



Bal Bharati
PUBLIC SCHOOL

PRE-PRIMARY

1 OCTOBER TO 31 OCTOBER 2021

FACILITATION

MODULE

(Guidelines to Nurture Early Learning)

**Learn, Play and Grow
Together!**



The Learning Programme is from 1 October to 31 October '2021. The following are to be facilitated for our children:

THEME OF THE MONTH- 'BIRDS'

Social skills/Value-

- Happiness

Festivals of the Month-

- Gandhi Jayanti
- Durga Puja
- Dusshera
- Eid-e Milad

Language English -

- Pep Talk - News of the Day
- Conversation and discussion on different birds and their features, riddles and role play.

Literacy English

- Recap of CVC words with 'i' in centre
- CVC words with 'u' in centre
- Index finger spacing
- Left to Right Directionality

Literacy Hindi

- व्यंजन परिचय, मौखिक एवं लिखित अभ्यास- 'ख' और 'घ'
- तीन अक्षर वाले शब्दों का मौखिक एवं लिखित अभ्यास

Blocks and Maths

- Pre-Number Concept- Heavy and Light
- Shape- Star
- Revision - Numbers (1-50)
- Writing of Numbers with Quantity (1-50)
- Correlation of Numbers (1 to 20)
- Back Counting (20-1)

Fine Motor Skills/Creative Expression

- Egg-a-thon (Race using a tablespoon and an artificial clay egg made during the virtual session)
- Imitating bird sounds and creating a nest



Dear facilitators,

The early childhood experiences should progress from simple to complex, from known to unknown and 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, Gandhi Jayanti and it's related craft, Story on Happiness, Recap of 'i' centre CVC words, Introduction of vyanjan ख, Recap of 1 to 50, Concept of heavy and light, Egg a thon (Race using a tablespoon and an artificial clay egg made during the virtual session)

WEEK-2

Pep Talk- News of the Day, Dusshera and it's related craft, Birds, Recap 'i' centre CVC words, Introduction of 'u' centre CVC words, Introduction of vyanjan घ, Correlation of numbers 1 to 20, Bird's Nest

WEEK-3

Pep Talk- News of the Day, Eid and it's related craft, Birds- Role Play, 'u' centre CVC word short sentences, Hindi three letter words, Shape- Star, Back Counting 20 to1, Feather painting



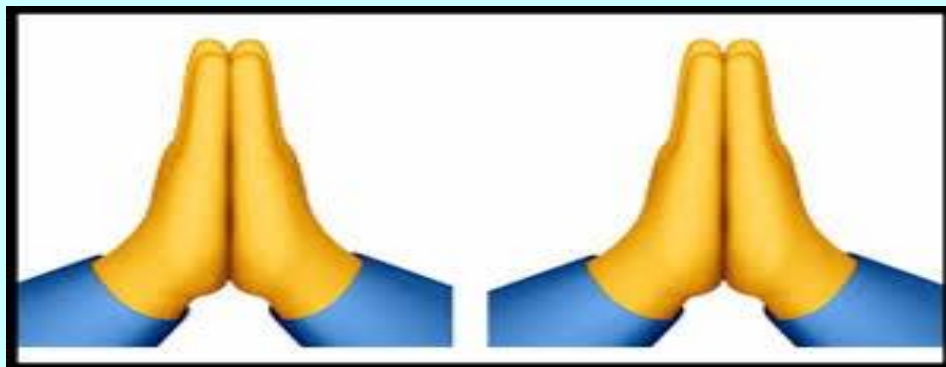
"The new National Education Policy (NEP) aims to reorient the education system towards meeting the needs of the 21st century by achieving the twin objectives of inclusion and excellence", quoted by President Shri Ram Nath Kovind

National Education Policy 2020 visualises an India-centric education system that develops good human beings with rational thinking, compassion, empathy, courage, resilience, scientific temper, creative imagination, and ethical values. It brings with it a systematic reform in the education sector rather than an incremental reform and aims to address our country's current developmental imperatives. 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 a child's development—laying the foundation for a healthy life.



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



Egg-a-Thon



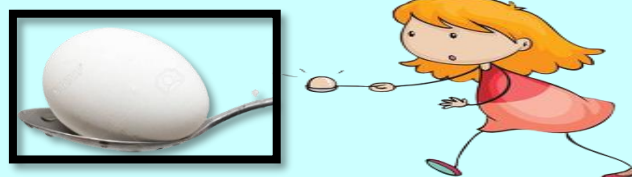
All about Eggs: The facilitators will explain to the learners that birds are oviparous, which means they lay eggs and their young ones hatch out of the eggs. She will further tell the learners that eggs are of utmost importance to the bird because through an egg, they bring the baby birds into this world and continue with the cycle of life. The parent birds sit on the eggs gently to provide warmth and hatch them.

Balancing is the ability to maintain a controlled body position while sitting or walking. Balancing is a significant component of a child's development. Children must be encouraged to learn to balance before they can progress to a higher level of gross motor skills like hopping, skipping etc.



Materials Required: Clay (white/brown colour) & a spoon

Steps: The facilitators will demonstrate to the learners how to mould clay into the shape of an egg. They will guide the learners to put the clay egg on the spoon, hold the spoon with one hand, and put the other hand behind. Children will be asked to balance the spoon and the egg and walk few meters. She will ask the children, "Let's learn '**Balancing for Caring**' and not let Mumma Bird's egg that has a Baby Birdie in it ...fall....Oops! or else it will hurt the Baby Birdie inside".

