



**Bal Bharati**  
PUBLIC SCHOOL

**PRESCHOOL**

**1<sup>st</sup> to 30<sup>th</sup> NOVEMBER, 2021**

**FACILITATION MODULE**

**(GUIDELINES TO NURTURE EARLY LEARNING)**

**LEARN, PLAY AND GROW**

**Theme of the month:  
Means Of Transport**





*Dear Parents & Facilitators,*

*Welcome to Bal Bharati Parivar. We all are proud to be part of this big family. Heartfelt gratitude for your constant support towards the “virtual learning” activities.*

*Our curriculum for preschoolers is an organized framework and we, as facilitators are here to create a learning environment that starts children down a road towards academic’s success, to enhance their skills and knowledge using virtual classroom techniques. The use of variety of teaching materials will provide children with playful experiences and the ability to motivate and engage children to learn language.*

*Play is an important vehicle for overall development of children (i.e. physical, motor, social, emotional, language, cognitive, creative and aesthetic development) as well as reflection of their development. Children love to play and are happy when they are given freedom to explore and experiment through play. Thus, the main aim of providing quality care and education during the early years is to enable the child to develop as a holistic individual, realize his/her potential to the fullest in all the areas of development.*

*This month in accordance with the theme” Means of Transport”, let us provide our young ones with a balanced play and activity-based module/program for better understanding and raising their awareness.*

*Each activity in the module is designed and 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 numerology. Children will learn in variety of ways i.e. through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing as suggested in the NEP... Also, the activities planned in this module focus on developing the social capacities, sensitivity, good behavior, courtesy, ethics, personal and public cleanliness, teamwork and cooperation.*

*We look forward to your continuous support and cooperation and thank you for your active presence and participation.*

*Warm Regards*



The Learning Programme is from 1<sup>st</sup> November to 30<sup>th</sup> November '2021. The following are to be facilitated for our children:

## FESTIVAL OF THE MONTH

- Diwali & Gurupurab
- Special celebration- Children's Day

## SOCIAL SKILL/VALUE

- Cleanliness

## LANGUAGE AND COMMUNICATION

### ❖ LISTENING AND SPEAKING ACTIVITIES AND EXPERIENCES

- News of the day
- Vehicles I know
- How I travel
- Modes of Transport
- Rhymes & riddles related to the theme
- Safety Rules
- Vocabulary Bag - land, road, water, air, track, wheels, fast, slow, traffic light, busy, names of different means of transport, metro, metro station, busy

## LITERACY ENGLISH

- Letter and Sound Recognition- 'Cc' & 'Oo'
- Sight words -This, The & It

## HINDI LITERACY ACTIVITIES AND EXPERIENCES

- शब्दावली - सड़क, जल, पटरी, हवा, रेलगाड़ी , वाहन, उड़ान, समुद्र, सावधानी, बत्ती, गाड़ी
- मौखिक ध्वनि विश्लेषण - 'अ' & 'औ'
- चित्र पुस्तक

## BLOCKS AND MATH

- Pre number concept- fast / slow
- Recognition and Co relation with quantity of number 10
- Recognition and co-relation of numbers with quantity 1-10 (Recap)

- Oral counting from 1-10
- Visual Discrimination (Odd one out)
- Number rods

## WRITING READINESS ACTIVITIES AND EXPERIENCES

- Tracing dot to dot
- Lacing cards
- Bubble wrap popping
- Track fun

## GROSS MOTOR SKILLS

- Transportation movements

## CREATIVE EXPRESSION

- Painting and decorating earthen diya

Dear facilitators,

The activities planned in the module have been divided into three weeks/ sections to strengthen these early learning experiences in a child's life from known to unknown, simple to complex, and from concrete to abstract.

### 1st Week/ Section (1<sup>st</sup> Nov -14<sup>th</sup> Nov)

News of the day, Cleanliness, vehicles I know, Festival: Diwali & Diya painting and decoration, Children's Day, Vocabulary bag (Land, road wheels, fast, traffic, slow, light), Letter Cc, Sight words (The), अक्षर औ, Pre number concept (Fast and slow)

### 2nd Week/ Section (15<sup>th</sup> Nov -21<sup>st</sup> Nov)

How I travel, Road safety rules, Festival Gurupurab , Letter Oo, Sight word(-It , This) , Writing Readiness- Tracing dot to dot, Odd One Out ( visual discrimination), Recognition of number 10, अक्षर अ, Transportation Movement , शब्दावली (सड़क, वाहन, .बत्ती,सावधानी), Lacing card, चित्र पुस्तक

### 3rd Week/ Section (22<sup>nd</sup> Nov -30<sup>th</sup> Nov)

Modes of Transport, Vocabulary Bag (Water, air, metro, metro station, busy, Track), Bubble wrap popping, शब्दावली (जल, पटरी, हवा, गाड़ी, रेलगाड़ी, उड़ान), Recap of numbers 1-10 & co-relation with quantity), Number rods, Show and Tell, Revision of oral counting from 1 to 10.

## Greeting Namaskar

Greetings are very important aspects of a conversation with teaching children how to greet their elders. "Greeting with namaskar" will help children in their development of social skills and will help them to connect with people at a personal level. A child who is naturally shy or introverted can be benefited from knowing the proper form and being prepared to use it with confidence.



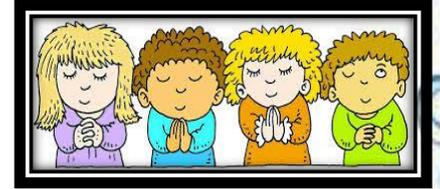
At Bal Bharati, we give utmost importance to inculcate social values and positive behaviour amongst our little ones and teach them to greet each other by saying Namaskar.

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

## Prayers have powers

Prayers can be powerful and the importance of doing them on daily basis we try to instil in our children.

So, let us all begin our day by taking the blessings of the almighty and make our children learn this as well.



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

## Shloka / Mantra Chanting

Chanting of shloka and mantra help children in improving their concentration, reduce anger, teach them to be grateful and improve positivity. They keep our little learners connected to their cultural roots right from an early age. We always want our Bal Bharatians to learn good values and to be healthy both physically and mentally.



### Shloka

वक्रतुण्ड महाकाय सूर्यकोटि समप्रभः ।  
निर्विघ्नं कुरु मे देव सर्वकार्येषु सर्वदा ॥

Facilitators are requested to chant shloka during virtual circle time.

✚ For the video link of Shloka kindly refer to the bibliography.

