
EKLAVYA सरी

A Pre School Handbook

A day-to-day manual for a teacher
to walk through
an exciting, exploring, innovative, sensorial
Pre School Curriculum.

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Eklavya Education Foundation
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Dedicated to

All those teachers, however insignificant they seem in the journey of learning - who have had and held the commitment and motivation to be with students of preschool. They have played an important role in shaping and moulding the learning process of the preschoolers - moving them gently yet surely along the path of learning and self -discovery.

Preface

The objective of this Handbook is to enable and guide any teacher, in any part of our country, to implement the Pre School curriculum in their respective school or class room.

In this Handbook we have fully shared all practices in Eklavya Pre School in great details. Here we have shared small - small details of implementing the curriculum on a day to day basis. Included are detailed lesson plans for Nursery, Jkg and Skg. The curriculum of each class is divided into eighteen fortnights.

Pre School education aims at making a child:

- independent and organized,
- emotionally stable and physically strong,
- creative, curious and explorative,
- understanding, compassionate and tolerant
- confident and happy

A well balanced curriculum which integrates play and work, plays a significant role in a child's life. It can give her the much needed edge which is required for the child to be successful in life.

According to Dr. Maria Montessori, "A child's work is to create the person she will become." Children are born with special mental powers which create the person she will become'. But they cannot accomplish the task of self-construction without purposeful movement, exploration, and discovery of their environment. They must be given the freedom to use their inborn powers to develop physically, intellectually, and spiritually.

After getting a warm response to 'Eklavya Sari', we have come out with 'Eklavya Sari Pre School'.

This sharing is with modesty and humility not for once assuming that what we do is considered to be the right thing. We invite the reader, the teacher to write to us and share and question. Teachers will try some things we do and find out new ways of making them work. This will enrich us also.

We have consistently used the feminine pronouns ('she', 'her', etc.) to denote both genders. Throughout this book 'she' denotes both genders and should be read as 'he or she', unless the context specifically requires otherwise.

It is believed by many that language often plays a significant role in perpetuating different types of prejudices, many times inadvertently. Use of male pronoun to denote both genders is a common practice. Though the speaker or writer may not imply any kind of bias, and may use these terms simply because they seem natural, we recognise that these may serve to perpetuate prejudice in the minds of readers. We do not wish this to happen.

The use of neutral pronouns is awkward or tedious. ('s/he' and 'he or she' are examples.) We have consciously chosen to use the feminine gender to make a statement that we recognise that prejudice exists in many forms, and we are opposed to it in all forms.

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Pre School

Pre School marks a new beginning for a child. It is a time for new experiences, discoveries, knowledge and challenges as a child leaves home to enter a new world of schooling. It is important to remember that each child is different and will learn and achieve in her own way. We must not compare them with other children but assess them by their own daily improvements.

Entering Pre School is an exciting time for every child. Moving from the home environment to the school environment is a 'rite of passage'. Both parents and educators want this transition to be as smooth as possible.

Welcoming and Orientation:

The educators welcome the children and introduce them to the Pre School environment much before the children actually start coming to school regularly (normally orientation for one day is held in February/ March. Refer to Page 182 of Eklavya Sari). Orientation helps everyone feel at ease. When the children start coming to school in June, they are given time to be acquainted with each other and with classroom activities and materials. Gradually children gain a sense of belonging because they know the routines and school layout.

There are many new adult faces at Pre School. Children meet and talk with the Principal, educators, trainee educators, students of other classes while coming and going by bus. Social development is enhanced through this broad interaction with adults and children in the school.

Children are greeted by their educators when they reach school (as they get down from the bus). The familiar face of educators on their arrival makes the children feel at ease. There are not more than twenty students and one educator in each section, for the support and delivery of the program. The educator is a facilitator for the varied learning of a child. Children are accompanied by their educator through the day during all activities.

Essence of Pre School Education

Early childhood years are of crucial importance for the mental development of the child and possibly the ultimate level of development attained by an individual is determined by her experiences in the first five years of life.

Pre School education should:

- Foster readiness for school.
- Allow children to discover the joy of achievement. Learning new things makes the child feel proud and self-important. Such an excitement in learning gives the child the urge to read and write.
- Provide a stimulating environment which helps to develop curiosity. Curiosity plays a very important role in the development of creativity.
- Develop various skills :
 1. Manual skills and finger dexterity.
 2. Daily grooming skills
 3. Social and emotional skills (communication, acceptance, getting along with others).
 4. Expressiveness and confidence: Develop emotional maturity to help children to adjust in a group. They should be encouraged to tolerate, to understand, to express oneself and to build self confidence.
 5. Develop Self control: They learn sharing, waiting for their turn, accepting disappointment, conforming to reasonable adult demands, making decisions and solving problems on their own at their level, accepting the consequences of their actions, to cope with fear and to cope with anger.
 6. Adequacy and security: Besides feeling adequate and emotionally secure at home, children must have the same feeling in the school environment which involves interaction with many more individuals.
 7. Learning language and maths concepts through the daily experiences of life.
 8. Understanding the difference between acceptable and unacceptable behaviour through their interaction with other children.
 9. Develop the child's aesthetic appreciation.
 10. Develop a natural sense for rhythm through music and dance.
 11. Build habits and attitudes in children which will go far towards ensuring their adjustment to later life in school and in the outside world.

Pre School Programme

Each day is filled with various fun based developmental activities. Children start the day with outdoor free play which gives them time to interact and share their learning and observations. This is followed by an Assembly on Mondays, Wednesdays and Fridays. Each day is divided into two time slots wherein the educator may plan activities as per her judgement without any time confinement, as the children of this age have different attention span for different activities.

There are various aspects to a Pre School programme. They are as follows:

- | | |
|---------------------------|------------------------------|
| 1. Fortnights | 15. Wooden Block Games |
| 2. School Timings | 16. Dance |
| 3. Uniform/Bag | 17. Rhymes & Songs |
| 4. Outdoor Free-Play | 18. Movies/Videos |
| 5. Assembly | 19. Art & Craft |
| 6. Circle Time | 20. Story Telling |
| 7. Lunch Time | 21. Value Education |
| 8. Gross Motor Skills | 22. Clay Work |
| 9. Language | 23. Saturday Visits |
| 10. Pre Math and Math | 24. The Mixed Group Day |
| 11. Maria Montessori Hour | 25. Curriculum Guide |
| 12. Fine Motor Skills | 26. Curriculum Essentials |
| 13. Practical Life Skills | 27. First week in Pre School |
| 14. Science and Geography | |

1. Fortnights

In order to impart the curriculum smoothly the whole academic year is divided into fortnights. There are around 18 working fortnights in an academic year. An academic year is divided into two terms. Therefore, there will be nine fortnights in the first term and nine fortnights in the second term.

2. School Timings

Pre School Timings: Nursery, JKg, SKg: 9.00am. - 1.00pm. (Mon – Sat) (2nd & 4th Sat off)

Time	Suggested Period Slots
9:00 - 9:20	Outdoor Free-Play
9:20 - 9:40	Assembly (Alternate Days – Monday, Wednesday & Friday)
9:40 - 11:00	P 1
11:00 - 11:30	Lunch Break
11:30 - 12:55	P 2 Revision of things done that day, reminders, giving PEC.
12:55	Depart

Note: The day has been divided broadly into P1 and P2, so that the educator can shift from one activity to the other, without any time confinement.

- Monday to Friday: Regular working days.
- Saturdays: Children are taken for a field visit. It is a shorter day. They reach the visit spot at around 9am and depart from there at around 11.15am.

3. Uniform/Bag

Uniform: Pre School children do not have a uniform. They are dressed in comfortable casuals. This makes them feel at home and thus enhances learning. Every morning they either choose their own clothes or wear what is suggested by the parent. They pick up the skill of making a choice or taking a suggestion right from such a young age.

When they are on a Saturday Visit they wear a Red T-shirt with Eklavya printed at the back with any coloured skirt/pants. This will help them to be identified as a group and will also help the educator to locate them easily.

They should wear floaters or shoes which they can wear and remove on their own with ease.

To carry the following in their bag:

1. An extra set of clothes – Pre Schoolers at times soil their clothes thus a pair for change is necessary in the bag.
2. A handkerchief
3. A lunch box, spoon and a napkin.
4. PEC – Parent Educator Communication Book - a diary for parents and educators to communicate with each other, regarding small but important information/events about the child.
5. Raincoat - only during the rainy season
6. A water bottle with strap – a strapped bottle enables their hands to be free to touch, feel and smell anything around whenever they go with their educator for a walk or outdoor activities.

4. Outdoor Free-Play

Every morning, after keeping their bags and water bottles in the class children go for outdoor free-play. They may play for about 20 minutes. Children are full of energy when they come to school every morning. They are eager to share their experiences and observations of the previous day. The outdoor free-play facilitates physical development, interaction with peers, helps to sustain curiosity, and initiate and foster discovery.

Some activities that can be done during outdoor free-play:

- Climbing and crossing the bridge.
- Kicking, catching and throwing a ball
- Balancing on a curved surface
- Hopping, climbing & jumping
- Balancing an object (eg. book) over the head & walking
- Walking forward and backward on a line painted on the floor.
- Collecting flowers, leaves and twigs
- Picking up a handkerchief without using hands.
- Taking children out to play with peers.
- Playing on slides and swing
- Aiming at an object
- Running races

5. Assembly

Assembly is for 20 minutes on alternate days of the week – Monday, Wednesday and Friday. Assembly can be conducted after outdoor free-play. The children of nursery may join the assembly only on one day a week as they need time to settle into the routine of the day and are not yet prepared to adjust comfortably in such a large group.

Monday	Wednesday	Friday
Shloka	Shloka	Shloka
Prayer	Prayer	Prayer
Meditation	Meditation	Meditation
Day and date - the children will share	Day and date - the children will share	Day and date - the children will share
Birthday celebrations	Birthday celebrations	Birthday celebrations
Thought of the week & Word of the week Sharing about a festival/ eminent personality's birthday	Quiz/sharing about a festival/ eminent personality's birthday	Class performance/ educators performance/ sharing about a festival/ eminent personality's birthday
School song		National Anthem
Special clap	Special clap	Special clap

6. Circle Time

When children come from outdoor free-play, they are usually energetic and excited. They need to be helped to move from such a highly active state to a quieter activity. So, some transition activities are needed to cool them down and get them into the listening and responding mode.

Circle time is an activity during which the educator and the children sit around in a circle and share a conversation, discuss a topic brought up by children or learn a concept. This enables the educator to involve every child actively. The communication is among the members in the circle and not just from educator to children. It also gives every child an opportunity of being an individual while being a part of the larger group.

Importance of Circle Time

- Children have many ideas and questions and they need an opportunity to express them in a non- threatening and nurturing environment.
- Children need to listen to each other as well as the adult and then respond.
- New concepts can be introduced easily through play.
- It helps the educator and the children to develop a rapport based on trust and respect, making learning a two-way process.
- Sitting in a circle symbolically promotes the notion of equal responsibility.
- Participation in Circle Time enables children to have a sense of belonging to a group they can trust.
- Circle Time activities motivate those involved into a willingness to share thoughts and feelings.
- It initiates collective responsibility for enhancing self-esteem and positive behaviour.
- It establishes a platform where children learn the importance of helping one another.
- Circle Time encourages self-discipline, as each child can identify her own behaviour and can identify a method to work it out with the support of others.

Ground-rules for Educators

- The educator must take a few minutes to calm herself prior to Circle Time. She should resolve to be as positive as possible. She shouldn't forget that the Circle Time depends on her noticing and praising the various skills of thinking, looking, listening and speaking in order to reinforce them. In Circle Time, the educator must try not to say anything negative. If she wishes to change a child's behaviour that is irritating her, she must try to praise another child in the circle for showing the desired behavior. For e.g. If a child is sitting with her legs spread out, the educator should point out to one who is sitting nicely with legs crossed and say "_____ is sitting nicely with her legs crossed."
- She should speak in a low tone and speak slowly to create a sense of calm.

- She must accept any contribution, however 'offbeat', with great respect. Give thanks when possible.

For eg. The topic going on is 'wishing everybody good morning' – one child shares that 'her mother didn't take her to the garden yesterday'. Instead of saying that "we are not discussing this", the educator should give a smile and say 'is it so?'

- She must not automatically think she has the best answers. If, for example, a child requests help from peers during an activity, the educator should raise her hand and wait to be chosen, just like other team members.
- She must value all opinions equally without displaying irritable body language. For eg.

Sr.	Topic	Event	What not to say/do	What to say
1.	We should always speak the truth	Teacher had promised to take the children to the senior school lawn the previous day but was unable to take the children. One child Says, "Ma'am you told a lie, yesterday. You didn't take us yesterday to that lawn you told".	The teacher "I did not tell a lie, that is not a lie"	I was unable to take you all to the lawn because during that time one of your friends was not well and I did not get time to take you. I am sorry.
2.	Wait for your turn	The teacher was making the group share about how they spent their vacations. "Ma'am I want to share" one child says frequently. "Ma'am you never listen to me."	The teacher angrily "How will I listen? All of you are sharing together."	I am listening to everyone. Look Rita is talking and I am listening to her. You have to wait for your turn and then share your experience
3.	Following instructions	The teacher explains that after assembly they must go to the toilet, drink water and sit for Circle Time (the children have already been sent to the toilet right before circle time). After sitting in the Circle Time a child asks "Ma'am I want to go to toilet" and says it continuously	The teacher being very firm "No! you cannot go!"	Yes, you can go, but after the circle time. I have given you a chance to go to the toilet before sitting for Circle Time.

Sr.	Topic	Event	What not to say/do	What to say
4.	Health and hygiene	The teacher explains about hygiene: to keep their hands clean - not to put hands in the mouth or dig the nose. One child points out Hari and says, "Ma'am Hari is putting his finger in his mouth."	The teacher loudly "Hari what are you doing? It's so dirty."	Teacher looks at Hari once and then at the whole circle and says "we should not put the finger in our mouth. If we put germs from our fingers will go inside the stomach and we will fall sick."
5.	How to behave in the bus	The teacher explained all the rules of the bus and how to sit and how to behave in the bus-not taking out things, not to stand in the bus, not to fight for window seat etc. One child says "ma'am, Radha always sits near the window and today I wanted to sit, but she didn't give me the seat"	Teacher says, "I am fed up, every day I am getting a complaint about you. I will not listen to your complain now."	Ma'am will look at all the children and ask "should we fight for a window seat? If our friend does not give place, should we complain or talk to our friend?"
6.	Save water	The teacher explains that they should not waste water in the toilet, at home while brushing teeth, washing hands etc. Pal, Says, "Ma'am do you know Linu left the tap open after washing hands."	The teacher irritated "Why didn't you close the tap after using? Don't you know that we should close it?"	She will talk to the children and explain again that, we must make it a habit to close the tap after use because water is very precious. If we waste water today maybe when you grow there is no water – as we have wasted a lot of water. So please don't waste water
7	We should always help each other	Teacher explains that whenever possible we must help others – "like if your friends fall instead of laughing you must help her." To this one child says "but yesterday while going home when I fell, you didn't help me."	"Didn't I tell you to walk why did you run? Why should I help you?"	I know you are strong and so I wanted you to get up on your own. And to understand that if we run we may fall

Educators and Children need to agree

- To signal if they wish to speak – for eg. raise their hands
- Not to use any put-downs towards each other – for eg. ‘you don’t know’
- Not to interrupt when someone else is talking.
- That a child has the right to say 'Pass' in a round if she does not wish to speak.
- Children who pass in the initial round will, at the end of the round, be allowed to signal if they'd like a second chance. The educator can look at them with a smile and ask if anybody wants to speak now without naming the child.
- Not to name anyone in the circle in a negative way. Instead, they must say, for example, 'Someone hit me' or 'some people are teasing me.' Equally, we must help children respect the privacy of their families, so a child should be encouraged to say, 'Someone at home is shouting at me,' rather than naming the family member.

Skills Needed by Educators for Circle Time

- The ability to listen well.
- The ability to be honest sometimes about her own feelings and thoughts.
- The ability to use good eye contact and show emotional warmth and empathy.
- The ability to recap what children have said and reflect it back to them to show she has understood.
- The ability to notice and thank children for the skills that she should focus on in Circle Time: i.e. thinking, looking, listening, speaking and concentrating.

List of rules, which the educator should form after discussing with her children

- Let us wish each other and those who enter our class.
- Let's put our things where they belong.
- Let's look after our books, pencils, tables, chairs and school property.
- Let's switch off the fans and lights when we leave the class.
- When you talk the educator will listen, when the educator talks you listen.
- Let's keep our class neat and clean.
- Let's walk in orderly line to assembly and other classes.
- Let's always pick up waste that is seen on the floor and put it in the dustbin.
- Let's raise our hand when we want to speak.
- Let's help each other.
- Let's not fight.
- Let's always speak softly and not make noise.

(Some portions of this chapter are from Quality Circle Time by Jenny Mosley)

7. Lunch Time

At around 11am they may have their lunch. Usually children have milk and cereals for breakfast. Their lunch box is brought from home. They should be encouraged to bring wholesome nutritious food – *roti, subzi, parathas, upma* etc. Children of this age group are developing the habit of eating on their own, so the educator must encourage parents to send a variety of vegetables so that the children develop the habit of eating all vegetables.

Various small behaviours must be ensured while eating such as washing hands before and after eating, keeping the lunch box on a napkin, saying a prayer before eating. The educator should encourage them to open and close their tiffin box on their own. She may need to remind them to eat properly, to be careful not to drop their food, not to talk with food in their mouth, to chew the food. Once they have finished eating, they should close their tiffin box on their own. They must learn to throw all the waste such as dropped food, plastic bags, aluminium foil etc. into the dustbin. They should then fold the napkin and keep both the napkin and the tiffin box in their bag.

Some children may take a lot of time to eat. In the beginning of the year allow them to take their time, once they have started eating properly then the educator can put time limits and encourage the child to finish her food.

8. Gross Motor Skills

Control over limbs and muscles and the ability to bring about a co-ordination between various parts of the body and their movements is an essential skill the Pre Schoolers need to develop.

For eg: Nursery children are able to climb stairs using the alternate foot pattern, but they still place both feet on the same step while descending. In addition, they require the support of the railing for climbing down. Gradually, with practice, children do not need to hold the railing. They use their feet alternately as in walking, even while coming down the stairs. This skill of ascending and descending stairs, in a manner similar to that of an adult, is achieved by the time they are four years old. No longer satisfied by being able to use the stairs independently, they attempt many other variations. They hold on to the railing as they stand on the outside of the stairs and try to climb up the stairs using the edges of the steps. From walking up and down the stairs without holding on to the railing, they proceed to running up and down. They may even try to jump over a step while going up, and later, while coming down.

- It is important to provide experience to develop the following skills:

Balancing	Hanging	Pulling	Swaying
Bouncing	Hopping	Stretching	Galloping
Bending	Running	Swinging	Crawling
Walking	Jumping	Rolling	Twisting
Climbing	Kicking	Sliding	Turning
Leaping	Shaking	Tumbling	Stepping
Catching	Lifting	Skiping	Throwing

9. Language

Language and communicative competence are critical for learning, engaging in social relationships and succeeding in school and beyond. Language is a means for expressing thoughts, feelings, needs and experiences.

Language is used:

- To understand each other
- To exchange thoughts and ideas
- To express ones needs and to comprehend those expressed by others

Three, four, and five-year-olds are curious about language and increasingly rely on language to make their wants and needs known.

As children grow older, they use language to give sequential narrations of the happenings in their everyday life e.g. rainfall, a visit to a mall, guests coming home etc. Narration is an important skill because conversation comprises chiefly of narrations.

Children learn language through imitation. The environment has a deep influence on language development. Children learn the language which is used in their homes by conversing with family members and friends. They absorb the language that is spoken in the environment totally with the tonal quality, the syntax, the usages, and the emphasis etc.

In order to facilitate and promote language development in children, parents, educators and other adults should talk to children in clear, correct and simple language. The child absorbs the language that is alive in the environment she lives.

Developing language abilities:

- Have conversations, dialogues with children. Ask questions and give opportunities for descriptions, narrations and other types of self-expression. Ask them what all they see on their way to the school, what they had for breakfast, about family members etc.; there is no need for a special topic. Everyday, general topics can be easily introduced.
- Utilize children's immediate environment i.e. use objects available in the environment. Bring plants, fruits, objects made of wood, those made of metals etc. into the class-room. Let children play with and handle these things and then encourage them to describe them verbally.
- All objects cannot be brought into the classroom. To observe some things and places, children can be taken out on a visit to the village/city e.g. a tailor's shop, temple, mosque, a river or a field, a hospital, the post-office or the railway station. Once back in the class-room, discuss these outings.
- Use pictures and books in the class-room. Read aloud to the children, show them pictures and encourage discussion. Tell stories, conduct music sessions and songs with dramatics.
- Encourage children to speak in complete sentences. If they make mistakes, correct them gently. It is important to remember that such correction or feedback is effective only when it is immediately given.

(Some portions of this chapter are from Getting Ready for School by Chetna, Vadodara)

10. Pre Math and Math

Having clear mathematical concepts is very important because;

- They improve the ability of children to think logically and in a sequence.
- They also improve skills of comparing sizes and shapes.

Mathematics has a deep and direct relationship with our everyday life. It does not merely mean counting, addition and subtraction.

It cannot be denied that learning to count and to have a "number concept" are important mathematical skills. But there are some prerequisites to this also.

For eg.

A four year old may be able to count upto 25 but will usually have a number concept only till 3 or 4. A number concept refers to the understanding that e.g. 3 is less than 4 and 6 is more than 3 and the ability to relate numbers to actual objects.

Many parents expect that their children should be able to count and write all numbers once they start to attend the Pre School programme. The Pre School should not force children to do this because there is a lot of difference between counting by rote memory and counting after acquiring a number concept.

For an appropriate number concept to develop, it is necessary to understand the following;

1. Sequence and the ability to order objects in a sequence on the basis of any criterion such as length, width, colour or shape.
2. Similarities and differences between objects and the ability to classify objects accordingly.
3. Recognizing and then reproducing shapes and outlines and then gradually copying numbers.

Only after children achieve these skills can they move in the direction of number concepts. Children need to experience a lot of 'doing' and 'saying' before written numerals will make sense to them.

Classification is a pre-number concept that children need lots of experimentation and communication with. We classify on a regular basis without even considering what we're actually doing. We look in indexes that are alphabetized or numerically arranged, we purchase groceries in areas of food groups, we classify to sort laundry, we sort our utensils before putting it away. Children can benefit from a variety of classification activities which will also support early numeracy concepts.

Classification Activities

- Use blocks to engage children to sort according to their shapes.
- Ask children to sort the toys or the laundry based on colour.
- Use shapes to encourage children to determine what comes next - triangle, square, circle, triangle, etc.
- Ask children to name everything they can write with, ride on, that swims, that flies etc.
- Ask children to name things in their surroundings that are square or round or heavy etc.
- Ask them to name things in their environment that are made of wood, plastic, metal etc.
- Extend classification activities to include more than one attribute (heavy and small, or square and smooth etc.)

Thus, mathematics for Pre Schoolers is much more than simply teaching them to count. Mathematical concepts are acquired in a sequence only i.e. shapes then classification, then quantitative thinking, counting, seriation, measurement and lastly, number concept.

(Some portions of this chapter are from Getting Ready for School by Chetna, Vadodara)

11. Maria Montessori Hour

Children of Nursery enjoy working during the Maria Montessori hour. One Montessori material is demonstrated by the educator at the beginning of the class. After the demonstration is over the children are free to take a mat and choose any apparatus they want to work with. They all work individually on their own. This period is for 1hr from Monday to Friday from 10am to 11am.

Maria Montessori's Philosophy

The emphasis is on encouraging the child to discover and understand concepts by herself.

Dr. Montessori gave the world a scientific method, practical and tested, for bringing forth the very best in young human beings. She taught adults how to respect individual differences, and to emphasize social interaction and the education of the whole personality rather than the teaching of a specific body of knowledge.

For example, experience with building blocks of different shapes and sizes give opportunity to perceive length, breadth and thickness. Arranging cylindrical pieces of the same height but different diameters in an order of increasing diameter, helps children to understand concept of relative size. Similarly, at first the children associate words with their sensory experiences and gradually they acquire a descriptive vocabulary. Among other activities are fastening and unfastening buttons, hooks, laces etc., putting the articles in a room in order, setting a table, moving chairs quietly.

When physical, mental, spiritual, and emotional needs are met children glow with excitement and a drive to play and work with enthusiasm, to learn, and to create. They exhibit a desire to teach, help, and care for others and for their environment.

Practical exercises enable children to learn habits of cleanliness and order. The students learn the lesson of dignity of labour and self-help by attending to their needs themselves.

The Montessori system is child-centered. The child is free to choose the activity she desires. Yet, **there is structure with freedom.** The educator structures the activities so that their performance leads to a certain development, but that is all she does. The child is free to proceed through the activity at her own pace.

Sensorial Work

The purpose and aim of Sensorial work is for the child to acquire clear and conscious information and to be able to then make classifications in her environment. Montessori believed that sensorial experiences began at birth. Through her senses, the child studies her environment. Through this study, the child then begins to understand her environment. The child, to Montessori, is a “sensorial explorer”.

All of the Sensorial materials were designed keeping the same ideas in mind.

1. All materials isolate the one quality that is to be worked with by the child. This allows the child to focus on that one quality.
2. All materials have a control of error. This tells to the child to make the corrections herself.
3. All materials are aesthetically pleasing. They attract the child’s attention to the objects and allow the child to manipulate the materials with ease.
4. All materials must be complete. This allows the child who is working with the material to finish through the entire piece of work without having to stop and find a missing piece.
5. All materials are limited. The first use of the term limited refers to the fact that there is only one of each material in the environment. This calls for other students to build on their patience. The second use of the word limited is in reference to the idea that not all of one quality or piece of information is given to the child. This child is not given every color in the world, but only a select few. This gives the child the keys to the information so it peaks her curiosity and leads her to learn more out of her own interest.

Dr. Montessori saw the importance of the manipulation of objects to aid the child in her environment. Through the child’s work with Sensorial material, the child is helped to make abstractions, she is helped in making distinctions in her environment, and the child is given the knowledge not through word of mouth, but through her own experiences.