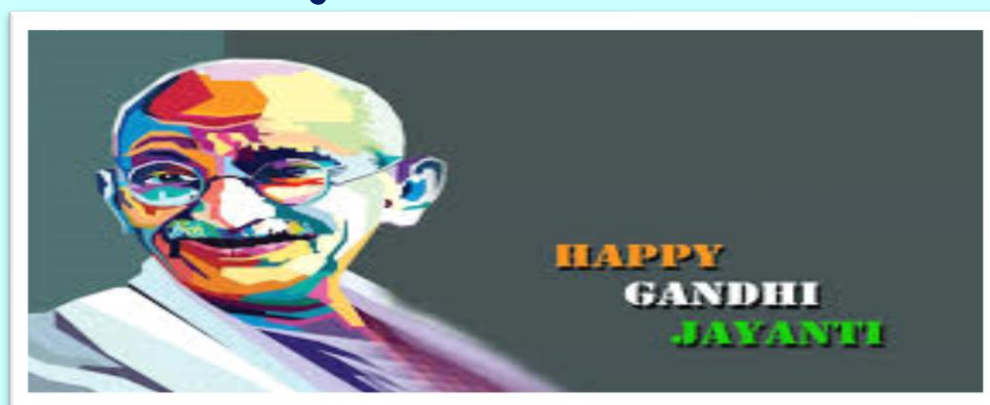


Learning Outcomes-The child will be able to-

- ❖ Internalize 'Care and Empathy'.
- ❖ Develop large muscles and learn to maintain balance.
- ❖ Enhance eye-hand coordination.
- ❖ Gain confidence.

Festival of the Month:

Gandhi Jayanti



"By Education I mean an all-round drawing out of the best in child and man in body, mind and spirit"- Mahatma Gandhi



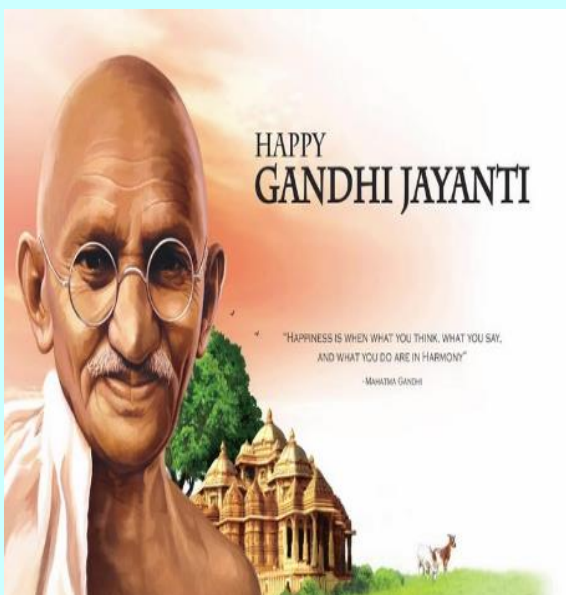
This Gandhi Jayanti, the facilitators, will help the children embark upon a special adventure and imbibe the values of **Bapuji**, following his footsteps.

Briefing the children about Mohandas Karamchand Gandhi's contribution towards building India as a nation and celebrating his Birthday on 2nd of October, the facilitators will encourage the children to dress up as Gandhiji as a mark of their respect towards the Father of the Nation. The facilitators will talk to the children about how Gandhiji led a very simple life, spinned his own clothes on a **Charkha**, wore a round **Chashma**, walked miles in his simplest footwear with the help of his **Lathi**. The fact that he could write with both of his hands can also be told to the children by the facilitators.

The facilitators will apprise the children about the three golden rules of Gandhi ji and the importance of his three Monkeys.

- Don't see bad. The facilitators may point out the movies and other television programmes that are not advisable for the kids to watch.
- Don't use swear words or be rude. Never speak a lie. The facilitators must instill the value of being truthful amongst the learners by telling stories or quoting real life examples.
- Don't listen to foul language. The facilitators must explain and tell the learners that whenever anyone uses bad words, they must not follow them, rather tell them about not using the same.

Let our children draw inspiration from this great soul!



Learning Outcomes: The child will be able to:

- ❖ Know more about Gandhiji's/Bapuji's laathi, chashma and charkha.
- ❖ Imbibe good values.
- ❖ Become responsible citizens in future.

Charkha Making Activity:

Materials Required: One, whole ice-cream stick, half of the ice-cream stick, three-fourth of the ice-cream stick, 2 buttons, 4 toothpicks or 8 matchsticks, White thread or sutli, 1 white circle (7 cm diameter), A4 size white sheet, glue.

Steps: The facilitators will guide the learners to take up the following activity-

- Take a cut out of a circle.
- Paste the toothpicks/ matchsticks on the circle to make the spokes of the wheel as shown in the picture.
- Paste one button in the centre to complete the wheel.



Paste the white thread/sutli around the spokes of the wheel (refer to the picture).

- Fix the ice cream sticks and the wheel to make a charkha as shown in the picture.
- Stick another button on top of the half ice-cream stick and your charkha is ready.
- Now paste the entire thing on a white sheet.

Learning Outcomes: The child will be able to:

- ❖ Know more about the charkha.
- ❖ Enhance his/her eye hand coordination.
- ❖ Develop his/her fine motor skills.

Durga Puja

The facilitators will apprise the children about the festival 'Durga Puja', a deeper insight into our rich culture which involves merriment, dance, eating good food, enjoying with family and friends. A rhythmic beating of drums called Dhak with a Dhunuchi dance adds on to the celebration. The tenth day is called Vijayadashami when



women put sindoor on each other and bid adieu to the goddess. While Eastern India is renowned for Durga Puja festivities, the deity is



worshiped in various forms across India during Navaratri, a festival that spans over a period of nine days.

Learning Outcomes: The child will be able to:

- ❖ Learn about the festival Durga Puja.
- ❖ Learn about the various ways of celebrating the festival.

Note: Facilitator's choice to take up Any one activity.

Cooking Without Fire (Making of Sandesh-A Delicious Sweet)

Ingredients: Chhena (Paneer), Powdered Sugar, Cardamom Powder, Pistachio

Method:

- Mix Chhena (Paneer), Sugar and little bit of cardamom powder together and knead it thoroughly until it is a smooth paste.
- Take a small portion of the mixture and roll in into a ball.
- Put a Pistachio on top for garnishing and refrigerate it.
- Enjoy it with your friends and family members.

Learning Outcomes: The child will be able to:

- ❖ Follow the steps of the recipe and create a new dish.
- ❖ Achieve a sense of pride and independence.
- ❖ Imbibe the value of sharing and family bonding.

Goddess Durga-Worksheet

Materials Required: Crayons, colourful sequins and stick-on for decorations.

Steps: -The facilitators will ask the learners to take a printout or draw Maa Durga's face as shown.



The facilitators will further guide the children to colour the face of Maa Durga and decorate it with colourful sequins and stick-on.

