



Bal Bharati
PUBLIC SCHOOL

PRE-PRIMARY

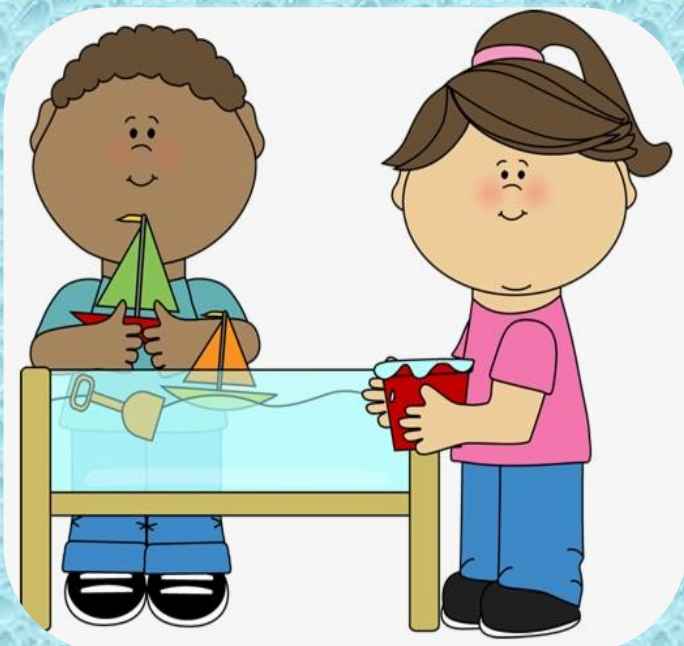
1 AUGUST TO 15 AUGUST 2021

FACILITATION

MODULE

(Guidelines to Nurture Early Learning)

**Learn, Play and Grow
Together!**



The Learning Programme is from 1st August to 15th August'2021.

The following are to be facilitated for our children:



THEME OF THE MONTH- 'WATER'

Social skills/Value-

- Preservation of Physical Element of Environment- Water

Festival of the Month-

- Independence Day
- Independence Day Craft Activity

Language English -

- Pep Talk - News of the Day
- Vocabulary Words- rain, pond, dirty, clean, waste
- Rainy Season is here, Let's listen to Bharat and Bharati...

Literacy English

- Letter Recognition and Writing- 'Gg' and 'Qq'
- Sight Word - Who
- CVC words with 'o' in centre
- Index finger spacing
- Left to Right Directionality

Literacy Hindi

- व्यंजन परिचय, मौखिक एवं लिखित अभ्यास- 'ड' और 'ह'
- दो अक्षर वाले शब्दों का मौखिक एवं लिखित अभ्यास

Blocks and Maths

- Recognition and Correlation of numbers with quantity 31-40
- Correlation of Numbers- 1 to 20
- Concept of 'What comes after' Nos. 1-10 (Recap)
- Board Game

Fine Motor Skills/Creative Expression

- Transfer of Water
- Under Water World
- Let's Shake a Little

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

- Pep Talk- News of the Day, Let's Shake a Little, Preservation of Physical Element - Water, Letter 'Gg', Sight Word- Who, Rainy Season is here, Let's listen to Bharat and Bharati... (Vocabulary words), व्यंजन 'ड', Number recognition 31-40, Concept of what comes after 1 to 10 (Recap), Under Water World.

WEEK-2

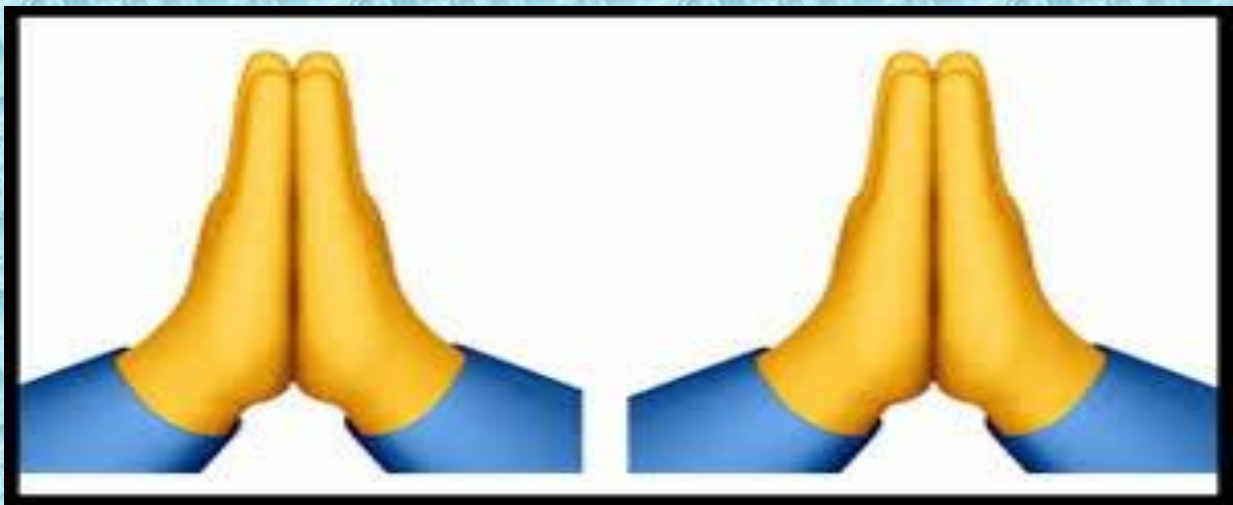
Pep Talk- News of the Day, Letter 'Qq','o' centre CVC words, व्यंजन'ह', दो अक्षर वाले शब्द, Left to right directionality, Index finger spacing, Recap of correlation of quantity with symbol 1-20 through Board Game, Independence Day, Transfer of Water.

NEP 2020 has brought with it a fresh beam of curriculum and pedagogical structure, particularly for the foundational years of education. The 'New Education Policy' -2020 stresses more on life skills, effective communication skills, encouraging more hands on learning activities. Experiential learning and play-way method is being given further prominence and meaning. The module is designed keeping the NEP 2020 in cognizance.

Namaskar

Children's emotional well-being during their early years has a powerful impact on their social relationships. Bal Bharati Parivar gives 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 set the tone for good communication and lays foundation for a healthy interaction.



'For the video link, kindly refer to the Previous Modules.'

Prayers Have Powers

Prayer is a communication with God. So we begin our day by taking the blessings of Almighty instilling this good value in our children and pray to heal the world.



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

Fit and Healthy You

Physical activity in children is important for a wide variety of reasons. It increases their strength and also helps in improving concentration level and balance in personality. Exercise is a vital component of child's development—laying the foundation for a healthy life.