(Some portions of this chapter are from The Discovery of the Child, Maria Montessori)

Montessori Materials for Montessori Hour

Sensorial Activity	Material
Visual Discrimination and Dimensional Gradation (Seriation)	<ol style="list-style-type: none"> 1. Pyramids (Wooden +Plastic) 2. Pink Tower 3. Brown Stairs 4. Cylinder Blocks 5. Knobless Cylinders 6. Inset Trays 7. Red Rods 8. Seriation Set 9. Abacus – 1 to 5
Pairing, matching and sorting	<ol style="list-style-type: none"> 1. Colour Tablets 2. Inset boards (Shapes) 3. Sound Boxes 4. Grain Boxes (Transparent small boxes with grains – 2 boxes will have the same grains) 5. Object pouches (One having the object and the other having its pictures) 6. Shape Boards 7. Mixed grains in a jar a tray and 2 bowls 8. Baric Tablets 9. Texture boards
Scooping	2 Bowls with grains, 1 scooping spoon, tray
Pegging	Strings and pegs
Sieving	Sieve, 2 trays, 1 jar with sand
Clay Work	Plasticine clay, rolling pin, a rolling pan.
Sprinkling	Water sprinkler
Beading	1 bowl, big beads with big holes, string, tray
Pounding	Mortar and pestle
Writing	<ol style="list-style-type: none"> 1. Maze game 2. Sand Paper Letters, sand tray 3. Pattern Writing (Wooden Set)
Hammering	Hammering set
Squeezing	2 bowls, sponge, tray, low stool, plastic sheet
Transferring	2 bowls, tray, low stool, plastic sheet, spoon
Pouring	<ol style="list-style-type: none"> 1. 2 bowls, 1 cup, stool, plastic sheet, tray small sponge/napkin 2. 1 bowl, 1 bottle, 1 tray, stool, plastic sheet, 1 cup, spoons, napkin 3. 2 bottles, tray, stool, plastic sheet, cup, bowl, spoon, napkin
Constructive and creative play	<ol style="list-style-type: none"> 1. Wooden Basket (Constructive Blocks) 2. Constructive Triangles 3. Lego, Puzzles
Folding	Napkin, tray, mats-big and small
Buttoning/ lacing	Lacing boards, Strings, buttoning and zipping boards
Polishing	Brass vessels, Brasso, flannel cloth

12. Fine Motor Skills

Pre Schoolers benefit from experiences that support the development of fine motor skills in the hands and fingers. Children should have strength and dexterity in their hands and fingers before being asked to manipulate a pencil on paper. Working on dexterity and strength first can eliminate the development of an inappropriate pencil grasp, which is becoming more commonplace as young children are engaged in writing experiences before their hands are ready. The following activities involve the use of manipulatives which will support young children's fine motor development, and will help to build the strength and dexterity necessary to hold a pencil appropriately.

Fine Motor Activities

- Moulding and rolling plasticine clay into balls - using the palms of the hands facing each other and with fingers curled slightly towards the palm.
- Rolling plasticine clay into tiny balls using only the finger tips.
- Using pegs or toothpicks to make designs in plasticine clay.
- Cutting plasticine clay with a plastic knife or with a pizza wheel.
- Tearing newspaper into strips and then crumpling them into balls. Use it for any art creation.
- Crumpling up a sheet of newspaper in one hand.
- Using a plant sprayer to spray plants, (indoors, outdoors)
- Picking up objects using tweezers or tongs such as those used while roasting *roti*. This can be adapted by picking up bead, small cubes.
- Shaking dice by cupping the hands together, forming an empty air space between the palms.
- Using small-sized screwdrivers like those found in a 'mechanix' set.
- Lacing and sewing activities such as stringing beads.
- Using eye droppers to "pick up" coloured water for colour mixing or to make artistic designs on paper.
- Rolling small balls out of tissue paper and then gluing the balls onto a chart paper to form pictures or designs.
- Turning over cards, coins, checkers, or buttons, without bringing them to the edge of the table.
- Making pictures using stickers or self-sticking paper reinforcements.
- Playing games with finger puppets -the thumb, index, and middle fingers. During circle time have each child's finger puppets tell about what happened over the weekend, or use them in songs and finger plays.

Scissor Activities

When scissors are held correctly, and when they fit a child's hand well, cutting activities will exercise the very same muscles which are needed to manipulate a pencil in a mature tripod grasp. The correct scissor position is with the thumb and middle finger in the handles of the scissors, the index finger on the outside of the handle to stabilize, with fingers four and five curled into the palm.

- Cutting junk paper, particularly the kind of paper used in magazine, cards.
- Making fringe on the edge of a piece of construction paper.
- Cutting plasticine clay with scissors.
- Cutting straws or shredding paper.

Sensory Activities

The following activities should be done frequently to increase postural muscle strength and endurance. These activities also strengthen the child's awareness of her hands.

- Wheelbarrow walking, crab walking
- Clapping games (loud/quiet, on knees together, etc.)
- Catching (clapping) bubbles between hands
- Pulling off pieces of plasticine with individual fingers and thumb
- Drawing in a tactile medium such as wet sand.
- Picking out small objects like pegs, beads, coins, etc., from a tray of salt, sand, rice, or clay. To be done with eyes closed too. This helps develop sensory awareness in the hands.

(Some portions of this chapter are from The Discovery of the Child, Maria Montessori)

13. Practical Life Skills

Pre Schools should emphasize on hands on experiences to enable a child to learn and adapt to the environment. Exercises of practical life provide a range of activities which allow the children to develop:

- Control and co-ordination of movement
- Awareness of their environment
- Orderly thought patterns
- Independent work habits
- Responsibility
- Characteristics which can be attained by spontaneous, purposeful work.

Presenting Activities - Guidelines

- The child is always shown how to work without making a mess. The child is also shown how to clean up after an exercise and is encouraged, but not forced, to do so. A child is shown how to put the material away, rinsing and drying where necessary. If she has spilled water, or made any mess, she wipes it up. It takes some children a little while to get used to cleaning up if they have not done so in their own homes. The educator can give any help the child needs. They are helped and encouraged to be orderly but never forced. A good example is needed so the educator must cheerfully join in and do her share.
- Preparation for presentation - Practice each activity enough so that you feel very secure with the material. This security will enable you to be flexible in your presentation with each child. Flexibility is the key. There is no right or wrong way to present. Some ways are simply better and more efficient.
- Purpose - The purpose for demonstrating materials is for the educator to reveal to the child the possibilities for the learning inherent in a particular activity. The educator acts as a catalyst to get the child involved in an activity, and is the integrating link between the child and the material. The key is to provide this link through the medium that the child is most likely to absorb - **quiet demonstration**. Demonstration combined with complex

language may leave the child confused; whereas nonverbal demonstration allows the child to perceive more readily the possibilities for learning and skill development inherent in the material and to focus on the interest other than the educator.

Procedure

1. Give lessons in a relaxed, happy, gentle manner.
2. Model courtesy, quiet and graceful movements, enthusiasm, zest for learning, a helping spirit, and a positive and pleasant attitude about work.
3. Show the children how to perform each exercise, using as few words as possible and demonstrating as you limit movements to only those that are essential. Keep the lessons short and simple.
4. Follow a flexible sequence when introducing exercises.
 - a. Tell children what you are going to demonstrate.
 - b. Take the children to the place where the material is stored.
 - c. Carry the material to the work area.
 - d. Demonstrate the activity.
 - e. Show them where to return the material when the activity is completed.
Tell the child she can now use the material whenever she likes.
5. Make sure children are aware of potential danger and safety requirements. Show the appropriate use of tools which minimize chances of harm. For example, in cutting, the child should be shown the dull and sharp side of the knife and proper use.
6. When directions are involved, such as in silver polishing, read the instructions on the 'brasso' bottle with the children.

Evaluation

Observe children at work to determine when activities need to be simplified, when the environment needs to be modified, and what is currently catching the interest of your children. Remove activities that are no longer being used.

1. Watch to see if a child uses the material appropriately. Make a mental note when a lesson needs to be reintroduced or demonstrated. Repeat lessons as needed. Expect that the children may need periodic demonstrations. The educator would not disturb the activity of the child at the point of the observation. She would reintroduce the activity at a "neutral" time. This is a sensitive way of protecting the child's ego and zest for learning. We never want the child to feel defeated.
2. Appreciate the concentration, the mastery, and the work that goes into performing the simplest of tasks. Do not interrupt when a child is concentrating. The child who is involved in learning a skill will practice it over and over because she is acting to develop an ability - not to get the job done.
3. Periodically ask yourself: Are the materials being used in constructive and useful ways? Do they facilitate the development of a skill? Are they realistic? Are they purposeful, and do they lead to independence, personal and social responsibility and development of self esteem?

(Some portions of this chapter are from The Discovery of the Child, Maria Montessori)

14. Science and Geography

Concepts used in science, grow and develop as early as infancy. Babies explore the world with their senses. They look, touch, smell, hear, and taste. Children are born curious and want to know all about their environment. As children learn to crawl, to stand, and to walk, they are free to discover more on their own and learn to think for themselves. They begin to learn ideas of size: As they look about, they sense their relative smallness. They go over, under, and into large objects and discover the size of these objects relative to their own size. They grasp things and find that some fit their tiny hands, and others do not. Infants learn about *weight* when they cannot always lift items of the same size. They learn about *shape*: They learn *time sequence*.

Toddlers sort things. They put them in piles—of the same color, the same size, the same shape, or with the same use. Children pour sand and water into containers of different sizes. They pile blocks into tall structures and see them fall and become small parts again. The free exploring and experimentation of a child's first two years help to develop muscle coordination and the senses of taste, smell, sight, and hearing—skills and senses that serve as a basis for future learning.

It is important to give ample opportunities to children for sensory experiences. Let them see, touch, smell, taste and hear things/objects, to play, to explore and experience. However, care must be taken to ensure that these sensory experiences are related to the children's' everyday lives.

Science experiences stimulate the thought process and help in understanding the world around. Children are naturally curious. Hence, answer their questions and provide them with a variety of experiences. Science experiences cultivate a scientific attitude i.e. encourage fact-finding and then comprehending on the basis of facts.

(Some portions of this chapter are from Getting Ready for School by Chetna, Vadodara)

15. Wooden Block Games

Children all over the world love playing with wooden blocks. There should be a special room for these wooden block games which may be called the Block Room.

While playing with these blocks developments like:

- Gross-motor coordination –When a child picks up big & small blocks, the muscles of her shoulder develop.
- Fine-motor coordination – When a child picks up the blocks and arranges them, her finger-muscles develop.
- Finger dexterity –a pre-writing skill.
- Creativity – The child tries to create various patterns bringing out her imagination.
- Logical thinking and reasoning – While arranging the blocks into a particular pattern or geometric form.
- Concentration and patience – To form a pattern the child has to patiently concentrate.

Apart from various Montessori apparatus' and different wooden blocks, the Froebel Gifts constitute an important aspect of the Block Room. Froebel Gifts 2, 3, 4, 5 & 6 have various set of blocks in an orderly fashion which maintain the initial wholeness of the cube. All the pieces are used for each pattern. Thus it is subtle but powerful message of inclusion and conservation. After forming each pattern the child has to reassemble the whole cube. Thus concepts of unity of parts moving through various forms develop.

Froebel was a nineteenth-century German educator who is responsible for originating the idea of the kindergarten. In the kindergarten, Froebel focused on play as a child's work. Froebel felt that curriculum should not be imposed on children but should rather issue forth from children's unique interests. For the purpose of teaching and instruction is to bring ever more out of man rather than to put more into him; for that which we can get into man we already know and possess as the property of mankind. From Froebel we learn to honor the child's interest as the driving force of the curriculum.

His Educational Philosophy

Froebel considered childhood as not merely a preparation for adulthood; rather, it has a value in itself and it possesses its own creativeness. The adult has no right to feel superior and to interfere with the natural conditions of childhood; rather when dealing with children, the adult must combine guidance with the capacity of waiting and understanding. Education must be aimed at developing all these capacities. Froebel believed that the growth of the child is directed by an inner force. Education, said Froebel, should provide for "free self-activity and self-determination on the part of man-the being created for freedom, in the image of God". He regarded self-activity as the process by which the individual realizes her own nature and builds up her own world and then unites and harmonizes the two.

Play, he felt, is an essential factor in the growth of the child. The free and unfettered natural development of the child takes place through play. For Froebel, play is not merely an addition to instruction; it is the most important phase in the spontaneous development of the child, because it allows the harmonious exercise of physical, emotional, and intellectual qualities. Play combines attention with relaxation, purpose with independence, and rule with freedom. Play for the child is as ethical as devotion to work is for the adult. Education, he felt, should be in conformity with the child's nature and needs. Froebel saw an organic relationship between songs, gestures and art work. He regarded these as three co-ordinate forms of expression in the child. What is to be learnt by the child is first expressed in a song, and then it is dramatized or expressed in gestures or movements and lastly illustrated through some constructive work with paper or clay.

The **gifts** are carefully graded. The order of the **gifts** is devised in such a way that it leads the child from the activities and thought of one stage to another. These **gifts** are to be an effective basis of education. It was designed so that the children could be provided with an orderly series of phenomena that would stimulate their minds and produce an inner organization and integration.

(Some portions of this chapter are from Inventing Kindergarten, Norman Brosterman)

16. Dance

As children are not comfortable with many adults, there are no special educators for different subjects in the Pre School. The class teacher herself teaches simple dance steps to the children. Dance is taught on English, Hindi & Gujarati songs.

By putting on a record or playing a simple rhythm on an instrument, an educator can transform rainy-day wiggles and wriggles into welcome outbursts of free dancing. There should be plenty of space and the noise should not disturb others. The educator should start simply and slowly, keeping in touch with the kinds of dancing the children want to do. Let children take turns thinking up new steps and movements.

Few guidelines for educators:

1. Start with simple warm-up exercises like touching toes, walking, running, stretching, twisting, bending, bouncing, jumping, or hopping in time to the music. Or have a parade - set the beat by clapping hands and in no time the children will be marching all over the dance room.
2. Start a game by giving complete directions and instructions for a "dance," and gradually make them more difficult. To begin, say, "Jump, jump, jump" as the educator should also jump. Next do the movements without describing them. Jump but do not say the word out loud. Let the children imitate the movements without instructions. Now change it around and have the children do what the educator says, but do not demonstrate the motion. Say "Jump, jump, jump," but the educator should not jump herself. This way, the children will have to listen and think to be able to do what is asked.

3. Call out different parts of the body and have the children move just that. For e.g. swing arms, then first one arm and then the other.
4. Make drastic changes in the rhythm and tempo while the children dance. This will help them concentrate on listening to the sound and dancing with it.
5. Add props: ribbons, scarves etc.

If dancing ends too abruptly, the children's energy is left scattered. It's best to wind down gradually from fast steps to slow steps. Observe children to see how they use and respond to music and rhythm in their play. Watch each child as they dance. What do their eyes look like when they sing? What do their feet do while they listen to music?

17. Rhymes & Songs

For most children, singing is as natural as talking. Children learn to sing just as they learn to talk - by imitating other people. The educator probably will not have to teach the children how to sing, but she can help them learn to feel good about their method of musical expression by feeling good about her own.

Working patiently to teach them new rhymes and songs will help them learn how to take instructions and how to cooperate. Teaching them how to play musical instruments like a rattler, a *manjira*, a tambourine will help develop self-confidence.

The educator should smile when she sings, and be proud when making her own music! The children will do as she does. She may need to interest them in an instrument or motivate them to learn a song by showing pictures, telling a short story, or playing a guessing game. The purpose of motivating is to focus the children's attention on the music or rhythm.

Learning rhythm and rhyme through poems and songs can provide children with crucial experience in the following areas:

- Motivation to learn
- Oral language skill

Learning songs can help improve children's vocabulary and offer preparation for future reading. Songs help children gain an understanding of concepts such as up/down, front/back, and left/right, and add these words to their vocabularies. Understanding these concepts lead to knowledge of how words are read and written on a page.

Rhymes and songs will also give children exposure to the rhythm of the language which will help them read with animation as opposed to a monotone.

It helps in:

- Sound discrimination which leads to better spelling abilities
- Increase vocabulary
- Improved coordination
- Better concentration skills
- Sharper memory
- More focused listening skills

A Rhyme book can be compiled for each class – Nursery, Jkg and Skg. This Rhyme book may have rhymes in English, Hindi, Gujarati, Sanskrit, Japanese, Marathi, Bengali and Tamil. Eklavya has compiled one and a set has been provided as a sample.

Music is a powerful tool that aids a child's development in various ways. A crying baby is soothed by a mother's lullaby or a toddler learns the alphabet and numbers through song. Music nurtures children in the following areas:

- Improve physical coordination
- Enhance their sense of timing
- Aids language and speech development
- Provides an outlet for self expression

There are many reasons that children need to have musical experiences in their lives. One reason is that they develop confidence in their own abilities to express themselves. They can tell others whether they are happy, sad, lonely, excited, or scared just by singing a song or moving their body.

When teaching musical activity, some time slots are better than others for musical experiences. Some of the best times are during transitions. (A transition time is the period between the end of one activity and beginning of another.) Singing a song helps children leave one activity behind and go on to another. Here are some examples of transition times:

- A quiet time when the children are seated, such as before or after a snack.
- Walking to the play area or while going to board the school bus.
- While gathering children together for a group activity.
- After the children have been playing hard and need to calm down for another activity.

Tips for Teaching Rhymes and Songs

- The educator should give the children the overall feel of the song by explaining what it is about. Read it aloud and explain the words.
- Sing the song through (at a good pace - don't slow down) while the children listen. Children learn songs by hearing them sung. She shouldn't try to teach the song line by line. Should sing the same song several times.
- Let the children join in as soon as they can. If there is a chorus after each verse, teach that first; then the children can sing out on the chorus after she sings the verses. Learning verses will come easier this way.
- Do not force the children to learn all the words. If they enjoy singing what they do know, the whole class can have a good time.
- Do not force children to sing, or stress the tone and technique so much that it takes the enjoyment out of singing. How they sing is not as important as why they sing! Let it be fun!
- Let the children make it their song. As they learn it, the educator should lower her voice so she does not dominate.
- Other children often are the best educators. If one child already knows the song, let her teach.
- Substitute the child's name or a familiar location for names in a song: 'Old (child's name) had a Farm.'

18. Movies/Videos

Once a week the children can be taken for a video show for around 25 mins. They can be shown interesting children related films & cartoons like:

Sr. No.	Name of the Movie	Duration
1.	Magic Ring (Tom & Jerry movie)	1 hr
2.	Twice Upon a Christmas	1 hr
3.	Krishna	1 hr 35 min
4.	Tinker Bell and the Great Fairy Rescue	1 hr 15 min
5.	Ice Age 3	1 hr 30 min
6.	Princess and the frog	1 hr 30 min
7.	Toy Story – 3	1 hr 40 min
8.	Despicable me	1 hr 30 min
9.	Jungle Book	1 hr 20 min
10.	Home Alone 3	1 hr 30 min
11.	Everybody loves Goofy	50 min
12.	Everybody loves Donald	50 min
13.	Everybody love Mickey	1 hr
14.	Chicken Little	1 hr 10 min
15.	Winnie the Pooh	50 min
16.	Piglets Big Movie	50 min

19. Art & Craft

There are Art & Craft activities which help the children to develop their creativity. While playing with clay, through paper folding, using crayons, chalk, brushes & scissors, eye-hand coordination develops. Besides painting and colouring, children should be introduced to:

- | | | |
|--|-----------------------|-------------------|
| * Spray Painting | * Hand Painting | * Finger Printing |
| * Marble Painting | * Sand Pasting | * Paper Folding |
| * String Painting | * Cutting and Pasting | * Clay work |
| * Pasting sand on the outline of a drawn figure. | | |

20. Story Telling

Story telling is an important medium through which a child's fantasies are nurtured. Story telling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner.

Telling and listening to stories is one of the most common scenes in Pre School. Story telling is an art by itself and there are certain educators/people/persons who are masters of this art. However the Pre School educator needs to consciously cultivate the skills for story telling. She must enjoy telling stories, she should learn to relax and enjoy the story.

Why story telling?

Story telling helps in:

1. Gaining verbal skills
2. Comprehending
3. Passing on values
4. Developing listening skills
5. Developing creativity

Stories are enacted also. Children learn to share, to take turns, to play co-operatively and to play within the rules defined by their roles. Enactment of a skit also helps the educator to know about the children. It gives her a glimpse of their thoughts and feelings.

New concepts are introduced through stories. When any new letter of the alphabet is introduced, a story with many words starting with that particular letter is told. For e.g. Bunty was very happy today. He was going for his birthday shopping. He and his mother went to a big toy shop. Bunty was surprised to see beautiful and colourful toys. There was a red ball and a blue bat. They bought a bunny toy. After going home they had bread and butter. Later on he had a big glass of milk.

Some tips for Story Telling: -

- Tell a simple story in English. Use simple language which the children can understand and be interested in.
- Use picture books/pictures to compose stories. Allow children to narrate a story in their own way using pictures/picture books. This will help to develop their own imagination.
- While telling a story, give sounds of the related characters/objects, “the monkey went, hoop, hoop, hoop....”, “the dog came in bow bow, bow bow....”, then the bell rang tin, tin...” Also be careful at the same time that sounds of ghost/objects by which the child gets scared are avoided.
- Body language used with voice modulation will be more effective. Hence when you tell a story stress on a few adjectives, “there was a big wicked wolf”, “Little Red Riding Hood was SCARED”.
- Facial expressions are also equally important. Make the child feel the same expressions evolving from the story.
- Cook up a story which involves the toys of the child. If possible take up the child’s or her friend’s name as one of the characters of the story.
- Allow the child to tell the story related to her own toys.
- Two-three children of the class can participate in the story telling, tell a “round robin” story. One person starts a story and stops after a few sentences. Then someone else continues the same story.
- While telling a story always ask the children a few questions, “now will the rabbit win the race or the tortoise?” “Will the tortoise make friends with the proud rabbit? Why? etc.
- Try as far as possible narrating fables and parables. i.e. moral based stories & stories from Panchatantra, Hitopadesh, Vikram Vetal, Akbar-Birbal, etc.
- Avoid telling stories which are not possible in reality i.e. fairytales, ghost stories, etc.
- Try to give a happy ending to the story after explaining the reality.

Selecting stories

- The story should be appropriate to the needs, interests and maturity level of the children.
- The story session can be made interesting and challenging if the educator tells a variety of stories on different topics. The same stories can be imaginatively retold by changing some aspects of the story like the character, the details of the setting, etc.
- The themes of the story can vary from animal stories to fairytales to factual episodes, adventures stories.
- The length of the story depends as much on the age and ability of the children as the content and presentation by the educator.
- The educator can also take the help of flannel board puppets, storyboards, flash cards, picture charts, poster to either tell the story herself or encourage the child to speak the story from the picture. This helps language development also.

21. Value Education

Children need exposure to values in order to form good habits and attitudes. If left to a stressed environment, children develop unacceptable attitudes which result negatively with the child's motivation to behave. It can isolate a child from relating to others and affect the child's self-worth. Values are essential for healthy development and growth.

This can be taken by the Principal for all the classes once a week. It can be a platform to inculcate values, sharing and learning from experiences and resolving issues. Through stories, role-play and sharing she can inculcate values in children.

Some of the values can be:

Obedience: The first essential value that should be passed on to children is obedience. Children need to understand that there are limits to acceptable behavior and that the world is governed by rules that all people have to obey. She can show the children the importance of obedience not only through discipline but also by obeying rules herself and taking advantage of every available opportunity to show children why obedience is important.

Habits and Attitudes: It is important that children develop the right habits and attitude at this age. For eg. brushing teeth twice a day, putting things back from where it was taken, saying 'please', 'sorry' and 'thank you'. She can make children realize the importance of each of these in their life through anecdotes or stories.

Confidence: Another value that all children should acquire is confidence. A child that receives proper encouragement will have self-esteem and be less afraid to speak and volunteer in school and in other activities. She should allow children to do simple tasks independently and gently congratulate them when they figure out solutions.

Patience: Children also need to learn patience. A child that learns early on in life to wait for certain things without throwing tantrums and becoming upset will be able to adjust to changes easily and handle disappointments in a better way.

Generosity: Generosity is another key value for every child to develop. Children should learn that generosity is essential to the functioning of our society and that people should share and help others. Educators should encourage them to share and help their peers and others often.

22. Clay Work

Most children when given a piece of clay, are immediately motivated to explore it by trying to mold it in various shapes fairly known to them. They poke it, squeeze it, pinch it, coil it, flatten it etc. Each time they act on the clay, the clay adjusts and responds. These changes mean very little to us as adults, but for a child these changes are magical and interesting.

If they can notice a change in the clay, they are learning that their actions have consequences. It encourages more experimentation. The child's brain is taking shape along with the clay. Such self-initiated activity can be the right choice for the developmental needs of the child. Clay stimulates the child's curiosity. Intelligence, imagination, and creativity are engaged and fostered. The tactile and visual feedback provided by clay generates many new synapses in the child's brain.

Manipulating a piece of clay develops the children's large and small muscles. Working with clay fosters eye-hand coordination. Clay is so fascinating that some children work for long periods without any adult motivation to maintain their interest. It can be a great way to extend the attention span of some children.

When giving clay to children for the first time, do not instruct them on what to do with the clay except to clarify that it is to play with - not something to eat. Other than making sure they do not eat it or throw it, the educator should simply watch and see what they do with it.

Some children are ready to plunge in and try anything and other children are shy. Children are very good at reading us. They imitate our actions. If a child is too hesitant, let the child watch the educator explore the lump of clay herself. Encourage them that it is okay to pinch it, poke it, pound it, and so on. Since some children have learned to avoid getting messy, show them how easily clay wipes off our fingers with a moist cloth. Sometimes they will just practice wiping the clay off their fingers at first. This is fine. It is a learning.

Children will love to do things that make the educator happy, so the educator should express satisfaction and joy and should appreciate them for their smallest of achievements. They do not have to make a piece of pottery or sculpture to make us happy. We just want to see them enjoying themselves. Children love making smilies, balls, *diyas*, *jalebis* etc with clay.