**GURU MANTRA**-The mantra is about guru (teacher)who is the living representative of the Supreme being. He gives us knowledge & destroys ignorance. We salute such a guru.

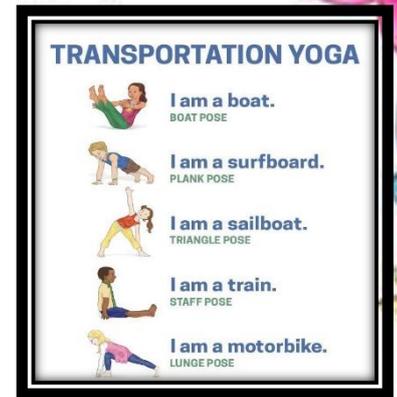
गुरुर्ब्रह्मा गुरुर्विष्णु गुरुर्देवो महेश्वरा  
गुरुर्साक्षात् परब्रह्म तस्मै श्री गुरवे नमः

Facilitators are requested to chant Mantra during virtual circle time.

✚ For the video link of Mantra kindly refer to the bibliography

## Fit for life

Exercise is vital to the health and well-being of children. Physical activities promote healthy growth and development of motor skills, bones, muscles, cognitive and social skills. It improves coordination balance posture and flexibility. Children will have a great time learning about means of transport and imitating their movements as a thrilling experience and engaging them in fun-filled yoga poses will keep them fit and active.



**Facilitators are requested to carry out yoga poses during the virtual circle time.**

## FESTIVALS OF THE MONTH

### Diwali

Dear Facilitators,

*Diwali also popularly known as “Deepavali” is one of the most auspicious festivals of Hindus. The festival is celebrated with great fervour and enthusiasm by people all over the world.*

#### Learning Outcomes:

The child will be able to:

- Know more about the festival.
- Participate actively in the preparation of the festival.
- Take initiative to keep their house clean.
- Learn to share and care.
- Enjoy the festival joyfully.

*The importance of the festival and the various activities carried out on this day can be highlighted by the facilitator.*

*A picture of Ram Darbar can be shown for naming and identification.*



- Lord Ram along with his wife Sita, brother Lakshman and devotee Hanuman came back to Ayodhya.
- People lit earthen diyas to welcome them back home
- Diwali is also called- Festival of Lights.
- People light earthen oil lamps and decorate their houses with lights and still follow the tradition.
- Cleanliness drive is carried out at home.
- Goddess Lakshmi and Lord Ganesh are worshipped.

- People wear new clothes and look forward to exchanging gifts with their family, friends and relatives.
- Families get together, sing, dance, relish sweets and have fun.

The following rhyme can be sung with the children

Dum Dum Dum  
Diwali has come  
Ladoos and jalebies  
Are so yum yum yum  
Wear new clothes  
And come come come  
Let's dance together  
And have lots of fun

The facilitators can show the video related to Diwali during the virtual circle time and can discuss few suggested activities with the children in the preparation of Diwali festival.

1. Wrapping gifts for my family, friends, & relatives.
2. Wearing new clothes & dressing like Mom / Dad.
3. Visiting relatives' place & exchanging gifts by following COVID protocol.
4. Decorate "Mandir".
5. Helping mom in making bandhanwar, rangoli, and home decoration.
6. Decorate puja thali, putting tikka & serving Prasad to family members.
7. Enjoying dance with my family members.

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

**The children must be sensitized to share and donate sweets, clothes, toys etc to the poor to bring about happiness in the lives of others.**

**As per Delhi government, it is advised to celebrate a cracker free Diwali and save our environment from the air getting polluted.**

## CHILDREN'S DAY

Dear Facilitators,

**Learning outcomes:**

The child will be able to:

- Recognize and identify Pandit Jawaharlal Nehru as 'Chacha Nehru.'
- Feel special and fabulous.

**"The children of today will make the India of tomorrow "**

Pt Jawaharlal Nehru

The Facilitator can talk and brief children about Pt. Jawaharlal Nehru and the importance of this celebration.

A picture of Pt. Jawaharlal Nehru can be shown for identification and the red rose on his achkan can be focussed upon.

- **November 14** is the birth anniversary of **Pt. Jawaharlal Nehru, the first Prime Minister of India.**
- Nehru ji was very **fond of children** and therefore his **birthday is celebrated as Children's day** and also called Bal Diwas.
- Children called him **Chacha Nehru** with love.
- He worked hard to ensure that every child gets **good education, learning experience and knowledge.**
- He wanted children to become good human beings.

To make children feel special and fabulous virtual chocolates in the form of smiles, appreciation/hugs can be the rewards or encouragement that can be extended to the little ones on performing good deeds such as celebrating cracker free Diwali, sharing, caring, sanitizing or washing hands etc.

**Children's day is special for our little superstars. Simple gestures and activities like the following being carried out by the parents can leave a big smile on their face:**

1. Cook their favorite snacks.
2. Spend quality time with them by playing their favourite game and have fun..
- 3 Get them their favorite sweets or chocolate or toys.
- 4 Get a photo-shoot done along with them.
- 5 Call their friends if possible and organize a small party.

### **SUGGESTED ACTIVITY- ROSE FLOWER WITH CABBAGE PRINTING**

The child will play and experiment in a fun and relaxed environment along with taking pride in his/her work which will build his/her confidence.

#### **Learning outcomes:**

The child will be able to:

- Develop fine motor skills.
- Develop creativity and imagination.
- Express emotions.
- Eye hand coordination.

- Develop patience.
- Identify color, texture and shape.

**Material required:** Clipboard, Drawing sheet, Cabbage, Red paint, Palette/ plate, Green marker/ crayon/ ice cream stick and Paint brush.

**Steps:**

1. Take red paint in a plate/palette.
2. Clip the drawing sheet on the clipboard.
3. Cut the cabbage into two parts as shown in the picture.
4. Hold one part and dip it in the red paint.
5. Print on the sheet twice/thrice.
6. Now draw its stem and leaves with a crayon or a marker or paste a ice-cream stick to make a stem.



**GURUPURAB**



*Satguru Nanak Pargatiya Mitti dhund jag chanan Hoya*

**Dear Facilitator,**

Gurpurab also known as Guru Nanak Dev Ji's Prakash Utsav and Guru Nanak Jayanti is regarded as birth anniversary of the first founding Guru of Sikhism, Guru Nanak Dev Ji. Guru Nanak Dev Ji was born in Talwandi region now known as Nankana Sahib .The morning of Gurpurab starts with 'Prabhat Pheris' processions in localities with devotees singing hymns .On this day people visit Gurdwara where the holy book of Sikhs 'Guru Granth Sahib' is read without break and this is called Akhand Path .