'For the video link, kindly refer to the Previous Modules.'

Let's Shake a Little!!

Let's dance from our heart,
right from the start.

The facilitator will make the children dance and follow the left to right directionality.

Steps- <https://youtu.be/X9JPJ8nQTIw>

The teachers may request the parent facilitators to enjoy the peppy dance number along with their kids and spend some fun time with them.



Learning Outcomes-The child will be able to -

- ❖ Develop a sense of rhythm.
- ❖ Understand left to right directionality.
- ❖ Achieve well-coordinated movements.

Festival of the Month:

INDEPENDENCE DAY

We are Indians and we celebrate our Independence Day on 15th August every year. As Indians, this day is of great importance to us as on this day, in the year 1947, our country became free from the British rule. We feel proud and happy to celebrate this National Festival. Flag hoisting, the most important element of celebration, glorifies our patriotism, our love for the country and it is our duty as Facilitators and Parents to make our children respect and understand the significance of our national flag - the 'Tiranga'. The Teacher Facilitators to brief the children that as it is our National Festival, we will rejoice, staying at home by connecting to our friends and family members through a video call, enjoying a sumptuous Independence Day meal cooking something in Tri Colour, watching a good patriotic movie with our family and in the evening we can have a small role play activity by enacting roles of great freedom fighters to infuse the patriotic zeal amongst the little ones.

Learning Outcomes: The child will be able to-

- ❖ Know more about the Indian National Flag- 'Tiranga'.
- ❖ Learn more about the national festival 'Independence Day'.
- ❖ Instill a feeling of love for their own country.



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

Activity: Let Freedom Sing

The facilitators are required to plan out a 'Patriotic Song Rendition Activity' during the Virtual Circle time to promote love for one's own country and rejoicing in the festival.

Learning Outcomes: The child will be able to-

- ❖ Develop a liking towards singing.
- ❖ Understand rhythm and tune.
- ❖ Feel proud to be an Indian.



Independence Day Craft Activity

Sponge printing is a simple stamping technique and the after prints you get are amazing!!

The facilitators will introduce the children to the Indian National Flag - 'Tiranga' and tell them that each country has its unique national flag.

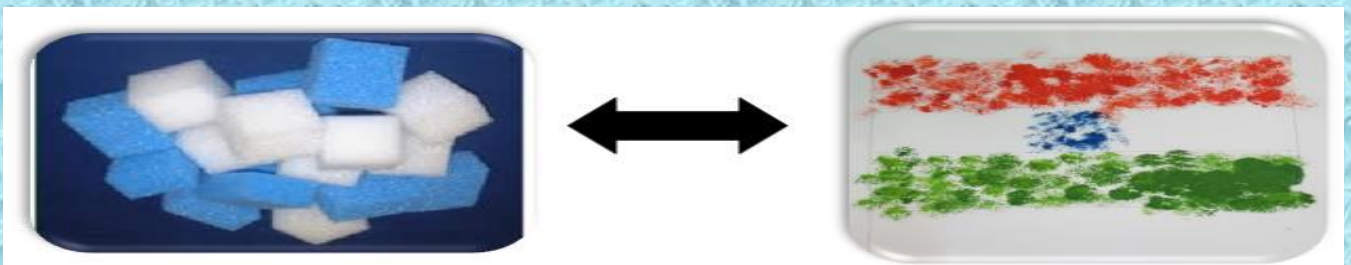
Materials Required-

- ❖ A pre drawn Indian flag on A4 size white sheet
- ❖ Poster colours - orange, green blue
- ❖ Brown crayon (for the pole)
- ❖ A small piece of sponge

Steps-

The co-facilitator will provide the children with an A4 size sheet (with pre-drawn flag). The children will be asked to colour the flag using the sponge and paints.

Orange at the top, green towards the end. When it's all dried up, put a impression of blue paint with a sponge at the centre of the white part.



Learning Outcomes- The child will be able to-

- ❖ Relate to our National Flag.
- ❖ Develop fine motor muscles and strengthen eye-hand coordination.
- ❖ Develop a sense of achievement and pride.

Social skill/Value:

Preservation of Natural Element- Water

Let Us Make Our Children the Keepers of the Environment

*“Drip drop drip drop.
This kind of clock
Must stop, stop, stop”*



As elders, it is our duty to cultivate a better and bright future for our children. In this endeavour, we need to work towards and sensitise the children about conservation and sustainability.

We need to inform our learners children about 'water' being a scarce resource and find out ways to save water and work towards a sustainable future. Parents as role models may be involved in this activity, inculcating values and adopting practices at home to save water and appreciate the effort of children, when they adopt practices to save water. This will not only help us to conserve the precious natural resource for sustainability but inspire the children to be responsible and caring human beings.

The Teacher Facilitator to motivate the children to become 'Young Environment Crusadors' by learning to save water.

Each child to become water smart by wearing a badge and taking a pledge to save water.

Activity: The facilitators will ask the children to create badges having the following lines written on it:

My name is _____

I am Water Smart.



The children will be encouraged to wear the badge during the virtual Circle time sessions.

Learning Outcomes- The child will be able to-

- ❖ Know more about the physical element -water.
- ❖ Understand the importance of saving water.
- ❖ Learn about the ways to save water.

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

English Language and Communication:

Pep Talk - News Of The Day



Beginning the day with an ice breaking session, a free conversation between the Facilitator, Child and the Co-Facilitator (Parent) will set a positive tone for the day.

The Facilitator may create an on screen ambience (with a table in front of her which may have some toys on it) that helps the child feel comfortable and motivated to express himself/herself freely about his likings, feelings, anything what he wants to share at his/her free will .The parents too to be pitched in (if and when possible) to make the conversation more interactive and lively.

Learning Outcomes: The child will be able to-

- ❖ Listen to friends and teachers.
- ❖ Express himself/herself freely.
- ❖ Use language creatively and imaginatively.
- ❖ Develop sensitivity and empathy towards the world around us.

Tete -a-Tete

The Teacher Facilitator may help the children to enact these beautiful characters once the narration is presented with effective voice modulation. The facilitators may ask the students to wear self-created masks or headgears while enacting the characters.

Characters: Sunflower, Marigold, Sun, Cloud, Rainbow

The flowers are growing in the field and the sun is shining in the sky.

Sunflower: Wow! Isn't the day bright and hot, my friend, I love it.

Marigold: Yes dear...me too



Sun: I am mighty, I bring light to the Earth and everybody loves me. Suddenly a cluster of clouds appear and it starts raining.