23. Saturday Visits

At an early age children learn sensorially and not intellectually or logically. Therefore they are given some sensorial exposure. This exposure in school is incorporated through various experiences like:

- **Sight-** memory game, dark/light or bright, colour, geometric patterns
- **Hearing-** telephonic game (passing a message), silence game, Sa re ga ma, identifying voices, etc.
- **Smelling-** identifying various smell eg. Eucalyptus, Vicks, ginger, rose, ripe fruits, cow dung, mehendi, first rain on earth, horrible smells like pungent smelling gases.
- **Tasting-** tasting eatables with different tastes, hot/sweet, etc
- **Feeling-** touching hot and cold substances, rough and smooth surfaces, playing with clay or sand.

But another way is to give *wholesome* experiences. This is the objective of our Saturday visits. The Pre Schoolers can visit the following:

- | | | |
|-------------------|----------------------|--------------------|
| * Zoo | * Tractor-ride | * Religious places |
| * Farm | * Garden | * Traffic Park |
| * Balvatika | * Nursery | * Post Office |
| * Railway station | * Visit to a village | * Church |
| * Gandhi ashram | * Aquarium | * Museums |

These visits broaden the view of their surrounding for the children and systematically enhance/inculcate civic sense in these little citizens.

- These visits increase child's communication skills which help in vocabulary building (as she learns to express her views) ask questions and sharpen listening skills and will learn about people's different role in the society. Attentively she will get a chance to practice early information-gathering skills.
- The imprints of these visits are depicted by the children during their drawing sessions on the following Monday for e.g. When children visit a zoo they may draw a cage with various animals in it etc.

24. The Mixed group day

The Pre-School in Eklavya follows a unique form of teaching where the children are the teachers and learners themselves. Mixed group day is a day in the week when a group of children of age group two and half to five and half yrs (Nursery, Junior KG and Senior KG) come together in an environment where these children learn to help and be helped by other children and the whole process of peer learning takes place. There is a good and consistent interaction that takes place among children whose age and abilities are varied. Maria Montessori said nature and nurture work hand-in-hand where the groups should contain different ages, because it has great influence on the cultural, social and emotional development of the child.

We have mixed group once in a week. In the morning the children come to their respective classes and after the teacher takes the attendance and the children finish their fruit break, a group of 5-6 children from each class go to a their mixed group classes. The total strength of the Pre-School is around 265 which is divided into 10 classrooms, and that makes a mixed group class strength of around 26-27 children. The children have a particular mixed group teacher who merely acts as a facilitator in the learning process. The children begin the mixed group day by doing shloka chanting, prayer, the day& date and a mixed group sharing time. After this, children form their own group of 2-3 members to play different kinds of puzzles. They draw, read, colour, do clay work and various kinds of FMS & GMS activities. We also sit together in a circle to do simple science experiments. Children also sit together and eat. Last half an hour children help in arranging the puzzles, cleaning the class and then all of us sit together sing songs and rhymes. It has been observed that within 3 -4 weeks the children get acquainted to their mixed group teacher and peers and develop a beautiful bonding and they keep exchanging a 'hi-bye' whenever they meet.

The importance of mixed group is felt more now as the upbringing of kids are now in nuclear family whereas there was a strong system of joint families in earlier days where a lot of learning would occur among brothers, sisters, cousins when they played, studied and did things together. The difference of few years creates a comfort zone for the children at both ends to help out more. The child also gets her own time and learns at her own pace which is crucial for a child's learning. The propensity of accomplishing the task, learning how to cooperate and act sensibly in a situation doubles.

We at Eklavya feel that mixed group is not only a medium for learning but also an opportunity to promote interaction among children of various age groups, which plays a part in enhancing their all round development.

25. Curriculum Guide

Fine and Gross Motor Skills

- * Is able to run
- * Is able to walk in a straight line
- * Is able to jump
- * Is able to hop
- * Is able to climb stairs and walk downstairs with alternate foot
- * Is able to march
- * Is able to stand on one foot for 5-10 seconds
- * Is able to walk backwards for five feet
- * Is able to throw a ball
- * Pastes objects
- * Claps hands
- * Able to button a garment
- * Builds with blocks
- * Draws and colours beyond a simple scribble
- * Able to zip a zipper
- * Controls pencil and crayon well
- * Cuts simple shapes
- * Handles scissors well
- * Able to copy simple shapes

Social-Emotional Development

- * Can be away from parents for 3-4 hours without being upset
- * Takes care of toilet needs independently
- * Feels good about self
- * Is not afraid to go to school
- * Cares for own belongings
- * Dresses self
- * Knows how to use handkerchief or tissue
- * Knows own gender
- * Brushes teeth
- * Asks to go to school
- * Knows full name
- * Knows parents' names
- * Knows home address and phone number
- * Enters into casual conversation
- * Maintains self-control
- * Gets along well with other children
- * Plays with other children
- * Recognizes authority
- * Shares with others
- * Likes educators
- * Meets visitors without shyness
- * Puts away toys
- * Able to stay on task
- * Able to work independently
- * Helps family with chores

English

Listening and Sequencing

- * Follows simple directions
- * Listens to a short story
- * Listens carefully
- * Recognizes common sounds
- * Repeats a sequence of sounds
- * Repeats a sequence of orally given numbers
- * Retells simple stories in sequence

Reading Readiness

- * Remembers objects from a given picture
- * Knows what a letter is
- * Has been read to frequently/ daily
- * Looks at books and magazines
- * Recognizes some nursery rhymes
- * Identifies parts of the body
- * Identifies objects that have a functional use
- * Knows common farm and zoo animals
- * Reads own first and last name
- * Expresses self verbally
- * Identifies other children by name
- * Tells the meaning of simple words
- * Repeats a sentence of 6-8 words
- * Completes incomplete sentence with proper word
- * Has own books
- * Understands that print carries a message
- * Pretends to read
- * Uses left-to-right progression
- * Answers questions about a short story
- * Tells the meaning of words heard in story
- * Looks at pictures and tells a story

Literacy Skills

- * Alphabet recognition, reading
- * Listening & memorizing Nursery rhymes and songs
- * Social listening
- * Constructing visual images while listening
- * Oral communication skills
- * Role play
- * Following and giving directions
- * Paraphrasing and summarizing
- * Organizing ideas
- * Relating events and experiences using complete sentences
- * Listening for correct speech habits and word usage
- * Beginning writing process
- * Writing simple sentences

Maths

Size

- * Understands big and small, long and short
- * Matches shapes or objects based on size, colours and shapes
- * Recognizes and names primary colors
- * Recognizes shapes
- * Copies shapes

Numbers

- * Counts orally through 50
- * Counts objects in one-to-one correspondence
- * Understands empty and full, more and less

Position and Direction

- * Understands up and down
- * Understands in and out
- * Understands front and back
- * Understands over (on) and under
- * Understands top, bottom, middle
- * Understands beside and next to
- * Understands hot and cold
- * Understands fast and slow

Time

- * Understands date and day
- * Understands day and night
- * Understands time – hour clock

Numeracy Skills

- * Concepts of more, less than, same
- * Sequence of events
- * Ordinal-cardinal relationship
- * Recognition of basic sets
- * Meaning of addition and subtraction
- * Introduction to number line
- * Estimation
- * Denominations of money
- * Basic problem-solving strategies

Cognitive Development

- * Matching
- * Pairing
- * Sorting & classification
- * Familiar with colours
- * Familiar with shapes
- * Logical thinking
- * Understanding concept of time

- * Ability to co-relate: shape & object etc
- * Ability to re-call
- * Observes objects and events with curiosity
- * Solves problems using multiple strategies
- * Arranges objects in a series
- * Recognizes patterns and can repeat them
- * Sustains attention in small/large groups

Science and Geography

- * Meanings of holidays, traditions, and customs
- * Understanding and appreciating other cultures
- * Individual's role in family, home, school, and community
- * Relationship of the individual to the group
- * Work and jobs
- * Safety rules and symbols
- * Basic human needs
- * Self-respect and self-awareness
- * Awareness of others
- * Location
- * Personal hygiene
- * Good eating habits
- * Good grooming
- * Care of teeth
- * Major body parts
- * Physical fitness
- * Safety at home and school
- * Observation of everyday, familiar things
- * Common animals and plants
- * Interrelationships of animals and plants
- * Classification of living things
- * Farm animals
- * Care of pets
- * Like and unlike plants
- * Indoor plants
- * The sun: our principal source of energy
- * Weather and seasons
- * Temperature
- * Light
- * Colors
- * Senses
- * Earth, moon, stars, planets
- * Simple measurement

26. Curriculum Essentials

1. **An overview of the curriculum:** In an academic year we usually get 18 fortnights to teach (excluding the vacations). The academic year is divided into two terms, so we get nine fortnights in each term.

The overview of the curriculum gives us a glimpse of the concepts which will be taught, subject wise, in each fortnight. The overview attached is for 18 fortnights ie. for the first term and second term.

2. **The detailed lesson plans** of the 18 fortnights for Nursery, Jkg and Skg for the following subjects are compiled in this Sari:

- **Gross Motor Skills (GMS)**
- **Fine Motor Skills (FMS)**
- **Circle Time**
- **Rhymes and Songs**
- **Art and Craft**
- **Science and Geography**
- **Practical Life Skills (PLS)**
- **Montessori Hour**
- **English**
- **Maths**
- **Hindi**
- **Story Telling**
- **Block Room**
- **Saturday Visits**

27. First fortnight in Pre School

Nursery and Skg children join the school along with Junior School, Middle School and Senior School but for Jkg children, school commences a week later. Pre School educators go in different buses to pick up and drop the Nursery and Skg children for the first three days.

Once they reach school, Skg children assemble in a particular place and wait eagerly to know their educator and the section. Skg children are welcomed in the assembly by the educators with an action song, dance, puppet show or a drama. They are also introduced to all the Pre- School educators. They enjoy the first week with some games, playing in the garden, meeting their friends and going around the school for a walk.

On rejoining, Jkg children also assemble in a particular place and wait to be introduced and taken into their respective classes. On the first day of Jkg, the educators pick up and drop the children from their respective bus stops.

Nursery children take sometime to settle down so are taken to open air classrooms – outside in a shaded area for the first few days. Gradually they enter their classes on their own will by the end of the week.

All the classrooms are decorated by the respective educators. Birthday Charts, Regular Bus Route and Saturday Route, Parents Name and Contact Numbers and Children's Corner. An art corner is created in the class where children are free to go anytime and draw or colour of their own choice. Each classroom is made attractive and colourful to the best possible extent which encourages the child to be in class. Educators allow children to play with puzzles, blocks, writing/drawing on children's board, slate or paper.

During the first week, no structured schedule is followed, they are free to do any activity. Nursery and Skg children enjoy the first weekend of the school by going out for a picnic. The children are divided route wise and allotted to any of the four already fixed routes.

During the first three days the following notices are sent to parents:

Day 1: Home visit form, Home visit date and time, Parents handbook, PEC (Parent Educator Communication Page) and Eklavya Samachar (monthly news letter). Everything is enclosed in an envelope and handed over to the parents by the educators at their respective bus stops.

Day 2: Saturday route and Saturday slip are sent. Parents choose the route according to their convenience and fill and send back the slip to the class educator.

Day 3: First mother's workshop date, time and yearly mother's workshop schedule is sent through the PEC.

Nursery Lesson Plans

An overview of the Nursery Curriculum – 1st Term

Sr.	Subject	Fortnight 1	Fortnight 2	Fortnight 3	Fortnight 4	Fortnight 5
1.	GMS	First Fortnight in Pre School (Refer to Page 41)	<ul style="list-style-type: none"> • Jumping 	<ul style="list-style-type: none"> • Walking on a straight line • Stamping 	<ul style="list-style-type: none"> • Walking on a zigzag line • Sit and stand 	<ul style="list-style-type: none"> • Walking forward and backward • Running
2.	FMS		<ul style="list-style-type: none"> • Beading • Scribbling with crayons 	<ul style="list-style-type: none"> • Crumpling paper. • Scooping in the sand pit 	<ul style="list-style-type: none"> • Sorting and matching object • Rolling a pencil between thumb and finger 	<ul style="list-style-type: none"> • Transferring water with sponge • Tearing paper
3.	Circle Time		<ul style="list-style-type: none"> • Self introduction 	<ul style="list-style-type: none"> • How to behave in the bus and at the bus stop • Good manners 	<ul style="list-style-type: none"> • Cleanliness and hygiene. • Revision 	<ul style="list-style-type: none"> • Colours • Rainy season • A talk on Independence Day
4.	Rhymes and Songs		<ul style="list-style-type: none"> • Twinkle Twinkle Little Stars... • Teddy bear • मेरा नाम है^(H) 	<ul style="list-style-type: none"> • Two little Dicky birds..... • सवेरा...^(H) • एक बिलाडी जाड़ी...^(G) 	<ul style="list-style-type: none"> • Bits of Paper..... • ये ये पाऊसा^(M) • Butterfly... 	<ul style="list-style-type: none"> • I hear thunder..... • Knock at the door.... • गोल गोल पानी^(H)
5.	Story Telling		<ul style="list-style-type: none"> • Thirsty Crow • The Lion and the Mouse 	<ul style="list-style-type: none"> • Bubbles goes to school • Bruno put your toys away 	<ul style="list-style-type: none"> • The Ant and the Dove • Bruno learns to share 	<ul style="list-style-type: none"> • The Fox and the Crane • Bruno gets lost
6.	Montessori Hour		<ul style="list-style-type: none"> • Pink tower • Beading • Brown stairs 	<ul style="list-style-type: none"> • Colour tablets • Folding mats 	<ul style="list-style-type: none"> • Rolling mats • Matching 	<ul style="list-style-type: none"> • Lacing • Picking objects with tweezers and tongs
7.	PLS		<ul style="list-style-type: none"> • Cleaning the place after eating 	<ul style="list-style-type: none"> • Washing and wiping hands and mouth 	<ul style="list-style-type: none"> • Sweeping the floor • Mopping the floor 	<ul style="list-style-type: none"> • Brushing the teeth • Keeping things properly
8.	Block Room		<ul style="list-style-type: none"> • Gift -1 	<ul style="list-style-type: none"> • Gift -2 	<ul style="list-style-type: none"> • Crazy blocks 	<ul style="list-style-type: none"> • Vivo
9.	Art and Craft		<ul style="list-style-type: none"> • Free scribbling 	<ul style="list-style-type: none"> • Palm printing • Block printing 	<ul style="list-style-type: none"> • Free scribbling • Finger printing 	<ul style="list-style-type: none"> • Paper crumpling and printing • Marble printing
10.	Saturday Visit	<ul style="list-style-type: none"> • Prahlnadnagar Garden 	<ul style="list-style-type: none"> • Sola Temple 	<ul style="list-style-type: none"> • Gujarat Vidhyapith 	<ul style="list-style-type: none"> • Kite Museum 	<ul style="list-style-type: none"> • Railway Station

Sr.	Subject	Fortnight 6	Fortnight 7	Fortnight 8	Fortnight 9
1.	GMS	<ul style="list-style-type: none"> • Crawling • Walking on a circle 	<ul style="list-style-type: none"> • Running with hands on the head • Jumping in and out of the circle 	<ul style="list-style-type: none"> • Walking sideways • Jumping with alternate feet 	<ul style="list-style-type: none"> • Jump from one place to another • Crab walking
2.	FMS	<ul style="list-style-type: none"> • Rolling clay between palms • Coiling 	<ul style="list-style-type: none"> • Pouring water bowl to bowl, cup to cup, glass to glass 	<ul style="list-style-type: none"> • Matching • Sorting • Scooping of grains 	<ul style="list-style-type: none"> • Making of clay balls. • Texture trail
3.	Circle Time	<ul style="list-style-type: none"> • Cat and mouse game • A talk on Rakshabandhan • Following Instructions 	<ul style="list-style-type: none"> • Shapes • Passing the rain • Birds 	<ul style="list-style-type: none"> • Vegetables • A talk on Gandhi Jayanti 	<ul style="list-style-type: none"> • Fruits • Expression games • A talk on Dussehra
4.	Rhymes and songs	<ul style="list-style-type: none"> • After a bath... • Good Manners... • धोणु धोणु ससलु (G) 	<ul style="list-style-type: none"> • सीखो ... (H) • मछली ... (H) • Come Here my Dear... 	<ul style="list-style-type: none"> • ताईरे ना रे ना... (B) • Revision • साबाद की गुडियाँ (H) 	<ul style="list-style-type: none"> • फुल... (H) • मारो छे मोर ... (G) • एक हत्ती शकरी... (G) • When you are happy...
5.	Story Telling	<ul style="list-style-type: none"> • The Monkey and the Cap seller • The sick Lion 	<ul style="list-style-type: none"> • The mischievous Monkey • Bubbles is careless. 	<ul style="list-style-type: none"> • The Two Friends and the Bear • Bubbles is selfish 	<ul style="list-style-type: none"> • The greedy Dog • Bubble finds a ball
6.	Montessori Hour	<ul style="list-style-type: none"> • Transferring water • Revision 	<ul style="list-style-type: none"> • Pegging • Rolling clay with a rolling pin 	<ul style="list-style-type: none"> • Buttoning • Zipping • Velcro 	<ul style="list-style-type: none"> • Scooping/ Matching/ Sorting grains
7.	PLS	<ul style="list-style-type: none"> • Removing and wearing foot wears • Preparing lemonade 	<ul style="list-style-type: none"> • Opening shutting jars and lids and • Lock & key 	<ul style="list-style-type: none"> • Preparing the soil • Sowing seeds 	<ul style="list-style-type: none"> • Watering plants • Picking up dead leaves
8.	Block Room	<ul style="list-style-type: none"> • Vipella -1 	<ul style="list-style-type: none"> • Vipella-2 	<ul style="list-style-type: none"> • Rainbow 	<ul style="list-style-type: none"> • A true experience of art and forms
9.	Art and Craft	<ul style="list-style-type: none"> • Flag collage • Rakhi making 	<ul style="list-style-type: none"> • Sponge printing • Picture sticking (birds) 	<ul style="list-style-type: none"> • Making cars with toothpaste box • Colouring shapes (circle) 	<ul style="list-style-type: none"> • Colouring square • Colouring triangle
10.	Saturday Visit	<ul style="list-style-type: none"> • Iscon Temple 	<ul style="list-style-type: none"> • Balvatika 	<ul style="list-style-type: none"> • Post office 	<ul style="list-style-type: none"> • Gandhi Ashram

An overview of the Nursery Curriculum – 2nd Term

Sr.	Subject	Fortnight 10	Fortnight 11	Fortnight 12	Fortnight 13	Fortnight 14
1	GMS	<ul style="list-style-type: none"> • Throwing the ball • Rolling the ball 	<ul style="list-style-type: none"> • Throwing a ball in the basket 	<ul style="list-style-type: none"> • Climbing the stair case with alternate feet 	<ul style="list-style-type: none"> • Kicking the ball • Walking on the balancing board 	<ul style="list-style-type: none"> • Walking on toes • Standing on 1 foot for 5-10 sec.
2	FMS	<ul style="list-style-type: none"> • Putting dry leaves through a twig • Shaking dice by cupping hands 	<ul style="list-style-type: none"> • Using the spray sprinkler on plants • Picking objects with tweezers 	<ul style="list-style-type: none"> • Pinching clay. • Tile and mosaic work 	<ul style="list-style-type: none"> • Transferring of water 	<ul style="list-style-type: none"> • Putting U-pins on paper • Peeling peas /cracking nuts
3	Circle Time	<ul style="list-style-type: none"> • Days of the week • A talk on safe Diwali • Introduction of Animals 	<ul style="list-style-type: none"> • Body parts and introduction of body parts and their basic functions 	<ul style="list-style-type: none"> • Who am I? • Season-winter 	<ul style="list-style-type: none"> • A talk on Christmas • Statue game • Funny shapes 	<ul style="list-style-type: none"> • A talk on safe kite festival Uttarayan • Helpers • Vehicles
4	Rymes and Songs	<ul style="list-style-type: none"> • What I can do... • पशु... (H) • I'm in love with papa... 	<ul style="list-style-type: none"> • Mummy and Daddy..... • Revision • बंदर मामा (H) • मारा प्रभुजी (G) 	<ul style="list-style-type: none"> • माजलि रे माजलि (S) • I'm a busy busy body..... 	<ul style="list-style-type: none"> • चका राणा (G) • Ten little Fingers... • The dog says... 	<ul style="list-style-type: none"> • ताको ताको (J) • Revision • Santa clause is ... • दादी अम्मा (H)
5	Story Telling	<ul style="list-style-type: none"> • The meddlesome Fox • Bruno the artist 	<ul style="list-style-type: none"> • Ninny at the Birthday party • Bubbles has a tooth ache 	<ul style="list-style-type: none"> • Goldilocks and the three bears • Bruno tells the truth 	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • The Hare and the Tortoise • Pooh –just be nice to your little friends
6	Montessori Hour	<ul style="list-style-type: none"> • Sieving sand • Knobbed cylinder 	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Transferring water with spoon to bottle; bowl to bottle 	<ul style="list-style-type: none"> • Red rods. • Locking 	<ul style="list-style-type: none"> • Sensorial tablets
7	PLS	<ul style="list-style-type: none"> • Dusting • Proper use of handkerchief 	<ul style="list-style-type: none"> • Blowing nose • Revision 	<ul style="list-style-type: none"> • Removing and wearing socks 	<ul style="list-style-type: none"> • Folding clothes 	<ul style="list-style-type: none"> • Combing hair • Applying lotion
8	Block Room	<ul style="list-style-type: none"> • L - Angle 	<ul style="list-style-type: none"> • Froebel Gift-1 	<ul style="list-style-type: none"> • Gift -2 	<ul style="list-style-type: none"> • Crazy blocks 	<ul style="list-style-type: none"> • Vivo
9	Art and Craft	<ul style="list-style-type: none"> • Colouring rectangle • Sand pasting 	<ul style="list-style-type: none"> • Diya making and colouring • Rangoli making 	<ul style="list-style-type: none"> • Colouring • Revision 	<ul style="list-style-type: none"> • Collage making (bag) • Snow man 	<ul style="list-style-type: none"> • Paper crumpling • Simple paper folding
10	Saturday Visit	<ul style="list-style-type: none"> • Traffic Park 	<ul style="list-style-type: none"> • Aquarium 	<ul style="list-style-type: none"> • Gurudwara 	<ul style="list-style-type: none"> • Sundervan 	<ul style="list-style-type: none"> • Church

Sr.	Subject	Fortnight 15	Fortnight 16	Fortnight 17	Fortnight 18
1	GMS	<ul style="list-style-type: none"> Walking on knees with hands in the air 	<ul style="list-style-type: none"> Stepping on bricks Stretching Climbing the net. 	<ul style="list-style-type: none"> Balancing on a log. Swinging on the monkey bar. 	<ul style="list-style-type: none"> Balancing an object on the head Rolling on the lawn
2	FMS	<ul style="list-style-type: none"> Matching of different sized lids with jars Winding thread on a spool 	<ul style="list-style-type: none"> Picking objects with tongs Turning coins/cards 	<ul style="list-style-type: none"> Turning pages of a book Drawing standing and sleeping lines in the sand with fingers, twigs 	<ul style="list-style-type: none"> Using paint brush Stacking the objects
3	Circle Time	<ul style="list-style-type: none"> Object belonging to a place Action words 	<ul style="list-style-type: none"> My family What I like – don't like 	<ul style="list-style-type: none"> Opposite words Memory game 	<ul style="list-style-type: none"> Season-summer A talk on Dhuleti
4	Rymes and Songs	<ul style="list-style-type: none"> अम्मा नल्ल(T) Cobbler... एक छोटा बीज (H) 	<ul style="list-style-type: none"> एक दो तीन(H) एक बिलाडी (G) 	<ul style="list-style-type: none"> हस्तकुटुम्बम(S) Old Macdonald... हम होंगे कमयाब (H) 	<ul style="list-style-type: none"> Hop a little... Hickory Dickory... सब्जी ले लो (H)
5	Story Telling	<ul style="list-style-type: none"> Three Little Pigs. The Ugly Duckling 	<ul style="list-style-type: none"> Snow White. Revision 	<ul style="list-style-type: none"> The Fledging and the Caterpillar. The Leopard and the Hare. 	<ul style="list-style-type: none"> The Cock, the Fox and the Dog. The Fox and the Grapes.
6	Montessori Hour	<ul style="list-style-type: none"> Grinding 	<ul style="list-style-type: none"> Constructive triangles Revision 	<ul style="list-style-type: none"> Polishing (Brass polish) 	<ul style="list-style-type: none"> Baric tablet
7	PLS	<ul style="list-style-type: none"> Washing handkerchief. Pegging 	<ul style="list-style-type: none"> Washing and peeling fruits. Making fruit salad 	<ul style="list-style-type: none"> Setting the table Wearing and removing clothes 	<ul style="list-style-type: none"> Washing utensils. Hanging shirts and frocks
8	Block Room	<ul style="list-style-type: none"> Vipella -1 	<ul style="list-style-type: none"> Vipella-2 	<ul style="list-style-type: none"> Rainbow L-angles 	<ul style="list-style-type: none"> A true experience of art and forms
9	Art and Craft	<ul style="list-style-type: none"> Kite making Sticking pictures 	<ul style="list-style-type: none"> Colouring - Flag Colouring leaf 	<ul style="list-style-type: none"> Rainbow collage Picture sticking (Animals) . 	<ul style="list-style-type: none"> Mosaic (different shapes) Painting
10	Saturday Visit	<ul style="list-style-type: none"> Kankaria zoo (Bird Section) 	<ul style="list-style-type: none"> Kankaria zoo (Animal Section) 	<ul style="list-style-type: none"> Eklavya nursery 	<ul style="list-style-type: none"> Sarkhej Roza Tri Mandir

Book List For Nursery			
Sr.No.	Subject	Book's Name	Publisher
1	Art and Craft	Sketch Book	Eklavya School
2	Rhymes and Songs	Book of Rhymes (Nursery)	Eklavya School
3	PEC: Parent and Educator Communication Book		Eklavya School

- The cover and a few pages of the Parent and Educator Communication Book & Book of Rhymes (Nursery) - scanned and attached in Annexure 1.