Learning Outcomes: The child will be able to:

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

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

Dussehra

The Power of Good (A conversation between Bharat and Bharati)

Mummy: Good morning Bharat and Bharati ...You know it's a special day today.

Bharati: Mummy ...What is so special?

Bharat: Bharati, today we will celebrate Dusshera.

Mummy: Yes, Bharat and Bharati....now get ready in your traditional attire...you need to help me in the festivities.

Bharati: But Mumma why do we celebrate Dusshera ?



Mummy: Dear children....we celebrate Dusshera to mark the **Victory of Good Over Bad** as Ram Ji killed Ravana after a long fight.

Bharati: So Mumma, why do we burn the effigies of Ravana, his son Meghnad and brother Kumbhakarna.

Mummy: Bharti, the effigies are burned to put an end to everything which is bad and spread goodness and cheer around.

Learning Outcomes: The child will be able to:

- ❖ Be a good listener.
- ❖ Learn about the festival Dusshera.
- ❖ Imbibe the values.

Dushaanan Craft Activity:

Materials Required: One yellow circle (6 cm diameter), nine yellow circles (5 cm diameter), one orange/red rectangle (21x15 cm), silver/golden paper, googly eyes, black and red marker, glue, decorative materials like beads, sequins, star stickers etc.

Steps: The facilitators will guide the children to make the Dushaanan craft.

- Roll the orange /red rectangle in a cylindrical shape to make the body of Dushaanan as shown in the picture.
- To make the face of Dushaanan, take the bigger circle, paste googly eyes and draw nose, moustache with a black marker and mouth with the red marker.
- In a similar manner complete the other nine faces using small circles.
- Enhancing the face, paste small crowns made out of golden/silver paper on all the ten heads.
- By keeping the bigger face in the center and pasting the other nine



smaller faces adjacent to each other, all ten heads of Dushaanan will be complete as shown in the picture.

- Now fix the heads on the cylindrical body.
- Decorate the cylindrical body with stones, beads, star stickers etc.
- Our Dushaanan effigy is ready to be lit.

Learning Outcomes: The child will be able to:

- ❖ Learn about Ravan and his ten heads.
- ❖ Develop eye-hand coordination and fine motor skills and.

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

Eid-e- Milad-un-Nabi

The teacher facilitators will brief the children about the festival Mawlid, a celebration of Prophet Muhammad's Birthday. It is commonly called **Eid-e-Milad-un-Nabi**.

This festival is celebrated all over the world with great joy and enthusiasm. It is a time for us to remember Muhammad's life and virtues, give charity to the poor, and read from the holy Quran. On this day, mosques are illuminated with strings of lights, and people eat sweets and sing songs.

Learning Outcomes: The child will be able to:

- ❖ Learn about the festival Eid.
- ❖ Imbibe the value of charity.

My Crescent Mobile(Eid Craft Activity):

Materials Required: An ice cream stick, 1 meter of any thick thread/sutli/mauli (sacred coloured thread), the star stencil from the stationery kit (the biggest one), white A4 size pastel sheet, decorative materials like star, stickers, glitters etc.



Steps: -The facilitators will guide the children to make the Eid Mobile.

- Trace the star by using the stencil and cut it using safety scissors under the supervision of the parents.
- Students to draw a crescent shape and cut it carefully using safety scissors under the supervision of the parents.
- Punch a hole in one corner of the star and on the edge of the crescent moon using a toothpick or pencil.
Tie a thread to hang the moon and the star from an ice cream stick.
- Our beautiful Eid Mobile is ready to hang.....



Learning Outcomes: The child will be able to:

- ❖ Learn about the crescent moon and star.
- ❖ Develop eye hand coordination and fine motor skills.

English Language and Communication:

Pep Talk - News of the Day



The facilitators will begin the day with free talk time to assimilate new vocabulary and language skills. To set the ball rolling and get the kids talking, the facilitators will set a positive tone for the day by asking simple 'get to know you' questions.

An onscreen setting can be created by placing a few children's favourite items like toys, clay, paints etc., to stimulate them to convey their experiences, feelings, emotions and thoughts liberally. The co-facilitators may play a part, wherever required, to make the conversation more collaborative and energetic.

Learning Outcomes: The child will be able to-

- ❖ Develop speaking skills.
- ❖ Express himself/herself freely.
- ❖ Develop sensitivity and empathy towards the world around us.
- ❖ Enjoy relating to experiences of others.

Social skill/Value:

Happiness Mantra- A Conversation

Bharat and Bharati have come to visit their Nani over the weekend.

Nani: Good Morning Children.....it's time to get up.

Bharat: Nani I am feeling so sad ...I want a new toy car like my friend.

Bharati: Me too Nani....My friend Disha has a beautiful talking doll...Mumma didn't buy me one...I am also unhappy.

Nani: Beta, You should be happy for all that God has given you.... Possessing new things is not happiness.

Bharat: Then what is happiness, Nani?

Nani: Ok...then both of you listen to this story, and at the end, you will understand.



Story: The teacher facilitators will narrate the following story showcasing a PPT.

A crow in the jungle is unhappy because he doesn't look pretty. He meets a swan and thinks that the swan is the happiest bird. But the swan says, she envies the parrot, who is more colourful than her. The crow flies to the parrot and wants to know if he is the happiest bird. But the parrot says, he thought that he was happy until he met the beautiful peacock. So, the crow keeps looking for the peacock and finds him in a zoo along with some other birds. He again asks the same question to the peacock. But the peacock tells the crow that the crow is the happiest as he can fly freely wherever he wants. All colourful and beautiful birds are put in cages and they are unhappy and sad. So, the crow realised that one should be happy with whatever he has and always express gratitude.

Bharati: Nani, we are so sorry...from now on, we will not compare ourselves with others and be happy with what we have.

Bharat: Nani ..Thank you so much for narrating this beautiful story.



The children may be encouraged to speak about, "What makes you happy about yourself?", during the virtual session dedicated to the 'Happiness Mantra'.

Learning Outcomes: The child will be able to-

- ❖ Be a good listener.
- ❖ Enjoy the story.
- ❖ Understand the message conveyed through the story.

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



Vocabulary Words - flightless, fly, high, beak, feathers, tail, home, wings, nest, move, care, egg, grains

Bharat: Bharati, I am getting bored. Let's go for a walk. It's such a lovely weather outside.