Cloud: Hey! my friend...Here I am...bringing refreshing rain and breeze to the Earth...I fill up the rivers too.



Sunflower: Hmm. Its wet, I love the rains.

Marigold: Me too ...everything looks so fresh and lively.

Cloud: I am the most loved one, I make everyone dance with joy.

Sun: I don't think so, Mr. Cloud... the flowers love me more than you.

Cloud: I think you are mistaken, Mr. Sun, the flowers love me.

Sun: Ok, if you are the loved one....then I am going away...I won't come back ever.

Sunflower: No, Mr. Sun...Please don't go away...if you are not there ...how will we make our food?

Rainbow: Dear Mr. Sun and Mr. Cloud., you both are equally important for me...If Mr. Cloud does not bring rain and Mr. Sun would not give your light...how am I going to spread my wings of seven colours?



Sunflower: Both of you, please stay here...we need both of you.

Marigold: Yes, we need both of you.



Hence, both Mr. Sun and Mr. Cloud stay together up in the sky happily and as good friends



Learning Outcomes: The child will be able to-

- ❖ Learn new words.
- ❖ Understand about the Sun, Cloud and the Rainbow.
- ❖ Enhance his/her speaking skills.

The Teacher Facilitator may conduct the virtual online sessions on a rainy day sitting in their balconies and ask the children to sit near a window or open space, if possible, to get a feel of the lovely weather. The facilitator may begin the session by asking the following questions:



1. How do we feel when it rains?
2. How does it smell when everything gets wet in the rain?
3. How do you feel walking on the wet grass?
4. What do the children want to do when they see water puddles?
5. What colour is seen everywhere around us in the garden after it rains?
6. Can you see more insects during the rainy season?

7. Name some insects and animals found during the rainy season.

8. What do you like to eat and drink especially when it rains?

Learning Outcomes: The child will be able to-

- ❖ Listen to friends and teachers.
- ❖ Observe and explore the immediate environment around.
- ❖ Express his/her thoughts freely.
- ❖ Comprehend the questions and answer them.

Vocabulary Words - rain, pond, dirty, clean, waste

Rainy Season is here, Let's listen to Bharat and Bharati...

The facilitator will introduce and explain the vocabulary words through a story involving Bharat, Bharati and their mother.

Bharat: Bharati, the sky looks dark grey today.

Mummy: Yes Bharat, it seems it is going to rain as there are Clusters of Grey Clouds in the sky.

Bharat: I don't like it, because when it rains, the roads becomes so Dirty...there is mud everywhere.

Bharati: But I love to jump in water puddles and float my paper boats.

Bharat: Mummy you mentioned about the clouds, but I wonder what are clouds? What is there inside the clouds?

Mummy: The clouds are made up of water droplets.

Bharat: Oh ...are they similar to Dew Drops seen on the grass?



Mummy: No dear, dew drops are seen specially on leaves and grass, when the moisture in the air changes to droplets of water on touching their cool surface, mostly during winters.

Bharati: Oh! I remember, I saw a show on National Geographic Channel where the clouds coming in contact with the cool Breeze burst and the Rain Drops fell on the Earth.

Mummy: You know dear, rains are very important for the crops to grow and fill the water bodies such as Rivers, Ponds and lakes with water.



Bharat: But mummy, Rain is not always good for everybody. The insects, animals who make their homes on and under the ground like snakes, earthworms, ants etc. cannot stay there as the ground gets filled with water.

Bharati: Yes dear...even for people who do not have a home face a lot of problem as everything becomes wet and they do not have a dry and clean place to rest.

Bharat: Mummy, we should do something for them.



Mummy: Yes Dear... this rainy season we will do something for them and find out ways to help them out.

Bharat: Yeah! That's a good idea!!!

Learning Outcomes: The child will be able to-

- ❖ Focus attention and enhance listening skills.
- ❖ Learn new vocabulary words.
- ❖ Learn to be empathetic and understand that it is good to help others.

Activity (The Third Day): Show and Tell

The child will be required to showcase any item related to rain or introduce any vocabulary related to rainy season through a speaking activity. They can carry any prop, dress up accordingly in accordance to the topic or item chosen.

Learning Outcomes: The child will be able to-

- ❖ Learn by listening to others.
- ❖ Speak a few lines in English language.
- ❖ Become confident and share their feelings with friends.



English Literacy

G

g

Letter 'G g'

Letter recognition and letter sounds are important skills for children to master. Letter **G g** will be introduced during the virtual circle time. The sound of the letter will be emphasised through a rhyme. A few vocabulary words and the letter formation will be emphasised by showcasing a story video.

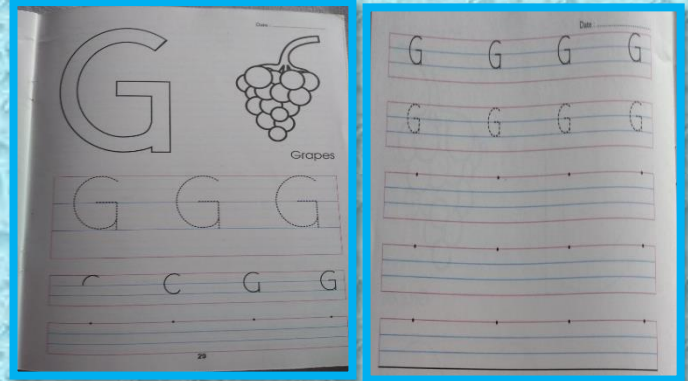
After the vocabulary words, the facilitator will show the story video which demonstrates the formation of letter **g** using the previous knowledge about letter 'c'. The facilitator will also recapitulate left and right direction using simple exercises before showcasing the video.

The facilitator will demonstrate how letter **c** can be made into letter **g**.



'For the video link & worksheet, kindly refer to the Bibliography.'

Alphabet writing is one of the important building blocks of literacy. The facilitators may give the writing practice of letter '**Gg**' with proper strokes in their prescribed notebooks. (Pages -29, 30 and 31)



The facilitator will recite the following rhyme with the students

Oh, I wish I was a groovy green grape.
Oh, I wish I was a groovy green grape.
Oh, I think it would be fine,
To grow upon a vine.
Oh, I wish I was a groovy green grape

Learning Outcomes: The child will be able to-

- ❖ Recognise letter **Gg** and understand it's phonetic sound.
- ❖ Identify the words that begin with the letter sound.
- ❖ Understand the correct formation and write letter **Gg**.