Nursery Subject Wise Period Distribution

Subjects	No. of Periods per Week	No. of Periods per Fortnight
GMS	1 (Also during OFF)	2 (Also during OFF)
FMS	3	6
Circle Time	5	10
Rhymes and Songs	3	6
Story Telling	3	6
Montessori Hour	10	20
PLS	2	4
Block Room	1	2
Art and Craft	3	6
Music	1	2
Value Education	1	2
Clay	1	2
Dance	1	2
Total	35	70

Number of Periods: - The number of periods written along with the topic indicates the actual periods taken to complete the activity in a fortnight.

Subject : Saturday Visit		Fortnight : 1
Topic: Prahladnagar garden		

Learning Outcomes:

- Visit will enhance social skills in children.
- Will enhance awareness about the outside world.

Teaching Aids: None

Teaching Methodology:

- After reaching the place the educators will divide the children class wise and then take them inside the garden.
- The educator will choose a place where the children can keep their bags and bottles comfortably and she will ask them to give their communication page.
- She will then take them around the garden showing and naming the different things they see - flowers, some trees, some of the rides and encourage children to share whatever they want. She will also encourage them to ask questions.
- Then the children will play and the educator will also join them.
- Around an hour before departure, the children will eat their tiffin, taking care that they do not litter. All aluminum foil to be thrown in the dustbin, if dustbin is not there the educator should ask them to throw it in the bag which is made into a dustbin for the time being and then dispose the bag later on in a dustbin wherever available.
- 15 minutes before the departure, children should board their bus, and head count to be taken.

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Subject : GMS	No. of Periods: 2	Fortnight : 2
Topic: Jumping		

Learning Outcomes:

- Develops controlled movement of legs and feet.
- Body control and balance.

Teaching Aids: None

Teaching Methodology:

- The educator will take the children out in the garden.
- She will make them stand in four rows and the children will stand with one arm distance.
- Now the educator will demonstrate and instruct the children to follow the same.
- She will jump with both legs at the same place and gradually jump forward and backward.
- The children will follow the same.

Extended activity:

- The educator can make the children do this activity during their outdoor free play.

Subject : FMS	No. of Periods: 3	Fortnight : 2
Topic: Beading		

Learning Outcomes:

- Enhances eye-hand co-ordination.
- Develops finger and palm muscles.
- Develops concentration level.

Teaching Aids:

- Bowl
- Beads (medium size with big hole, comfortable for a child to hold easily)
- One big bowl
- String with one bead tied at the end.

Teaching Methodology: The children will sit in a circle with the educator.

Period 1

- The educator will demonstrate.
- She will first take beads in a bowl along with the string.
- Then she will show how to hold the bead and pass the string through its hole.
- She will continue the activity till all the beads from the bowl are stringed.

Period 2 & 3

- The children to do the activity, taking turns.

Note: They will also do this activity during Maria Montessori hour.

Subject : FMS	No. of Periods: 3	Fortnight : 2
Topic: Scribbling with crayons		

Learning Outcomes:

- Develop fine motor skills.
- Develop eye-hand co-ordination.

Teaching Aids:

- A4 size papers.
- Jumbo crayons.

Teaching Methodology:

- The children will sit in a circle with the educator.
- The educator will demonstrate how to hold a crayon with the thumb, index finger and tall finger.
- She will give crayons and papers to children and ask them to scribble on the paper.

Note: The educator should not force any child to hold the crayon with her right hand. Let the child hold as per her comfort level. Free scribbling will also be done during art/craft activity.

Subject : Circle time	No. of Periods: 10	Fortnight : 2
Topic: Self- Introduction		

Learning Outcomes:

- Children will learn to share in a group.
- They will learn to know each other, by their names.
- Enhances their listening skills and vocabulary.

Teaching Aids: None

Teaching Methodology:

- Children will sit in a circle.
- The educator will introduce herself, for e.g., “Good morning. My name is Avantika Rao. I teach in Nursery β.”
- She will repeat it and then ask the children “Who am I? Which class do I teach?” She will wait for the answer.
- Then the children, one by one, will introduce themselves, for e.g. “Good morning, I am Vrutti Patel. I study in Nursery β.”
- This will continue until everyone gets a chance. When all have got a chance, the educator will clap for the children.

Note:

- The educator will ask the children their names every day for the first two weeks.
- She will also ask them the names of their classmates.

Subject : Rhymes and Songs	No. of Periods: 6	Fortnight : 2
Topic: Twinkle Twinkle / Teddy Bear		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Comprehension level will improve.

Teaching Aids:

- Rhyme Book- 1. Twinkle Twinkle (Pg.4)
2. Teddy Bear (Pg.7)

Teaching Methodology:

Period 1

- The educator will first recite the whole rhyme. She will focus on:
 1. The rhythm of the rhyme.
 2. The voice modulation.
 3. The correct pronunciation.
- Then she will say each line with action and the children will repeat after her.
- She will then discuss the meaning of the rhyme: who and what is it talking about, what happened and so on. She should encourage children to guess and express what they understand from the lines. The educator should help them to get the right explanation.
- Once again repeat the rhyme with action - one line by the educator and then by the children.

Period 2

- The educator will say the rhyme with action allowing the children to recite along with her.
- She will pause at new words in the rhyme and discuss its meaning - the children should be allowed to share a few things related to the words.
- The educator will give the Rhyme Book to the children and encourage them to open the page on their own.
- She will repeat the rhyme line by line and will ask children to look into the rhyme book while repeating after her.
- The educator and children will do it twice or thrice – depending on how engrossed the children are in the activity.

Period 3

- By now children know the rhyme fairly well. With the rhyme book open in front of them, the educator and children will say the rhyme together. The educator can begin the line and allow children to complete it.
- Now allow the children to recite on their own - The educator will help only when needed.
- The educator will divide the children into groups and each group will recite.

Extended activities:

- Have a printout of the rhyme put on the soft board at the eye level of the children.
- Revise rhymes during transition – from one activity to another.

Note: Devote around 2 periods for each rhyme. In the beginning the educator will need to devote around 3 periods for each rhyme but gradually will need 2.

Subject : Story Telling	No. of Periods: 6	Fortnight : 2
Topic: 1. Thirsty Crow 2. The Lion and the Mouse		

Learning Outcomes:

- Children will be able to comprehend a story.
- Know the sequence in a story.
- Be able to narrate the story.
- Enhance their vocabulary.

Teaching Aids:

- Flash cards or puppets related to the characters in the story.
 - The story book with big pictures.
1. Thirsty Crow 2. The Lion and the Mouse.

Teaching Methodology:

Period 1

- The educator will arouse interest in the children by asking them to guess who or what the story is about.
- She will then tell the name of the story with a lot of facial expression and voice modulation. She will then begin telling the story.
- She will stop in between and ask questions as to what they think will happen now?
- She will then complete the story.

Period 2

- The educator will use the story book to tell the story this time.
- She will allow children to form the story by following the pictures shown.
- She will then read the story from the book allowing the children to see the picture. (She will hold the book in such a way that both reading and seeing the pictures can happen.)

Period 3

- The educator will again tell the story with puppets or flash cards.
- She will pause in between and ask questions which will lead to the next sequence.
- She will focus on getting the children to say the story with the support of the puppets or flash cards.

Period 4, 5 & 6

- The educator will ask any child to volunteer to begin the story.
- She will then keep moving from one child to another with the question “then what happened?” and “then?” etc.
- She will give a chance to children to say any story they like.

Extended activity:

- Allow children to arrange the flash card in the sequence of the story.
- Encourage discussion at the end of the story, what if this did not happen? Children enjoy adding their bit.
- Leave the story book in the class for children to browse when they want.

Note: Use simple sentences and remember children love listening to the same story again and again, enact it as if you are saying it for the first time. All stories need not have a moral-so do not always stress on the question “So what did you learn?”

1. Thirsty Crow

There lived a crow named Kalia. He flew above the clouds in the sky. He met and greeted all his friends on the way. One day, he spotted a berry bush in a village. He flew down and ate to his heart's content. The grand feast that he had made him thirsty. He went looking for water and soon spotted a pitcher. Looking inside the pitcher, he realized that the water level was very low. Walking back and forth, he gave the situation a thought.

After some time, Kalia came across a very good idea. He picked up a pebble in his beak. He flew to the pitcher and dropped the pebble in it. Kalia became very happy on seeing the water level rise. He continued to drop pebbles, which tired him a lot. But he kept on dropping the pebbles till the water was within his reach. After having a good drink, Kalia flew away happily.

2. The Lion and the Mouse

One day, a lion was sleeping by a tree in the jungle. A mouse ran across the lion and woke him up. The lion was very angry. He caught the mouse in his paws. "You woke me up from my nap!" the lion roared. The frightened mouse said, "I am so sorry!" "For that, I will now eat you up!" said the lion. The mouse said, "If you let me go, I might save your life one day!" The lion laughed and said, "how could you save my life?" But still he felt sorry for the mouse, so he let him go.

A few days later, the mouse was back in the jungle. He heard a loud roar from behind some trees. The mouse found the lion caught in a hunter's net. With his sharp teeth, the mouse bit through the net. Soon the lion was free. "Thank you, my little friend!" he said.

Subject : Montessori Hour	No. of Periods: 6	Fortnight : 2
Topic: Pink Tower		

Rules for Maria Montessori Hour

- The nursery classrooms have all the materials given on Pg. 20.
- One Montessori material will be demonstrated by the educator at the beginning of the class. After the demonstration is over the children will be free to take a mat and choose any material they want to work with. They will work individually on their own. This period is for 1hr on all days of the week – Monday to Friday.
- Each and every activity is first demonstrated by the educator without any verbal instruction.
- She will take a mat, bring the material to be introduced and show the correct way to play with the material.

- After that she will keep the material back at its place and also roll or fold the mat and keep it back.
- Children have to sit on the mat (big or small) with the play material.
- Children have to learn to roll a big mat and fold a small mat.
- Once they finish playing, play material should be kept back properly at its place.
- Children have to wait for their turn, before taking any play material. They cannot snatch away the material from another child.
- Children should not talk during Maria Montessori hour. If two children are talking, the educator should ring the '*manjira*' twice.
- The educator has to decide a corner where children can do the water activity. There should be a small low table, a plastic sheet to be put on the table and a cloth.

So for e.g. if a child wants to do an activity- 'Transferring of water from bowl to bowl with sponge', she will take the table, put plastic sheet and a tray having two bowls and a sponge on it, spread a small mat to sit, fill water in the bowl and start the activity. The educator will explain that they should be careful while doing any water activity. Water should not spill outside on the table or floor. And if water spills, they have to clean the place with the cloth.

PINK TOWER

Learning Outcomes:

- Develops eye-hand co-ordination.
- Helps in increasing concentration as the body and mind work in union with total concentration.
- Develops visual discrimination[dimensional gradation]

Teaching Aids:

- 10 wooden cubes ranging from 1 cm³ to 10 cm³.

Teaching Methodology:

- Children will sit in a circle with the educator.
- She will build a block-tower beginning with the largest block at the base. She will show the children how to hold the cube and place it one above the other with the movement of the whole arm. Later the children can be taught small-large, smaller-larger, smallest-largest. The educator will dismantle the tower by picking up each cube one by one and by slowly putting it down. She will then put it back from where it was taken.
- Once in a while the child may be allowed to dismantle it by knocking it down gently.

Control of error:

- It is self-corrective as the child is able to make out the odd cube that is not arranged in descending order from base to the top.

Note: After the demonstration is over the children will be free to take a mat and choose any material they want to work with. They will work individually on their own. This period is for 1hr on all days of the week - Monday to Friday.

Subject : Montessori Hour	No. of Periods: 7	Fortnight : 2
Topic: Beading		

Learning Outcomes:

- Enhances eye-hand co ordination
- Develops finger and palm muscles.
- Develops concentration level.

Teaching Aids:

- Beads (medium size with big hole, comfortable for a child to hold easily.)
- Big bowl
- String with a bead tied at the end
- Bowl

Teaching Methodology:

- The children will sit in a circle with the educator.
- The educator will demonstrate.
- She will first take beads in a bowl along with the string.
- Then she will show how to hold the bead and pass the string through its hole.
- She will continue the activity till all the beads from the bowl are stringed.
- She will ask the children to do the activity by taking turns.

Subject : Montessori Hour	No. of Periods: 7	Fortnight : 2
Topic: Brown Stairs		

Learning Outcomes:

- Develops eye-hand co-ordination.
- Helps in increasing concentration as the body and mind work in union with total concentration.
- Develops visual discrimination[dimensional gradation]
- Develops visual sense to distinguish differences.
- It brings precision in holding things.
- Develops muscular skills.
- Prepares the child for concepts in plane geometry, area and volume.

Teaching Aids:

- 10 Broad Stairs [It consists of ten cuboids of the same length but has varying breadth and height]

Teaching Methodology:

- The children will sit on either side (left and right)of the educator
- The educator will place the cuboids separately and randomly in front of her.
- Then she will pick up the biggest cuboid and arrange it first. She will arrange the rest in descending order, one at a time along the ground. She will specify that the edges of each cuboid should meet with exactness. It should form staircase formation.
- The child should be allowed to deal with the cuboid of the brown stairs individually. She can begin with the biggest cuboid and then gradually arrange in descending order. While doing so she has to make efforts with her little hands, which in the process stretches and grows.

Subject : PLS	No. of Periods: 4	Fortnight : 2
Topic: Cleaning the place after eating		

Learning Outcomes:

- It will make the children understand the importance of cleanliness.

Teaching Aids:

- Brush
- Dust bin
- Dust pan

Teaching Methodology:

- The educator will collect the children after most of them have finished eating and show them the area they ate where they have dropped food.
- The educator will sit with the children in a circle and tell them that they are going to clean their place after eating every day.
- She will show them how to use the brush and the dustpan and then how to throw whatever has been collected on the dustpan into the dustbin. Then she will ask children to do so one by one.
- The educator will ensure that after eating food children keep the area clean every day.

Subject : Block Room	No. of Periods: 2	Fortnight : 2
Topic: Gift 1		

Learning Outcomes:

- Will enhance eye and hand co-ordination.
- Fine motor skills will be developed.
- Will develop control in hand movements.

Teaching Aids:

- This Gift consists of 6 soft yarn balls of approximately 2" in diameter. The balls are coloured red, orange, yellow, green, blue and purple. They have a string (approx. 6" long) with a loop on one end so that they can be dangled. It is introduced while the child is still an infant and is used for children aged 3 months to 3 years.

Teaching Methodology:

- First the educator will sit in a circle with the children.
- Then she will say "today we are going to play with Gift no 1." She will show the different coloured balls.
- Then she will pass each ball around to the children, to feel it.
- Then she will first take any coloured ball, put her right hand index finger inside the loop and spin it around her finger.
- After demonstration she will pass the ball around for each child to do it.
- When every child has done it then she will take another coloured ball, put her right hand index finger inside the loop and will try to throw it in the air and catch the ball. Then she will pass the ball around for each child to do it.

Note: Please see sheets attached (Pg. 683) the heading Froebel Gifts for various exercises - exercises shown on the sheets to be done one after the other.

Subject : Art and craft	No. of Periods: 6	Fortnight : 2
Topic: Free scribbling		

Learning Outcomes:

- Develops fine motor skills.
- Develops eye-hand co-ordination.

Teaching Aids:

- A4 size paper.
- Jumbo crayons.

Teaching Methodology:

- Children will sit in a circle with the educator.
- The educator will demonstrate how to hold a crayon with the thumb, index finger and tall finger.
- She will give crayons and paper to children and ask them to scribble on the paper.

Note: The educator should not force any child to hold the crayon with the right hand. Allow the child to hold as per her comfort.

Subject : Saturday Visit	Fortnight : 2
Topic: Sola Temple	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of one of the forms of Lord Krishna.
- Will enhance awareness about the outside world.

Teaching Aids: Sola Temple

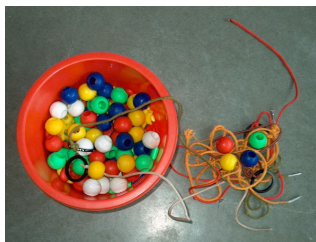
Teaching Methodology: Refer to Saturday Visit Fortnight 1.

Note: The educator should be alert and also discourage children from talking to strangers. The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight 2:
Montessori Hour – Pink Tower



Fortnight 2:
Montessori Hour & FMS – Beading



Fortnight 2 :
Montessori Hour – Brown Stairs



Fortnight 2 :
Block Room – Froebel's Gift No. 1

Subject : GMS	No. of Periods: 1	Fortnight : 3
Topic: Walking on a straight line		

Learning Outcomes:

- Children will develop controlled movement of legs and feet.
- They will develop co-ordinated movements between the right leg and the left leg.

Teaching Aids:

- Chalk
- A painted line
- String

Teaching methodology:

- First the educator will ask the children to walk on the floor (without drawing a line) one by one.
- Then she will draw a straight line on the floor with a chalk and tell the children to walk on it and to move ahead using alternate feet.

Note:

- The educator can draw a line with the help of a string. The line should be straight.
- A permanent painted line on the floor will help the children to practice their skills whenever they pass the line.

Subject : GMS	No. of Periods: 1	Fortnight : 3
Topic: Stamping - using alternate feet		

Learning Outcomes:

- Children will develop controlled movement of legs and feet.
- Children will learn to use alternate leg movements.

Teaching Aids: None

Teaching Methodology:

- The children will remove their foot-wear and will stand in a horizontal line facing the educator.
- The educator will first demonstrate how to stamp by stamping her feet alternately and then ask children to do the same.
- She should encourage and ensure that each child is doing the activity properly.

Subject : FMS	No. of Periods: 3	Fortnight : 3
Topic: Crumpling paper		

Learning Outcomes:

- Develops finger and palm muscles.

Teaching Aids: Old newspapers.

Teaching Methodology:

- Children will sit in a circle with the educator.
- She will take a piece of old newspaper and tear a part of it with the help of the thumb and index finger.
- Then she will crumple the paper using both hands.
- Then she will keep it between her palms and make a ball.
- Then she will distribute pieces of newspaper to each child and ask them to follow the same as demonstrated.
- She will encourage the children to crumple and roll the ball firmly and properly.

Subject : FMS	No. of Periods: 3	Fortnight : 3
Topic: Scooping in the sand pit		

Learning Outcomes:

- It will develop fine motor skills.

Teaching Aids:

- Beach set (sieves, spoon, bucket, bowls, cups etc.)

Teaching Methodology:

- The educator will take the children to the sandpit.
- She will show how to scoop sand with a spoon, bowl, cup etc. and then she will give spoons, bowls, buckets, etc. to the children.
- The educator should ensure that before leaving the sand pit, the toys and the beach set is collected and kept back properly by the children.

Subject : Circle Time	No. of Periods: 5	Fortnight : 3
Topic: How to behave in the bus and at the bus stop		

Learning Outcomes:

- They will learn to behave nicely not only in the bus but also at the bus stop.

Teaching Aids: None

Teaching Methodology:

- The educator will sit with the children in a circle.
- She will ask them, “How do you come to the bus stop?” She will wait to get various answers like “I come with my father or mother in a car / scooter / walking etc.” from the children.
- She will ask again, “After you reach the bus stop what do you do?”
- She will get various answers. After listening to them patiently she will tell them that at the bus stop they should take their bag and bottle and get down from their vehicle and form a line and wait for the bus. They should not run about at the bus stop. When the bus arrives they should not push and rush to board the bus, they should board slowly and be seated wherever they get place. They should not fight or cry for the window seat or to sit near their friend. They should not take out their PEC book or their belongings in the bus.
- The educator should put simple questions like “Can we run about in the bus stop? Can we sit inside the car till the bus arrives? Can we fight for a window seat? Can we move about in the bus?” etc. and get the answers from the children.

Note: A skit can also be enacted by all the educators in the assembly and the messages can be given through this drama.

Subject : Circle Time	No. of Periods: 5	Fortnight : 3
Topic: Good manners		

Learning Outcomes:

- Children will learn to respect elders and friends.
- It will develop communication skills.
- It will help them to learn to be patient, polite and sensitive.
- Social skills will be enhanced.

Teaching Aids: None

Teaching Methodology:

Period 1

- Children will sit in a circle with their The educator.
- The educator will begin by wishing children “Good morning children, *namaste*.” The children will also wish “Good morning, ma’am, *namaste*.”
- The educator will explain that at home also children should wish ‘Good morning’ to their parents or Grandparents when they get up in the morning and say “Good night” when they go to bed at night.

Period 2

- Children will sit in a circle with their The educator.
- The educator will revise the things explained on the previous day.
- The educator will talk about saying “Thank You” when someone helps; saying “Sorry” for making a mistake or doing a wrong action.
- She will give various examples for when to say “Thank you” and “Sorry”

Period 3

- Children will sit in a circle with their The educator.
- The educator will revise the things explained on the previous days.
- The educator will talk about respecting elders.
- She will tell them that we should listen and obey our elders - parents, grandparents. She will also tell them that we should never shout or scream at them.

Period 4

- Children will sit in a circle with their The educator.
- The educator will revise the things explained on the previous days.
- She will explain the norms of the class room:
 - a) In the class or in the garden, children should wait for their turn.
 - b) They should not push anyone or snatch away things from their friends. They have to learn to be patient e.g. if a child wants a book, she has to say, "Please, will you give me this book?"
 - c) Children should learn to share things with their friends.
 - d) They should not fight or hurt others.
- Children will learn to ask. "May I drink water?", "May I go to toilet?", "May I come in?"

Period 5

- The educator will ask a few questions about what has been explained to them in the previous classes.
- She will give a chance to every child to say something.

Note: "Good Manners" should be practiced at school as well as home. The educator has to make children understand what is acceptable and what is not. She should be firm yet polite while doing so.

Subject : Rhymes and Songs	No. of Periods:6	Fortnight : 3
Topic: Two little Dicky birds / सवेरा (H) / Song: ऐक बिलाडी जाडी (G)		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book-
 1. Two little Dicky birds (Pg.14)
 2. सवेरा (Pg.16)
 3. Song: ऐक बिलाडी जाडी

ऐक बिलाडी जाडी
तेने पेहरी साडी
साडी पेहरी फरवा गई
कौंकरीयाँ मां तरवा गई
कौंकरीयाँ मां मगर
बिल्ली ने आवया चकर
साडी नो छोडो छुटी गयो
मगर ना मोढा मां आवी गयो
मगर बिल्ली ने खईगयो।।

Teaching Methodology: Refer to Fortnight 2

Note: Devote 2 periods to each rhyme. Revise all earlier rhymes before a new one is introduced.

Subject : Story Telling	No. of Periods: 6	Fortnight : 3
Topic: 1. Bubbles goes to school		2. Bruno put your toys away

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. Bubbles goes to school.
 2. Bruno put your toys away.

Teaching Methodology: Refer to Fortnight 2

Note:

- Uses simple sentences and remember children love listening to the same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral - so do not always stress on the question "So what did you learn?"

Bubbles goes to school

Mummy: Bubbles! You are going to school today.

Bubbles: What is school like, Mummy?

Teacher: Hello! Hello! Bubbles!

Teacher: Welcome to school, Bubbles!

Teacher: Come on Bubbles! We are going to find out how tall we are.

Teacher: It is time for a story. Once upon a time, there was...

Teacher: Let's all sing a song.

Teacher: Bubbles, what are you making?

Bubbles: A small green ball.

Bubbles: I like school

Teacher: Wash your hands children it's time for tea

Children: Hmm...Yum, yum...!

Teacher: Let's play hide and seek! 1, 2, 3, ready or not here I come !

Children: No not yet!

Teacher: Come on children, it's time to go home.

Mummy: How was school Bubbles?

Bubbles: Fun!

Bruno put your toys away

Mummy: Bruno, grandma and grandpa will be here soon. Please put your toys away.

Bruno: All right, Mummy.

Bernie: Hey Bruno, cartoons are on!

Bruno: Wait for me, Bernie!

Mummy: Boys, grandma and grandpa are here.

Grandparents: We brought you some fresh mountain honey.

Mummy: Oh, the boys will love it!

Bruno and Bernie: Come and play, Grandpa!

Grand pa: (Fell down) Ouch! (he slipped and fell as he stepped on one of the toys.)

Mummy: Bruno, why didn't you put your toys away like I asked you to? Grandpa could have been seriously hurt!

Bruno: I'm sorry grandpa.

Grandpa: That's all right, Bruno. Next time, remember to put your toys away.

Subject : Montessori Hour	No. of Periods: 5	Fortnight : 3
Topic: Colour Tablets (Primary)		

Learning Outcomes:

- To provide the children with a key to orient themselves to the world of colours.
- To develop the ability to discriminate colours.

Teaching Aids:

- A box containing colour tablets-6 tablets; a pair each of the primary colours (red, yellow, blue). These are the most sharply contrasted colours.

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2.
- **The educator will:** Take the red, yellow and blue tablets (with their matching pair) out of the box with both hands.
- Place each tablet randomly on the table next to the box.
- Pick up the box replace the lid onto the box and place it behind her.
- Pick up one of the red tablets using her right thumb and index finger holding the “frame” part of the tablet.
- Place it near the top of the table and away from the other tablets.
- Then tell the children, “I am looking for one just like it”
- Choose the other red tablet and gently place it directly next to the first red tablet.
- Then pick up the yellow tablets and place it under the first red tablet.
- Ask the children “can you find the one just like it?”
- Match the yellow in the same way as the red.
- Place one of the blue tablets under the first yellow tablet.
- Match the blue tablet in the same way as the red.

Note:

- The educator will bring the children to the shelves and show the children how to carry the box and place it near the top right corner of a table. Make the children sit to her left side and she will sit with the box in front of her.
- After the demonstration is over the children will be free to take a mat and choose any material they want to work with. They will work individually on their own. This period is for 1hr on all days of the week. Monday to Friday.

Subject : Montessori Hour	No. of Periods: 5	Fortnight : 3
Topic: Colour Tablets (Secondary)		

Learning Outcomes:

- To provide the children with a key to orient themselves in the world of colours.
- To develop the ability to discriminate colours and know more colours along with primary colours.

