apply fevicol on the pencil and wrap it with ribbon so the pencil is fully covered with it. Decorate it using decorative material like stickers or coloured stones.



### CREATIVE EXPRESSION

To express the joy of the festival, the boys should dress up as Krishna, while the girls to dress up as Radha. The facilitator can play music and children can dance and perform Raasleela and can use the flute they prepared.

✚ For Krishna bhajan, kindly refer to the link given below:

✚ <https://youtu.be/vofeWj-2OS4>

### LET'S KNOW MORE ABOUT KRISHNA

### Learning Outcomes:

The child will be able to

- Learn about the life of Lord Krishna.  
For PPT of 'Let's know about Krishna', kindly refer to the Bibliography.



Referring to the PPT, an extended learning activity can be done with the children by the facilitator and the following questions can be put up.

1. The birthday of lord Krishna is celebrated as **JANMASHTAMI**.
2. Krishna is fondly called as **KANHA, KESHAV, KANHAIYA**.
3. The people of Vrindavan loved the music of **KRISHNA'S FLUTE**.
4. The name of Krishna's mother is **YASHODA**.
5. Krishna enjoyed eating **MAKHAN**.
6. Krishna's elder brother's name is **BALRAM**.



The following rhyme can be sung with the children

✚ For audio clip on a rhyme about Krishna, kindly refer to the **Bibliography**.

### Social skills and Values

#### *Preservation of Natural Elements - Keep the environment Clean and Green*

**Learning Outcomes:** The child will be able to-


- Learn about the ways to recycle plastic waste and growing plants which need less water to grow.
- Understand the importance and benefits of keeping the environment clean and green.
- Become responsible citizens.

Let us empower our children with the motto – “Reduce, Reuse, Recycle” – These three 'R' words are an important part of sustainable living, as they help to cut down on the amount of waste we throw away.

It's Really simple!

1. Reduce the amount of waste you produce.
2. Reuse items as much as you can before throwing them.
3. Recycle items wherever possible.

## Reduce, Recycle, Reuse...

Please reduce, recycle, reuse,   
You can help the earth if you choose,  
Recycle plastic, glass and cans,  
Reduce the rubbish on our lands.

The facilitator can ask a few questions -

1. How many of you have ever thrown away trash?
2. What all things have you thrown on the ground and not in the bin?
3. Why throwing waste on the ground is not a good idea?
4. Tell me about the time you did not throw trash in the correct place.

After this the facilitator can narrate this short story.

### STORY – “Don’t Throw That Away”

Once upon a time in a little town, all the children would throw trash here and there but not in the dustbin. Everywhere one could see plastic cups, candy wrappers, straws, polythene bags and torn papers lying around.

Then suddenly one day trash started sticking to the children who had thrown them. All the children in the town could now be seen with weird things attached to their bodies. Somebody had paper cups stuck to their bums so that it was impossible to sit. Someone had candy wrappers attached to their ears so that when they talked the wrappers fluttered in the air. Some children had paper strips hanging in their hair making it difficult to comb it.

Everyone was embarrassed with the trash attached to them. They tried to hide them with oversized clothes, bed sheets, curtains and hats. But they could not hide it. All the trash sticking to these kids was thrown by them here and there instead of throwing in the dustbin.

Suddenly a smart boy who had never thrown trash here and there other than in the dustbin, spoke- “If we promise not to do it again, then this problem might get solved.” Everyone agreed with this solution. Now the children had learnt their lesson. Everyone said-

We promise not to litter

We promise not to litter

We will make our town clean

So that it shines like glitter!!!!

To everyone's surprise all the trash dropped down. The children quickly picked it up and threw it in the dustbin. From then on, the town was always clean and beautiful. Children thought of different ways to keep their town clean.

They made ECO-BRICKS using all the plastic trash stuffed in used plastic bottles. They made benches and boundary of their park using these. They created GREEN SPACES by planting trees to get fresh and clean air to breath.

### SUGGESTED ACTIVITIES:

#### 1. MAKING ECO-BRICKS

Plastics are the biggest threat to the environment. Recycling plastics is important to save mother earth. We can recycle plastics in many ways but the best and easiest way to this at home is to convert them into plastic bricks called "Eco-Bricks". Make your own Eco-Brick.