Guru means the preacher and Purab means an occasion. Gurpurab is the occasion celebrated in the name of their Gurus, and their preachers.

Gurupurab is celebrated on full moon night (Purnima)



Dear Facilitators,

### Learning outcomes:

The child will be able to

- Know about Sikh religion
- Know about Guru Nanak Dev Ji and his teachings
- Learn about the festival- Gurupurab
- Learn the value of Sewa



Discussion related to Gurpurab can be taken up in the virtual circle time. The facilitator can instill the value of self service by discussing the Sewas organized by Gurudwaras during pandemic times.

**The facilitator will tell the children that we cover our head when we go to Gurudwara to offer our prayers.**

## GURUPURAB DIYA LAKH LAKH VADHAIYAN

✚ For PPT, kindly refer to the Bibliography.

### SOCIAL VALUES AND SKILLS

#### CLEANLINESS

Dear Facilitators,

**“Children are like wet cement, whatever falls on them makes an impression”**

These impressions that are inscribed on their minds last a lifetime. Therefore, we need to inculcate and develop good habits in our children from a very early age. One of the good habits which we, as facilitators need to instil in our little ones is the habit of cleanliness. Let us empower our children with the moto

**“Cleanliness brings happiness, but dirt makes us hurt”**

### Learning Outcomes

The child will be able to:

- Learn about the importance of cleanliness
- Become responsible and independent
- Learn the value of work



## DESCRIPTION

To make them aware about cleanliness, the facilitators can first talk about the personal hygiene and how can they maintain it to keep them healthy. For example

Brushing their teeth twice a day

Taking bath daily

Trimming nails regularly

Combing hair properly

Washing hands frequently with soap.

Wear neat and clean clothes.

Using the tissue/ handkerchief while coughing or sneezing.

After talking about the personal cleanliness, the facilitator can also talk about the ways to keep their houses and surroundings clean.



### The following points can be discussed:

- Not to spill food while eating.
- Not throw bits of papers all around the floor, instead throw them in the dust bin.
- Keep their rooms, clean by keeping their toys back in the toy basket, arranging their books properly in the book shelves and keeping all the study material properly on the study tables.
- Help their mother in arranging their clothes in the almirahs.

In the end, the facilitator can explain the children that along with their immediate surroundings, they need to keep the public places and public transport (like bus, train metro etc) neat and clean. Public places can be kept clean by teaching the children to throw all the trash in the dust bin.

The facilitator can motivate the children to follow the rules of cleanliness and to develop the understanding about hygienic lifestyles to maintain our physical and mental health and to keep us happy and give rise to a good character by keeping body and surroundings clean.



## LANGUAGE AND COMMUNICATION

### NEWS OF THE DAY

#### Learning Outcomes:

The child will be able to

1. Express himself/herself freely in a group.
2. Gain confidence.
3. Develop effective communication skill.



The facilitator will give a child a chance to be the centre of attraction to share the news comprising of their memories, feelings, emotions, thoughts and experiences with their peer group. This will boost a child's self-esteem and make him/her feel good about him/herself.

### MEANS OF TRANSPORT

Transport refers to the movement of persons, animals and goods from one place to another. It plays a pivotal role in our lives.

#### Learning outcomes:

The child will be able to

1. Learn the various stages of development of various modes of transport.
2. Identify and differentiate the modes of transport (land, water, sea).

### VEHICLES I KNOW

Children are fascinated with vehicles. Therefore, the facilitator will ask children to bring transport toys they have at home or show picture book of transport. Now, she will ask them to name vehicles they have at home in the virtual class.

### HOW I TRAVEL?

The facilitator will begin the conversation through question answer technique:

1. How does your father go to office?
2. How do you go to your cousin's home to meet him/her?
3. How do you travel when you go on a holiday?
4. Which type of transport in the pictures (given below) you never use?
5. How will you go to your Uncle's house who lives in another country?
6. How will you cross the river/ ocean to meet your friend?



Now, the facilitator will acquaint children that we use different vehicles like bicycle, scooter, car, train, bullock carts, aeroplane etc. to move from one place to another. These are called Means of Transport.

**We can drive a car  
No matter how far,  
We can fly a plane  
As fast as a hurricane,  
We can go by train  
Oh! do not pull the chain,  
We can sail a boat  
Allowing it to float.**

The facilitator can further ask them to think and tell “Have they ever thought how do vehicles move? Here, the importance of wheel and the story behind transport can be talked about-

All vehicles such as car, scooter, bicycle, autorickshaw, train and even airplanes need a wheel to move. It brought mobility to our daily life and has become an important part.

### STORY OF TRANSPORT

One day, Tina found a rocket toy in the box while playing. She took it to her grandmother and asked about it.

**Grandmother:** Tina, it’s a Rocket.

(She showed Tina the picture book and narrated the story of Transport.)

**Grandmother:** In older times, Tina, people used to move from one place to another on foot. After some time, they started using animals like horse, cow, camel and elephant to cover long distance, but the latter got tired.

- Soon, man learnt the art of making a wheel. This brought a great change in the mode of transport. They developed carts with wheels that could be pulled by bullocks and horses.



- With the development of science and technology, different means of transport such as bicycle, scooter, motorcycle with two wheels, rickshaw with three wheels, car, bus with six wheels, train, ship and airplane were invented.



**Tina:** Thankyou Grandma. I really enjoyed the story of transport. I will share the same with my friends too.

➤ **For PPT, kindly refer to the Bibliography**

## MODES OF TRANSPORT

The facilitator will introduce the children with the term – ‘Modes of Transport’ through flashcards. One mode of transport per day can be taken up and explained in detail for better understanding.

We use different vehicles to travel by road, rail, air and water. These are called means of transport. The facilitator can emphasise three modes of transport- Land, Water and Air through PowerPoint presentation.

### LAND TRANSPORT

Means of transport that move on land are called land transport.eg. bicycle, car, motorcycle, auto-rickshaw, bus, train, bullock cart etc. Here, the facilitator can also mention that bicycle does not emit any smoke like other vehicles thus it is pollution free .So, everybody can use bicycle to travel to short distances.



### ROAD SAFETY RULES

**Dear Facilitator,**

Road safety is very important for people of all age group to be safe and secure .Everyone should strictly follow all the road safety rules. The children should learn road traffic and safety rules at a very early age to perform safer behaviour in future. The facilitator can discuss the road safety rules with children with the help of poems and PPT.

#### **Seatbelt**

Whether you are going near or far,  
use the seat belts of your car,  
slip your arm in and buckle it up,  
follow this golden rule and save yourself.