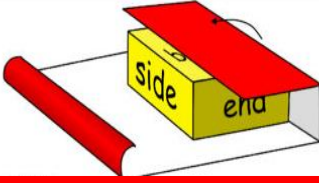
Letter 'G g' Activity

The activity will be carried out by the facilitators or the co facilitators after introducing the letter and the associated rhyme. The facilitator will stress upon the beginning sound of letter **G** while taking up the activity- Wrapping a **gift**. This activity may be conducted before the festival 'Rakshabandhan' where brothers and sisters exchange **gifts** as a token of their love and gratitude.

Let's Wrap a Gift?

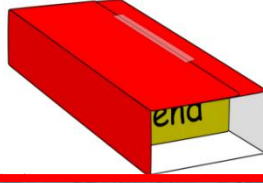
3.

Lay out the paper and put your gift box on it upside down. Pull the paper tightly over the long sides of your box so that it meets and overlaps on the top.



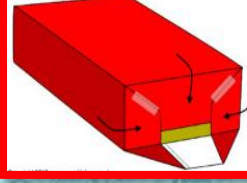
4.

Tape the paper in place.



5.

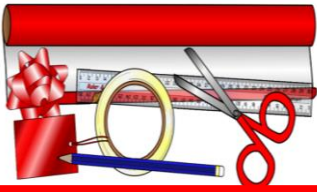
Turn the gift over so that the top is facing upwards. Fold down the paper at the end and hold in place. Then fold in the side flaps and stick with tape.



Tip:
Ask an adult to hold the top flap down while you stick the side flaps.

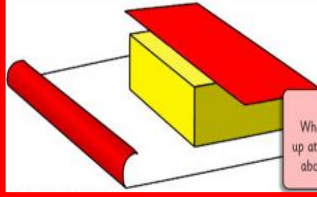
You will need:

wrapping paper stick-on bow
pencil scissors
ruler sticky tape



1.

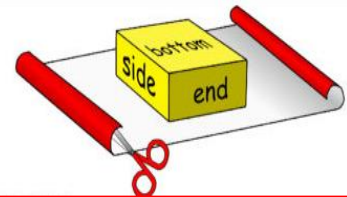
Unroll the wrapping paper with the pattern facing down. Put the gift on the paper and make sure there is enough to cover all the sides, top and bottom.



Tip:
When you fold the paper up at the ends, it must reach about 2cm over half way.

2.

Cut the wrapping paper carefully in straight lines.



Learning Outcomes: The child will be able to-

- ❖ Enhance his/ her fine motor skills.
- ❖ Enhance creative skills.

Vocabulary Words



grasshopper



grass



grapes



gate

Learning Outcomes: The child will be able to-

- ❖ Learn new words that begin with letter 'g'.
- ❖ Identify letter 'g' in his/her immediate environment.

Letter Q q

Quincy's duck went
"Quack! Quack! Quack!"
Q-U-A-C-K.
Though Quincy tried
To teach him more,
"Quack!" was all he'd say.



Learning Outcomes: The child will be able to-

- ❖ Recognise letter **Qq** and understand it's phonetic sound.
- ❖ Identify the words that begin with the letter sound.

Craft for Letter Q q- Making a Quail:

The facilitator will repeat the story and stress upon the word **quail** and its beginning sound. The facilitator may show the image of a real quail for better understanding and the following craft activity will be taken up with the children for enhanced learning outcome.



Materials Required-

- 1 circle in any light colour
- 1 feather
- 2 Leg cutouts
- 1 Plume cutout
- 1 small black triangle
- Googly eyes
- Sketch pens/markers
- Glue



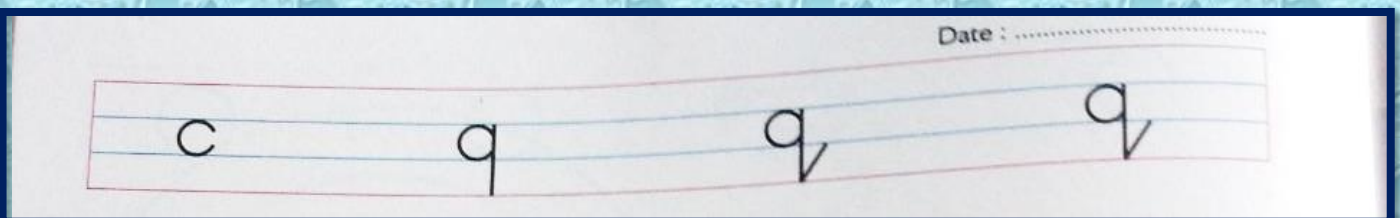
Steps-

1. Take the circle and fold it into half.
2. Paste the leg cutouts on the inside of the circle.
3. Paste the feather on the inside of the folded line on the circle.
4. Paste the plume on the other end of the folded line of the circle.
5. Paste the triangle a little below the plume.
6. Put glue on the inside of the circle and fold it into half.
7. Make a semicircle with the black marker around the beak.
8. Draw a drop shape in the center of the semicircle and make small curves with a black marker.
9. Paste the googly eyes.

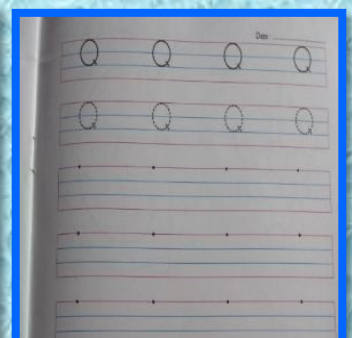
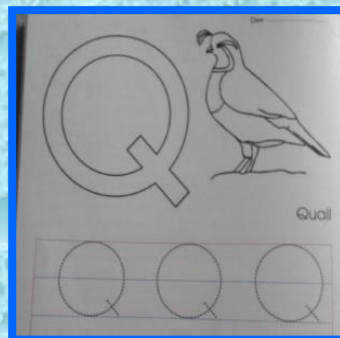
Learning Outcomes: The child will be able to-

- ❖ Enhance eye-hand coordination.
- ❖ Enhance his/ her fine motor skills.

Vocabulary Words & Writing Practice



The facilitators may give the writing practice of letter 'Q q' with proper strokes in their prescribed notebooks. (Pages - 26, 27 and 28)



'For the video link & worksheet, kindly refer to the Bibliography.'

Learning Outcomes: The Child will be able to-

- ❖ Recognize letter **Qq** and identify the words starting with the letters.
- ❖ Understand the correct formation of the letter and be able to write it properly.

Sight Word: 'Who'

The knowledge of sight words makes reading and writing interesting and easy for the children.