Teaching Aids:

- A box containing colour tablets - 22 tablets; a pair each of the primary colours, the secondary colours (green, orange, purple) and also pink, brown, black, white and grey

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- **The educator will:** Take the red, yellow, blue, green, orange and purple tablets (with their matching pair) out of the box with both hands and make it evident that she is not touching the coloured part.
- Place each tablet randomly on the table, next to the box
- Pick up one of the red tablets using her right thumb and index finger and hold the 'frame' part of the tablet
- Place it near the top of the table and away from the other tablets
- Then ask the child to place the one that looks just like it next to it.
- Have the child choose the next colour and place it directly under the first red tablet. Then the educator will find its match.
- Have the child choose another colour and then match it until all of the colours have been matched. (Show the child where to place the tablets in a column once the first column is done.)
- Take out the other colours and place them randomly on the table to the left of the box.
- Have the child match these colours as well
- When the child has finished working, have her replace the tablets back into the box and then replace the box back on the shelf.

Note:

- Mix up all the tablets and continue till the child has graded every combination possible.
- The box should be brought to the table as we did with the primary colour tablets.
- After the demonstration is over the children will be free to take a mat and choose any material they want to work with. They will work individually on their own. This period is for 1hr on all days of the week.

Subject : Montessori Hour	No. of Periods: 10	Fortnight : 3
Topic: Folding mats		

Learning Outcomes:

- It will make children independent and self-reliant.
- It will enhance practical life skills.

Teaching Aids:

- Small mats

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- The educator will first divide the children into two groups and make them sit in two lines facing each other. She will sit at one end between the two lines
- She will place small mats vertically.
- Then she will demonstrate. She will fold the mat to form a rectangle and again fold it further to form a square. She will open out the mat and again demonstrate till each one of them knows how to fold the mat.
- Now she will call out names (two at a time) and ask children to fold the mat.
- She will observe the children while they are doing the activity and guide them if needed.
- In this way she will ask other children to do the same.
- The educator will guide the children to fold the mat in a proper way.

Note: After the demonstration is over the children will be free to take a mat and choose any material they want to work with. They will work individually on their own. This period is for 1hr on all days of the week

Subject : PLS	No. of Periods: 4	Fortnight : 3
Topic: Washing and wiping hands and mouth		

Learning Outcomes:

- Children will learn the importance of cleanliness and hygiene.

Teaching Aids:

- Soap
- Water

Teaching methodology:

Period 1 & 2

- The educator will sit along with the children in a circle
- She will talk about the importance of cleanliness and hygiene.
- She will tell that it is necessary to wash hands before and after certain activities as there are lots of germs around.
- She will then demonstrate how to wash hands properly with soap and water.
- She will then demonstrate how to wipe the hands.
- She will call their names (two at a time) and ask them to wash hands and wipe them.

Period 3 & 4

- The educator will ask the children to wash hands after play, before and after lunch and after using washroom. She will observe the children.

Note: The educator should be consistent with the children. She should ensure that they wash their hands and follow the norms at home also every day.

Subject : Block Room	No. of Periods: 2	Fortnight : 3
Topic: Gift 2		

Learning Outcomes:

- They learn some solids will roll and some will not
- To show the unity between disparate things i.e. cylinder actually contains a sphere and cube actually contains a cylinder.
- Will be aware of basic Geometry.

Teaching Aids:

- Wooden pieces of sphere, cylinder, cube and thin iron rod called dowel. (The solid pieces should have holes drilled completely from plane to plane and edge so that a long thin dowel may be pushed through them to form tops)

Teaching Methodology:

- The educator will make the children sit in a circle and explain the procedure.
- Firstly, she will show the three pieces and do the revision of shapes: sphere, cube and cylinder
- She will then show surface, edges and corners and tap the solids and make them hear the sounds produced.
- She will show that sphere and cylinder can roll and cube cannot roll on a flat surface.
- She will take the dowel and put it in the cylinder and spin and show that it appears as a sphere.
- She will then pass it to the children in the circle and make them spin, enjoy and explore.
- She will then do the same with each solid in the same manner.

Note:

- This activity is also to be performed by spinning solids suspended on a string.

Subject : Art and Craft	No. of Periods: 3	Fortnight : 3
Topic: Palm printing		

Learning Outcomes:

- It will enhance eye-hand co-ordination.
- It will develop fine motor skills.
- It will develop unity and co-operation.

Teaching Aids:

- 2 big chart papers.
- Glue
- Powder colours
- Plastic bowls.

Teaching Methodology:

- The educator and children will sit in a circle.

- First the educator will demonstrate on a drawing paper.
- She will mix the powder colour with water and make it into a paste in a big bowl.
- Then she will dip her palm in the colour and print her palm on the paper.
- She will call the children one by one and ask them to print on the drawing paper by dipping their palm in the bowl of colour first.

Subject : Art and Craft	No. of Periods: 3	Fortnight : 3
Topic: Block printing		

Learning Outcomes:

- It will enhance eye-hand co-ordination.
- It will develop fine motor skills.

Teaching Aids:

- Carved blocks
- Drawing book
- Powder colour
- Plastic bowl

Teaching Methodology:

- The educator will demonstrate how to hold the blocks and how to press on the paper.
- The educator will mix the powder colour with water in a bowl.
- Then she will dip the block in the colour and make a stamp on the paper and show the children.
- She will then divide them into groups of three. She will give each group a bowl of colour and 3 carved blocks. The children will do the activity on their own taking turns to dip and print.

Subject : Saturday Visit	Fortnight :3
Topic: Gujarat Vidhyapith – Tribal Museum	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of the various tribes of Gujarat.

Teaching Aids:

- Tribal Museum

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

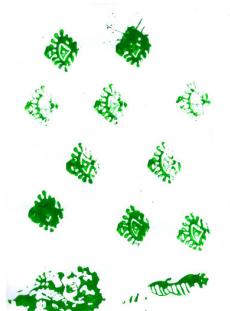
Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight 3 :
Montessori Hour – Colour Tablets



Fortnight 3 :
Montessori Hour – Block Printing



Fortnight : 3 – Block room – Froebel's Gift No. 2

Subject : GMS	No. of Periods: 1	Fortnight : 4
Topic: Walking on a zigzag line		

Learning Outcomes:

- Children will develop controlled movement of legs and feet.
- They will develop co-ordinated movements between the right leg and left leg.

Teaching Aids:

- Chalk
- A painted zigzag line.

Teaching Methodology:

- First the educator will draw a zigzag line on the floor and ask the children to walk on it moving ahead with alternate feet.
- This activity will be done by one child at a time.
- Once all of them get a chance, the educator may allow 3 or 4 children to walk on the zigzag line at a time.

Note: A permanent painted zigzag line on the floor will help the children practice their skills whenever they pass by the zigzag line.

Subject : GMS	No. of Periods: 1	Fortnight : 4
Topic: Sit and stand		

Learning Outcomes:

- Children will learn to be attentive.
- It will develop co-ordinated movements of the body.
- Children's listening skills will be enhanced.

Teaching Aids: None

Teaching Methodology:

- Children will stand in a circle with the educator.
- The educator will first demonstrate how to sit and stand. She will say the word aloud the action so that children relate the action with the word.
- She will ask children to sit and stand (with the verbal instruction)
- She will revise the activity till each and every child does it properly.

Subject : FMS	No. of Periods: 3	Fortnight : 4
Topic: Sorting and matching objects		

Learning Outcomes:

- It will develop fine motor skills.
- It will enhance children's ability to sort objects according to their characteristics.
- It will provide a good foundation for sorting and classification.

Teaching Aids:

- Twigs
- Leaves
- Flowers
- Stones

Teaching Methodology:

Period 1:

- The educator will collect all the materials with the help of the children in large amount and put it in boxes and will mix them.
- She will demonstrate how to separate 'like' objects e.g. leaves separately, flowers separately etc.
- She will divide the children groups of five (total 4 groups). Then she will give a box of mixed objects to the group. Then she will ask them to sort out the 'like' objects according to their characteristics.
- She will observe the children and take care that they are sorting the objects accordingly.

Period 2 & 3

- In the next period again the groups will do the same activity.

Extended activity:

- She will put these mixed boxes in the class at a reachable place so that children can do the activity during their free time.

Note: The educator should be consistent with the children. She should see that all children do the activity.

Subject : FMS	No. of Periods: 3	Fortnight : 4
Topic: Rolling a pencil between thumb and finger		

Learning Outcomes:

- It will develop finger and palm muscles

Teaching Aids:

- Pencils

Teaching Methodology:

- The educator will demonstrate.
- She will hold the pencil between the thumb and the index finger and roll it back and forth. Then hold the pencil between the thumb and middle finger and roll it, then thumb and ring finger and thumb and small finger and roll it.
- She will give pencils to children and ask them to do the same.
- The children will repeat the activity a few times.

Note: The educator will need to motivate the children a lot as it is a little difficult for them to achieve this activity in the first go.

Subject : Circle Time	No. of Periods: 5	Fortnight : 4
Topic: Cleanliness and hygiene		

Learning Outcomes:

- Children will understand how hygiene and cleanliness are related to good health.
- They will learn about different objects and their uses for cleaning the body.
- They will learn to follow a daily routine.

Teaching Aids:

- Charts, pictures or flash cards depicting the daily routine.
- Pictures or actual objects used for cleaning body parts e.g. Toothpaste, shampoo, toothbrush, nail cutter, soap etc.

Teaching Methodology:

Period 1

- The educator will display charts or pictures depicting the daily routine.
- She will ask the children – “What do you see in the picture? What is the child doing? What is he using? Why is he doing it?” etc.
- The educator must emphasize the importance of the daily routine activities such as brushing teeth twice, taking bath every day, cutting nails, washing hands with soap before and after eating and also after using the toilet. She will explain that we should keep ourselves clean to avoid infection.

Period 2

- The children will sit in a circle.
- She will show two pictures – one depicting a clean child and the other a dirty one.
- Both the children and the educator will discuss the similarities and differences between the two.
- She will try to get responses from the children themselves such as the clean child’s hair is combed; one has a clean face and the other has a dirty one etc.

Period 3

- The educator will collect a variety of objects used for cleaning the body – e.g. toothbrush, toothpaste, napkin, towel, soap, shampoo, nail cutter, etc.
- She will display them on a table and ask the children to observe them for few minutes.
- She will ask the use of each object one by one for e.g. “What is this? What do you do with this?” And then will add more information for a particular object.

Period 4

- The educator will talk about keeping the surrounding clean (both at home and school or wherever they are) she will explain that we should always throw garbage in a dustbin and not make the place dirty by throwing things here and there.
- We should always use a hanky while coughing or sniffing.

Period 5

- The children can sing rhymes and songs like “bits of paper....., after a bath.....”
- The educator can tell a story of an unclean child who falls sick and how she develops clean habits.
- The educator will revise the topics done in the previous classes.
- She will ask simple questions about the things discussed in the class.

Subject : Circle Time	No. of Periods: 5	Fortnight : 4
Topic: Revision		

- The educator will revise the topics done in the previous weeks.
- She will ask simple questions about the things discussed in the class.
- She can revise the difficult topics which are yet not clear to children.

Subject : Rhymes and Songs	No. of Periods: 6	Fortnight : 4
Topic: Bits of Paper / येरे येरे पाऊसा / Song: Butterfly...		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book- 1. Bits of paper (Pg.12)
- 2. येरे येरे पाऊसा (Pg.30)

Song: Butterfly...

Butterfly butterfly flying so high
 Butterfly butterfly up in the sky
 Butterfly butterfly take me so high
 Up up up in the blue blue sky,

Teaching Methodology: Refer to Fortnight 2

Note:

- Devote two periods to each rhyme.
- Revise all earlier rhymes before a new one is introduced.

Subject : Story Telling	No. of Periods: 6	Fortnight : 4
Topic: 1. The Ant and the Dove. 2. Bruno learns to share.		

Learning Outcomes:

- Children will be able to comprehend a story.
- They will know the sequence in a story.
- They will be able to narrate the story.
- It will enhance their vocabulary.

Teaching Aids:

- Flash cards or puppets related to the characters in the story.
- The story book with big pictures.
 1. The Ant and the Dove.
 2. Bruno learns to share.

Teaching Methodology: Refer to Fortnight 2

Note:

- Use simple sentences and remember children love listening to the same story again and again, enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not always stress on the question “so what did you learn?”

The Ant and the Dove

One day an ant was drinking some water at a river bank. A strong wind suddenly made a wave that pulled the ant into the water. He thought he would surely die! A dove sitting on a tree nearby saw what was happening. He quickly plucked a leaf and let it fall onto the water close to the ant. The ant climbed onto it. It carried the ant safely to the river bank. The ant looked up and said. “Thank you, my friend. I will help you one day too.”

A few days later, a hunter went into the forest to look for birds. He saw the dove sitting on a branch. He took out his bow and arrow. The man raised his bow and aimed an arrow right at the bird. The ant saw what was about to happen. He quickly ran up to the hunter, and he bit the man's toe! The man jumped in pain and his arrow fell to the ground. Hearing the man's cry of pain, the dove quickly flew away. “Thank you, little ant,” said the dove.

Moral of the Story

A good deed is rewarded by another good deed.

Bruno learns to share

Bruno: I love my new ball!

Bernie: Can I play with you, Bruno?

Bruno: No! It is my new ball. I want to play with it myself.

Bernie: Bruno, it's more fun to play together.

Bruno: No! It is my ball, you cannot play with it!

Bernie: All right Bruno, if you are going to be selfish, I will go and play with someone else.

Bruno: [heard some noise and went there and asked]

Bruno: That looks like fun!

Bruno: Can I play too?

Bernie's friends: Why should we let you play? You wouldn't let us play with you and your new ball, remember?

Bruno: I'm sorry, Bernie. I won't be selfish again. You can play with my ball now. Can we play too? Sure, let's play now.

Bernie: All right, let's play with your new ball!

Subject : Montessori Hour	No. of Periods:10	Fortnight : 4
Topic: Rolling mats		

Learning Outcomes:

- It will develop fine motor skills.

Teaching Aids: Big mat

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- The children will sit in a circle.
- The educator will take a mat and spread the mat on the floor.
- She will demonstrate how to roll the mat using the fingers, then the palms starting from one end to the other.
- She will not speak a single word while rolling the mat.
- Each child will roll a mat as shown by the educator.

Note:

- In the beginning children may not do it properly but the educator should encourage them.
- Children will do this activity everyday till they do it right.
- After the demonstration is over the children will be free to take a mat and choose any material they want to work with. They will work individually on their own. This period is for 1hr on all days of the week.

Subject : Montessori Hour	No. of Periods:10	Fortnight : 4
Topic: Matching		

Learning Outcomes:

- Children's visual skills will be enhanced.
- They will learn to match the object with the picture.

Teaching Aids:

- Two pouches made of cloth.
- One pouch will have 5 flash cards of different pictures.
- Another pouch will have 10 different objects like a spoon, a block, a key, etc. 5 objects should match the pictures on the flash cards.

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- The educator will sit with the children in a circle.
- She will demonstrate the activity without speaking a single word.
- First she will take a mat and a tray having the pouches.
- She will take the first pouch and take out all the flash cards and arrange them on the mat.
- She will take second pouch and take out one object and she will match it and place it on the flash cards. If it does not match with the pictures of the flash card then she will keep it behind her.
- Then again she will take out another object and she will repeat the same. She will continue the activity till all the objects are on the flash card.

- Then she will put back the objects and the flash card into the respective pouches and put both the pouches in the tray and keep it back at its place.
- After keeping the tray back at its place she will come to her place and roll the mat and keep it at its place.
- Then she will call the children one by one and ask them to do the same activity.

Note:

- Children will do this activity till they get familiar to it.
- After the demonstration is over the children will be free to take a mat and choose any material they want to work with. They will work individually on their own. This period is for 1hr on all days of the week.

Subject : PLS	No. of Periods: 2	Fortnight : 4
Topic: Sweeping floor		

Learning Outcomes:

- It will make the children understand the importance of cleanliness of their surrounding and enhance their practical life skills.

Teaching Aids:

- Broom
- Brush
- Dust pan
- Dust bin

Teaching methodology:

- The educator will sit with the children in a circle and tell them that we will sweep the floor.
- She will also show them how to collect the dust, bits of paper, pencil sharpening etc. onto the dustpan using the brush and then to throw it in the dustbin without dropping it outside the dustbin.
- She will show them how to use the broom and the brush. She will ask the children to do so one by one.

Subject : PLS	No. of Periods: 2	Fortnight : 4
Topic: Mopping the floor		

Learning Outcomes:

- It will enhance their practical life skills.

Teaching Aids:

- 4 small sized bucket (which is easy for a child to carry)
- Water
- 4 Mops

Teaching Methodology:

- The educator will make the children sit in a semi-circle.
- She will give a demonstration of how to use the mop, how to dip it in the water and how to squeeze and then mop the floor from one side to another.
- She will divide the children into 4 groups. Then she will tell each group to do the activity in $\frac{1}{4}$ (one forth) portion of the room.

Subject : Block Room	No. of Periods: 2	Fortnight : 4
Topic: Crazy Blocks		

Learning Outcomes:

- Learn to build a stable tower, building creative patterns of their own imagination.
- Enhances curiosity.

Teaching aid:

- 16 pieces of wooden blocks of red, blue, yellow and green, 4 pieces each of each colour .

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take each block of red, blue, green and yellow from the box and keep it softly on the floor.
- She will then count and show that there are 4 pieces of red, blue, green and yellow.
- She will make some patterns like a tower to play and come up with various designs and then she will teach them how to arrange it in the box while winding up.
- Then the children are free to explore the blocks.

Subject : Art and Craft	No. of Periods:3	Fortnight : 4
Topic: Free scribbling		

Learning Outcomes:

- It will develop fine motor skills.
- It will develop eye-hand co-ordination.

Teaching Aids:

- A4 size paper.
- Jumbo crayons.

Teaching Methodology:

- The educator will demonstrate how to hold a crayon between the thumb, index finger and tall finger
- She will give crayons and paper to children and tell them to scribble on the paper.

Note: The educator should not force any child to hold the crayon in the right hand. Let the child hold in the hand she feels comfortable.

Subject : Art and Craft	No. of Periods: 3	Fortnight : 4
Topic: Finger printing		

Learning Outcomes:

- It will develop fine motor skills.
- It will develop eye hand co-ordination.

Teaching Aids:

- A 4 size paper
- Powder colour
- Pencil
- Plastic bowl

Teaching Methodology:

- The educator will mix the powder colour with water to make a paste.
- She will sit in a circle with the children and will draw a pot on the paper. She will dip the index finger in the colour and will put dots with the index finger on the drawn pot and show them.
- After demonstration the educator will give the paper, with the outline of the pot drawn on it, to each child and allow them to do the activity by themselves. They will be in groups - each group will get a bowl of powder colour. They will also learn the art of sharing.

Subject : Saturday Visit	Fortnight :4
Topic: Kite Museum	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of kites of olden days, about kite flying in and outside India.
- Museum-Will make the children aware of Ahmedabad culture.

Teaching Aids: Kite Museum

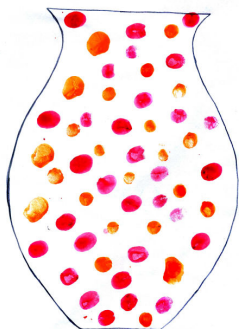
Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight 4 :
Art & Craft – Finger
printing



Fortnight : 4 –
Block Room – Crazy Block

Subject : GMS	No. of Periods: 1	Fortnight : 5
Topic: Walking forward and backward		

Learning Outcomes:

- Children will develop controlled movement of legs and feet.
- Balancing the body while walking on a circle will be developed.
- They will learn the terms forward and backward.

Teaching Aids:

- Chalk
- A painted circle

Teaching Methodology:

- First the educator will draw a circle on the floor and ask the children to form a circle holding each other's hand. Then she will ask them to leave each other's hand.
- She will ask children to walk on the circle moving ahead with alternate feet.
- Once moving ahead is over she will ask them to move backwards.

Note: A permanent painted circle on the floor will help the children to practice their skills whenever they pass by the circle

Subject : GMS	No. of Periods:1	Fortnight : 5
Topic: Running		

Learning Outcomes:

- It will enhance gross motor skills.
- It will help to maintain the balance of the body while running.

Teaching Aids: None

Teaching Methodology:

- The educator will take the children to an open ground.
- She will divide the children into different groups.
- She will demonstrate how to run and to be careful. She should tell them while running they should try not to fall and also not to push others.
- She will call the groups one by one to run.

Note: This activity can be done during outdoor free-play.

Subject : FMS	No. of Periods: 3	Fortnight : 5
Topic: Transferring of water from bowl to bowl with a sponge		

Learning Outcomes:

- It will develop finger and palm muscles.
- It will develop eye-hand co-ordination.

Teaching Aids:

- 1 sponge piece
- 2 big bowls
- Water
- Plastic sheet
- Small low table
- Small mat

Teaching Methodology:

- Children will sit in a circle with the educator.
- The educator will take a small low table, a mat, a plastic sheet and a tray having two plastic bowls and a sponge.
- She will fill one bowl with water and dip the sponge in it. The sponge will absorb water.
- Then she will press firmly and squeeze the water from the sponge into the empty bowl.
- She will keep on doing the activity till the water of the first bowl gets over.
- She will instruct the children to try not to spill the water outside the bowl.
- She will then wind up and keep all the materials back in their place.
- Children will now do the activity, few at a time.

Subject : FMS	No. of Periods: 3	Fortnight : 5
Topic: Tearing paper		

Learning Outcomes:

- It will develop finger and palm muscles.
- It will develop eye hand coordination.

Teaching Aids: Old newspapers, bowls

Teaching Methodology:

- Children will sit in a circle with the educator,
- The educator will demonstrate.
- She will take a piece of old newspaper tear a part of it with the help of the index finger and thumb.
- Then she will give a piece of newspaper to each child and ask them to do the same.
- They will keep the torn pieces in the bowl given.
- All the children will do it together, simultaneously.

Subject : Circle Time	No. of Periods: 5	Fortnight : 5
Topic: Colours – around us		

Learning Outcomes:

- Children will learn about different colours.
- Visual skills will be enhanced.
- They will learn to relate colours with different things in their surroundings.

Teaching Aids:

- Things like blocks, toys which are there in the class room.

Teaching Methodology:

Period 1 (introduction of the colour – Red)

- The educator and children will sit in a circle. She will have many things which are red in colour.
- She will ask the children, “Which colour is this?” Many children will answer, “Red”. The others who will not, the educator will make them repeat the colour.
- She will ask the children wearing red colour dress to stand up. Then she will again repeat, “Which colour dress are they wearing?” all will say, “Red”.
- She will ask the children to bring any one thing (any block, piece of puzzle, toy, book etc.) which is of red colour.

Period 2 (introduction of the colour – Blue)

- The educator and children will sit in a circle. She will have many things which are blue in colour.
- She will ask the children, “Which colour is this?” Many children will answer, “Blue”.
- She will ask the children wearing blue colour dress to stand up. Then she will again repeat, “Which colour dress are they wearing?” all will say, “Blue”.
- She will ask the children to bring any one thing (any block, piece of puzzle, toy, book etc.) which is of blue colour.

Period 3 (introduction of the colour – Yellow)

- The educator and children will sit in a circle. She will have many things which are yellow in colour.
- She will ask the children, “Which colour is this?” Many children will answer, “Yellow”.
- She will ask the children wearing yellow colour dress to stand up. Then she will again repeat, “Which colour dress are they wearing?” all will say, “Yellow”.
- She will ask the children to bring any one thing (any block, piece of puzzle, toy, book etc.) which is of yellow colour.

Period 4 (introduction of the colour – Green)

- The educator and children will sit in a circle. She will have many things which are green in colour.
- She will ask the children, “Which colour is this?” Many children will answer, “Green”.
- She will ask the children wearing green colour dress to stand up. Then she will again repeat, “Which colour dress are they wearing?” all will say, “Green”.
- She will ask the children to bring any one thing (any block, piece of puzzle, toy, book etc.) which is of green colour.

Period 5

- Children and The educator will sit in a circle. She will have a box of things containing four different colours.
- She will pass the box. One by one the children will pick one thing from the box and will name its colour. This game will continue till each child gets a chance.
- She will ask the colour of fruits, vegetables or any food items.

Note:

- If the educators find that few children are still not able to identify the colours she will revise the topic.
- Colour day can be organized. For e.g. on a decided day all children and the educator will wear red, one day blue, one day yellow, and one day green coloured dress.

Subject : Circle Time	No. of Periods: 3	Fortnight : 5
Topic: A talk on rainy season		

Learning Outcomes:

- Children will get information about rainy season, the difference in the weather, the different clothes that people wear and the different fruits and vegetables available in rainy season.
- Vocabulary will be enhanced.

Teaching Aids:

- Objects – umbrella, raincoat, plastic/rubber footwear
- Pictures related to rainy season.

Teaching Methodology:**Period 1**

- This topic should be introduced on a day when it is actually raining or it is cloudy.
- Children will sit in a circle. The educator will ask, “What is happening outside? Why has it become so dark? Where is the sun?” She will wait for responses.
- She will explain, “This season is called rainy season. The clouds become dark and water drops fall from the clouds.”
- She will ask, “What do we do to protect ourselves from rain? What do we wear?” she will wait for the responses.

- She will explain, “We wear raincoat, take an umbrella and wear different kind of footwear to protect us from rain. She can show actual objects – umbrella, raincoat, plastic/rubber footwear to the children.

Period 2

- The educator will revise what was discussed on the previous day.
- She will show pictures of rainy season and ask children to describe the picture like clouds are black, rain, puddles on road, apparel of people etc.
- They can also go for a nature walk and observe the clean green leaves, smell the wet soil.

Period 3

- The educator will discuss and explain about the food, fruits and vegetables people eat in rainy season. People love eating hot ‘*bhajias and pakodas*’ during rainy season.
- The educator will also discuss that during this season we must be very careful about food. Do not eat outside food- only eat home cooked food, RO water or boiled water only.
- They can sing Rhymes and songs related to rainy season like – I hear thunder....., Aav re varsad....., Barish aae chham chham.....

Subject : Circle Time	No. of Periods: 2	Fortnight : 5
Topic: A talk on Independence Day		

Learning Outcomes:

- Children will get a fair idea about the reason behind celebrating Independence Day as well as the legends behind them.