#### **Traffic lights**

Follow the traffic lights and move your car,  
If You see you red , stop the car



If the light is yellow, then you should wait,  
And if it is green , go on your way.

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

### Do a seatbelt experiment

Belt up a small teddy into a toy car using a ribbon .Put another teddy in another toy car without a seatbelt .Carry out experiment using slopes and obstacles to demonstrate that the teddy who does not wear a seatbelt can fall out and get hurt.



### WATER TRANSPORT

Means of transport that move on water are called water transport. eg. boat, streamer and ship.



### AIR TRANSPORT

Means of transport hat move in the air are called Air Transport.eg. aeroplane, helicopter and hot air balloon.



**Recapitulation of the topic – Means of Transport can be done through riddles. The facilitator can ask children to listen carefully and guess the Riddle.**

### WHO AM I? (RIDDLES)

I am very fast  
I have no wings but  
can fly for hours.  
I land at Airport.  
Who am I?



I am a special kind of  
transport  
I can fly and hover  
Sometimes used for  
emergency  
I rescue people  
Who am I ?



I have six wheels

I take people to work  
and shopping.

I run all over the town

Who am I?



I have no wheels / wings,  
The wind makes me move,  
You can sail me,  
In a river or a sea,  
Hop in ! I am a .....Yacht



The facilitator will mention **Special Vehicles** in the next session.

### AN AMBULANCE

People call me when they need,  
I have flashing lights and a siren,  
Everyone gets out of my way,  
I carry people when they are in  
pain!

It carries people to the  
hospital.



### FIRE ENGINE

You might hear me before you see me,  
Drivers stop when they hear my siren  
/ horn,  
I carry water, hoses and ladders,

The facilitator can make children recite any one rhyme from below with appropriate actions, expressions and voice modulation.

### Wheels of the bus

Wheels of the bus go  
Round and round- 3  
Round and round  
All through the town.  
Lights of the bus go

### Chuk Chuk Train

I am a little chuk chuk train  
come and take a ride  
Sit in my bogies  
With a big smile!  
I will take you where

Blink, blink, blink- 3  
Horn of the bus goes  
Pom, pom ,pom- 3  
Wipers of the bus go  
Swish, swish, swish -3  
People in the bus go  
Up and down -3  
Conductor in the bus goes  
Ticket, ticket, ticket-3  
Babies in the bus cry  
Ooh –ooh-ooh-3

### **Air Transport**

Ship is heavy,  
Ready to sail !  
Air balloon is light,  
Leaving smoke trail!!

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

ever you want  
Delhi, Jaipur or Shillong!

### **Let's Travel**

We travel far by train  
We travel near by car  
We go to school in a bus  
And never create a fuss!  
We sit in an aeroplane  
Zoom, Zoom,Zoom...!  
And fly in the sky  
Oh! My My!  
Want to give it a try?

### **ACTIVITY**

**Show and Tell-** Children may be encouraged to speak few lines about any mode of transport with the help of flash card / toys. This will enhance learning along with their communication skills and boost their morale with a lot of fun quotient.

### **SUGGESTED CRAFT ACTIVITIES**

**Note- Facilitator's choice to take up any 'one' activity**

### **Learning Outcomes:**

The child will be able to

1. Develop his/her fine motor skills and eye hand coordination.
2. Develop sense of pride and independence by completing a task/ activity which would boost his/her confidence.
3. Enhance his/her creativity.

### Activity 1: School bus with paper plate

Material required:

- Half paper plate
- 2 basic shapes each in black color (rectangle, triangle, and circle)
- 1 big rectangle

Method

1. Cut the craft paper of black colour in geometrical shapes (triangle, rectangle, circle as given in the picture attached)
2. On a half paper plate, paste different geometrical shapes with fevistic to make school bus.



### Activity 2: Airplane with peg

Material required:

- One small and one big peg
- Two coloured ice-cream spoons
- Fevicol

Method

1. Hold the coloured ice-cream spoon with peg.
2. On the back side of peg, paste the corners of another coloured ice-cream spoon overlapped as shown in the picture with fevicol.



## LITERACY ENGLISH

Note- Facilitator's choice to take up any 'one' activity.

### LETTER AND SOUND RECOGNITION Cc

Dear Facilitators,

As per NEP 2020, one of the most important skills for children to develop in the early years is the recognition that letters and sounds are related. According to this 'alphabetic principle' speech sounds can be connected to letters in a predictable way.

Learning Outcomes:

The child will be able to-

- Recognize and differentiate between uppercase and lowercase letter Cc.
- Relate the first sound of objects starting with letter Cc.



- Add few words with Cc to his/her active vocabulary.
- Tell a few words beginning with letter Cc.
- Learn the correct formation of letter Cc

### **INTRODUCTION OF LETTER Cc**

**Dear Facilitators,**

Letter C will be introduced through a box of 3D objects beginning with letter Cc. Like a cookie, a toy car, a candle, a cucumber, a carrot, a candy.



The facilitator can take out and present one thing at a time to arouse the inquisitiveness of the children and encourage them to name the objects. Emphasis will be on the first sound of the word, i.e., Cc. The words beginning with letter Cc will be drilled by presenting the objects to the children.

She will then tell them to make the sound CCCCCC. A picture card of letter Cc will be presented for the formation of the letter. The children can be encouraged to do air tracing of letter Cc. Further, for reinforcement tracing can be done in the flour/semolina tray for recognition of letter Cc.

### **For Recapitulation of the letter Cc.**

The facilitator will encourage the children to sing the rhyme stressing on the words that begin with letter Cc and later ask a riddle where the first sound of the answer is Cc.

#### **Rhyme – A Cute Cat**

Five little **cupcakes**,  
 With sprinklers on the top,  
 Along came a **cute cat** in a toy **car**,  
 And ate all the **cake** that was left in the jar.



#### **Riddle**

I am long and green,  
 Cut me into slices and add me in your salad.  
 Who am I?



Ans: **Cucumber**

✚ **For worksheet & video (Letter C c) link, kindly refer to the bibliography.**

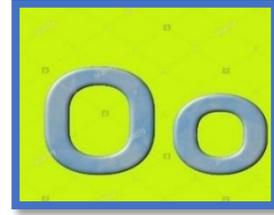
## LETTER AND SOUND RECOGNITION "Oo"

Dear Facilitators,

### Learning Outcomes:

The child will be able to-

- Recognize and differentiate between uppercase and lowercase letter Oo.
- Relate the first sound of objects starting with letter Oo.
- Add words with Oo to his/her active vocabulary.
- Tell a few words beginning with letter Oo.
- Learn the correct formation of letter Oo.