Bharati: Oh yes! The weather is pleasant. It's neither too hot nor too cold.

Bharat: Bharati, look up in the sky...What do you see?



Bharati: Yes, Bharat! I can see beautiful birds flying high in the sky.

Bharat: Oh, I wish I had wings, and I could fly too!

Bharati: Yes! We all wish that, but the bodies of the birds are very different from ours.

Bharat: What is so different in the birds, dear Bharati?

Bharati: Bharat, the bird's body is covered with feathers and has wings to fly. They have a tail which they use to change direction while flying.



Bharat: So, if I also put feathers and a tail, can I fly too?

Bharati: No Bharat! The bones of the birds are hollow. By hollow, I mean like a straw. So, it makes the body of the birds very light.



Bharat: Oh! That's interesting. Do these birds keep on flying all the time?

Bharati: Oh no! They live on trees, and they too eat food as we do.

Bharat: How do they eat, and what do they eat?

Bharati: All birds have a beak. They eat grains with their beaks.



They also make a home as we do. They make their house using twigs, leaves, wool, cotton, grass and many other things. It is called a nest. The birds then lay eggs in the nest. The parent birds together take care of the eggs.



Bharat: Oh! How fascinating!

Bharati: Bharat, but do you know that all birds cannot fly. There are some birds like ostrich and kiwi that cannot fly because they are heavy birds.



Bharat: Thank you, Bharati! I learnt so much about birds today. It was really interesting.

Learning Outcomes: The child will be able to-

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

Activity: Role Play

Dressed up like a bird, the child will speak a few lines introducing the bird. They may wear the headgear of a bird or carry a flashcard/placard.

Learning Outcomes: The child will be able to-

- ❖ Learn by listening to others.
- ❖ Speak a few lines in English language.



- ❖ Imitate bird's sounds.
- ❖ Become confident and share his/her feelings with friends.

Did You Know?

- Bird Sanctuary is an area of land in which various species of birds are protected and encouraged to breed in their natural habitat. One can view many local and migratory birds there.
- The Koel does not make its own nest. It Lays eggs in a Crow's nest, and the Crow hatches them along with its eggs.
- Some birds that are endangered are the Syrian Crane, Kiwi and Snowy Owl.

Riddle Time....

This is a bird that talks.
Did he say that he is a carrot?
I must have missed heard,
He is actually a.....

Parrot



Owl

I like to be awake at night,
So, I can hunt for mice.
I have big golden eyes,
And I am known as intelligent and wise.

Learning Outcomes: The child will be able to-

- ❖ Guess the birds from the riddles.
- ❖ Know that each bird is unique.
- ❖ Enhance analytical and critical skills.
- ❖ Become confident and share his/her feelings with friends.

'For PPT, video & worksheet related to the birds, kindly refer to the Bibliography.'

Credit: Rhymes - Two little dicky birds & once I saw a little bird

https://www.youtube.com/watch?v=nG_EMTHrxxc & <https://www.youtube.com/watch?v=JUgWkw7nQsI>







English Literacy

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 'i' Centre CVC Words

The facilitators will take up a recap of the CVC words with 'i' in the centre. They may begin with CVC words and gradually move on to short sentences.

		
mix	rib	wig
		
kid	zip	lid

He has six pigs



That is a bin



Introduction Of 'u' Centre CVC Words

The facilitators will introduce CVC words with 'u' in the centre. They will initiate the discussion with blending letter 'u' with a consonant (VC family) and then supplement the consonant as a prefix to construct meaningful CVC words.

		
bug	gum	jug
		
bus	run	mug

Learning Outcomes: The child will be able to-

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

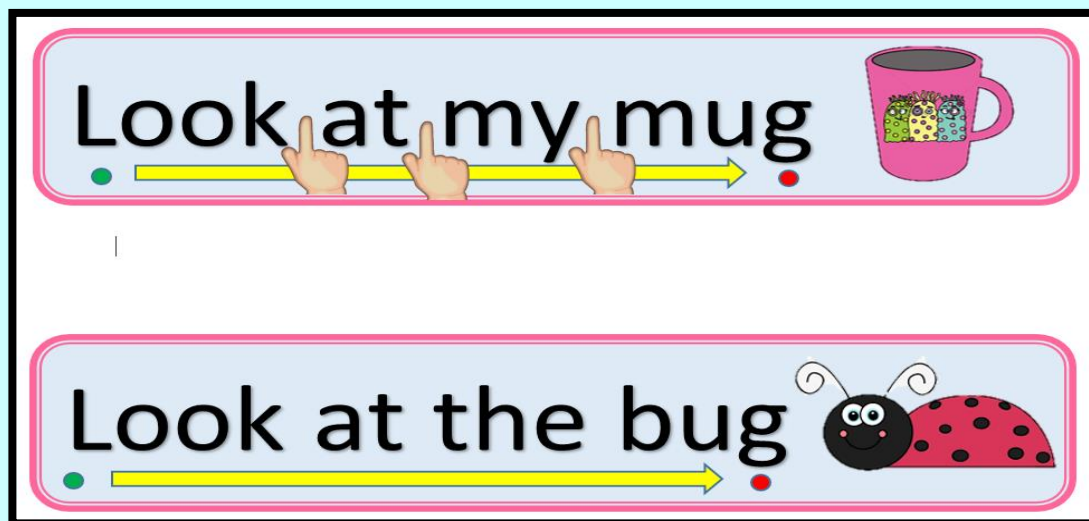
Short Sentences with Left to Right

Directionality and Index Finger Spacing

While reading short sentences, the facilitators will emphasise upon the left to right directionality along with highlighting Index Finger Spacing.

The facilitator will take up some fun activities with the children in order to reinforce concept of left and right. She will draw any two objects, adjacent to each other. Then ask the children which object is on the left and which object is on the right.

The facilitator will now demonstrate the reading of sentences from left to right.



'For Flipbook & worksheets related to 'i' & 'u' centre CVC words, kindly refer to the Bibliography.'