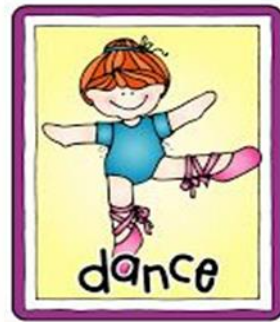
'Who' is an important sight word that appears most frequently while asking questions. The facilitator can explain the correct usage of the word 'who' during the virtual circle time through interesting activities and interactive games.

Question Cards

The facilitator will show the following question cards to the children and read aloud the questions starting with 'who'



Who is hugging?



Who is dancing?



Who is running?



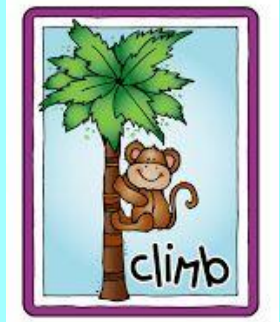
Who is jumping?



Who is swimming?



Who is flying?



Who is climbing?



Who is reading?



Who is cutting?

Learning Outcomes: The child will be able to-

- ❖ Develop listening skills.
- ❖ Identify the sight word 'who' and understand its usage.
- ❖ Comprehend and answer the questions asked by the facilitator.

Picture Reading

The teacher facilitator will show the following picture to the children. The children will be encouraged to answer the 'who' questions asked by the teacher facilitators.

(The picture has been provided separately too, Kindly, refer to the Bibliography)



Questions:

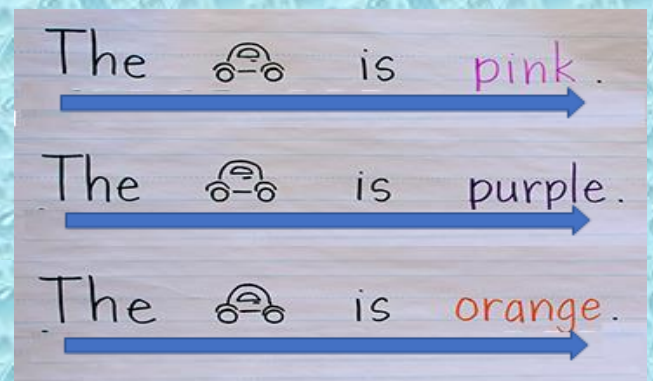
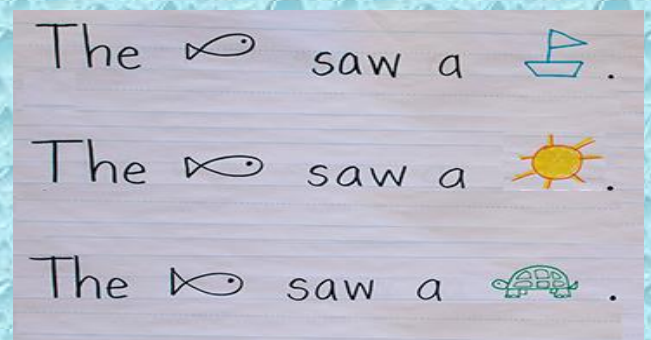
1. Who is fishing?
2. Who is flying?
3. Who is watching the dragonflies?
4. Who is peeping out of the water?
5. Who is watching the fish?
6. Who is swimming in the water?
7. Who is swimming behind the duck?
8. Who is wearing a green hat?

Learning Outcomes: The child will be able to-

- ❖ Listen attentively to the questions asked and answer appropriately by looking at the picture.
- ❖ Understand the usage of 'who'.

Left To Right Directionality

One of the most important visual skills is directionality or tracking. Directional tracking is an important and at times neglected, essential tool in reading. Proper directional tracking is essential for reading success. For accurate reading, the children must process sounds in order from left-to-right.



The facilitator will explain to the children that we all have two sides - left and right. The facilitator will then demonstrate her left and right (keeping in mind left and right of the children). The facilitator will first do the following simple activities with the children to reiterate the left and right:

The facilitator will ask the learners to-

1. Raise your left hand
2. Wave your right hand
3. Stomp your left foot
4. Shake your right leg
5. Pick a pencil in your left pencil
6. Pick a crayon in your right hand
7. Hold a spoon in your right hand and a fork in your left hand

8. Tilt your head once to your right and twice to your left

The facilitator will then read the following sentences while stressing on the directionality and stating that we read sentences from the left and move on to the right side.

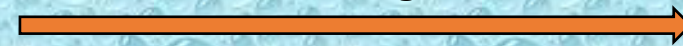
1. Turn off tap while brushing teeth.



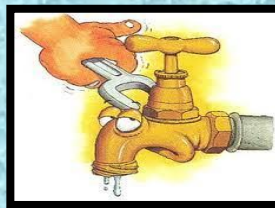
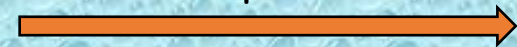
2. Take shorter baths.



3. Wash fruits and vegetables in a bowl.



4. Find and repair water leaks.



Learning Outcomes: The child will be able to-

- ❖ Understand the 'left to right' directionality.
- ❖ Read sentences in the correct sequence.

Index Finger Spacing

The facilitators will demonstrate ideal finger spacing while writing on the board by placing their index finger between two words. It is important to make conspicuous spaces while demonstrating to help the children understand the importance of space between each word.



Learning Outcomes: The child will be able to-

- ❖ Read small sentences fluently.
- ❖ Develop the habit to write clearly.

CVC Words

A CVC word is made up of a consonant, vowel and consonant sound. As a first step towards decoding (reading) the language, the facilitators will introduce three-letter CVC words to blend the sound of the letters.

Recap Of 'a' Centre CVC Words

Children may be helped to prepare a small flip book of 'a' centre CVC words and be encouraged to read the sentences from the flip book.

I have a brown **cat**



She runs behind a **rat**



Introduction Of 'o' Centre CVC Words

Similarly, children can also be facilitated to prepare a flip book with 'o' centre CVC words.

Bob has a **pot**



The **pot** has a **rod**



Learning Outcomes: The child will be able to-

- ❖ Revise 'a' centre CVC words.
- ❖ Blend the sounds and read 'o' centre CVC words.
- ❖ Enhance his /her Vocabulary.

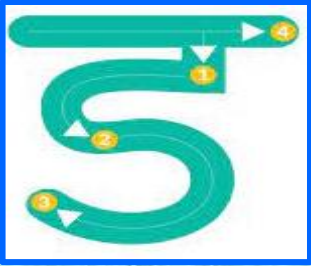
'For Flipbooks & worksheet related to 'a' & 'o' centre CVC words, kindly refer to the Bibliography.'