### INTRODUCTION OF LETTER Oo

Dear Facilitator,

Letter O can be introduced with the rhymes

#### Rhyme 1- An orange octopus

Oh! Orange octopus,  
an orange octopus  
Orange, Orange octopus.  
An orange octopus.  
I wish, I was an octopus  
with eight legs to eat only olives and oranges.



#### Rhyme 2- Letter O

O is for octopus  
O is for ox  
O is for oranges in my orange box.



After singing the rhymes the facilitator can show the picture cards of an octopus, an ostrich, an orange, etc. Emphasis has to be given on the first sound. The formation of letter Oo can be shown with the help of play dough. The children will be encouraged to do air tracing, and flour tracing of letter Oo for recognition of letter Oo.

Further, a PPT can be shown to reinforce the vocabulary related to letter Oo.

This will help the children to recognize the letter along with its sound, formation and related vocabulary.

✚ **For worksheet & PPT (Letter O o) link, kindly refer to the bibliography.**

## Sight Words – This, The and It

Dear Facilitators,

### Learning Outcomes:

The child will be able to:

- Develop listening skills.
- Identify the sight words “this”, “the” & “it” 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 the three sight words, by showing the children the picture cards. Further the sentences will be read by placing the index finger beneath each word, focusing on the sight words **This, The, It**. Children will be encouraged to use index finger while reading the sentences.

### Sight word: This



**This** is an ox.



**This** is a capsicum

### Sight Word: The



**The** cake is yummy.

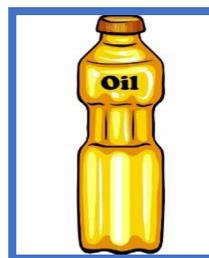


**The** octopus has eight legs.

### Sight word: It



**It** is a cup.



**It** is an oil bottle.

For recapitulation of the sight words the facilitator can ask the children to make reading cards of the three sight words. During the virtual class the facilitator can play a fun game by presenting one reading card at a time, and say – I have word **It**, who has **It**? The children will also pick up the same word and present it on the screen. The same would be done with the other two words **this** and **the**. This will help the children in recognition of the sight words.

## VOCABULARY WORDS

land, road, water, air, track, wheels, fast, slow traffic light

Dear Facilitators,

Learning outcomes:

The child will be able to:

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

The facilitator will introduce and explain the vocabulary words through a structured conversation between Bharat and Bharati during virtual circle time.



Bharat and Bharati are very excited for the they will be visiting their grandparents in Mumbai and will airplane.



festival of Diwali as



be traveling by

Bharat- Yippee! I am going to Mumbai.

Bharati- Yes, we will be traveling by **air**.

Bharat- Air? How will I fly in the air?

Bharati- Just like  cars, trucks move on move on a **track**, airplanes fly up in the air.



**road** and **land**, trains

Mother- Bharati we can travel in the  city in **metro** too, to reduce the traffic on the **busy** roads.

Bharat- Yes! I remember we went to the **metro station**  to board it. It was fun.

Bharati- Do you know we can also travel by water. **water** but we cannot go to Mumbai by water because connectivity.



Boat and ships move in there is no water

Bharat and Bharati reach the airport in a cab. It **slows** down and stops at



the

traffic light.

Bharat- Why have we stopped?

Mother - Children we should always obey traffic rules as it is for our safety. They reach the airport and check-in.

Bharat (excitedly)- Look at the airplane it has wheels and can fly too and we will reach Mumbai **fast**, we will reach grandparents' house quickly.

## LITERACY HINDI

Note- Facilitator's choice to take up any 'one' activity.

भाषा एक ऐसा माध्यम है जिसके जरिए हम दूसरे लोगों से बातचीत करते हैं और अपने विचारों को व्यक्त करते हैं। बच्चे सबसे पहले सुनने और धीरे-धीरे शब्दों का अर्थ समझने लगते हैं और फिर आसपास के वातावरण में प्रयोग होने वाले ध्वनियों और शब्दों से अपनी भाषा का निर्माण करते हैं।

विभिन्न गतिविधियों द्वारा बच्चों का ध्यान **स्वर अ** और **औ** की ओर आकर्षित किया जाएगा। शब्दों के सही उच्चारण, मौखिक ध्वनि विश्लेषण, कहानी और कविताओं द्वारा **स्वर अ** और **औ** से परिचित करवाया जाएगा।

### अक्षर अ की पहचान

प्रिय अभिभावक ,

### सीखने का प्रतिफल

विद्यार्थी-

1. अपने वातावरण में **स्वर अ** और उससे संबंधित शब्दों की पहचान कर पाएगा ।
2. सुनने और बोलने की क्षमता को विकसित कर पाएगा ।
3. शब्द भंडार में वृद्धि कर पाएगा ।

वीडियो द्वारा **स्वर अ** की कहानी दिखाने के बाद बच्चों का ध्यान **स्वर अ** से शुरू होने वाले शब्दों की ओर केंद्रित किया जाएगा तथा शब्दों की प्रथम ध्वनि सुनने का अभ्यास कराया जाएगा।

बच्चों को आटे /सूजी में **स्वर अ** के अनुलेखन का अभ्यास करवाया जाएगा।

✚ For video and worksheet, kindly refer to bibliography

### मौखिक ध्वनि विश्लेषण

बच्चों को मौखिक ध्वनि विश्लेषण द्वारा पहली ध्वनि सुनने का प्रयास करवाया जाएगा | कुछ ऐसे शब्द सुनाए जाएंगे, जिन शब्दों की पहली ध्वनि में **स्वर अ** हो -





अमरूद



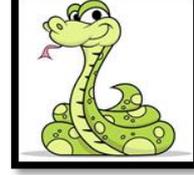
अदरक



अनानास



अनार



अजगर

स्वर अ की पुनरावृत्ति बालगीत द्वारा करवाई जाएगी



अक्कड़ बक्कड़ बम्बेबो,  
अम्मा तुम बड़ी अच्छी हो,  
खट्टा मीठा अचार बनाती ,  
अनानास का जूस पिलाती,  
अदरक वाली चाय पिलाकर,  
मेरी खांसी दूर भगाती।

## अक्षर औ की पहचान

प्रिय अभिभावक ,

### सीखने का प्रतिफल

1. नये नये शब्दों को सुनने व उनके विषय में जानकारी प्राप्त करने में बच्चों की शब्दावली विकसित होगी।
2. अपने वातावरण में स्वर औ और उसके शब्दों की पहचान कर पाएगा।
3. सुनने और बोलने की क्षमता को विकसित कर पाएगा ।



पीपीटी द्वारा स्वर औ से सम्बन्धित शब्दों और चित्रों को दिखाकर स्वर औ का ज्ञान करवाया जाएगा ।

✚ For PPT and worksheet, kindly refer to the bibliography.