Literacy Hindi

व्यंजन 'ख' एवं 'घ' 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 'ख' एवं 'घ' की पहचान करवाई जाएगी। इन व्यंजनों से शुरू होने वाले विभिन्न शब्दों को बोलने व सुनने का प्रयास, मौखिक ध्वनि विश्लेषण, पहेलियों, कविताओं एवं कहानी द्वारा बच्चों को करवाया जाएगा।

व्यंजन 'ख'

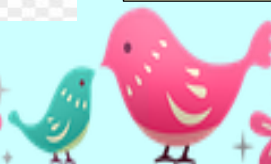
ख

अध्यापिका व्यंजन 'ख' का परिचय लघु गीतों द्वारा बच्चों को करवाएगी। वह शब्दों का उच्चारण करते समय व्यंजन 'ख' पर ज़ोर डालेगी और उन्हें 'ख' से अवगत करवाएगी। वह बच्चों का ध्यान 'ख' से शुरू होने वाले शब्दों की ओर केंद्रित करेगी।

ख से खरगोश, रुई का गोला,
कितना सुन्दर, कितना भोला।



सुबह सुबह जब खिड़की खुलती,
संग हवा का झोंका लाती।
खिला खिला सा मौसम सबको,
खिड़की ही तो दिखलाती।



अध्यापिका लघु गीत सुनाने के उपरांत बच्चों से प्रश्न पूछेगी तथा उन्हें 'ख' से शुरू होने वाले उत्तर बताने के लिए प्रेरित करेगी -

- रुई के गोले जैसा कौन है ?
- खिड़की से हमें क्या क्या दिखता है ?

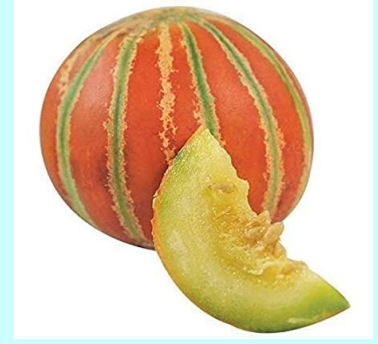
आइए व्यंजन 'ख' से शुरू होने वाले कुछ और नए शब्द सीखें-



खत



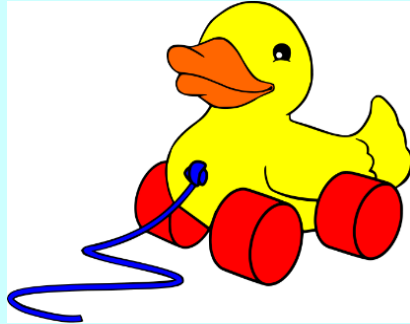
खीरा



खरबूजा



खजूर



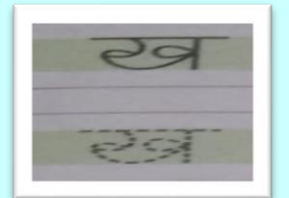
खिलौना



खेत

व्यंजन 'ख' की पुनरावृत्ति एवं लेखन-

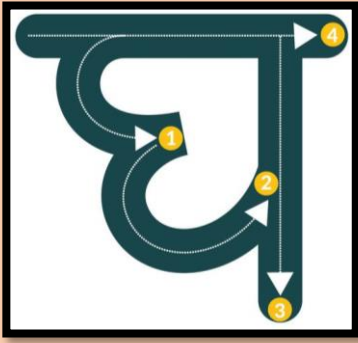
- अध्यापिका बच्चों को आसपास के वातावरण में 'ख' से शुरू होनेवाले बच्चों के नामों को बताने के लिए प्रेरित करेगी जैसे:- ख से खुश, खुशी, ख्याति, खुशबू आदि ।
- बच्चों के शब्दकोश में वृद्धि करने के लिए, अध्यापिका बच्चों को अपने आस पास के वातावरण में 'ख' व्यंजन के शब्द ढूंढने के लिए प्रोत्साहित करेगी और साथ ही अध्यापिका बच्चों को आटे / सूजी में 'ख' व्यंजन के अनुरेखन का अभ्यास भी करवाएगी।
- बच्चे अपनी कार्यपुस्तिका में 'ख' लिखने का अभ्यास करेंगे।(पृष्ठ संख्या 42-44)



सीखने का प्रतिफल:

- ❖ बच्चा व्यंजन 'ख' की पहचान कर अपने वातावरण में व्यंजन 'ख' से शुरू होने वाले शब्दों की पहचान कर पाएगा।
- ❖ बच्चे की शब्दावली में वृद्धि होगी और उसकी भाषा का विकास होगा।
- ❖ बच्चा व्यंजन 'ख' की बनावट सीख पाएगा।

व्यंजन 'घ'



घ से घर है, कितना न्यारा,
सबसे सुंदर, सबसे प्यारा ।



अध्यापिका व्यंजन 'घ' का परिचय कहानी द्वारा बच्चों को करवाएगी। वह शब्दों का उच्चारण करते समय व्यंजन 'घ' पर जोर डालेगी और उन्हें 'घ' से अवगत करवाएगी। वह बच्चों का ध्यान 'घ' से शुरू होने वाले शब्दों की ओर केंद्रित करेगी।

कहानी - घनश्याम (घन्नू)

एक घनश्याम नाम का बालक नदी के किनारे अपने सुन्दर से घर में रहता था। घरवाले प्यार से उसे घन्नू कहते थे। उसके पास एक घोड़ा था, जिसे हरी हरी घास खाना बहुत पसंद था। एक सुबह घन्नू पूजाघर की घंटी की आवाज सुन कर जागा। जब उसने घड़ी में समय देखा तो बहुत देर हो गई थी। वह जल्दी से उठकर अपने घोड़े को घास खिलाने बगीचे में ले गया। बगीचे में घन्नू को पेड़ पर एक चिड़िया का घोंसला दिखा। खेलते खेलते घन्नू को प्यास लगी तो वह वापस घर आ गया और उसने घड़े का ठंडा पानी पिया। फिर माँ ने उसे प्यार से भोजन में घीया की सब्जी घी डालकर खिलाई।



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

- बालक का नाम क्या था ?
- उसके पास कौन सा जानवर था ?
- उस जानवर को क्या खाना पसंद था ?
- घन्नु किसकी आवाज सुनकर उठा ?
- उसने समय किसमें देखा ?
- पेड़ पर घन्नु ने क्या देखा ?
- प्यासे घन्नु ने कहाँ से पानी पिया ?
- भोजन में घन्नु ने क्या खाया ?