Literacy Hindi

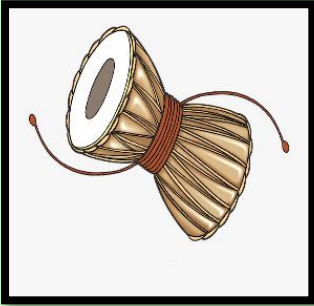
व्यंजन 'ड' एवं 'ह' का मौखिक एवं लिखित अभ्यास

बच्चे आस पास के वातावरण में प्रयोग होने वाले शब्दों तथा अपने अनुभव से अपनी भाषा का निर्माण करते हैं। उनकी इस भाषा पूँजी का प्रयोग भाषा सीखने सिखाने के लिए किया जाना चाहिए। राष्ट्रीय शिक्षा नीति 2020 के अनुसार बच्चों की बुनियादी साक्षरता के विकास के लिए विभिन्न गतिविधियों एवं सामान्य खेलों द्वारा बच्चों को व्यंजन 'ड' एवं 'ह' की पहचान करवाई जाएगी। इन व्यंजनों से विभिन्न शब्दों को बोलने व सुनने का प्रयास, मौखिक ध्वनि विश्लेषण, पहेलियों, कविताओं एवं कहानी द्वारा बच्चों को करवाया जाएगा।

व्यंजन 'ड'



अध्यापिका व्यंजन 'ड' का परिचय लघु गीतों द्वारा बच्चों को करवाएगी। वह शब्दों का उच्चारण करते समय व्यंजन 'ड' पर ज़ोर डालेगी और उन्हें 'ड' से अवगत करवाएगी।



डम-डम, डम-डम डमरू बाजे,
बन्दर उछल- उछल कर नाचे,
आयी है डुग-डुग भालू की बारात,
नाचे पूरा जंगल आज !!



डाकघर से डाकिया आया,
अपने संग है चिठ्ठी लाया,
जिसको पढ़कर पता चला,
नानी माँ जब आएँगी,
डिब्बा भर मिठाई लाएँगी !





उस डाली पर रहती थी मैना,
जिस पर टंगी थी ड से डोरी,
डोरी से एक बंधा था डिब्बा,
डिब्बे में रखी थी डफली।



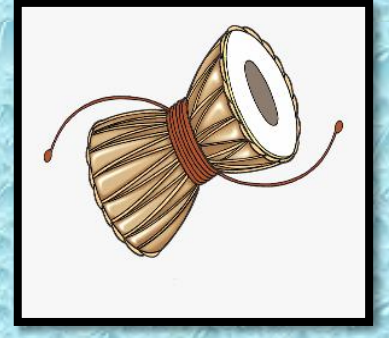
आइए एक बार फिर से दोहराते हैं, व्यंजन 'ड' से शुरू होने वाले शब्द-



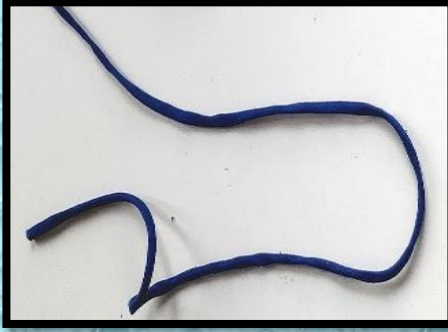
डिब्बा



डाली



डमरू



डोरी



डाकिया

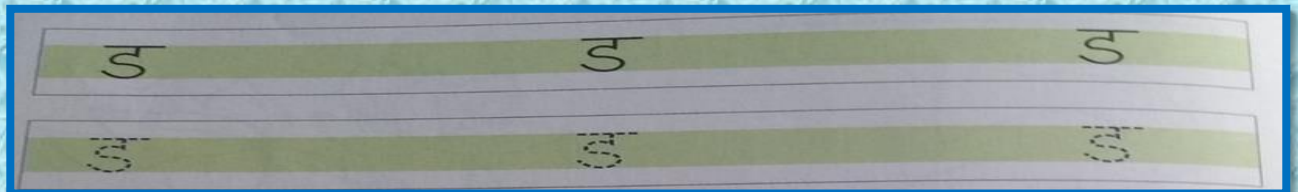


डफली

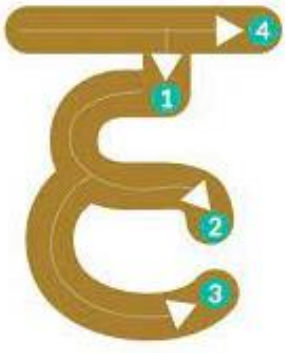
बच्चों के शब्दकोश में वृद्धि करने के लिए, अध्यापिका बच्चों को अपने आस पास के वातावरण में 'ड' व्यंजन के शब्द ढूंढने के लिए प्रोत्साहित करेगी और साथ ही अध्यापिका बच्चों को आटे / सूजी में 'ड' व्यंजन के अनुरेखन का अभ्यास भी करवाएगी।

'ड' व्यंजन लेखन-

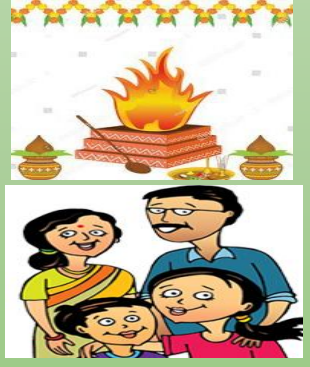
बच्चे अपनी कार्यपुस्तिका में 'ड' लिखने का अभ्यास करेंगे।(पृष्ठ संख्या 23-25)



व्यंजन 'ह'



ह से हमने किया हवन,
सबका मन हुआ पावन ।



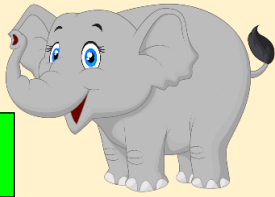
*अध्यापिका यह लघु गीत सुनाकर बच्चों को से प्रश्न पूछेगी कि-

- सबने क्या किया?
- हवन करने से क्या हुआ?

अध्यापिका व्यंजन 'ह' का परिचय पहेलियों द्वारा बच्चों को करवाएगी । वह बच्चों को पहेलियों को ध्यान से सुन कर उत्तर देने के लिए प्रोत्साहित करेगी । शब्दों का उच्चारण करते समय वह व्यंजन 'ह' पर ज़ोर डालेगी और उन्हें व्यंजन 'ह' से अवगत करवाएगी ।

बूझो तो जानें?

विशाल है मेरी काया,
गन्ना है मुझको भाया,
सूंड हिलाता मैं आया,
बच्चों के मन को भाया ।



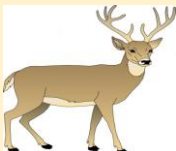
हाथी

एक दूजे के रंग लगाएँ,
पिचकारी भी साथ में लाएँ,
और सब मिलकर साथ में नाचें,गाएँ,
बुरा ना मानो _____ है !