How to make Eco-Bricks?

1. Get a Plastic Bottle.
2. Collect plastic like – polythene bags, wrappers, straws, cellophanes.
3. Cut the plastic into small pieces and push into the bottle.
4. You can encourage your family and friends to collect plastic waste and create these innovative plastic bricks to construct garden tables/side walls and save the environment by recycling plastic for a eco-friendly world.



#### 2. CREATE YOUR OWN "GREEN SPACE"

Adorning your space with green plants and colourful flowers not only looks lovely, but has also been proven to have numerous benefits for both the body and the mind. it's time to show the plants some extra love and create an inviting Green Space in your home.



How to create your OWN GREEN SPACE?

1. Take an empty glass bottle, a small stem of money plant, water in a jug and some decorative pebbles to decorate the money plant bottle. (optional)
2. Put the stem of the money plant in the bottle and fill it half with water.
3. Your plant is ready to purify the air around you.
4. You can keep bottles like these around your house such as kitchen or study table.
5. Make sure to change water after every 3-4 days.

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

## ENGLISH LANGUAGE AND COMMUNICATION

### Water Cycle

**Learning outcomes:**

The child will be able to:

- Know about the different forms of water.
- Understand how the water circulates in a cycle in our environment.

The facilitators can talk about the importance of water with the children and tell them that water is very important for all of us. It is all around us. A very



large surface of our mother earth is covered with water. In fact, our own body has lots and lots of water.

The children can be asked to think why don't we run out of water even though there is a limited supply of it and we use water for so many things daily.

The water keeps changing to different forms in

our environment. The path that all water follows as it moves around in our environment in different forms is called a water cycle.

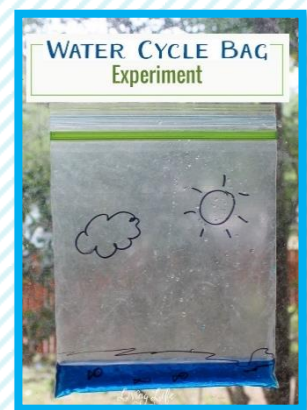
The facilitators can ask the children to hang a wet handkerchief out in their balcony or on their roof and observe what happens to their handkerchief. Later they can be encouraged to think and tell how did it become dry? The facilitator can tell them that the heat from the sun helps to dry our clothes. In the same way, the heat from the sun dries up the water in the rivers, lakes, oceans, etc and changes it to water vapour. This water vapour collects in the sky to form clouds. The cold air in the sky changes this water vapour in the clouds to become small drops of water. Slowly, the clouds keep becoming heavy. When the clouds become very heavy, the water droplets in the cloud start falling down from the sky in the form of rain, snow or hail. This water then again gets collected in the oceans, lakes, rivers, etc. This process of water cycle keeps on repeating and it never ends.

### Let's do an activity

The co-facilitators can provide the following material to the children:

- 1 A zip lock pouch
- 2 A marker
- 3 A glass of water
- 4 Blue water colour

Help the children to draw the sun and a few clouds on a zip pouch. Now let the children take a glass of water, add a few drops of blue colour in it and mix it well. The children will pour this water in the zip lock pouch. Hang this pouch in the sunlight and observe what happens later.



### VOCABULARY WORDS

Thirsty, Colour, Smell, Taste, Drink.

### Learning outcomes:

The child will be able to:

- Focus attention and enhance listening skills.
- Learn age-appropriate vocabulary words.
- Use the words in his /her active vocabulary.

The facilitator will introduce and explain the vocabulary words through a structured conversation followed by an experiment.

(In a classroom)

Rohan : Ma'am I am feeling very **thirsty** , can I **drink** water?

Ma'am: Yes, sure.

Sammy: Ma'am, see water in Rohan's bottle is orange in **colour**.

Rohan: Sammy, it's not plain water my mother has added something to it and so its **colour** has turned orange. It **tastes** sweet and **smells** good too.

Sammy: Ma'am can water change its **colour** on its own?