आइए दोहराते हैं, व्यंजन 'घ' से शुरू होने वाले शब्द -



घर



घड़ा



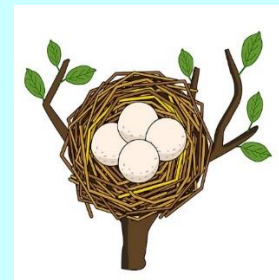
घोड़ा



घड़ी



घास



घोंसला

'घ' व्यंजन की पुनरावृत्ति एवं लेखन

- अध्यापिका बच्चों को 'घ' से शुरू होने वाले कुछ चित्रों को कठोर सतह/सफेद शीट पर बनाकर दिखाएगी तथा उन्हें भी साथ-साथ बनाने को कहेगी। जैसे घर, घड़ा, घीया, घड़ी, घोंसला इत्यादि।
- अध्यापिका बच्चों को आटे / सूजी में 'घ' व्यंजन के अनुरेखन का अभ्यास करवाएगी।



➤ बच्चे अपनी कार्यपुस्तिका में 'घ' लिखने का अभ्यास करेंगे।(पृष्ठ संख्या 45-47)



सीखने का प्रतिफल:

- ❖ बच्चा व्यंजन 'घ' की पहचान कर पाएगा।
- ❖ बच्चा अपने वातावरण में 'घ' से शुरू होने वाले शब्दों की पहचान कर पाएगा तथा उसकी शब्दावली में वृद्धि होगी।
- ❖ बच्चे की भाषा का विकास होगा।
- ❖ बच्चा व्यंजन 'घ' की बनावट सीख पाएगा।

तीन अक्षर वाले शब्द

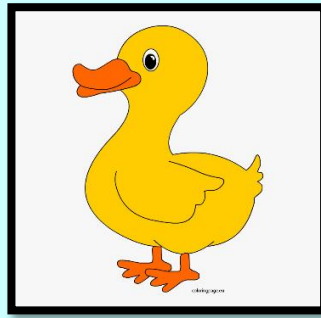
बच्चों को अब तक करवाए गए व्यंजनों से बनने वाले तीन अक्षर शब्दों को पढ़ने एवं लिखने का अभ्यास करेंगे। साथ ही अध्यापिका द्वारा बच्चों को तीन शब्दों वाले बिना मात्रा के वाक्यों को पढ़ने का अभ्यास करवाया जाएगा।

बच्चा अब तक करवाए गए व्यंजनों के कार्ड्स को जोड़कर दो अक्षर वाले शब्दों को बनाने का प्रयास करेगा तथा शब्द के नीचे अपनी तर्जनी अंगुली रखकर जोड़कर पढ़ने का अभ्यास करेगा।

आओ पढ़ें और कुछ नए शब्द सीखें।



मटर



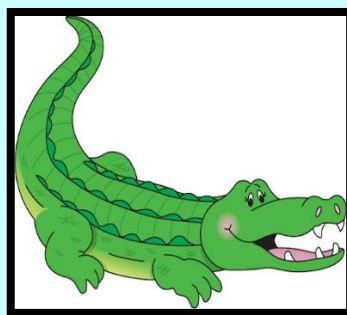
बतख



सड़क



गरम



मगर



कलम

तीन अक्षर वाले शब्दों का लिखित अभ्यास-

अध्यापिका बच्चों को अब तक करवाए गए व्यंजनों से बनने वाले तीन अक्षर वाले शब्दों को पढ़ने एवं लिखने का अभ्यास करवाएगी।

सीखने का प्रतिफल:

- ❖ बच्चे की शब्दावली में वृद्धि होगी।
- ❖ बच्चा तीन अक्षर वाले शब्दों को मौखिक भाषा में प्रयोग करने में सक्षम होगा।
- ❖ बच्चा तीन अक्षरों को जोड़कर नए शब्दों को बना पाएगा।
- ❖ बच्चा तीन अक्षर वाले शब्दों को पढ़ और समझ सकेगा।

व्यंजन 'ख', 'घ' एवं तीन अक्षर वाले शब्दों पर आधारित पीपीटी तथा कार्यपत्रिका के लिए कृप्या बिब्लियोग्राफी देखें।

Blocks and Maths

Concept Of Heavy And Light

Young children apply early concepts of measurements in many of their daily activities. They compare the weight and size of toys, portions of their food, their own height to another's and the weights of two different objects like a strawberry and a mango. An early understanding of measurements begins when children simply compare one object to another and are encouraged for this experiential learning.

To explain the concept of 'Heavy' and 'Light,' the facilitators may take up the following activity during their virtual circle time.

Weighing Scale

Material required for the activity:

- A balancing scale
- Or
- 1 big disposable glass
- 2 small disposable glasses



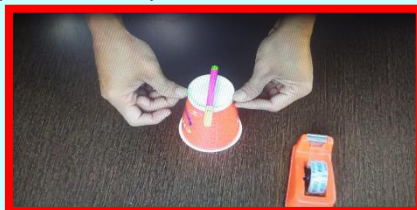
- 1 scale/ruler
- Cello tape
- Sketch pen
- Thread
- 1 eraser
- 1 lemon
- 1 pencil
- 1 onion
- 1 origami sheet



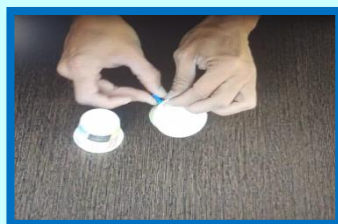
The learners will make their balancing/weighing scales under the guidance of the facilitators.

The facilitators and the learners may refer to the hints given below to make their own balancing scale.

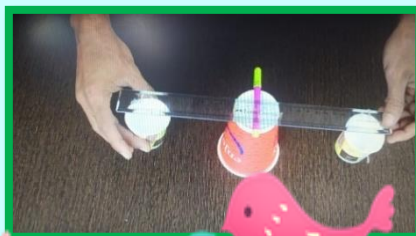
Step 1: Keep the big disposable glass upside down and paste a sketch pen on its top (bottom) with the help of cello tape.