होली

भूरे रंग का होता हूँ,
ऊँची छलाँगें मारता हूँ,
घास पत्ते खाता हूँ,
सींगोवाला वाला होता हूँ,
बोलो क्या कहलाता हूँ?



हिरण

जब भी कभी गर्मी सताती,
हमारे मन को है ये भाती,
कभी गरम तो कभी ठंडी,
कभी तेज तो कभी धीमी..

बोलो क्या?



हवा

आइए व्यंजन 'ह' से शुरू होने वाले कुछ और नए शब्द सीखें-



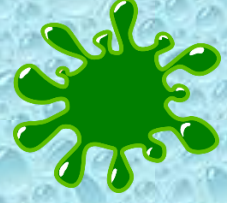
हाथ



हवेली



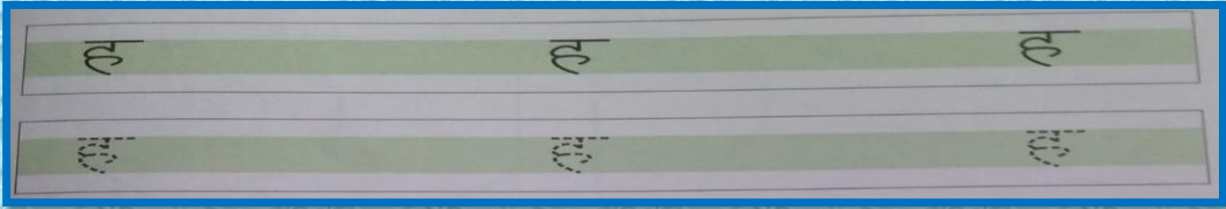
हथौड़ा



हरा

'ह' व्यंजन की पुनरावृत्ति एवं लेखन

- बच्चों के शब्दकोश में वृद्धि करने के लिए अध्यापिका बच्चों को प्रोत्साहित करेगी कि वे किसी भी पुरानी हिंदी पत्रिका/अखबार में से 'ह' व्यंजन के शब्द ढूंढकर गोला लगाएँ। अध्यापिका बच्चों को आटे / सूजी में 'ह' व्यंजन के अनुरेखन का अभ्यास करवाएगी।
- बच्चे अपनी कार्यपुस्तिका में 'ह' लिखने का अभ्यास करेंगे।(पृष्ठ संख्या 26-28)



दो अक्षर वाले शब्द पढ़ने का अभ्यास:

बच्चों को अब तक करवाए गए व्यंजनों से बनने वाले दो अक्षर शब्दों को पढ़ने एवं लिखने का अभ्यास करेंगे। साथ ही अध्यापिका द्वारा बच्चों को दो शब्दों वाले बिना मात्रा के वाक्यों को पढ़ने का अभ्यास करवाया जाएगा।

मत कर |

डर मत |

रट मत |

बस कर |

सीखने का प्रतिफल:

- ❖ बच्चे की शब्दावली में वृद्धि होगी।
- ❖ बच्चा अपने वातावरण में 'ड' एवं 'ह' के शब्दों की पहचान कर सकेगा।
- ❖ बच्चा दो अक्षर वाले शब्दों को मौखिक एवं लिखित भाषा में प्रयोग करने में सक्षम होगा।

व्यंजन 'ह' की कार्यपुस्तिका तथा व्यंजन 'ड' एवं दो अक्षर वाले शब्दों पर आधारित पीपीटी के लिए कृपया बिल्लियोग्राफी देखें।

Blocks and Maths

My Water Board Game

Children enjoy a lot while playing with water, but it is important to make them understand the importance of water and its conservation. Keeping this in mind, a board game on water ethics has been created from numbers 1 to 20. The facilitators may explain this game to the children during their virtual sessions by talking about the sources, uses and conservation of water.

(This game can be played by two or more people.)

Material Required: Skittles



**'For the worksheet,
kindly refer to the
Bibliography'**

1 START	2 Drink a glass of water and move 1 step forward.	3 Check your house for any leaking tap. Inform your parents to call a plumber. Move 1 step forward.	4 Name the most important source of fresh water on earth. Move 1 step forward.
5 Wash your hands. Don't waste water! Move 1 step forward.	6 Fill a bottle with water and keep it in the refrigerator. Move 1 step forward.	7 Tell one way to save water. Move 1 step forward.	8 Offer a glass of water to your grandparents/ parents. Move 1 step forward.
9 Name two more sources of water and move onto no. 11	10 Name 3 animals that live in water. Move 1 step forward for each name told.	11 If you water the plants in your house regularly then please move 1 step forward.	12 It's time to drink water again. Move 1 step forward.
13 Name a means of Water Transport. Move 1 step forward	14 Name a water animal that has eight legs. Move 1 step forward	15 You miss your chance if you have taken a bath today under a shower? If not, move one step forward.	16 Name a water activity which is enjoyed during summers and move 1 step forward.
17 Name 2 sources of water having salty water.	18 Name any 3 uses of water. Move 1 step forward.	19 Take a pledge to save water. Move 1 step forward.	20 Finish You win

Learning Outcomes: The child will be able to-

- ❖ Learn about the sources and uses of water.
- ❖ Develop healthy habits and maintain hygiene.
- ❖ Reinforce the sequence of numbers from 1 to 20.

Correlation of Symbols with Quantity

I don't know, but I have been told,
Tens are tall, and ones are small,
First you count up all the tens,
Then add the ones on to the end.

Children need to develop the number sense along with counting. One of the best ways to develop number sense is through handling objects and counting them. The facilitators may encourage the children to count objects easily found in the child's home.

Here is an activity based on numbers. Facilitators may take up the following activities with the children and have fun.

Number Game (1 - 40)

Facilitators may explain this game to the children during their virtual circle time.

Materials required:

- Four strips of paper (on which numbers 1-40 are written).
- Wooden pegs and if wooden pegs are not available use the normal pegs with a small piece of paper stuck on top of them.