Ma'am: No Sammy, water is colour less but we can change its **colour** by adding different things to it.

**EXTENDED LEARNING ACTIVITY:** Children can prepare a **drink** at home and observe how its **colour**, **taste** and **smell** changes. They can be encouraged to make use of vocabulary words while making the drink.

Let me show you.

The facilitator will demonstrate a simple activity by adding squash to water and talk about the same.

She will show two transparent glasses filled with water and add two different types of squashes to show how the **colour** of water changes according to the **colour** of the squash. Also, the teacher can talk about the change in **taste** and **smell**.



The facilitator will repeat the vocabulary words with the children and encourage them to use the same in their active vocabulary.

## LITERACY ENGLISH

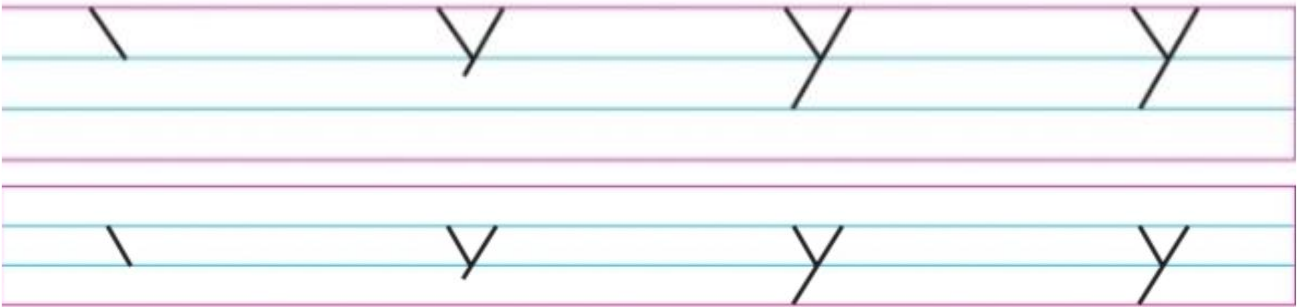
### Letter Yy

#### Learning Outcomes

The child will be able to:

- Recognize letter Yy and understand its phonetic sound.
- Learn words beginning with letter Yy.

- Write upper and lower case Yy using correct formation.



Letter recognition is important because it enables the young readers to figure out how printed text is associated with the spoken language.

Letter Yy will be introduced through a rhyme in which letter-sound correlation will be emphasized.

Y is for yellow y/y/y/

Y is for yacht y/y/y/

Y is for yogurt y/y/y/

Y is for yarn y/y/y/

A few words beginning with letter Yy will be shown and discussed through a PowerPoint presentation.

The facilitator will demonstrate the formation of upper and lower case Yy in the prescribed notebook on page number – 23, 24 and 25.

### **A Yellow Collage Activity**

Children can be encouraged to bring in things that are yellow in color. For instance, yarn, paper, beads, buttons, ribbons, etc. All of these can be glued on a thick yellow paper cutout of letter Y.



- For the PPT, kindly refer to the Bibliography.
- For letter Yy worksheet, kindly refer to the bibliography.



## Sight Words – Did & Not

### Learning Outcomes:

The child will be able to:

- Develop listening skills.
- Identify the sight words 'did' & 'not' and understand their usage.
- Comprehend the sentences, read aloud by the facilitator.

Sight words help the child build a foundation for reading, comprehension and fluency. The facilitator can take up these two sight words, by showing them the picture cards and reading out the sentences related to the same.

### Sight Word - Did



I **did** reading.



I **did** shopping.



I **did** my homework.



I **did** exercise.

### Sight Word - Not



He is **not** eating.



He is **not** coloring.



She is **not** walking.



He is **not** bathing.

### Revision of CVC Words with "o" in the centre

### Learning Outcomes:

The child will be able to -

1. Revise 'o' centre CVC words.

2. Blend the sounds and read 'o' centre CVC words.
3. Enhance his/her Vocabulary.

CVC words are made of a consonant, vowel, consonant sound. They are the first step towards reading words.

A cop



Tom is a cop



He got a job



A pot



The pot is hot



The pot is near a top.