Step 2: Make two holes on the opposite sides on both the small glasses to tie the thread across.



Step 3. Balance a scale on the top of the big glass and hang the two small glasses with their threads on the scale. Now your Balancing scale is ready. Start comparing the weights of the objects.



Let's Check:

1. Keep a pencil and a lemon in your balancing scale and check which one is heavy?



2. Keep an eraser and an onion in your balancing scale and check which one is light?



Learning Outcomes: The child will be able to-

- ❖ Compare two objects.
- ❖ Learn about the concept of heavy and light.
- ❖ Differentiate between heavy and light objects in his/her immediate environment.

Number Correlation (1-20)

LET'S DO IT...

Children love to play games. When we teach children through play, they learn it with great fun. Here is a fun activity designed in which the facilitator may keep 20 paper chits ready with herself from numbers 1 to 20 in advance. Each paper chit will carry a number and a task. The facilitator may draw on one paper chit at a time and read out the task and number written on it like: **Task - Jump - Number 9**. Children will perform the task as many times as the number is written in the paper chit.

9

JUMP

15

CLAP HANDS

12

COUNT
SPOONS

Learning Outcomes: The child will be able to-

- ❖ Develop his/her listening skills.
- ❖ Correlate numbers with quantity/actions.
- ❖ Apply the number/value to the objects in his/her environment.

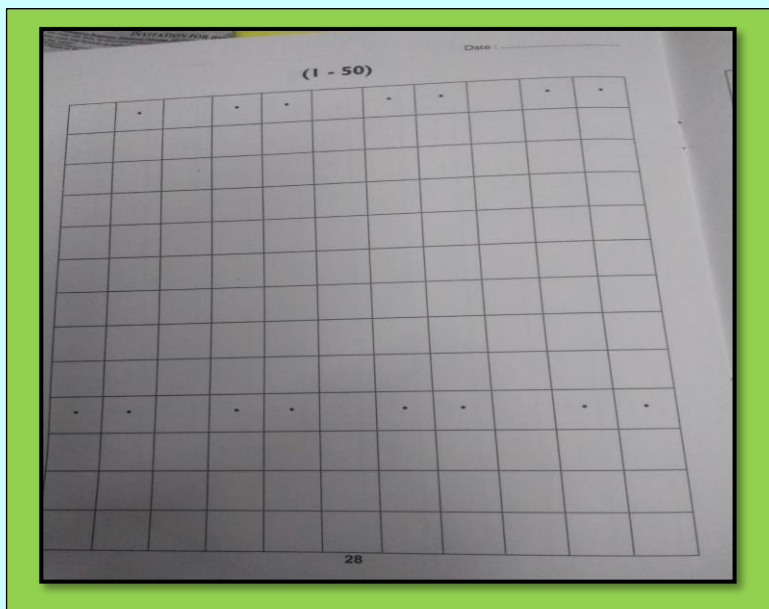
Number 1-50

To strengthen the children's number skills, the facilitators may motivate the children to speak numbers from 1 to 50 during their virtual circle time.

The facilitator may further explain the concept with the help of a worksheet.

For the worksheet (numbers 1-50), kindly refer to the Bibliography.

The facilitators may give the writing practice of numbers from 1 to 50 following proper strokes in their prescribed notebooks. (Page no. 26, 27, 28 & 29).



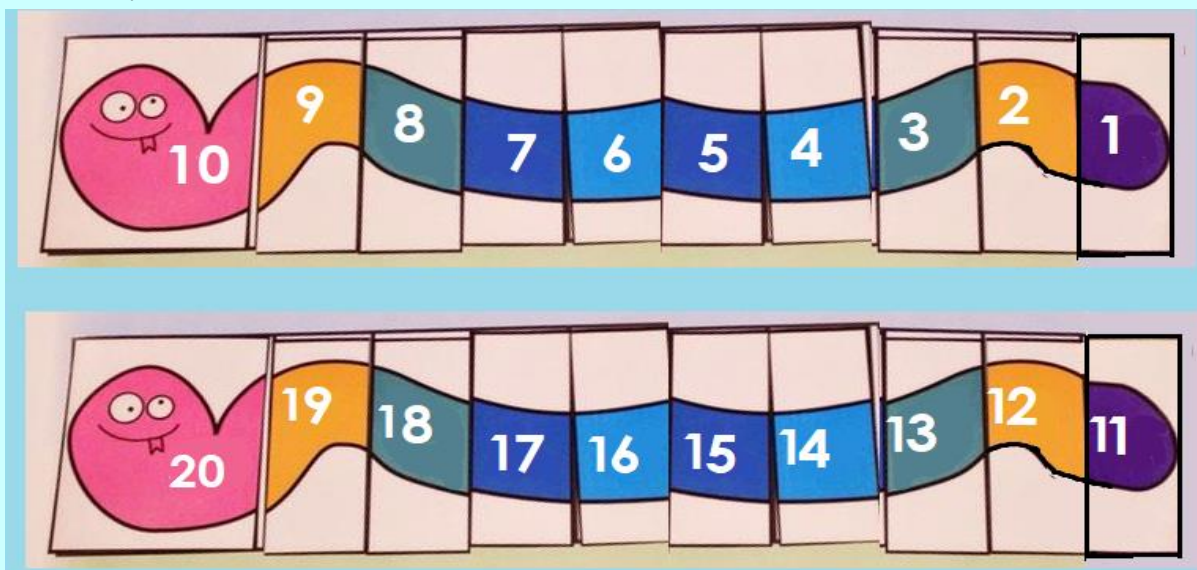
Learning Outcomes: The child will be able to-

- ❖ Count numbers in serial order from 1 to 50.
- ❖ Write the numbers in serial order from 1 to 50.
- ❖ Understand/identify numbers in Tens and Ones place.



Backward Counting-20 to 1

When children learn to count backwards, they begin to explore more about the concept of subtraction. Here is an activity of jigsaw puzzle related to backward counting of numbers. The facilitators may guide the children to keep the puzzle cut-outs ready for the virtual circle time one day prior to the activity. During the Virtual session, the facilitators may guide the children to jumble up all the puzzle pieces and encourage them to rearrange them within the given time frame.