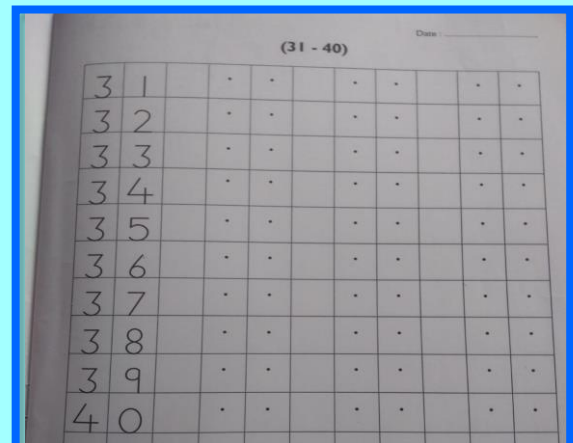
Activity-

1. Take four strips of papers with the numbers, 1-40 written on them but skip one-two numbers in between and leave the space as blank.
2. Next, prepare and write those missing numbers on a few pegs.
3. Now ask the child to find the missing numbers in the pegs and put them on the paper strips to complete the counting.

An example is given below for reference.

T	O	T	O	T	O	T	O
	1			2	1	3	1
	2	1	2	2	2		
	3	1	3	2	3	3	3
	4			2	4		
	5	1	5	2	5	3	5
		1	6	2	6		
	7	1	7			3	7
	8	1	8	2	8		
	9					3	9
				3	0		

The facilitators may give the writing practice of numbers from 31 to 40 following proper strokes in their prescribed notebooks. (Page no. 15)



Learning Outcomes: The child will be able to-

- ❖ Understand that a set of 10 numbers is known as 1 ten.
- ❖ Count numbers 1-40 in seriation.
- ❖ Identify missing numbers in a series.
- ❖ Develop problem solving skills.

Note: During the virtual circle time, the facilitators will showcase the number correlation video for better understanding of the concept.

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

What Comes After...?

To help the children recapitulate the concept of 'What Comes After?' the facilitators may take the following activity during their virtual sessions along with the suggested questions.



TAP



WATERFALL



WELL



POND



RIVER



RAIN

Suggested Questions for the Facilitators:

1. Name the picture which is after the picture of a tap?
2. Name the picture which is after the picture of a waterfall?
3. Name the picture which is after the picture of a pond?
4. Name the picture which is after the picture of a river?

Learning Outcomes: The child will be able to-

- ❖ Understand the concept of sequencing.
- ❖ Pronounce words clearly.
- ❖ Develop critical thinking skills.

Gamification In Learning

The approach to the educational pedagogy is changing. Gamification has taken popularity essentially to stimulate students' interest and engagement during the online teaching. The objective of gamification is to capture the concentration of the learners by increasing their involvement and enjoyment which further enthruses them to continue learning.

With an aim to let the children get more involved in learning, the teacher facilitators may arrange for a fun filled session for the children by playing an interesting online game- **PUZZLE PARTY**

Link: <https://artsandculture.google.com/experiment/puzzle-party/EwGBPZIIzvOKRw?hl=en>

Fine Motor Skills/Creative Expression

Water Shifting Activity

The process of finding out the actual amount or the quantitative value of something is called measurement.

Well! When we think of measurement, we think with scale, but this concept of measurement can be done by simply transferring of water. Nonetheless working with water is a great sensory experience.

The facilitator will introduce the following activity during the virtual circle time, with the help of co-facilitators.

Material Required- 2 transparent empty glasses

- 2 rubber bands

-A bottle of water (3/4 filled with water)

Steps-

The co-facilitator (Parent) will put both the empty glasses in front of the child with rubber bands put around both the glasses at different levels.

Now the facilitator will ask the learner to fill the two empty glasses with water. The teacher facilitator will guide the learners to pour water in the glasses only up to the level of the rubber bands.

The children will be encouraged to observe the difference in water levels of both the glasses.



Learning Outcomes: The child will be able to-

- ❖ Enhance eye-hand coordination and observation skills.
- ❖ Learn and relate to Everyday Practical Life Exercises.

Under Water World

You are never too young or too old for painting so let's explore the underwater world, this time with a new technique.

Materials Required-

- ❖ Fevicol
- ❖ Acrylic paints(all basic six colours)
- ❖ black marker
- ❖ water (in a cup or glass)

Steps-

The facilitators will ask the children to take equal quantity of fevicol and paint (blue colour) and mix them together.

The children will be then asked to put a small amount of water to the mixture just enough so that paint mixture spreads easily on the paper.

The children will be guided to spread the paint mixture on the entire sheet and make waves using his/her index finger.

The children will observe the shining waves created.

During the next virtual circle time session, the children will be asked to dip the thumb into different coloured paints, and imprint the same to make different fishes.



Learning Outcomes- The child will be able to-

- ❖ Enhance eye hand coordination and fine motor skills.
- ❖ Imagine life under water and develop colour sense.
- ❖ Enhance creative skills.



MILESTONES ACHIEVED



The activity that I enjoyed doing the most

SOCIAL & EMOTIONAL MILESTONES-

- I feel good about myself. Yes/No
- I am aware of different uses of water. Yes/No
- I have learnt the importance of saving water. Yes/No
- I know about Independence Day and our National Flag - Tiranga. Yes/No
- I know about our great freedom fighters and salute them. Yes/No

LANGUAGE & LITERACY MILESTONES-

- I am able to recognize letter 'Gg' and write it using the correct formation. Yes/No
- I am able to recognize letter 'Qq' and write it using the correct formation. Yes/No
- I can read aloud three letter words with 'o' in the centre. Yes/No
- I can read using left to right directionality. Yes/No
- I can recite two rhymes given in the module. Yes/No
- I have understood the concept of index finger spacing. Yes/No

LEARNING MY MOTHER TONGUE-

- मैं अपने वातावरण में व्यंजन 'ड' एवं 'ह' से शुरू होने वाले शब्दों की पहचान कर सकता हूँ/सकती हूँ । हाँ/नहीं
- मैं अक्षरों द्वारा शब्दों को बना सकता हूँ/सकती हूँ । हाँ/नहीं
- मैं दो अक्षर के शब्दों को पढ़ एवं लिख सकता हूँ/सकती हूँ । हाँ/नहीं

COGNITION & UNDERSTANDING RELATED

MILESTONES-

- I can count & write numbers from 1-40. Yes/No
- I have understood the concept of 'after' and enjoyed doing related activities. Yes/No
- I have learnt to follow the instructions while playing the board game. Yes/No
- I can differentiate between levels of water in containers /glasses. Yes/No

FINE MOTOR SKILLS RELATED MILESTONES-

- I can recognize the colours of our National Flag-Tiranga. Yes/No
- I enjoyed the gift-wrapping activity. Yes/No
- I can pour water without spilling. Yes/No
- I can identify the quail and its plume. Yes/No
- I know about the underwater world. Yes/No

NOTE- Parents are requested to guide and help their wards to choose the right option after asking relevant questions to them. Also kindly share the feedback with the respective class teachers.