A rod



I have a fishing rod



A cod is on the rod



My mom



My mom has a box



The box has a dot



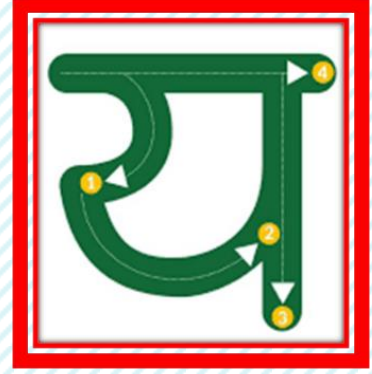
✚ For the PPT, kindly refer to the Bibliography.

## Literacy Hindi

### व्यंजन 'य'

#### सीखने के प्रतिफल:-

1. बच्चा व्यंजन 'य' की पहचान कर पाएगा।
2. बच्चा अपने वातावरण में व्यंजन 'य' से शुरू होने वाले शब्दों की पहचान कर पाएगा तथा उसकी शब्दावली में वृद्धि होगी।
3. बच्चे की भाषा का विकास होगा।
4. बच्चा व्यंजन 'य' की बनावट सीख पाएगा।
5. बच्चा व्यंजन 'य' से कुछ चित्र बना पाएगा।



#### व्यंजन 'य' का मौखिक एवं लिखित अभ्यास

बच्चे अपने आसपास के वातावरण में बहुत से शब्दों को सुनते हैं तथा उन्हें अपनी भाषा में प्रयोग करते हैं। शब्द निर्माण में व्यंजन की अहम भूमिका होती है। **राष्ट्रीय शिक्षा नीति 2020** के अनुसार बच्चों की बुनियादी साक्षरता के विकास के लिए अध्यापिका बच्चों को विभिन्न गतिविधियों, क्रियाओं एवं सामान्य खेलों द्वारा व्यंजन 'य' की पहचान करवाएगी। बच्चों को व्यंजन 'य' से विभिन्न शब्दों को बोलने व सुनने का प्रयास मौखिक ध्वनि विश्लेषण, कहानी, कविताओं, पहेलियों इत्यादि द्वारा करवाया जाएगा।

अध्यापिका व्यंजन 'य' का परिचय बच्चों को 'य' पर आधारित कहानी सुनाकर करवाएगी तथा उन्हें व्यंजन 'य' से अवगत करवाएगी। वह बच्चों का ध्यान 'य' से शुरू होने वाले शब्दों की तरफ केंद्रित करेगी। कहानी सुनाने के उपरान्त वह बच्चों से प्रश्न पूछेगी तथा उनके 'य' से शुरू होने वाले उत्तर बताने के लिए प्रेरित करेगी।

#### कहानी - "यमुना नगर और यातायात"

बहुत समय पहले की बात है, एक राज्य था - जिसका नाम था यमुना नगर। राज्य का नाम वहाँ से बहने वाली यमुना नदी के नाम पर था। यमुना नदी के

तट पर सुबह के समय योगी योगासन किया करते थे। वहाँ पर बहुत सारे युवक और युवतियाँ यात्रा करने आया करते थे।

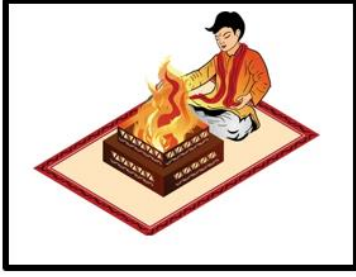
यमुना नगर के युवराज का नाम यश था। युवराज ने साधारण वेश धारण करके राज्य की यात्रा की, तो उसने पाया कि वहाँ के लोग खुश नहीं थे। यातायात के साधनों की कमी की वजह से वहाँ के लोग याक की सवारी किया करते थे।

युवराज ने स्थिति सुधारने के लिए एक योजना बनाई। यातायात के लिए पूरे राज्य में सड़क निर्माण का कार्य आरंभ किया गया। निर्माण के लिए तरह-तरह के यंत्र लाए गए। सड़क बनने के बाद यातायात के कई तरह के यान खरीदे गए जैसे रेल, बस और ट्रक। यह देखकर वहाँ के युवक और युवतियाँ बहुत प्रसन्न हुए। सड़क के बनने के बाद युवराज ने योगियों को बुलाकर यज्ञ करवाया। वहाँ के लोग विकास कार्य से बहुत प्रसन्न हुए और खुशी से रहने लगे।