Learning Outcomes: The child will be able to-

- ❖ Understand the concept of moving backwards.
- ❖ Develop thinking skills.
- ❖ Develop problem-solving skills.

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



Shape - Star



Till now children have learnt about many shapes like circle, square, triangle, rectangle, heart, diamond etc. In this module, they will be learning about another shape, 'Star'. The facilitators may showcase a video on the shape 'Star' during their virtual circle time and

motivate the children to find similar shaped objects in their immediate surroundings. The facilitators may also guide the children to draw the shape 'Star' as shown in the video.

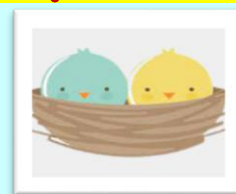
Learning Outcomes: The child will be able to-

- ❖ Know about the shape star.
- ❖ Identify the shape in his/her immediate environment.

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

Fine Motor Skills/Creative Expression

Creating A Nest



The facilitators will initiate the conversation telling the learners about a nest and why do the birds make it. Further, the facilitators will tell them that how a bird protects its eggs from other animals and saves them from scorching heat, stormy rains & chilly winters.

The learners will be told that the birds use different things such as twigs, leaves (both fresh and dry), reeds, dry grass, and animal hair to build their nests.

They make their nests to lay their eggs.

The facilitators will carry out the following activities with the learners:

Note: Facilitator's choice to take up Any one activity.

"Bird-Charades..."



Steps: - The facilitators will ask the learners to pretend to be their favourite bird and imitate it further (like the walk, the sound etc.), and the other children will guess the correct name of that bird.



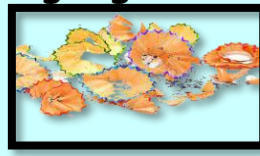
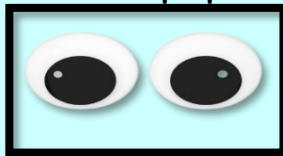
Learning Outcomes: The child will be able to-

- ❖ Use her/his creativity.
- ❖ Experiment with voice modulation.
- ❖ Know more about the bird.

Birdies in the Nest...



Materials Required: 1 A4 sized sheet of any colour, cut outs of- 3 ovals (8cms long) of any colour, 3 red triangles (1cmx1cmx1cm), 1 brown semi-circle (7cms radius), 3 pairs of google eyes, a black marker, pencil shavings/staw/paper cuttings, glue



Steps: The facilitators will guide the children.

- Paste three ovals adjacent to each other on the A4 sheet.
- Paste eyes and a triangle on each oval to make it look like birds.
- Now paste brown semi-circle in such a way that it covers a little portion of the oval birds from the bottom as shown in the picture.
- Put glue on the semi-circle and sprinkle the pencil shavings/straw/paper cuttings on it to look like a nest.

Learning Outcomes: The child will be able to-

- ❖ Use his/her creativity.
- ❖ Develop eye-hand coordination and fine muscles.
- ❖ Learn how to use a waste product creatively.



Printing A Bird

The facilitators will start the conversation by telling the learners that the bird's body is covered with feathers. They keep the birds warm and also protect them from any injury.

A very important function: Feathers help birds to fly.

The facilitators will also tell the kids that feathers are of different colours and sizes and look beautiful. Further, the facilitators can show them the presentation for different kinds of feathers.

'For the PPT of Bird's Feathers, kindly refer to the bibliography.'

Awwli...The Owl

Printing activities help instil a sense of achievement and pride in the little learners. Their attention is increased, and the focus is strengthened.

Materials Required: Assorted poster colours, art files, brushes, crayons, duster, black marker and ear-buds.

Steps: -The facilitators will ask the learners to paint one hand with brown colour and print it (like it has been shown in the picture).

- Make another handprint like the previous one.
- The facilitators will ask the learners to wash their hands and wipe them using the duster.
- Make the owl's eyes with white paint using their index fingers.

Encourage the learners to draw the tree branch, colour them with black or brown crayons, and use green crayons for the leaves.

-Use a black marker to enhance the eyes (please refer to the picture)

-Use an ear-bud, dip it in orange paint and make the beak and paws of the owl. Your Awwli Owl is ready to fly!



Learning Outcomes: The child will be able to-

- ❖ Use his/her creativity.
- ❖ Develop eye-hand coordination and enhance the fine muscles.
- ❖ Know more about the bird -'Owl'.



MILESTONES ACHIEVED



The activity that I enjoyed doing the most

SOCIAL & EMOTIONAL MILESTONES-

- I feel happy as I am. Yes/No
- I know about Gandhiji- The Father of the Nation. Yes/No
- I know about the festivals Dusshera, Durga Puja & Eid. Yes/No
- I will protect the trees, the natural habitat of birds. Yes/No
- I will not harm the nests of birds. Yes/No

LANGUAGE & LITERACY MILESTONES-

- I try to read aloud three letter words with 'i' and 'u' in the centre. Yes/No
- I try to read using left to right directionality. Yes/No
- I try reciting rhymes given in the module. Yes/No
- I have understood the concept of index finger spacing. Yes/No
- I know about birds and enjoy telling about their names, sounds, and beaks etc. Yes/No

LEARNING MY MOTHER TONGUE-

- मैं अपने वातावरण में व्यंजन 'ख' से शुरू होने वाले शब्दों की पहचान कर सकता हूँ/सकती हूँ । हाँ/नहीं
- मैं अपने वातावरण में व्यंजन 'घ' से शुरू होने वाले शब्दों की पहचान कर सकता हूँ/सकती हूँ । हाँ/नहीं



- मैं तीन अक्षर के शब्दों को पढ़ सकता हूँ/सकती हूँ। हाँ/नहीं
- मैं तीन अक्षर के शब्दों को लिख सकता हूँ/सकती हूँ। हाँ/नहीं

COGNITION & UNDERSTANDING RELATED MILESTONES-

- I can count & write numbers from 1-50. Yes/No
- I have understood the concept of 'Back Counting' and enjoyed doing related activities. Yes/No
- I can identify the shape 'star'. Yes/No

FINE MOTOR SKILLS RELATED MILESTONES-

- I can recognize different types of birds. Yes/No
- I know about the flightless birds. Yes/No
- I loved making the bird's nest. Yes/No
- I enjoyed creating birds with hand printing. Yes/No

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