## मौखिक ध्वनि विश्लेषण

बच्चों को मौखिक ध्वनि विश्लेषण द्वारा पहली ध्वनि सुनने का प्रयास करवाया जाएगा । कुछ ऐसे शब्द सुनाए जाएंगें, जिन शब्दों की पहली ध्वनि औ हो-



औरत



औषधि



औज़ार



औलाद

स्वर **औ** की पुनरावृत्ति पहेलियों द्वारा करवाई जाएगी

पहेलियाँ - बूझो तो जाने

बाहर भी है इसका मान  
घर की है ये शान?  
बोलो बोलो कौन है  
(औरत)

मम्मी पापा जिसे दे दुआएँ  
हाथ पकड़ कर दुनिया दिखाएं  
बोलो बोलो कौन हूँ मैं?  
(औलाद)

बीमारी में हम खाते हैं  
खाकर ठीक हो जाते हैं  
(औषधि)

तोड़ने जोड़ने का हमारा काम  
औ से शुरू होता हमारा नाम  
(औजार)

## चित्र पुस्तक एवं शब्दावली

(सड़क, जल, बत्ती, पटरी, हवा, गाड़ी, रेलगाड़ी, वाहन, उड़ान, समुद्र, सावधानी)

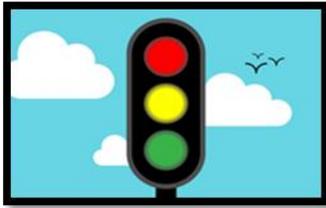
चित्र पुस्तक बच्चों को पढ़ने और कौशल विकसित करती है। बच्चों को चित्र पुस्तक एवं बालगीतों के माध्यम से शब्दावली में दिए गए शब्दों को सीखने के लिए प्रोत्साहित किया जाएगा।

प्रिय अभिभावक,

सीखने का प्रतिफल

विद्यार्थी -

1. पढ़ने का कौशल विकसित कर पाएगा।
2. भाषा के प्रति रुचि जागृत कर पाएगा।
3. अपनी कल्पना शक्ति का विकास कर पाएगा।



जब हो **बत्ती** लाल बच्चों,  
रुकने में भलाई समझो  
जब हो जाए पीली बत्ती,  
चलने की कर लो तैयारी,  
जब हरी की बारी आए  
अपना **वाहन** तभी चलाएं।

**सड़क** पर **वाहन** चलते  
हैं, कुछ धीरे कुछ तेज,  
**सावधानी** से चलना  
भाई, चाहे हो जाए देर।



आसमान में उड़ता जाता,  
जगह-जगह की सैर  
कराता,  
भरता इतनी ऊंची **उड़ान**,  
इसको कहते हैं विमान।

बच्चों सड़क पार जब करना,  
एक बात तो ध्यान में रखना,  
पहले देखो दाएं और फिर देखो बाएं,  
अगर खाली हो रास्ता तभी कदम  
बढ़ाए।



रेलगाड़ी रेलगाड़ी पटरी पर ये भागे  
सारे डिब्बे पीछे और इंजन सबसे आगे

समुद्र में इतना जल ,  
जल में जहाज  
चलो चलें जहाज में,  
सात समुंदर पार



✚ For चित्र पुस्तक PPT, kindly refer to the bibliography.

## BLOCKS AND MATHS

### PRE-NUMBER CONCEPT

Dear Facilitator,

**Note-** Facilitator's choice to take up any 'one' activity.

#### FAST AND SLOW

To introduce the concept the facilitator can first explain the meaning of fast and slow to the children.

- **Fast** means to perform an action quickly or moving with the great speed.
- **Slow** means taking more time to move or perform an action.



#### Learning Outcomes:

The child will be able to:

1. Understand the concept and differentiate between fast and slow.
2. Perform fast and slow actions and movements.
3. Use these words in his/her conversation.



## DESCRIPTION

After explaining them the meaning the facilitator can explain the concept by giving the children lots of examples.

- Clap fast and clap slow.
- Rotate the arms fast and rotate the arms slow.
- Shake the hands fast and shake the hands slow.
- Ask the children to hop fast like a rabbit and walk slow like a turtle.
- The facilitator can also discuss about the fastest moving vehicle and the slowest moving vehicle by giving the children four different vehicle options - Bullet train, car, bicycle, and bullock cart and ask the children to choose the fastest and the slowest vehicle.



## ACTIVITY

The facilitator can get the children to perform an activity called "Dancing with a Scarf". The facilitator needs to choose two songs/music beats, one fast and the other slow. Get the children to hold a scarf in their hands. Then play the music and ask them to move the scarf slowly, when the slow music beat is played. Then they can be asked to move the scarf quickly or as fast as they can, when the fast music beat is played.



## RECOGNITION OF NUMBER 10

**Dear Facilitators,**

Number sense is very important for our young math learners as it promotes confidence and encourages flexible thinking. It is essential that children are able to identify and understand numbers from an early age.

### **Learning outcomes:**

The child will be able to:

1. Recognize and name the number 10.
2. Co-relate number with quantity
3. Know that number 10 has two digits.

The facilitator may introduce number 10 in a fun way by reciting a rhyme during virtual circle time.

**FACT:** Number 10 is the smallest 2-digit number

### Rhyme on number 10

**Straight line down, that's number one**

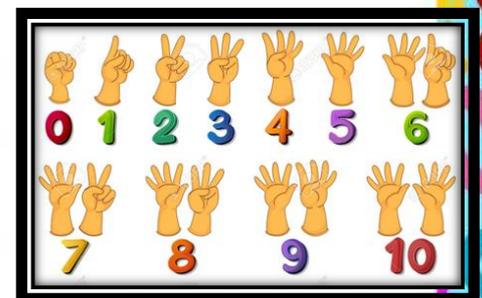
**Add a zero to make number ten.**

The facilitator may introduce the symbol of number 10 by showing a flashcard or by writing number 10 on a board. Concrete objects can be used alongside number 10 to help children relate the symbol and its quantity.

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

### Math's at your fingertips:

Counting on fingers is an effective strategy to support children's early math learning. The facilitator may encourage children to count numbers on fingers and find the correct finger on which the number ends.