कहानी सुनाने के उपरांत बच्चों से कुछ प्रश्न पूछे जाएंगे जिनके 'य' से शुरू होने वाले उत्तर बताने के लिए उन्हें प्रेरित किया जाएगा। इससे उनके शब्दकोश में वृद्धि होगी।

1. राज्य का नाम क्या था?
2. राज्य से कौन सी नदी बहती थी?
3. यमुना नदी के तट पर सुबह कौन योगासन किया करते थे?
4. यमुना नगर में कौन यात्रा करने आते थे?
5. युवराज का क्या नाम था?
6. यातायात के साधनों की कमी के कारण लोग किस जानवर की सवारी किया करते थे?
7. यातायात के लिए युवराज ने क्या खरीदे?
8. सड़क बनने के उपरांत राजा ने योगियों से क्या करवाया?

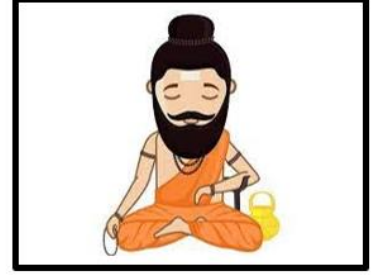
आइए एक बार फिर से दोहराते हैं, व्यंजन 'य' से शुरू होने वाले शब्द



यज्ञ



याक



योगी



यात्रा



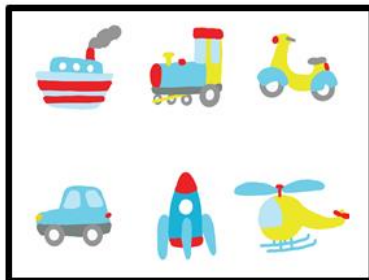
युवक



युवती



यमुना नदी



यान



युवराज

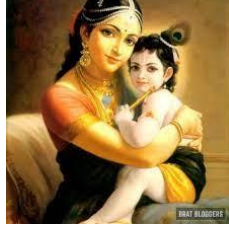
वाणी की वक्रता (Tongue Twister)

युवराज, योगी करें यमुना तट पर यज्ञ, योग, योगासन

➤ बच्चों को व्यंजन 'य' की पुनरावृत्ति पहली द्वारा करवाई जाएगी।

**बूझो तो जानें ???**

नंद की पत्नी, कन्हैया की मैया,  
बताओ बच्चों, क्या था उसका नाम?

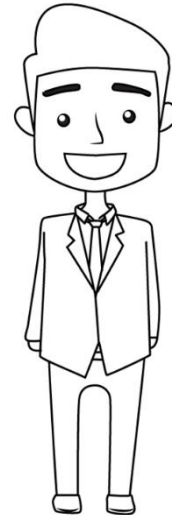


**यशोदा**



- अध्यापिका बच्चों को आसपास के वातावरण में 'य' से शुरू होने वाले नामों को बताने के लिए प्रेरित करेगी जैसे:- य से यश, यशिका, युवराज, यशु, यादव, योगिता आदि।
- बच्चों के शब्दकोश में वृद्धि करने के लिए अध्यापिका बच्चों को अपने आसपास के वातावरण में 'य' व्यंजन के शब्द ढूंढने के लिए प्रोत्साहित करेगी और साथ ही अध्यापिका बच्चों को आटे/सूजी की ट्रे में 'य' व्यंजन की बनावट का अभ्यास करवाएगी।
- अध्यापिका बच्चों को 'य' से शुरू होने वाले कुछ चित्रों को कठोर सतह/सफेद शीट पर बनाकर दिखाएगी तथा उन्हें भी साथ-साथ बनाने को कहेगी। जैसे यज्ञ, यान, युवक, युवती इत्यादि।