Teaching Aids:

- Pictures of freedom fighters
- Indian flag

Teaching methodology:

Period 1

- The educator will show pictures of our freedom fighters – Gandhiji, Bhagat Singh, Rani Laxmibai, Sardar Patel and explain who are they, and how they fought the Britishers to save our country – India.
- She will show the Indian flag and explain that on 15th August, 1947, India got freedom from Britishers and so we celebrate it as our “Independence Day” and we hoist our National flag on this day.

Period 2

- The educator will show the Indian flag and explain the colours and the Ashok Chakra on it.
- Children will do an art activity i.e. collage making of Indian flag. A group of 5-6 children can make one collage.
- The educator and children will sing patriotic songs and the National Anthem
 1. Nanha Munna rahi hu...
 2. Jana Gana Mana.....

Subject : Rhymes and Songs	No. of Periods: 6	Fortnight : 5
Topic: I Hear Thunder / Knock at the Door / Song: गोल गोल पानी (H)		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book- 1. I Hear Thunder (Pg.5)
2. Knock at the Door (Pg.6)
3. Song: गोल गोल पानी..
गोल गोल पानी सोने की चिड़िया,
गोल गोल पानी, चौदी का दरवाज़ा,
मम्मी मेरी रानी, इसमें से कौन आएगा,
पापा मेरे राजा, मेरे भैया राजा।
फल खाए ताज़ा,

Teaching Methodology: Refer to Fortnight 2

Note:

- Devote two periods for each rhyme
- Revise all earlier rhymes before a new one is introduced.

Subject : Story Telling	No. of Periods: 6	Fortnight : 5
Topic: 1. The Fox and the Crane 2. Bruno gets lost		

Learning Outcomes:

- Children will be able to comprehend a story.
- They will know the sequence in a story.
- They will be able to narrate the story.
- It will enhance their vocabulary.

Teaching Aids :

- Flash cards or puppets related to the characters in the story
- The story book with big pictures
1. The fox and the crane.
2. Bruno gets lost.

Teaching Methodology: Refer to Fortnight 2.

Note:

- Use simple sentences and remember children love listening to the same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not always stress on the question “So what did you learn?”

The Fox and the Crane

One day, a fox invited a crane to dinner at his home in a hollow tree. That evening the crane knocked on the door of the fox's house. The fox opened the door and said, "Please come in and share my food". The fox invited her to sit down at the table. The food smelled delicious! The fox served some soup in two shallow bowls. He quickly finished his bowl. The poor crane could not drink any soup with her long beak. She was still hungry. The fox turned to the crane and asked "Don't you like your dinner?" When he saw that the crane could not drink her soup, he finished hers as well!

Then the crane said, "Please join me for dinner at my house tomorrow." The next day, the fox went to the crane's house and knocked at the door. The crane invited him to sit down. The food smelled wonderful! The crane had also made soup for dinner. She served it in a two tall jugs. This time the fox could not reach the food. The crane drank her soup easily while the fox went hungry.

Bruno Gets Lost

Mummy: Bruno, today we are going to a big sale at Super Mart.

Mummy: Don't run off, Bruno.

Mummy: Make sure you stay right beside me.

Mummy: Oh! My, it's very crowded.

Bruno: Wow! Toys!

Mummy: Bruno! Bruno!

Bruno: Mummy! Where are you?

Policeman: What's the matter little bear?

Policeman: Are you lost? Don't cry.

Bruno: Mummy! Mummy!

Policeman: Don't worry, I will help you find your mummy.

Mummy: Bruno!

Mummy: Don't cry, Bruno, Mummy is here now. Everything is all right.

Bruno: Mummy, I couldn't find you and I was scared!

Mummy: Do you see why I told you stay beside me Bruno? You should always listen to Mummy as Mummy knows best, right?

Bruno: Yes, Mummy.

Subject : Montessori Hour	No. of Periods:10	Fortnight : 5
Topic: Lacing		

Learning Outcomes:

- It helps the child to develop his concentration.
- The child learns accuracy.
- Holding the string accurately while putting it through the hole, develops finger muscles, grip and fine motor co-ordination.
- It helps the child in developing pre-writing skills which will be helpful, while writing on a line or between two lines, later on.

Teaching Aids:

- A wooden board (wooden cut out of an attractive shape with bright colours having holes all along its border and a string of contrast colour.)

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- Take a lacing board and a contrast coloured string. Hold the board in one hand and put the string through the holes of the lacing – board, alternatively taking the string (lace) in and out. Repeat the same exercise more than once so that the children clearly understand and do not get confused. After lacing is over, patiently take out the string from each hole of the board, one at a time, by turning the board forward and backward.
- Allow the child to do the same exercise independently. The child will repeat after the demonstration. At times, a child might come up with various patterns of lacing the The educator must encourage this.

Note: After the demonstration is over the children will be free to take a mat and choose any materials they want to work with. They will work individually on their own. This period is for 1hr on all days of the week

Subject : Montessori Hour	No. of Periods: 5	Fortnight : 5
Topic: Picking an object with tweezers		

Learning Outcomes:

- It will enhance eye-hand co-ordination.
- Fine motor skills will be developed.
- It will help to control hand movements.

Teaching Aids:

- 2 small bowls
- Small beads (around 10 -15)
- Tray
- Tweezers

Teaching Methodology:

- Please refer Montessori Hour Rules given in
- The educator will sit in a circle with children.
- She will demonstrate how to do the activity.
- She will not speak a single word while demonstrating.
- She will take a mat and spread it on the floor.
- She will take a tray with tweezers, 2 small bowls, one having small beads and another will be empty.
- The educator will pick one bead at a time with the tweezers and will put it in another bowl. She will do so till she has transferred all the beads.
- Then she will keep the bowls and tweezers back at its place.
- After keeping she will come to her place and roll the mat and then she will keep the mat at its place.
- Then she will call the children one by one and ask them to do the same activity.

Note:

- Children will do this activity till they get familiar to it.
- Demonstrate it again if they find it difficult.

- Encourage the child if she does it properly.
- After the demonstration is over the children will be free to take a mat and choose any materials they want to work with. They will work individually on their own. This period is for 1hr on all days of the week

Subject : Montessori Hour	No. of Periods: 5	Fortnight : 5
Topic: Picking an object with tongs		

Learning Outcomes:

- It will enhance eye and hand co-ordination.
- Fine motor skills will be developed.
- It will help to control hand movements.

Teaching Aids:

- 2 big bowls
- Big beads (around 10-15)
- Tongs

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- The educator will sit in a circle with children.
- She will demonstrate to the children how to do the activity.
- She will not speak a single word while demonstrating.
- She will take a mat and spread it on the floor.
- She will take 2 big bowls, one having jumbo crayons and another will be empty.
- The educator will pick up the crayon one at a time with the tongs and put it in another bowl.
- Then she will keep the bowls and tongs back to its place.
- After keeping she will come to her place and roll the mat and then she will keep the mat at its place.
- Then she will call children one by one and ask them to do the same activity.

Note:

- Children will do this activity till they get familiar to it.
- In the beginning, the child may not do it correctly.
- The educator will again demonstrate and ask them to do it again.
- Encourage the child if she does it properly.
- After the demonstration is over the children will be free to take a mat and choose any materials they want to work with. They will work individually on their own. This period is for 1hr on all days of the week

Subject : PLS	No. of Periods: 2	Fortnight : 5
Topic: Brushing the teeth		

Learning Outcomes:

- Children will learn the importance of hygiene.
- It will inculcate a good habit.

Teaching Aids:

- Toothbrush
- Toothpaste

Teaching Methodology:

- The educator will ask the children to bring their own toothbrushes and she will bring the toothpaste. This activity will be demonstrated in front of a wash basin, preferably with a mirror on the same wall – both wash basin and mirror should be at a height of the children.
- She will instruct the children to apply a small amount of tooth paste and put some water on it.
- Then she will demonstrate how to move the brush up and down on the front teeth and move the brush in and out over the inside part of the teeth.
- Then she will call two children at a time and they will brush their teeth according to the instruction.

Note: The educator will instruct them to move the brush softly and not put too much of pressure while brushing.

Subject : PLS	No. of Periods: 2	Fortnight : 5
Topic: Keeping things properly		

Learning Outcomes:

- Children will be able to understand that there is a specific place for keeping things in the classroom

Teaching Aids:

- Bag, bottle and communication page (PEC).

Teaching Methodology**Period 1**

- The educator will sit with her children in the classroom with bag and water bottle.
- She will tell the children the importance of keeping things in a specific place as it will be easy to find their belongings and also make the classroom look neat and tidy.
- She will then ask children to take out their communication pages (PEC).
- She will then show the table where they have to keep their communication page.
- She will call two children at a time and ask them to keep it on the table shown.
- She will show them the place to keep their bags and bottles.
- She will then ask them to keep the bag and bottle as instructed.
- In this manner she will ask other children to do the same.

Period 2

The educator will instruct the children to keep the communication page (PEC), bags and bottles at the right place without giving any directions. She will observe the children.

Note:

- The educator should be consistent with the children. She should see that all children follow the rule of keeping bags, bottle and communication page (PEC) every day.
- This is done in this fortnight as by now the children of nursery have settled down completely they are receptive and have started following instructions.

Subject : Block Room	No. of Periods: 4	Fortnight : 5
Topic: Vivo		

Learning Outcomes:

- Helps in the development of cognitive skills
- It is fun and exciting.

Teaching Aids:

- V-shaped pieces of yellow, red and blue. 4 pieces each. Total – 12 pieces.

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate silently how to go play with these blocks.
- The educator will make some patterns like cross roads, towers, standing networks etc.
- Once done she will show how to arrange the V- form block pieces in the box and put it back in the shelf, from where she took it.
- Then the children will do as demonstrated and create their own designs.

Subject : Art and Craft	No. of Periods:3	Fortnight : 5
Topic: Paper crumpling and printing		

Learning Outcomes:

- It will develop fine motor skills.
- It will develop eye-hand co-ordination.

Teaching Aids:

- A4 size paper /old newspapers.
- Powder colour.
- Plastic bowl.
- Fevicol.
- Drawing book.

Teaching Methodology:

- The educator will mix the powder colour in a bowl with water and fevicol and make a paste.
- She will first demonstrate by taking half of an A4 size paper. She will then crumple it. Then she will dip half of the crumpled paper in the colour. She will make prints on the drawing book by dabbing the painted part in a particular pattern.
- The educator will give half A4 size paper to each child and ask them to crumple it.
- She will then divide the children into groups of three and give them their drawing book and a bowl of colour.
- The children will sit in the group and take turns to dip the crumpled paper and then to dab it in their drawing book.

Note: The educator may allow one group to work at a time. This will help children to work in a group and also to work independently using their own creativity. Even if they mess up the educator should not get upset.

Subject : Art and Craft	No. of Periods:3	Fortnight : 5
Topic: Marble printing		

Learning Outcomes:

- It will develop fine motor skills.
- It will develop eye and hand co-ordination.

Teaching Aids:

- Half A4 size paper
- 4 marbles.
- 4 different poster colours
- Fevicol
- Drawing book
- Big rectangular tray

Teaching Methodology:

- The educator will take out 4 different poster colours in small bowls and put one marble in each.
- Now she will keep the half A4 paper in the big rectangular tray and put all the coloured marbles on it and move the tray clockwise and anti-clockwise.
- She will then show the design formed by the coloured marbles to the children.
- After demonstration the educator will call children one by one and ask them to do the activity as per the demonstration. The papers will be kept for drying.
- Then The educator will show them how to stick that paper in the drawing book. And then she will ask each child to do the same. She will then give them their drawing book and fevicol to stick their marble painting in it.

Subject : Saturday Visit	Fortnight : 5
Topic: Railway Station	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of Goods and Passengers train, how to go in for a reservation for traveling, show them how to buy a train ticket.

Teaching Aids:

- Railway Station

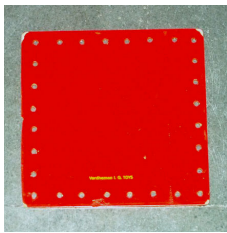
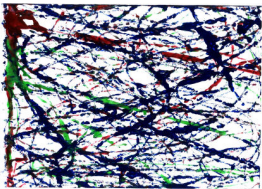



Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight

	<p>Fortnight 5 : Montessori Hour – Lacing Board</p>
	<p>Fortnight 5 : Art & Craft – Marble Printing</p>
	<p>Fortnight 5 : Art & Craft – Paper Crumpling and Printing</p>
	<p>Fortnight 5 : FMS – Squeezing</p>
	<p>Fortnight : 5 – Block Room – Vivo</p>

Subject : GMS	No. of Periods: 1	Fortnight : 6
Topic: Crawling like a baby		

Learning Outcomes:

- It will develop controlled movement of hands, legs and body.
- It will enhance gross motor skills.
- It will help to synchronize movements – between right leg and left hand and between left leg and right hand.

Teaching Aids: None

Teaching Methodology:

- The educator will demonstrate how to crawl – moving the knees and hands alternately, in the garden, preferably on the lawn.
- She will tell all the children to do the same.
- She should ensure that they move their knees and hands in co-ordinated movements.

Subject : GMS	No. of Periods: 1	Fortnight : 6
Topic: Walking on a circle		

Learning Outcomes:

- It will develop controlled movement of legs and feet.
- It will help to develop the balance of the body while walking in a circle

Teaching Aids:

- Chalk
- Painted circle

Teaching Methodology:

- First the educator will ask the children to form a circle holding each other's hand.
- Then she will ask them to move in a circle which they have formed still holding hands.
- Then she will draw a circle on the floor with a chalk and tell the children to walk on the drawn circle (without holding hands).

Note: A permanent painted circle on the floor will help the children to practice their skills whenever they pass by the circle.

Subject : FMS	No. of Periods: 3	Fortnight : 6
Topic: Rolling clay between palms		

Learning Outcomes:

- It will develop palm muscles.

Teaching Aids:

- Plasticine clay

Teaching Methodology:

- The teacher will demonstrate.
- She will take small amount of clay and roll it between both palms to make a ball.
- She will then give each child a small amount of clay and demonstrate.
- The children will follow the same.
- The educator will encourage the children to make a perfect round ball.

Note: The educator will ask the children to do this activity every day at the beginning of the clay period and then they can make any shape.

Subject : FMS	No. of Periods: 3	Fortnight : 6
Topic: Coiling		

Learning Outcomes:

- It will develop fine motor skills.
- Eye-hand co-ordination will be enhanced.

Teaching Aids:

- Plasticine clay

Teaching Methodology:

- Children will sit in a circle.
- The educator will sit with plasticine clay.
- She will take clay and make a ball with her two palms.
- She will put the clay ball on the floor.
- After that she will coil out the clay ball with one palm and roll it out like a long snake.
- Later on she will give clay to children and ask to do the same.

Note: In the beginning, children may use both palms to do the same.

Subject : Circle Time	No. of Periods: 1	Fortnight : 6
Topic: Cat and Mouse Game		

Learning Outcomes:

- Children will learn to follow instructions of a game.
- It will develop their concentration.
- Will have fun.

Teaching Aids: None

Teaching Methodology:

- Children will stand in a circle holding hands. One child will be chosen to be the mouse and will stand inside the circle. A second child will be the cat and will stand outside. On the command 'go' both children dodge in and out of the circle, under the other children's arms. The cat will try to catch the mouse.
- The educator will keep guiding both the children to follow the rule. They can't break the circle.

Note:

- This game can be played outside their classroom, in a garden or lawn.
- It is a game full of fun where the children enjoy.

Subject : Circle Time	No. of Periods: 4	Fortnight : 6
Topic: A Talk on Raksha Bandhan		

Learning Outcomes:

- Children will get to know why we celebrate 'Raksha Bandhan'.

Teaching Aids: None

Teaching Methodology:

Period 1 & 2

- The educator will draw a 'Rakhi' on the blackboard and ask children. "What is this?" Answer is 'Rakhi'. She will ask "What we do with 'Rakhi'? Why 'Raksha Bandhan' is celebrated? How it is celebrated?"
- She will tell the story about how Raksha Bandhan originated – the story of Rani Roopmati and Humayun.
- After a group discussion on 'Raksha Bandhan' children will be aware that Raksha Bandhan gives a message to both brother and sister to protect, love and support each other.

Period 3 & 4

- Children will make Rakhi in the class.
- The educator will supply all materials for example thread, coloured paper cutouts of different shapes. Refer Art and craft in this fortnight

Subject : Circle time	No. of Periods:	Fortnight : 6
Topic: Following instructions		

Learning Outcomes:

- Listening skills improve.
- Will learn to follow multiple instructions with concentration.

Teaching Aid: None

Teaching Methodology:

- The educator will make the children sit in a circle and give the instruction to a particular child. For eg. Remove your shoes and keep it in a line near the wall.
- The child will do as per the instruction given. If the child does not/is not able to follow, the educator will repeat the instruction again. The educator will also explain what she wants the child to follow.

Few examples

1. Keep the PEC on the table and then stand in the line.
2. Spread the napkin and keep the tiffin box on the napkin.
3. Go to Rinkal ma'am and give this book. Then get me a pebble from the pebble pit.
4. Go to toilet then come and sit in the circle.

Note:

- By the end of the year children will be able to follow two-three instructions at a time.
- The instruction should be simple and clear as per their level.

Subject : Rhymes and Songs	No. of Periods: 6	6
Topic: After a Bath / Good Manners / Song: ઘોડું ઘોડું સસલું (G)		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book-1. After a Bath (Pg.10)
- 2. Good Manners (Pg. 13)
- 3. Song: ઘોડું ઘોડું સસલું (G)

Teaching Methodology: Refer to Fortnight 2

Note: Devote 2 periods to each rhyme. Revise all earlier rhymes before a new one is introduced.

ઘોડું ઘોડું સસલું

ઘોડું ઘોડું સસલું
આમ ઘોડે, તેમ ઘોડે,
મને જોઈ ને નાસી જાય
લાલ એની આંખ છે,

ગાજર ખાય, પાણી પીવે
ડુંગર પર કુદકા મારે
મને જોઈ ને નાસી જાય
ઘોડું ઘોડું સસલું

Subject : Story Telling	No. of Periods: 6	Fortnight : 6
Topic: 1. The Monkey and the Cap seller. 2. The sick lion.		

Learning Outcomes:

- Children will be able to comprehend a story.
- They will know the sequence in a story.
- They will be able to narrate the story.
- It will enhance their vocabulary.

Teaching Aids:

- Flash cards or puppets related to the characters in the story.
- The story book with big pictures.
 1. The Monkey and the Cap seller.
 2. The sick Lion.

Teaching Methodology: Refer to Fortnight 2.

Note:

- Use simple sentences and remember children love listening to the same story again and again, enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not always stress on the question “So what did you learn?”

The Monkey and the Cap seller

There once lived a cap seller. He travelled from one village to another and many times he had to pass through the forest. Once, when the cap seller was passing through a forest, he felt tired. “I think this tree is a good place to rest,” he thought to himself. He closed his eyes and soon was asleep. The cap seller did not know that the tree under which he rested was a home to a large number of monkeys.

When the monkeys saw the cap seller go to sleep, they curiously got down and started to inspect the basket in which the caps were kept. The caps seemed to amuse the monkey and all of them soon had a cap in their hands. The cap seller was unaware of what was happening and he continued to sleep.

Finally, when the cap seller did wake up, he saw the monkeys with the caps. “Oh My God! What shall I do now?” thought the cap seller. “I must some how get back those caps from these curious monkeys.” The cap seller tried to scare the monkeys but they only snarled back to him.

“Give me back my caps,” said the cap seller, pointing his finger at the monkeys. The monkeys too pointed the finger at him. When the cap seller scratched his head, the monkeys too scratched their heads. The cap seller realized that the monkeys were imitating him. This gave him an idea.

“I know what I’ll do. I’ll wear a cap on my head and after a little while I’ll throw it on to the ground I am sure these monkeys will do the same”, he thought so and the cap seller wore one of his caps. The next moment, all the monkeys wore the caps on their head just like the cap seller.”

Next, the cap seller took off the cap. All the monkeys removed the caps from their head. The cap seller threw the cap he had in his hand on the ground. And just as he had thought, all the monkeys too threw the caps they had on to the ground. “Aha! My plan has worked perfectly,” thought the cap seller.

He quickly collected all the caps before the monkeys imitated him again and put them in his basket. “Thankfully, I have got back my caps,” he said to himself. Happy that all was well, the cap seller set off to the nearest village to sell his caps.

The sick Lion

There once was a lion who was so old that he could no longer run and hunt for food. But though his legs were stiff, his mind was still quick. He thought up a clever plan. He wanted the other animals to feel sorry for him, so he pretended to be sick. "I am sick and hungry and weak," the lion moaned in his cave. "And soon I will die!" Just as the lion had hoped, a squirrel heard his sad cries and told some rabbits. The rabbits told the birds. Soon they all knew about the sick lion that was going to die. The animals gathered all kinds of food. One by one they carried it up to the lion's cave. The squirrels brought nuts, the rabbits brought leaves, and the birds brought juicy worms. But inside the cave, the lion pounced on the animals and ate them up! He soon grew very fat. At last the fox came to pay the lion a visit. "How are you, Sir Lion?" He asked. "Dear friend," said the lion. "My eyes are weak. Come closer so that I can see who you are?" The clever fox saw many little paw prints going into the cave, but none came back out! The polite fox said, "Oh, but I see from these paw prints that you have visitors." "I will come around some other day when you are not so busy!"

Subject : Montessori Hour	No. of Periods: 10	Fortnight : 6
Topic: Transferring water from bowl to bowl with sponge		

Learning Outcomes:

- It will develop finger and palm muscles.
- It will develop eye hand coordination.

Teaching Aids:

- 1 sponge piece
- 2 Big bowls
- Water.
- Plastic sheet.
- Small low table.
- Small mat.

Teaching Methodology:

Period 1

- Please refer Montessori Hour Rules given in Fortnight 2
- Children will sit in a circle with the educator.
- The educator will take a small table, a mat, a plastic sheet and a tray having two plastic bowls and a sponge.
- She will fill one bowl with water and dip the sponge in it. The sponge will absorb water.
- Then she will press firmly and squeeze out the water from the sponge into the empty bowl.
- She will instruct the children to try not to spill the water outside the bowl.
- She will keep on doing the activity till the water of the first bowl gets over.
- The educator will divide the children into groups of 3.
- Then she will ask children to do the activity.

Note: After the demonstration is over the children will be free to take a mat and choose any material they want to work with. They will work individually on their own. This period is for 1hr on all days of the week

Subject : Montessori Hour	No. of Periods: 10	Fortnight : 6
Topic: Revision		

- The educator will revise the topics done in the previous weeks.
- She can revise the difficult topics which are yet not clear to children.

Subject : PLS	No. of Periods: 2	Fortnight : 6
Topic: Removing and wearing footwear		

Learning Outcomes:

- It will make children independent.

Teaching Aids:

- Sandals or shoes

Teaching Methodology:

- The educator will first sit with the children in a circle and demonstrate how to wear shoes or sandals.
- She will guide the children to do the activity.

Subject : PLS	No. of Periods: 2	Fortnight : 6
Topic: Preparing lemonade		

Learning Outcomes:

- Children will learn to make lemonade
- Will enhance fine motor skills.

Teaching Aids:

- 1 big bowl
- Lemon, sugar and salt
- Water
- Glasses
- Squeezer
- A big serving spoon

Teaching Methodology:

- The educator will sit with children in a circle.
- The educator will take a big bowl filled with water.
- Each child will bring 2 lemons each.
- The educator will bring sugar and salt.
- The educator will put sugar in a bowl and then she will ask each child to come and stir till the sugar dissolves well in the water.
- Then she will demonstrate how to cut the lemon horizontally and how to squeeze lemon by placing it in a squeezer.
- Then she will ask each child one by one to come and squeeze their lemon in the water.
- Then the educator will put a pinch of salt and mix it properly.
- She will serve lemonade to each child.
- The educator will ask each child about the taste of the lemonade.

Note: This activity should be done preferably during the lemon season.

Subject : Block room	No. of Periods: 2	Fortnight : 6
Topic: Vipella -1		

Learning Outcomes:

- Helps to develop imagination and creativity among small children and gives infinite possibilities to their imagination.
- Reinforces Math concepts.

Teaching Aids:

- Wooden blocks - rectangle-12 pieces, square-8 pieces. Red, blue, green and yellow coloured blocks i.e. rectangle-3 and square-2 of each colour.

Teaching Methodology:

- The educator will make the children sit in a circle and she will demonstrate.
- She will show the shapes, square and the rectangle. She will show the corners, edges and surfaces of the square and rectangle.
- She will also count and show the number of rectangles and squares, she will also show that two squares make one rectangles (concept of fraction)
- She will use the blocks and make some buildings, sofas, chairs etc.
- The children will learn these things visually and will come out with their endless patterns and creations.

Note: The educator will also show how to wind up. She will ensure that each child is able to wind up properly.

Subject : Art and Craft	No. of P	3	6
Topic: Flag collage			

Learning Outcomes:

- It will develop fine motor skills.
- It will enhance creativity.

Teaching Aids:

- Chart paper, A4 size paper, Crayon, Glue, Coloured crepe paper

Teaching Methodology:

Period 1

- This activity will start in each class prior to the Independence Day. It is a group activity.
- The children will stand in a circle then the educator will show them the small replica of our national flag and will point the colours as well as their order – saffron, white and green.
- She will divide the class children into 2 groups and distribute 1/4th A4 size sheet, with the outline of our flag drawn on it, as well as saffron and dark green colour crayons. Children will fill the sheet with the respective colours.

Period 2

- She will draw the flag on a chart paper.
- She will ask them to tear the crepe paper into small pieces and collect it in a bowl respectively.
- Next day again they will sit in a circle and the educator will give them the drawn flag paper and ask them to stick the saffron crepe paper pieces on the top of the flag and then she will give the green crepe paper pieces to stick at the bottom of the drawn flag.
- Lastly the educator will draw the Ashok Chakra at center of the flag.

Note: The educator will explain the significance of each colour and the chakra as well as few rules to handle the flag.

Subject : Art and Craft	No. of Periods: 3	Fortnight : 6
Topic: Rakhi making		

Learning Outcomes:

- It will develop fine motor skills and eye hand coordination.
- It will enhance their creativity.