The children can be asked to observe and count the number of wheels in a bus, scooter, auto, bicycle, car, etc.

### For example:

A bicycle has 2 wheels.

An auto/ rickshaw has 3 wheels

A car has 4 wheels.

A bus/ truck has 8 wheels.



### ORAL COUNTING FROM 1-10

One of the core skills that makes up the foundation of early math, is the ability to rote count. Rote counting is simply saying numbers in order starting from 1, 2, 3, 4, 5 etc. It does not mean counting objects or counting actions, although it is connected to these skills. It just means saying the numbers in order. The facilitator may teach rote counting from 1-10 with simple songs that count upwards. The following rhyme can be done with the children.

### **NUMBER one, TICKLE YOUR TUM**



Number one, tickle your tum.  
Number two, just say 'Boo!'  
Number three, touch your knee.  
Number four, touch the floor.  
Number five, do a dive.  
Number six, wriggle your hips.  
Number seven, jump to heaven.  
Number eight, stand up straight.  
Number nine, walk in a line.  
Number ten, do it all again!

## CORELATION OF NUMBERS WITH QUANTITY

Dear Facilitator,

**Note-** Facilitator's choice to take up any 'one' activity

### ACTIVITY 1:

**Number train activity:** Number train is a fun, hands-on counting activity to build a counting train.

#### *Learning outcomes:*

The child will be able to:

1. Recognize numbers from 1-10
2. Correlate numbers with quantity
3. Arrange numbers in sequence.
4. Identify shapes circle and rectangle.

#### **Material required:**

1. Printable number cards 1-10.
2. Ten colorful rectangles of same size.
3. Fevicol, scissors
4. Kulfi sticks/ice-cream sticks
5. Black buttons/circles.



#### **Steps:**

The facilitator can ask the children to cut and paste number cards on rectangles. Then, they can be asked to arrange them in sequence from 1-10. Children will paste black buttons/circles at the bottom of the cards to make the wheels. They will paste a small piece of stick between the number cards to complete the train. Lastly, a big rectangle can be pasted in the front to make its engine.

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

### ACTIVITY 2:

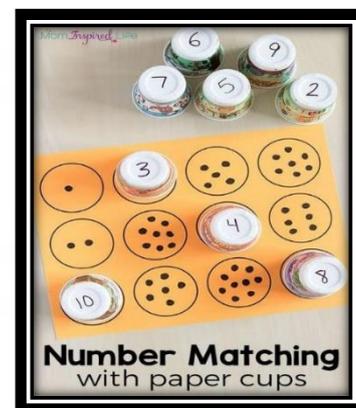
#### **Number matching Game**

#### **Material required:**

1. 10 paper cups (with numbers written at the bottom)
2. A4 sheet
3. Black marker

#### **Steps:**

The facilitator can ask to trace 10 circles on an A4 sheet. They can be asked to draw dots in the circles using a bold marker according to numbers from 1 to 10. Then the children will be asked to match the number cup with number of dots drawn in the circle by placing the cup upside-down on it.



### **ACTIVITY 3:**

#### **Number Rods**

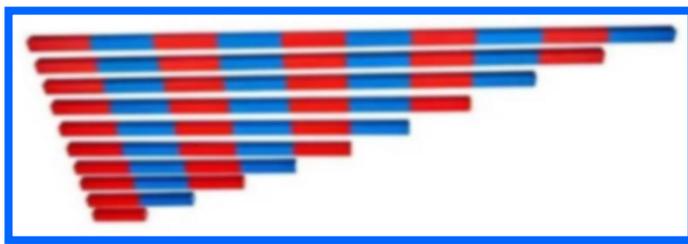
**Dear Facilitator,**

The Number Rods designed in Montessori Apparatus develops early counting skills and provides practice in learning number names of the numbers from 1 to 10.

#### **Learning Outcomes:**

The child will be able to:

1. Understand that the certain quantity has its name
2. Count from 1 to 10 in sequence
3. Associate the corresponding quantity with its number name



The facilitator will give presentation of the name lesson of the Number rods 1, 2 and 3.

The facilitators are suggested to give name lesson of the Number rods 4 and 5, 6 and 7, 8 and 9 in different sittings. Name lesson of Number rod 10 should be given separately.

**+ For video link, kindly refer to the bibliography.**

### **VISUAL DISCRIMINATION**

**Dear Facilitator,**

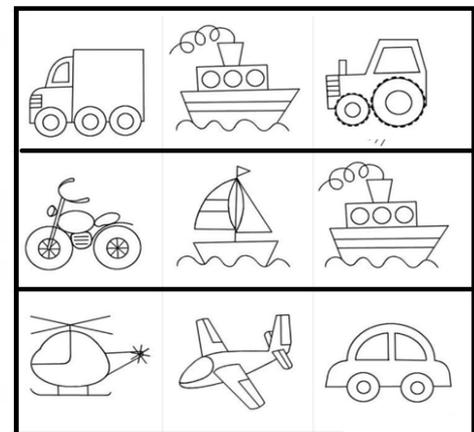
Visual discrimination helps a child to see subtle differences between objects or pictures and to see if something matches up. Spotting the odd one out can be the first step in learning to discriminate visually between items.

#### **Learning outcomes:**

The child will be able to:

1. Compare color, shape, size & position between two pictures or objects.
2. Enhance concentration skills.
3. Improve observation skills.

Let the child observe the given picture carefully & circle the odd one out.



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

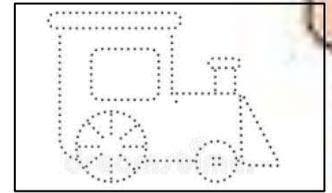
# WRITING READINESS ACTIVITIES AND EXPERIENCES

Note- Facilitator's choice to take up any 'one' activity.

Dear Facilitator,

## 1. Tracing dot to dot

This simple activity of tracing on the dots will help the child build strength and coordination between the fingers and hand wrists. It will also help in having a better fine motor control and in moving the crayon or marker where they want it to go.

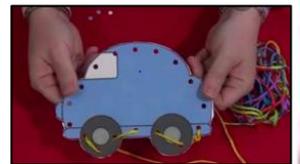


The facilitator can ask the children to clip the sheet on the clipboard, hold the crayon or the marker showing them the pincer grip and move on the dots along with the facilitator.

✚ For the worksheet, kindly refer to the bibliography.

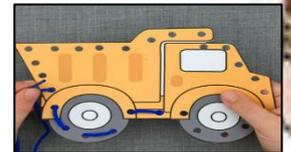
## 2. Lacing Card

Lacing activity is a classic fine motor activity for preschoolers which can be easily created at home. It will help children in improving their hand wrist and finger muscles movements.