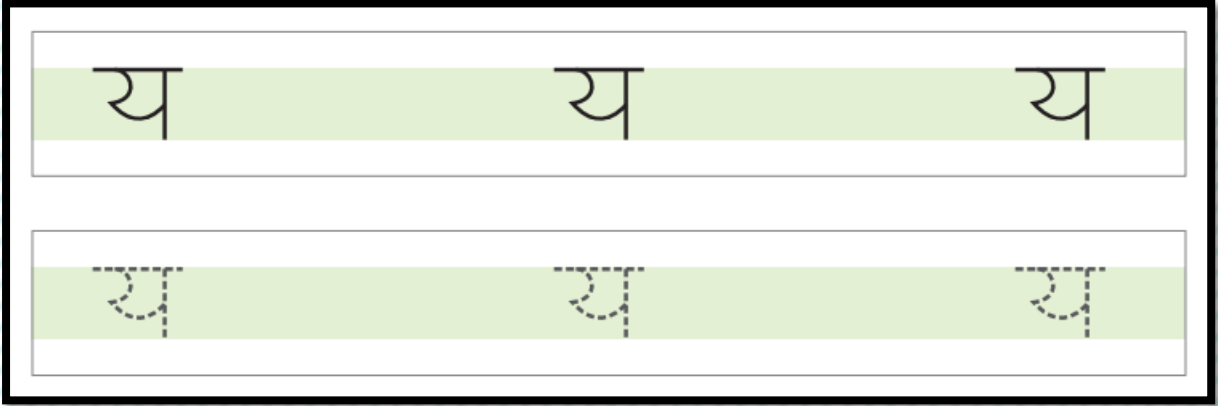
य





## ‘य’ व्यंजन लेखन-

- बच्चे अपनी कार्य पुस्तिका के (पृष्ठ संख्या 29-31) तक में ‘य’ लिखने का अभ्यास करेंगे।



- ✚ **व्यंजन ‘य’ पर आधारित कार्य पत्रिका एवं पीपीटी के लिए, कृपया बिबलियोग्राफी देखें।**

## दो अक्षर वाले शब्द पढ़ने का अभ्यास

### सीखने के प्रतिफल:-

1. बच्चे की शब्दावली में वृद्धि होगी।
  2. बच्चा दो अक्षर वाले शब्दों को मौखिक भाषा में प्रयोग करने में सक्षम होगा।
  3. बच्चा दो अक्षरों को जोड़कर नए शब्दों को बना पाएगा।
  4. बच्चा दो अक्षर वाले शब्दों को पढ़ और समझ सकेगा।
  5. बच्चा पहले करवाए गए दो अक्षर वाले शब्दों को लिखने का अभ्यास करेगा।
- बच्चा अब तक करवाए गए स्वरों व व्यंजनों के कार्ड्स को जोड़कर दो अक्षर वाले शब्दों को बनाने का प्रयास करेगा तथा शब्द के नीचे अपनी तरजनी अंगुली रखकर जोड़कर पढ़ने का अभ्यास करेगा।
  - **आओ पढ़ें और कुछ नए शब्द सीखें।**

|    |    |    |    |    |
|----|----|----|----|----|
| अब | आग | आम | आप | इस |
| इन | उस | उन | ऊन | ऊब |
| एक | ऐब | ओस | ओम | और |

### दो अक्षर वाले शब्दों का लिखित अभ्यास

अध्यापिका बच्चों को अब तक करवाए गए व्यंजनों से बनने वाले दो अक्षर वाले शब्दों को पढ़ने एवं लिखने का अभ्यास करवाएगी। साथ ही अध्यापिका द्वारा बच्चों को दो अक्षर वाले शब्दों से बनें वाक्यों को पढ़ने का अभ्यास भी करवाया जाएगा ।

1. अब बस कर।

2. दस कप रख।

3. अब तप कर।

4. गम मत कर।

5. डम-डम मत कर।

✚ 'दो अक्षर वाले शब्दों' पर आधारित कार्य पत्रिका एवं वाक्यों के पठित अभ्यास पर आधारित पीपीटी के लिए कृपया, बिलियोग्राफी देखें।

## MATHS AND BLOCKS

### WHAT COMES AFTER?

#### Learning Outcomes:

The child will be able to:

- Understand the concept of sequencing.
- Tell the number that comes after the given number.