Teaching Aids:

- Coloured chart paper
- Sticker
- Woolen thread
- Fevicol

Teaching Methodology:

- Prior to the Raksha Bandhan festival the educator will explain why we celebrate Rakshabandhan and how.
- The educator will demonstrate – she will stick the various shapes one over the other with fevicol and then stick a star at the top and string below to form a Rakhi.
- She will cut the coloured chart paper in different shapes, i.e. circle, square and triangle of varying sizes.
- The children will sit in a circle and the teacher will distribute the different shapes to each child.
- Then divide the children into groups and distribute fevicol and ask them to do as per the demonstration. The shapes will be stuck one over the other by the children
- Lastly again they will sit in a circle and stick the star on the top most layer and paste the woolen thread at the back of the Rakhi.

Subject : Saturday Visit	Fortnight : 6
Topic: Iscon Temple	

Learning Outcomes:

- Refer to Saturday Visit Fortnight1
- They will be aware of a different form of Lord Krishna.

Teaching Aids:

- Iscon Temple



Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note: -

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight

 A photograph of a Vipella Block set. The box is open, showing a collection of colorful blocks (green, blue, yellow, red) arranged in a grid. The box lid features the brand name 'VIPELLA' and an illustration of the blocks being used to build a structure. Below the box, three individual blocks (green, blue, and yellow) are shown separately.	<p>Fortnight : 6 – Block Room – Vipella Block – 1</p>
 A photograph of a Rakhi. It consists of a small, square, red and blue decorative piece with a yellow star in the center, attached to a long, green, wavy thread.	<p>Fortnight : 6 – Art & Craft – Rakhi Making</p>

Subject : GMS	No. of Periods: 1	Fortnight : 7
Topic: Running with hands on the head		

Learning Outcomes:

- Develops gross motor skills.

Teaching Aids: None

Teaching Methodology:

- The educator will take the children to the garden or any ground.
- She will make groups of four or five children.
- She will demonstrate - she will keep both her palms on her head and then she will run
- She will call each group, one by one, to do the same.

Subject : GMS	No. of Periods: 1	Fortnight : 7
Topic: Jumping in and out of the circle		

Learning Outcomes:

- Children will learn controlled movement of legs and feet.
- Jumping develops overall gross motor skills.
- Makes them alert

Teaching Aids: A painted circle

Teaching Methodology:

- First the educator will tell the children to jump one by one.
- Then she will ask the children to stand on the circumference of the painted circle.
- She will then tell them that when she calls out 'in' they all will jump into the circle and when she says 'out' they will jump out of the circle
- If any child misses on the instruction then that child is out of the game.

Note: The educator should continue the game till all children are out or she feels the children are losing interest.

Subject : FMS	No. of Periods: 6	Fortnight : 7
Topic: Pouring water – bowl to bowl, cup to cup, glass to glass		

Learning Outcomes:

- To develop concentration level.
- Enhances fine motor skills.

Teaching Aids:

- Water
- 6 bowls
- 3 cups
- 3 glasses
- A small piece of sponge

Teaching Methodology:

Period 1 & 2

- The educator will demonstrate.
- She will fill water in a bowl and transfer it to another bowl by pouring water from one bowl to another.
- She will give instruction to the children that while filling the water in the first bowl and while transferring water, they should take care not to spill water. If they spill they should dab the spilt water with the sponge.
- Then she divides the children into groups of 3 and she gives 2 bowls to each group and they will do the activity two to three times with the same water by taking turns.

Period 3 & 4

- The educator will demonstrate.
- She will fill water in the cup and transfer it to another cup.
- She will give instruction to the children that while filling the water in the first cup and while transferring water, they should take care not to spill water.
- Then she will divide the children into groups of 3 and she will give 2 cups to each child and they will do the activity two to three times with the same water.

Period 5 & 6

- The educator will demonstrate.
- She will fill water in a glass and transfer it to another glass.
- She will give instruction to the children that while filling the water in the first glass and while transferring water, they should take care not to spill water.
- Then she will divide the children into groups of 3 and she will give 2 glasses to each child and they will do the activity two to three times with the same water

Subject : Circle Time	No. of Periods: 8	Fortnight : 7
Topic: Introduction of shapes- Circle, Square, Triangle and Rectangle		

Learning Outcomes:

- Children will learn basic shapes.
- Will be able to relate things in their surrounding with a particular shape.
- Visual skills will be enhanced.

Teaching Aids:

- Different objects like puzzle piece, a toy, a block of a particular shape for introduction.

Teaching Methodology:

Period 1

- Introduction of the shape – Circle.
- The children will sit together facing the blackboard.
- The educator will draw a big Circle on the board and she will ask children, “Which shape is this?” Many children (who know) will say, Circle. She will say, “Yes, this is a Circle”.
- She will show, a ring, a coin and then ask, “What is the shape of this ring?” they will say, Circle.
- She will ask children to name different objects which are ‘Circle’ in shape.

Period 2

- Introduction of the shape – Square.
- The children will sit together facing the blackboard.
- The educator will draw a big Square on the board and she will ask children, “Which shape is this?” Many children (who know) will say, Square. She will say, “Yes, this is a Square”.
- She will show a table, a window, a book, a piece of a wooden block, a piece of wooden puzzle of square shape and then ask, “What is the shape of this table?” they will say, Square.
- She will ask children to name different objects which are ‘Square’ in shape.

Period 3 & 4

- Introduction of the shape – Triangle.
- The children will sit together facing the blackboard.
- The educator will draw a big Triangle on the board and she will ask children, “Which shape is this?” Many children (who know) will say, Triangle. She will say, “Yes, this is a Triangle”.
- She will show a wooden block, a cardboard cutout which is of Triangular shape and then ask, “What is the shape of this wooden block?” they will say, Triangle.
- She will ask children to name different objects which are ‘Triangle’ in shape.

Period 5 & 6

- Introduction of the shape – Rectangle.
- The children will sit together facing the blackboard.
- The educator will draw a big Rectangle on the board and she will ask children, “Which shape is this?” Many children (who know) will say, Rectangle. She will say, “Yes, this is a Rectangle”.
- She will show a window, door, a tray, a block which is of Rectangular shape and then ask, “What is the shape of this door?” they will say, Rectangle.
- She will ask children to name different objects which are ‘Rectangle’ in shape.

Period 7 & 8

- Children will play a game of passing the parcel. They will pass a ball.
- The educator will play a rattle. Once the music stops, the child having the ball in her hand has to identify a particular object of a particular shape as asked by the educator.
- The educator can also have different cardboard cutouts of different shapes in a box. Children have to find out the right pair and match.

Subject : Circle Time	No. of Periods: 2	Fortnight : 7
Topic: Passing the rain		

Learning Outcomes:

- Children will learn to co-ordinate in a group.
- Will be alert and attentive.
- Will learn to observe and control their hand and finger movements.

Teaching Aids: None

Teaching Methodology:

Period 1

- Children will sit in the circle.
- The educator will first demonstrate. She will raise her hands and will move her fingers and bring her hands from up to down (to depict it is raining).
- Children will also do the same with the educator.
- She will take the help of 2-3 children who follows instruction well to continue the activity.
- She will move her hands (with moving fingers) and pass it to the next child.
- The child sitting next to her will repeat the same action and pass the rain to the next child on the right
- The game will continue till all the children have got a chance.

Period 2

- The educator will revise the game till each child gets the idea.

Subject : Circle Time	No. of Periods: 5	Fortnight : 7
Topic: Introduction of birds		

Learning Outcomes:

- Children will know about different birds and their characteristics.
- Vocabulary will be enhanced.

Teaching Aids: Pictures of birds

Teaching Methodology:

Period 1

- The children will sit in a circle. The educator will ask, “Tell me who can fly in the sky?” children may name different birds such as a sparrow, pigeon, parrot, etc.
- The educator will explain that birds have wings and their body is covered with feather so they can fly.
- Then she will show pictures of different birds like peacock, peahen, pigeon, parrot, crow, duck, eagle, owl, dove, ostrich, woodpecker, etc. (which they see in a zoo and can relate)

Period 2

- The educator will ask children to bring cutouts of birds (from newspaper or old magazines)
- Children will stick the pictures in their drawing book.

Period 3 to 5

- Children can play the game ‘fly birdie fly’.
- They will sit in a circle facing.
- The educator will tell the children, “We are going to play a game - Fly birdie fly.
- She will tell the name of a bird or an animal, if it flies up in the air, then children will have to flap their hands like wings, for example: If the educator says Fly birdie fly... Sparrow, then the children will flap their hands as sparrow flies up in the air. If she says, Fly birdie fly.... Lion, then children will not flap their hands because a lion cannot fly in the air.

Subject : Rhymes and Songs	No. of Periods: 6	Fortnight : 7
Topic: सीखो (H) / मछली (H) / Song : Come here my dear Krishnakanhiya...		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

Rhyme Book - 1. सीखो (Pg.19) 2. मछली (Pg.20)

Song : Come here my dear Krishnakanhiya ...

Teaching Methodology: Refer to Fortnight 2

Come hear my dear

कृष्ण कनैया

मैंने तेरे लिए

हृदय अंदर मंदिर बनाया....

for you my dear खाना बनाया

बटर- मिशरी, दूध दही खूब जमाया

so much delay, so much delay

तुम ने लगाया

Remembering you every day आंसु बहाएं,

come to my home dear आरती उतारू,

why far why far रहे कनैया?

Note:

- Devote 2 periods to each rhyme.
- Revise all earlier rhymes before a new one is introduced.

Subject : Story Telling	No. of Periods: 6	Fortnight : 7
Topic: 1. The mischievous Monkey. 2. Bubbles is careless		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
 - The story book with big pictures.
1. The mischievous Monkey. 2. The Bubbles is careless.

Teaching Methodology: Refer to Fortnight 2

Note:

- Use simple sentences and remember children love listening to the same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.

The mischievous Monkey

One day, a monkey was playing near a river. Suddenly he heard a loud noise and looked up. An elephant was coming to the river. The monkey thought he would have some fun with the elephant. The monkey picked up some stones and climbed a tree. He waited until the elephant walked by. The monkey threw a stone at the elephant and then hid in the tree. The stone hit the elephant's back.

The elephant was very surprised, but he could not see anyone. He shook his head and walked on. The mischievous monkey smiled and laughed. Then he threw another stone at the elephant on the head. The angry elephant looked up into the tree.

He saw the monkey hiding in the tree. He decided to teach the monkey a lesson. The elephant filled his trunk with water from the river. From the top of the tree, the monkey laughed out loud. "Ha, ha, ha! You can't catch me!" he shouted. The elephant lifted his trunk and shot the water at the monkey. It knocked him right out of the tree!

As the wet monkey fell to the ground, the elephant sprayed more water on him. "Please stop!" cried the monkey. "Please don't shoot any more water at me!" The elephant laughed at the monkey. "Now you know what it is like to have jokes played on you!" he said.

Bubbles is Careless

Mummy: Bubbles, grandma and grandpa will be here soon. Please put your toys away.

Bubbles: All right, Mummy.

Mummy: Bubbles, cartoons are on!

Bubbles: Wait for me, Mummy!

Mummy: Hey that must be grandma and grandpa.

Bubbles: Come and play with us, Grandpa!

Bubbles: oh no! Grandpa is falling!

Grandpa: Ouch.....!

Mummy: Bubbles, why didn't you put your toys away?

Bubbles: I'm sorry grandpa.

Grandpa: That's all right, Bubbles. Next time, remember to put your toys away.

Subject : Montessori Hour	No. of Periods:10	Fortnight : 7
Topic: Pegging		

Learning Outcomes:

- Enhanced eye and hand co-ordination.
- Fine motor skills will be developed.
- Control over hand movements.

Teaching Aids:

- A cloth-line at the children's height.
- Pegs
- Small napkins.

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- The educator will stand in a semi-circle with the children, around the string.
- She will not speak a single word while demonstrating.
- She will demonstrate to the children how to hold the pegs.
- She will show them how to put a napkin on the string.
- Then how to put the peg on it.
- After the demonstration the educator will ask each child to come and do the activity with their napkin.

Note:

- Children will do this activity till they get familiar to it.
- Demonstrate it again if they will find it difficult.
- After the demonstration is over the children will be free to take a mat and choose any materials they want to work with. They will work individually on their own. This period is for 1hr on all days of the week

Subject : Montessori Hour	No. of Periods:10	Fortnight : 7
Topic: Rolling clay with a rolling pin		

Learning Outcomes:

- Develops finger and palm muscles

Teaching Aids:

- Plasticine clay
- 3 Rolling pans
- 3 Rolling pins

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2

Period 1 & 2

- The educator will demonstrate.
- She will take a small amount of clay and make a ball by rolling it between her palms.
- Then she will take the ball and press it on the rolling pan and start rolling with the rolling pin and make a *roti* with the clay.
- The educator will ask 3 children to do the activity at a time. She will give clay, rolling pan and rolling pin to the 3 children.

Period 3 to 5

- The remaining children will do the activity in the same way.

Note: After the demonstration is over the children will be free to take a mat and choose any materials they want to work with. They will work individually on their own. This period is for 1hr on all days of the week

Subject : PLS	No. of Periods: 4	Fortnight : 7
Topic: Opening & locking lock and key / closing & opening lid of a jar		

Learning Outcomes:

- Enhances eye-hand co-ordination.
- Becomes independent and self-reliant.
- Develops fine motor skills.

Teaching Aids:

- A lock and its key (1 set).
- Jar (5 jars of the same size)

Teaching Methodology:

Period 1 &2

- The educator will sit along with the children in the garden or anywhere in the campus.
- She will carry the lock and key along with her. She will show it and ask children “What is it?”
- When she gets the answer she will ask, “Do you know how to use it? How to close it?”
- As expected 3 to 4 children may say ‘yes’ then she will pass the lock and key to those children and see whether they can do it or not.
- After the children try she will demonstrate that when they turn the key anti-clockwise, that is right to left, the lock will close and when they turn the key opposite side that is clock wise left to right, then the lock will open.
- Then she will pass it to the child next to her. Same way each and every child will get the chance.

Period 3 & 4

- The educator will demonstrate.
- She will take a jar and instruct the children that when we turn it clockwise i.e. from left to right, the lid of the jar will close.
- When we turn it anti-clockwise from right to left, the lid of the jar will open.
- She will also tell them that if they are able to do this activity they will be independent and that whenever they want something from a jar or if some elder is not around, they can help themselves.
- Then she will divide the children into groups of 4 (total 5 group).
- Then each group will be given 1 jar and after one child the others will take their turn.

Note: Lock and key should be available in the class and kept within the reach of children where they can take and use it.

Subject : Block room	No. of Periods: 2	Fortnight : 7
Topic: Vipella -2		

Learning Outcomes:

- Will develop finger muscles that help in writing.

Teaching Aids:

- 8 pieces of wooden blocks as shown in the image - red, blue, green and yellow (2 of each colour).

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate the procedure.
- She will take out the eight pieces and place it in front of the children.
- She will show the two equal segments of each pair and also make some patterns and creative designs.
- She will show them how to arrange the box.

Subject : Art and Craft	No. of Periods: 3	Fortnight : 7
Topic: Sponge printing		

Learning Outcomes:

- Develops fine motor skills.
- Develops eye and hand co-ordination.

Teaching Aids:

- Thick sponge piece
- Powder colour
- Drawing book

Teaching Methodology:

- The educator will mix the powder colour with water and make a paste in front of them.
- She will cut the sponge in different shapes such as a tree, flower, circle, triangle etc.
- The children will sit in a circle with the educator.
- Now she will dip the sponge in colour and make a print in the drawing book by pressing it lightly.
- Now she will distribute their drawing books and allow them to do the same, she can give a bowl of powder colour paste and a sponge to each group

Subject : Art and Craft	No. of Periods: 3	Fortnight : 7
Topic: Sticking pictures (birds)		

Learning Outcomes:

- Develops fine motor skills.
- Develops eye and hand co-ordination.
- Enhances creativity.

Teaching Aids:

- Chart paper
- Pictures of different birds
- Fevicol

Teaching Methodology:

- The educator will send a note, to collect pictures of different types of birds, in the communication page of each child.
- She will emphasize that the children should collect the pictures from newspaper and magazines.
- When they will bring the cutouts, on the day told, they will sit in a circle around the table.
- The educator will distribute their birds' cutouts.
- She will give them fevicol so that they can stick the picture in the drawing book.
- First the educator will demonstrate how to stick the cutouts.
- Then they will do the same.

Note:

- The educator will tell them about bird's, its special features, living place, our national bird, migratory birds etc. to enrich their knowledge.
- She should not restrict children to stick in an order. Allow to stick as per their wish.

Subject : Saturday Visit	Fortnight : 7
Topic: Balvatika	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of different types of mirror.

Teaching Aids:

- Balvatika – a place with different types of mirror (convex and concave) as the main attraction.

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

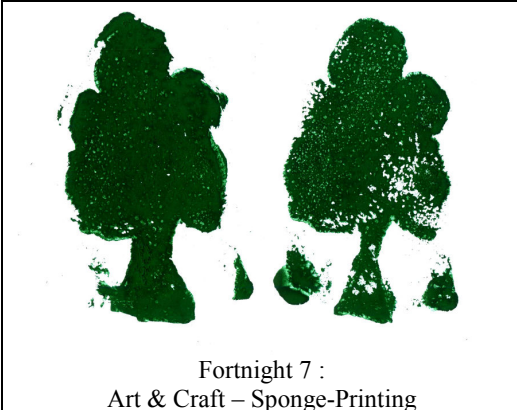
Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight 7 :
Montessori Hour – Rolling Pin & Pan



Fortnight 7 :
Art & Craft – Sponge-Printing

Subject : GMS	No. of Periods: 1	Fortnight : 8
Topic: Walking sideways		

Learning Outcomes:

- It will develop controlled movement of legs and feet.
- They will learn to move with co-ordinated movements

Teaching Aids:

- Sideway/narrow pavement in a safe area.

Teaching Methodology:

- The educator will take the children to the sideway/narrow pavement in a safe area.
- She will demonstrate by walking sideways by maintaining the balance of the body.
- She will call the children, one by one to walk sideways either to their left or to their right.
- The educator will divide the children in pairs of two.
- She will call the pairs one by one to walk sideways by holding hands.
- She will make groups of three children.
- She will call the groups one by one to walk sideways by holding hands.

Subject : GMS	No. of Periods: 1	Fortnight : 8
Topic: Jumping with alternate feet		

Learning Outcomes:

- Children will develop controlled movement of legs and feet.
- It will help gain body control and balance.

Teaching Aids: None

Teaching Methodology:

- The educator will take the children out to the garden.
- Children will stand in a horizontal line with one arm distance.
- The educator will demonstrate and the children will follow.
- She will lift one leg and jump at the same place.
- Then she will lift the other leg and jump at the same place.

Note: Children will take little time to gain the balance of the body. The educator can revise the activity during their free play.

Subject : FMS	No. of Periods: 2	Fortnight : 8
Topic: Matching of grains		

Learning Outcomes:

- Visual skills will be enhanced.
- Develops their concentration.

Teaching Aids:

- One plastic tray having 10 small jars. Two jars will have the same type of grains, so there should be a total of 10 jars of 5 different types of grains
- Five different types of grains - *rajma, moong dal, masoor dal, chole, black chana.*

Teaching Methodology:

- Children will sit in a circle with the educator.
- The educator will first demonstrate the activity without any verbal instructions.
- She will take a mat and a tray having jars of different types of grains.
- She will put all jars on the floor. She will match two jars (having the same type of grains) and put them together.
- After matching all the grains, she will keep the tray back at its place and roll or fold the mat.
- She will ask each child to do the same.

Note: Lids of all jars should be sealed. It can be stuck with fevicol.

Subject : FMS	No. of Periods: 2	Fortnight : 8
Topic: Sorting of grains		

Learning Outcomes:

- It will enhance eye – hand coordination.
- It will develop concentration level.
- Will learn sorting and classification.
- Develops fine motor skills.

Teaching Aids:

- Different type of mixed grains
- Small bowls

Teaching Methodology:

Period 1

- The educator will demonstrate.
- She will take a handful of mixed grain in a bowl.
- Then she will sort out a particular grain in another bowl and continue till all the grains are completely sorted.
- Then she will divide the children into groups.
- She will give a handful of mixed grains in a bowl to each child of a group
- Children will follow the activity.

Period 2

- The remaining groups of children will follow the same activity.

Subject : FMS	No. of Periods: 2	Fortnight : 8
Topic: Scooping of grains		

Learning Outcomes:

- It will enhance eye-hand co-ordination.
- Fine motor skills will be developed.
- It will help to control hand movements.

Teaching Aids:

- 1 tray
- 2 soup bowls
- 1 soup spoon
- Mixed grains

Teaching Methodology:

- The educator will sit in a circle with the children.
- She will demonstrate.
- She will not speak a single word while demonstrating.
- She will take a mat and spread it on the floor.
- She will take a tray, a spoon, a bowl having mixed grains and another bowl. Then she will sit on the mat with the tray.
- She will hold the spoon with two fingers and thumb (i.e. index finger, tall finger and thumb.)
- The educator will start transferring grains by scooping with the spoon to another bowl without spilling outside till the bowl is completely empty.
- Then she will keep the tray back at its place.
- After keeping the tray back at its place she will come to her place and roll the mat and then she will keep the mat back.
- After the demonstration she will allow each child to do this activity.

Note: Children will do this activity till they get familiar to it.

Subject : Circle Time	No. of Periods: 5	Fortnight : 8
Topic: Introduction of Vegetables		

Learning Outcomes:

- Knowledge about vegetables will be enhanced.
- They will learn names of vegetables.
- They will know importance of eating vegetables

Teaching Aids:

- Vegetables.
- Pictures of vegetables.

Teaching Methodology:

Period 1

- The children will sit in a circle.
- The educator will ask few questions such as, “Do you eat vegetables? Which is your favourite vegetable? Which one you don’t like?”
- She will show some vegetables - onion, tomatoes, potatoes, ladyfinger, cauliflower, cabbage, capsicum, brinjal, bottle guard, chilly etc.
- She will pass the vegetables (one by one) to children. They will touch, smell and repeat the name of the vegetables.

Period 2 & 3

- The educator will show pictures of vegetables and revise them.
- She will talk about the importance of eating vegetables.

Period 4 & 5

- The educator will ask children to bring cutouts of vegetables (from newspaper or old magazines)
- Children will stick the pictures in their drawing book.

Subject : Circle Time	No. of Periods: 2	Fortnight : 8
Topic: A Talk on Gandhi Jayanti		

Learning Outcomes:

- Will know the reason behind celebrating Gandhi Jayanti.
- Will know about Gandhiji.

Teaching Aids:

- Photographs of Gandhiji

Teaching Methodology:

- Children will sit in a circle.
- The educator will show a photograph of Gandhiji and ask, “Who is he?”
- She will explain, “He is Mahatma Gandhi. He was born on 2nd October and as we all celebrate our birthday we also celebrate Gandhiji’s birthday, today is Gandhiji’s birthday.”
- She will share - Gandhiji’s full name is Mohandas Karamchand Gandhi, he is the father of our nation, he is called ‘Bapu’, he believed in truth and non-violence and he fought for our country without taking arms.
- She will then ask the children to share whatever they know about Gandhiji.
- She will then take the children to see Gandhiji’s statue.

Subject : Rhymes and Songs	No. of Periods: 6	Fortnight : 8
Topic: 1. ताईरे ना रे ना (B) / 2. Revision / 3. Song: साबाद की गुड़ियाँ		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

Rhyme Book -1. ताईरे ना रे ना (Pg.29)

2. Revision

3. Song: साबाद की गुड़ियाँ

Teaching Methodology: Refer to Fortnight 2
साबाद की गुड़ियाँ

साबाद की गुड़ियाँ के कान नहीं हैं
तो वो कैसे सुनेगी.....
खरगोश के कान लगाकर
ऐसे सुनेगी।

साबाद की गुड़ियाँ के आँख नहीं हैं
तो वो कैसे देखेगी.....
उल्लू की आँख लगाकर
ऐसे देखेगी।

साबाद की गुड़ियाँ के हाथ नहीं हैं
तो वो कैसे खायेगी.....
बंदर के हाथ लगाके
ऐसे खायेगी।

साबाद की गुड़ियाँ के पाँव नहीं हैं
तो वो कैसे चलेगी.....
हाथी के पाँव लगाकर
ऐसे चलेगी।

Note:

- Devote 2 periods to each rhyme.
- Revise all earlier rhymes before a new one is introduced.

Subject : Story Telling	No. of Periods: 6	Fortnight : 8
Topic: 1. The two friends and the bear 2. Bubbles is selfish		

Learning Outcomes:

- Children will be able to comprehend a story.
- They will know the sequence in a story.
- They will be able to narrate the story.
- It will enhance their vocabulary.

Teaching Aids:

- Flash cards or puppets related to the characters in the story.
- The story book with big pictures.
 1. The two friends and the bear.
 2. Bubbles is selfish

Teaching Methodology: Refer to Fortnight 2

Extended activity: Refer to Fortnight 2

Note:

- Use simple sentences and remember children love listening to the same story again and again, enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.

The two friends and the bear

One day, two young friends named Hari and Aanand set out to explore the forest. As they went, they promised to always look after each other in times of danger. Soon the boys were deep in the forest. Suddenly they saw a bear coming towards them! The two boys were very scared. Hari quickly climbed up a tree to hide from the bear. But Aanand did not have time to climb the tree. The bear had trapped him! The bear growled as it came closer. Aanand lay down on the ground, pretending to be dead. When the bear got to Aanand, it began sniffing all around the frightened boy. But the bear did not want to eat Aanand. It wanted Aanand's lunch!

After the bear had finished eating, it growled and grunted in the boy's ear. Then the bear turned around slowly and walked back in to the forest. Aanand stood up and dusted off his clothes. Hari came down from his tree, “Why did the bear grunt into your ear?” asked the Hari. “Did it say something to you?” “Why, yes,” replied Aanand. “The bear said I was very brave and thanked me for sharing my lunch.” “It also said that you are not a true friend, since you only think of yourself in times of danger.”

Bubbles is selfish

Bubbles: Whoopee! I have a new ball!

Joey: Can I play with you, Bubbles?

Bubbles: No you cannot! It is my new ball!

Joey: Bubbles, it is much more fun if we play together.

Bubbles: No! No! No! You cannot play with my ball!