**Things required:** Construction paper, mount board glue, a hole punch, yarn, string to perform the activity.

Take the print out of the picture. Glue it on a piece of construction paper/mount board and wait for the glue to dry. Once it is dry, cut the picture out leaving the border of the picture.



Punch holes about one inch apart around the picture. Take a string/yarn, tie a knot at one end and move it along the punched holes.

**Presentation:** The facilitator can show how the lacing activity works during the virtual class.

## 3. Bubble Wrap Popping

Bubble wrap activity is good for developing children's fine motor skills by using their thumb and index finger to pop the bubbles in the wrap. The bubbles pop with fun and It is an excellent way to help children develop their visual skills because bubbles are both eye catching and slow moving they are a great way to help children to use their eye hand coordination.



**MATERIAL REQUIRED:**

1. A large piece of bubble wrap.

## STEPS:

Let the children pop the bubble wrap and have fun.

### 4. Track Fun

As the children “drive” their car around the road, they can also practice the letter sound, saying it like the car’s motor sound. For example, for letter C, they would drive the car around while saying “Ccccc”, or for letter O, they would say “Oooo”, and so on.

### Learning Outcomes:

The child will be able to -

- Learn letter formation & identification.
- Learn letter sounds this way while using the Letter Road mats.
- Develop fine motor skills and eye-hand coordination.

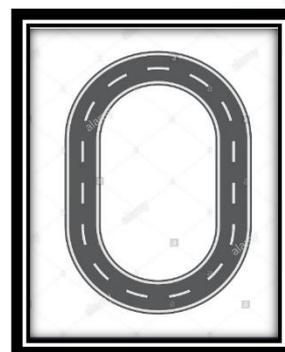
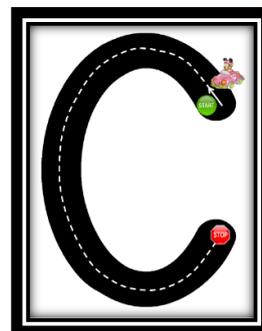
### Material required:

Letter road mat, Small toy cars (like Matchbox) or mini size cars.

### Method:

The facilitator can introduce road transport to the children. Letter O road mat can be provided and starting and ending points can be familiarised. To make it interesting children can be asked to make the sound of that letter on which they are moving their toy car.

This activity will enhance the child’s fine motor skills.



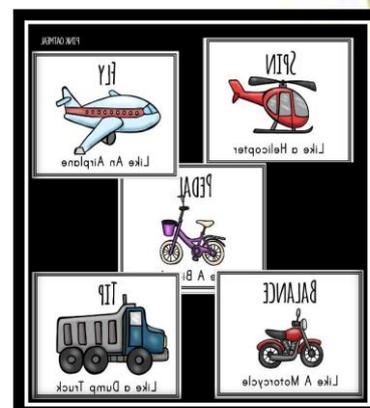
## Gross Motor Skills

**Dear Facilitator,**

### Transportation Movements

Gross motor skills are essential foundational skills to help children perform multiple daily functions like standing, jumping, skipping, balancing etc. Our young explorers gravitate towards bikes, airplanes, rockets, motorcycles as they like to pretend with various modes of transport for e.g., they drive toy trucks, cars on roads, fly planes in the air etc so it will be super fun if they imitate various actions like:

1. **Let’s fly like an airplane:** Children can be asked to spread their arms as wings of an aeroplane. The facilitator can call



out, “fly high” and the children will raise their arms high and make a noise and then lower their arms accordingly.

2. **Pedal your bike:** Children can sit on a chair and pedal their legs or lay on their back and pedal their legs above their head.
3. **Balance on your motorbike:** Children can stand on one leg and lift the other and try to balance it.

## *Creative Expression*

*Dear Facilitator,*

### **Painting and Decorating Earthen Diya**

#### **Learning Outcomes: -**

The child will be able to

- Develop fine motor skills
- Enhance creativity.
- Develop eye hand coordination



#### **Material required: -**

Earthen diya, watercolors, marker, brushes, decorative items and fevicol.

#### **Method: -**

- Dip a paint brush in any color of your choice and paint the diya.
- Allow the paint to dry.
- Facilitator can use a marker to mark the spot where children can stick decorative items or glitter with fevicol.
- Decorative items can include studs, glitter, stickers etc.

***HAPPY LEARNING***

## MILESTONES ACHIEVED

The activity that I enjoyed doing the most .....

### **SOCIAL MILESTONES**

- Know about Children's Day and feel special by knowing this. Yes/No
- I know about Diwali festival. Yes/No
- I have learnt to wrap gifts and make bandhanwar Yes/No
- I have learnt the importance of cleanliness. Yes/No
- I feel happy by keeping myself and my surroundings clean Yes/No

### **LANGUAGE MILESTONES**

- I can name and identify special vehicles. Yes/No
- I can guess the means of transport through riddles. Yes/No
- I can identify and name the different means of transport and their modes. Yes/ No
- I can use newly learnt vocabulary words in small sentences. Yes/No
- I know the traffic lights and its rules. Yes/No

### **LITERACY MILESTONES**

- I can recognize letters Cc and Oo. Yes/No
- I am aware of sight words This, The and It Yes/No

### **COGNITION AND UNDERSTANDING RELATED MILESTONES**

- I have understood the concept of fast and slow. Yes/No
- I can perform fast and slow actions & movements. Yes/No
- I can recognize and correlate numbers from 1-10. Yes/No
- I can do oral counting from 1-10. Yes/No
- I can observe and spot the odd one out. Yes/No
- I can identify different means of transport. Yes/No
- I enjoyed doing the dot-to-dot activity. Yes/No

### **LEARNING MY MOTHER TONGUE**

- मैं अक्षर **अ** और **औ** की पहचान और मौखिक ध्वनि विश्लेषण कर सकता हूँ /कर सकती हूँ। हां/ नहीं
- मैं अक्षर **अ** और **औ** से संबंधित शब्दों को जानता हूँ/ जानती हूँ। हां/ नहीं
- मैं शब्दावली के शब्दों द्वारा वाक्य बना सकता हूँ / सकती हूँ। हां /नहीं

## **MOTOR SKILLS RELATED MILESTONES**

- I can move the toy car on letter road track. Yes/No
- I am practicing to tie my shoe laces. Yes/No
- I can decorate the diyas. Yes/No
- I enjoyed popping bubble wrap. 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.