The concept of What comes after can be revised by asking children a few questions like:

Q. What comes after morning?

Q. What comes after Wednesday?

Q. What comes after July?

Q. Which meal do we eat after breakfast?

Q. Which child can you see sitting after you in the virtual class?

### FUN GAME

The facilitator can make chits with numbers 11 to 20 of different water related images made on its back and present them in front of children in virtual class. A child will select any one chit from all by speaking the name of picture drawn on it. Then the teacher will flip the chit to show the number written, the child will tell the number that comes after the one which is mentioned on the chit.

Example:

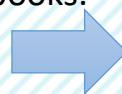


Front Side



Back Side

The facilitators may give the practice of the concept of what comes after in their prescribed notebooks. (Page no. 12 and 13)



| What Comes After? |  | Date: _____ |  |
|-------------------|--|-------------|--|
| 3 →               |  | 2 →         |  |
| 7 →               |  | 6 →         |  |
| 5 →               |  | 4 →         |  |
| 8 →               |  | 9 →         |  |
| 1 →               |  | 3 →         |  |
| 6 →               |  | 1 →         |  |
| 4 →               |  | 7 →         |  |

✚ For worksheet, please refer to the bibliography.

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**ORAL COUNTING (1 to 40) can be taken up in the virtual classes.**

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**NUMBER GAME**

**Learning Outcomes:**

The child will be able to:

- Relate with numbers in daily life.
- Develop critical thinking skills.

*Dear facilitators and co-facilitators,*

Numbers are important for all of us, they help to improve our mental skills together with critical-thinking. Children often say, "I HATE NUMBERS AND MATH" but they really don't know that numbers have many uses and importance in our life.

Children see numbers every day on doors, in shops, on vehicles, on phones, on TV, on the TV remote control, etc. Talking about numbers can bring it in their notice that how closely they are related to numbers.

Rapid Fire Round can be played with children related to numbers they use in their day-to-day life. Following questions can be taken up during Rapid Fire:

- What is your age?
- How many days are there in a week?
- How many months are there in a year?
- On which date your birthday falls?
- How many family members are there at your house?
- Can you tell how many classmates do you have in your class?
- Can you tell me the number of toys you have?
- How many pair of shoes do you have?
- How many glasses of water do you drink in a day?
- How many times do you wash your hands in a day?



**COMPLETE THE SERIES (1 to 20)**

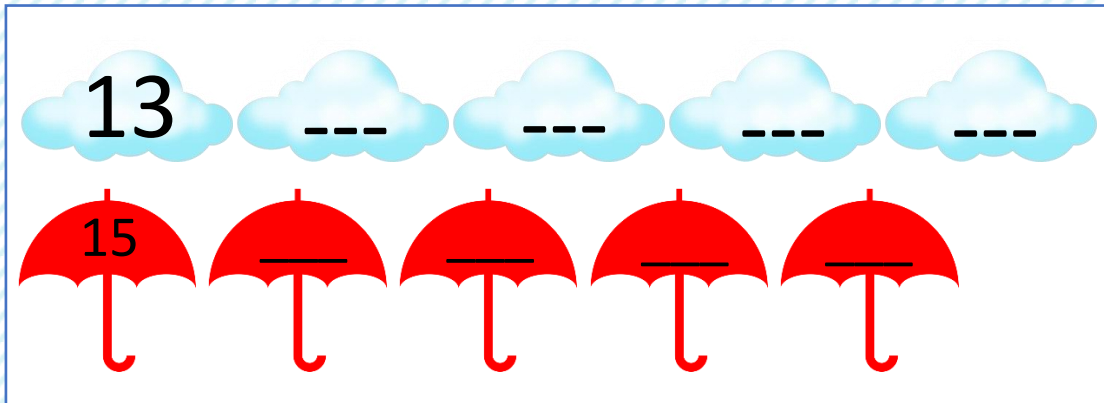
**Learning Outcomes:**

The child will be able to:

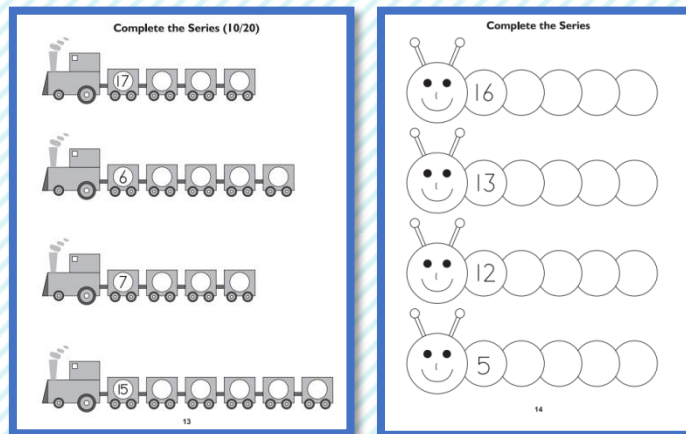
- Identify and write the numbers to complete the series.

- Cultivate problem-solving skills.

Facilitator will write a number on the white board/green board/drawing sheet in a shape or any other drawing related to water and ask kids to tell numbers that will come after the number that is written. Example for the same is given below.



For practice facilitators may ask children to do notebook pages 13 and 14.



## CREATIVE EXPRESSIONS / FINE MOTOR SKILLS

### SCIENCE EXPERIMENTS

**Topic:** - Various states of water.

**Learning Outcomes:**

The child will be able to

1. Observe water as a liquid and as a solid.

## 2. Develop the sense of touch

**All experiments to be done under strict Adult Supervision.**

**Dear facilitator,**

1. Children can be asked to sit with some water in an ice tray and they will be asked to keep it in the freezer and it will be observed the next day. Now facilitator can ask the children to check what has happened to water. The water has now turned into solid ice that cannot be had like water and it is very cold and difficult to hold. This is how we see the ice on the mountains. It is water from the rain that cools down on the mountains due to cold weather.



2. You must have observed that during Corona times all of us are taking steam. How is it created? We put water in the steamer and switch on the plug. Now the water starts to boil or gets heated up. When the water gets heated up it turns into steam. This is how the water from the rivers and sea goes up in the sky and make clouds.



The facilitator can show the above by boiling water in the kettle during the virtual class and children can observe the heat turning into steam.

## MILESTONES ACHIEVED

### SOCIAL AND EMOTIONAL MILESTONES:

- I have understood how to keep my environment clean and green. Yes/No
- I am now aware of the importance of saving water. Yes/No
- I now know about the water cycle. Yes/No
- I now know about the festival Janmashtami and look forward to its celebration. Yes/No
- I enjoyed celebrating the festival Raksha Bandhan with my family. Yes/No
- I look forward to taking care of my sibling. Yes/No

### LANGUAGE AND LITERACY MILESTONES:

- I am able to recognize letter Yy and write it using the correct formation. Yes/No
- I can read aloud three letter words with 'o' in the center. Yes/No
- I am aware of the sight words 'Did' and 'not'. Yes/No
- I can recite any two rhymes from the module. Yes/No

### LEARNING MY MOTHER TONGUE:

- मैं अपने वातावरण में 'य' से शुरू होने वाले शब्दों की पहचान कर सकता हूँ / सकती हूँ। Yes/No
- मैं अक्षरों द्वारा बनाये दो अक्षर वाले शब्दों को पढ़ सकता हूँ/सकती हूँ। Yes/No
- मैं दो अक्षर वाले शब्दों को लिख सकता हूँ/सकती हूँ। Yes/No

### COGNITION AND UNDERSTANDING RELATED MILESTONES:

- I can count and write numbers from 1-40. Yes/No
- I can write the numbers that come after up to 20. Yes/No
- I am confident in completing the number series up to 20. Yes/No



**FINE MOTOR SKILLS /CREATIVE EXPRESSION RELATED MILESTONES:**

- I enjoyed performing water experiments.  Yes/No
- I enjoyed craft related activities.  Yes/No

**NOTE:** Parents are requested to guide and help their wards to choose the correct option after asking relevant questions to them. Also share the feedback with the respective class teacher.