Joey: Bubbles, you are so selfish! How can you expect to have friends when you are selfish?

Bubbles: [listens to some noise and went there and asked]

Bubbles: Hey what is going on?

Bubbles: This is really fun!

Bubbles: Joey can I play with you and Tommy?

Joey: Why should we let you, Bubbles? You won't let me play with you just now, remember?

Bubbles: I'm sorry, Joey. I won't be selfish any more. Can I play with you and Tommy now?

Joey: Oh, all right, Bubbles. Come over here. You can play with us.
Oh goody, goody!

Bubbles: Thanks Joey!

Joey: Tommy who shall Bubbles be?

Tommy: Let's make Bubbles a sheriff. I will be an Indian chief and you can be a cowboy!

Subject : Montessori Hour	No. of Periods: 8	Fortnight : 8
Topic: Buttoning		

Learning Outcomes:

- It will develop proper grip.
- It will develop eye-hand co-ordination.
- It will help the child in dressing herself and become independent.

Teaching Aids:

- Frame for practicing buttoning - buttoning frame.

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- Buttoning is done by children after the demonstration by the teacher.

Control of errors:

- It is self-corrective - if there is any error for eg: one hole or button remain at the end in the buttoning frame, the child can understand that she has made some mistake.
- After the demonstration is over the children will be free to take a mat and choose any materials they want to work with. They will work individually on their own. This period is for 1hr on all days of the week

Subject : Montessori Hour	No. of Periods: 8	Fortnight : 8
Topic: Zipping		

Learning Outcomes:

- It will develop proper grip.
- It will develop good eye-hand co-ordination.
- It will help the child in dressing herself and become independent.

Teaching Aids:

- A trouser with zip
- Zipping frame

Teaching Methodology:

Period 1:

- Please refer Montessori Hour Rules given in Fortnight 2
- The educator will sit with the children; ask them to take out the trouser they have brought from home.
- She will take a pant and demonstrate how to hold the hook of the zip and pull it down to open it
- She will again hold the hook and pull it up and the zip is closed.
- The children will do the activity as shown to them
- She will observe the children.

Extended activity:

- The children will be encouraged to wear trousers with zip for a week. The zipping frame should be made available to the children too.

Note:

- It is best to repeat the activity in winter as children wear jackets with zip.
- After the demonstration is over the children will be free to take a mat and choose any materials they want to work with. They will work individually on their own. This period is for 1hr on all days of the week

Subject : Montessori Hour	No. of Periods: 4	Fortnight : 8
Topic: Velcro		

Learning outcome:

- It will develop proper grip.
- Develops good eye-hand co-ordination.
- It will help the child in dressing herself and become independent.

Teaching Aids:

- Frame for practicing - Velcro

Teaching Methodology:

- Velcro frames are tried by children after the demonstration by the teacher.

Extended activity:

- The children will wear shoes with velcro for a week and do the activity for a week. The velcro frame should be made available to the children too.

Note:

- It is best to repeat the activity in winter as children wear shoes and socks during winter.
- After the demonstration is over the children will be free to take a mat and choose any materials they want to work with. They will work individually on their own. This period is for 1hr on all days of the week

Subject : PLS	No. of Periods: 2	Fortnight : 8
Topic: Digging the soil		

Learning outcome:

- Develop gross motor skills.

Teaching Aids:

- Small spades
- A small plot of land

Teaching Methodology:

- The educator will take children to a nearby plot and make them stand.
- Then she will take the spade and demonstrate how to dig the soil simultaneously explaining its importance for loosening the top soil which is helpful for the plant to grow.
- Then she will allow them to dig the soil and continue this activity until everyone gets a chance (comfortable size of spade should be used).

Subject : PLS	No. of Periods: 2	Fortnight : 8
Topic: Sowing seeds		

Learning Outcomes

- Develop awareness of how plants grow.

Teaching Aids:

- Seeds of any vegetable – lady’s finger / spinach
- A small plot of land

Teaching Methodology:

- The educator will first show the different seeds/ pulses to the children and also tell the name of each.
- She will take them to the plot the children dug a day or two ago Then she will make ridges in the plot with the help of the gardener.
- Now the children will come one by one and put the seeds in a row in the ridges and cover the seeds with the soil. They will also sprinkle water.
- Every day they will water and observe the changes
- Within eight to ten weeks they can actually see the vegetables growing.
- The produce should be equally divided among the children and they should be encouraged to bring it cooked in their lunch boxes the next day.

Subject : Block room	No. of Periods: 2	Fortnight : 8
Topic: Rainbow		

Learning Outcomes:

- Learn the rainbow colours.
- Enhances creativity.

Teaching aid: 9 wooden arches of rainbow colours in descending sizes.

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take the box and take out the arches and place them in front of the children.
- She will count and show the number of arches and keep the arches one above the other.
- Then she will make some patterns with different colours.
- She will count and show the children how to wind up.
- Children will then do some pattern like flower, bridge etc. and try to bring out their creativity.

Subject : Art and Craft	No. of Periods: 3	Fortnight : 8
Topic: Making cars with toothpaste box		

Learning Outcomes:

- It will develop fine motor skills.
- It will develop eye and hand co-ordination.
- Enhances creativity.

Teaching Aids:

- Empty tooth paste box
- Chart paper
- Fevicol

Teaching Methodology:

- The educator will first ask the children how many wheels the car has and then show them the picture and also will draw on the board.
- She will ask them to observe and count the wheels of any car.
- Next day the children will sit in a circle and the educator will cut the chart paper in a circular form and take an empty tooth paste box. The cut chart paper will be used like the wheels of the car. She will demonstrate how to stick the wheels.
- Now she will distribute the four circular chart paper and fevicol among all and fevicol then ask them to do the same.

Note: The educator will tell them about cars. Will encourage them to watch and observe cars on the streets. Will ask them to share about it.

Subject : Art and Craft	No. of Periods: 3	Fortnight : 8
Topic: Colouring shapes (circle)		

Learning Outcomes:

- It will develop fine motor skills.
- It will develop eye and hand co-ordination.
- It will enhance pre-writing skills

Teaching Aids:

- Worksheet with the outline of one medium sized circle.
- Jumbo crayons

Teaching Methodology:

- First the educator will draw a circle on the board and write the spelling of a circle and will keep on saying the spelling of "CIRCLE" and also tell the children to repeat several times.
- Next she will show different objects which are circular in shape e.g. bangle, rim of a bowl, clock, plate etc. and also ask questions.
- Afterwards she will ask the children to find out different circular objects.

- Next day before handing over the worksheet she will explain how to fill the colour in the circle with crayons.
- At last she will distribute the worksheet and the crayon box to each child and then ask them to colour the circles as per the instructions.

Note: The educator will encourage the child to fill the circles evenly.

Subject : Saturday Visit	Fortnight : 8
Topic: Post Office	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of how the sorting of letters is done, how they are sent to different places, what the different coloured post boxes are for etc.
- The children will learn how to buy a post-card.

Teaching Aids:

- Post Office

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight 8 :
Montessori Hour – Buttoning



Fortnight 8 :
Montessori Hour – Zipping



Fortnight 8 :
Montessori Hour – Velcro



Fortnight 8 :
FMS – Scooping of grains



Fortnight 8 :
FMS – Matching of grains



Fortnight 8 :
FMS – Matching of grains



Fortnight 8 :
FMS – Sorting of grains



Fortnight : 8 –
Block Room – Rainbow

Subject : GMS	No. of Periods: 1	Fortnight : 9
Topic: Jump from one place to another		

Learning Outcomes:

- It will develop controlled movement of leg and feet.
- It will help to balance the body while jumping

Teaching Aids: None

Teaching Methodology:

- The children will sit in a group.
- The educator will demonstrate how to jump from one place to another by keeping the balance of the body.
- She will tell all the children to stand at their place and after that she will arrange them at proper distance.
- She will tell them to jump from one place to another and she will repeat this activity again for a few days during outdoor-free-play.

Subject : GMS	No. of Periods: 1	Fortnight : 9
Topic: Crab walking		

Learning Outcomes:

- It will develop hand and leg muscles and enhance co-ordination between hands and legs.

Teaching Aids: None

Teaching Methodology:

- Children will sit in a group.
- The educator will demonstrate how to walk like a crab, by bending forward with hands and legs both on the ground, without folding legs and touching the ground with both hands and to move forward with coordinated hand and leg movements.
- She will tell all the children to do the same.

Subject : FMS	No. of Periods: 3	Fortnight : 9
Topic: Making of clay balls		

Learning Outcomes:

- It will develop palm muscles.

Teaching Aids:

- Plasticine clay

Teaching Methodology:

- The teacher will demonstrate.
- She will take small amount of clay and roll it between both palms to make a ball.
- She will then give each child a little quantity of clay and demonstrate.
- The children will follow the same.
- The educator will encourage the children to make a perfect round ball.

Extended Activity:

- In the OFP period the children can also make balls from wet sand or mud.

Note: The educator will ask the children to do this activity at the beginning of the clay period and then they can make any shape.

Subject : FMS	No. of Periods: 3	Fortnight : 9
Topic: Texture trail		

Learning Outcomes:

- It will develop fine motor skills.

Teaching Aids:

- Clay.
- Sticks/twigs.

Teaching Methodology:

- First of all children will collect sticks/twigs from the garden for this activity.
- Children will sit in a circle.
- The educator will take a little quantity of clay.
- She will make a ball from that clay and then she will press the ball and after that she will take a stick and press it on the clay. She will remove the stick and observe the impression.
- Then she will give clay to the children to do the same.
- Then they can use any other material to form an impression – jute piece, dry leaves, bark of a tree etc.
- After they form the impression, the clay will be put to dry. Once dried the educator will encourage them to touch and feel the surface.

Subject : Circle Time	No. of Periods: 4	Fortnight : 9
Topic: Introduction of fruits		

Learning Outcomes:

- Knowledge about fruits will be enhanced.
- They will learn names of fruits.
- They will be aware of the importance of eating fruits

Teaching Aids:

- Fruits.
- Pictures of fruits.

Teaching Methodology:

Period 1&2

- The children will sit in a circle.
- The educator will ask, “Do you eat fruits? Which one is your favourite? Which one you don’t like?”
- She will show all fruits- apple, mango, banana, chickoo, grapes, orange, pineapple, strawberry, papaya, watermelon etc.
- She will pass fruits (one by one) to the children. They will touch, smell and repeat the name of the fruits.
- She will demonstrate how to peel fruits like banana, orange and cut (with knife) fruits like apple, chickoo, etc.
- She will also discuss the colours and shapes, texture, sizes, variety of seeds during this discussion.

Period 3

- The educator will show pictures of fruits and revise them.
- She will talk about the importance of eating fruits.

Period 4

- The educator will ask children to bring cutouts of fruits (from the newspaper or old magazines)

- Children will stick pictures in their drawing book.

Note: A note for cutouts should be sent two days before the activity is to be done.

Subject : Circle Time	No. of Periods: 3	Fortnight : 9
Topic: Expression games		

Learning Outcomes:

- Children will know about different types of expressions.
- Listening skills will be enhanced.

Teaching Aids: None

Teaching Methodology:

- The children will sit in a circle facing inwards.
- The educator will begin by saying, “Children, cover your face with your hands” (first she will demonstrate). She will ask them to remove hands and smile and then will ask them to cover the face again. She will explain - when does a person smile? - one smiles when happy, when pleased.
- She will take other expressions like frown, laugh and cry one by one.
- Children will cover their face and remove hands to reveal appropriate expression.

Subject : Circle Time	No. of Periods: 3	Fortnight : 9
Topic: A Talk on Dussehra		

Learning Outcomes:

- Children will know the reason behind celebrating Dussehra.

Teaching Aids: None

Teaching Methodology:

- Children will sit in a circle. The educator will explain “Who were Lord Rama, Sita and Ravana? Why they fought and at the end Lord Rama won the war. The day when Lord Rama won and Ravana died is celebrated as Dussehra.”
- She will also explain that on the day of Dussehra people put fire on the effigy of Ravana which indicates the victory of good over evil.

Subject : Rhymes and Songs	No. of Periods: 6	Fortnight : 9
Topic: फुल (H) / मारो ठे मोर (G) / Song: BE0 ¼E0 ¼E0 ¼E0 (G) / When you are happy...		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- **Rhyme Book-** 1. फुल...(Pg. 18) 2. मारो ठे मोर...(Pg. 22) 3. ऐक हती शकरी (G)
4. When you are happy.. (a popular, common English song)

Teaching Methodology: Refer to Fortnight 2

एक हत्ती शकरी	शकरी पाछी आवी
तेणे पाडी बकरी	बकरी पाछी ना आवी
शकरी गइ फरवा	शकरी रुंवे ऐं ऐं..
बकरी गइ चरवा	बकरी बोले बें..... बें.....

Note: Revise all earlier rhymes before a new one is introduced. Devote 2 periods to each rhyme.

Subject : Story Telling	No. of Periods: 6	Fortnight : 9
Topic: 1. The greedy Dog 2. Bubbles finds a red ball		

Learning Outcomes:

- Children will be able to comprehend a story.
- They will know that there is a sequence in a story.
- They will be able to narrate the story.
- It will enhance their vocabulary.

Teaching Aids:

- Flash cards or puppets related to the characters in the story.
- The story book with big pictures.

1. The Greedy Dog 2. Bubbles finds a red ball

Teaching Methodology: Refer to Fortnight 2

Note:

- Use simple sentences and remember children love listening to the same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.

The greedy Dog

A hungry dog found a tasty bone in the market. He ran away with the bone in his mouth. Soon he came to a bridge over a stream. As he crossed the bridge, he looked into the water.

He was surprised to see a dog looking up at him. The other dog also had a bone! He did not know that he was looking at himself. He thought, “That dog's bone looks bigger than mine!”

So he jumped into the water to get the bone. The greedy dog tried to take the other dog's bone. As he did this, he dropped his own bone into the water.

And now he could not find his own bone! In the end, the greedy dog had nothing to eat.

Bubbles finds a red ball

Bubbles: Ooh, look what I have found!

Bubbles: A little red ball!

Bubbles: I will keep it for myself.

Bubbles: This is fun!

Bubbles: Hey, who's that? Why is he crying?

Bubbles: Hello little cat, I 'm Bubbles. Why are you crying?

Little cat: Hello..... (Sniff, sniff) I'm Spark. I lost my ball!

Bubbles: What sort of ball?

Spark: It's a little red one.

Bubbles: What should I do? Should I return the ball? Should I keep it for myself? He won't know if I don't tell him, but he looks so sad.

Bubbles: Is this your ball?

Spark: Oh yes! Thank you!

Spark: Come on Bubbles, let's play together!

Subject : Montessori Hour	No. of Periods:20	Fortnight : 9
Topic: Scooping , matching and sorting of grains		

Learning Outcomes:

- It will enhance eye and hand co-ordination.
- Fine motor skills will be developed.

Teaching Aids: (Scooping)

- 1 tray
- 2 soup bowls
- 1 soup spoon
- Mixed grains

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- The educator will sit in a circle with the children.
- She will demonstrate to the children how to do the activity.
- She will not speak a single word while demonstrating.
- She will take a mat and spread it on floor.
- She will take a tray, a spoon, a bowl having mixed grains and other bowl. Then she will sit on the mat with tray.
- She will hold the spoon with two fingers and thumb (i.e. index finger, tall finger and thumb.)
- The educator will start transferring grains with spoon to another bowl without spilling outside till the bowl is completely empty.
- Then she will keep the tray back at its place.
- After keeping the tray back at its place she will come to her place and roll the mat and then she will keep the mat back.
- After the demonstration she will allow each child to do this activity.

Note:

- Children will do this activity till they get familiar to it.

Teaching Aids: (Sorting of grains)

- Different type of mixed grains
- Small bowls

Teaching Methodology:**Period 1**

- Please refer Montessori Hour Rules given in Fortnight 2
- The educator will demonstrate.
- She will take a handful of mixed grain in a bowl.
- Then she will sort out one particular grain in another bowl and continue till it is completely separated.
- Then she will divide the children into groups of 10 (2 groups).
- Later she will give handful of mixed grains in a bowl to each child of the group
- Children will follow the activity.

Period 2

- Remaining groups of children will follow the same activity.

Teaching Aids: (Matching of grains)

- One plastic tray having 10 small jars. Two jars will have the same type of grains, so there should be total 10 jars of 5 different types of grains
- Five different types of grains - *rajma, moong dal, masoor dal, chole, black chana.*

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- Children will sit in a circle with the educator.
- The educator will first demonstrate the activity without any verbal instructions.
- She will take a mat and a tray having jars of different types of grains.
- She will put all the jars on the floor. She will match two jars (having the same type of grains) and put them together.
- After matching all the grains, she will keep the tray back at its place and roll or fold the mat.
- She will ask each child to do the same.

Note:

- Lids of all jars should be sealed. It can be stuck with fevicol.
- In the first attempt the child may not do it correctly.
- So the educator will again demonstrate and ask them to do it again.
- After the demonstration is over the children will be free to take a mat and choose any materials they want to work with. They will work individually on their own. This period is for 1hr on all days of the week.

Subject : PLS	No. of Periods: 2	Fortnight : 9
Topic: Watering plants		

Learning Outcomes:

- Taking care and being sensitive towards plants
- Giving exposure towards the nature.

Teaching Aids:

- One sprinkler (of small size which a child is able to carry easily)
- Water

Teaching Methodology:

Period 1

- The educator will sit in a circle along with children and explain them why watering of plants is necessary
- She will tell them as we need air, water and food to survive and grow in the same way a plant needs water and sunlight to grow and survive.

Period 2

- The educator will take the children to the garden
- Then she will give an empty sprinkler to a child and ask her to fill it with water from a nearby tap.
- Then she will demonstrate how to sprinkle water on the plants.
- At the same time she will also instruct that they should not pour water with force at the base of the plant with the bucket or a pipe (for small plants).
- Then each child of the class will follow the same activity.
- If a child shows interest to water a plant the educator should give him exposure. She will ask him to fill a bucket (small size) and guide to water plants.

Note: Ensure that the children do this activity in the morning and evening at home, even as soon as she comes to school before the class starts the educator may allot 5 minutes of her free play for watering plants

Subject : PLS	No. of Periods: 2	Fortnight : 9
Topic: Picking up dead leaves		

Learning Outcomes:

- Children will learn to keep surroundings clean

Teaching Aids: None

Teaching Methodology:

- First the educator will explain and show what dead leaves are.
- Then she will show how to pick the leaves and throw them into the dustbin.
- The children will pick dead leaves and clean the surroundings.

Subject : Block room	No. of Periods: 2	Fortnight : 9
Topic: A true experience of art and forms		

Learning Outcomes:

- To develop, motivate and encourage imagination and intellectual skills
- To sharpen intelligences and indirectly create interest for maths.

Teaching Aids:

- Green and yellow Arch-1 each, yellow, red, white, blue triangle-1each, red, yellow, blue, white thin square slabs-1 each, blue, green cuboids -1each, red, green, white-1 cube each, yellow cylinder-1, yellow, green thick rectangle slab-1 each, red, blue thin rectangle slab-1 each and curve- 1(21 pieces).

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take out all the blocks and place it on the table in front of the children without making noise.
- She will show them the different shapes, which will be a sort of revision of shapes and also knowing new shapes.
- Then she will start making some patterns.
- Then she will start making some patterns/designs like ship, houses, bridges etc. and demonstrate.
- Then she will show how to put back all the block pieces in the box and keep it back in its place.
- Then the children will start doing as demonstrated and they will also come out with their own imagination and creativity.

Note: The educator should ensure that each child knows how to arrange the box.

Subject : Art and Craft	No. of Periods: 3	Fortnight : 9
Topic: Colouring square		

Learning Outcomes:

- It will develop fine motor skills.
- It will develop eye and hand co-ordination.
- It will enhance pre-writing skills

Teaching Aids:

- Worksheet with the outline of one medium sized square.
- Jumbo crayons

Teaching Methodology:

- First The educator will draw a square on the board and write the spelling of square and will keep on saying the spelling of “SQUARE” and also ask the children to repeat several times.
- Next day she will show different objects which are square in shape eg. Wooden table, slice of bread, soft board, page etc. and also ask questions.
- Afterwards she will ask the children to find out different square objects.
- Third day before handling over the worksheet she will explain how to fill the colour in the square with crayons.
- Then she will distribute the worksheet and the crayon box to each child and then ask them to colour the squares as per the instructions.

Note: The educator will encourage the child to fill the square evenly.

Subject : Art and Craft	No. of Periods: 3	Fortnight : 9
Topic: Colouring triangle		

Learning Outcomes:

- It will develop fine motor skills.
- It will develop eye and hand co-ordination.
- It will enhance pre-writing skills

Teaching Aids:

- Worksheet with the outline of one medium sized triangle.
- Jumbo crayons

Teaching Methodology:

- First the educator will draw a triangle on the board and write the spelling of triangle and will keep on saying the spelling of “TRIANGLE” and also ask the children to repeat several times.
- Then she will show different objects which are triangular in shape eg. Wooden blocks and also ask questions.
- Afterwards she will ask the children to find out different triangular objects.
- Second day before handing over the worksheet she will explain how to fill the colour in the triangle with crayons.
- After this she will distribute the worksheet and the crayon box to each child and then ask them to colour the triangles as per the instructions.

Note: The educator will encourage the child to fill the triangle evenly.

Subject : Saturday Visit		Fortnight : 9
Topic: Gandhi Ashram		

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Visit will enhance social skill in children.
- Will make the children aware of the place and life of Gandhiji.
- Will enhance awareness about the outside world.

Teaching Aids: Ashram


Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers should not take photographs of the children.

Teaching Learning Materials Used In this Fortnight

 A wooden box containing colorful geometric blocks (red, yellow, blue, green, white) and a card titled "A TRUE EXPERIENCE OF ART AND FORM". The card features illustrations of a city skyline, a bridge, and a sailboat, along with text describing the blocks as a "true experience of art and form".	<p>Fortnight : 9 – Block Room – A True Experience of Art And Form</p>
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Subject : GMS	No. of Periods: 1	Fortnight : 10
Topic: Throwing the ball		

Learning Outcomes:

- It will develop palm and finger muscles

Teaching Aids: 1 big ball

Teaching Methodology:

- The educator will take all the children to the garden/ground.
- She will demonstrate how to hold a ball with both hands and lift it above her head and then throw the ball.
- She will then go and bring the ball back.
- She will call one child at a time to do the same. Each child will bring the ball and give it to the next child.

Subject : GMS	No. of Periods: 1	Fortnight : 10
Topic: Rolling the ball		

Learning Outcomes:

- It will develop controlled movement of legs and feet

Teaching Aids: 1 big ball

Teaching Methodology:

- The educator will take the children to any garden or ground.
- She will demonstrate how to roll the ball by giving it a slight push with her feet.
- The educator will show that if the push has force then the ball will not roll, it will jump off. So to roll the ball, push has to be slight and soft.
- Then she will call one child at a time to do the same.

Subject : FMS	No. of Periods: 3	Fortnight : 10
Topic: Putting dry leaves in a stick		

Learning Outcomes:

- Will enhance eye-hand co-ordination

Teaching Aids:

- Dry twigs and leaves
- 1Bowl (Big size)

Teaching Methodology:

- The educator will ask the children to form a line.
- When the children are ready she will take them for a nature walk in the campus.
- Before moving she will instruct the children to collect dry twigs and leaves from the surrounding in the bowl.
- They will observe the surrounding during their walk and even sing rhymes which they enjoy. After collecting enough dry twigs and leaves, they will settle down anywhere in the campus, in a circle.
- Then they will place the bowl at the center and put in whatever they have collected.
- Then the educator will instruct the children to take one twig and few leaves from the bowl.
- The educator will then take a twig and few leaves and show the children to prick the leaves one by one into the twig and ask them to follow the same.

Note: The educator should ensure during the walk that the children should only pick the leaves which are lying down on the ground and they should not pluck leaves from a plant or a tree.

Subject : FMS	No. of Periods: 3	Fortnight : 10
Topic: Shaking dice by cupping hands		

Learning Outcomes:

- Fine motor skills will be developed.

Teaching Aids: Dice -2 (small size) / small stones

Teaching Methodology:

- Children will sit in a circle.
- The educator will show dice/small stones to the children.
- She will demonstrate how to cup hands by joining both her palms in the shape of a bowl.
- She will keep dice/small stones into the palms and then she will shake the die/ small stones by cupping hands. The dice/stones will make sound.
- She will ask the children to concentrate on the sound.
- She will now tell the children to do the same.

Subject : Circle Time	No. of Periods: 4	Fortnight : 10
Topic: Days of the week		

Learning Outcomes:

- Will know the days of the week.

Teaching Aids: None

Teaching Methodology:

- The educator will ask children, “What is the day today?” She will wait for the answer then she will say all the days - Monday to Sunday and children will repeat after her.
- She will also discuss on which day children have particular activities e.g.
When do you go to the block room?
When do you go for picnic?
When do you have a holiday?

Note: Children will revise the days of the week every day.

Subject : Circle Time	No. of Periods: 2	Fortnight : 10
Topic: A talk on safe Diwali		

Learning Outcomes:

- Children will be aware of all precautionary measures while bursting crackers.

Teaching Aids: None

Teaching methodology:

- The children will sit in a circle. The educator will talk about how to enjoy safe Diwali.
- She will explain that we should wear cotton clothes as cotton clothes do not catch fire easily.
- We should always be with our elders and shouldn't go alone for bursting crackers.
- We should wash hands properly after bursting crackers.
- We should not play pranks on anyone.
- We should wear footwear while bursting crackers.
- She should also explain that air and noise pollution increases due to bursting crackers, so we should avoid bursting crackers and can celebrate Diwali by lighting Diyas and making Rangoli.

Subject : Circle Time	No. of Periods: 4	Fortnight : 10
Topic: Introduction of animals		

Learning Outcomes:

- Children will get information about the characteristics of animals
- Vocabulary will be enhanced.

Teaching Aids: Pictures of animals.

Teaching Methodology:

Period 1

- The children will sit in the circle. The educator will ask, "what are animals? Can you name some animals?" children will name different animals such as dog, cow, cat, lion elephant, etc.
- The educator will explain the basic characteristics of animals such as animals have 4 legs, horns, tail, etc.

Period 2

- She will talk about two types of animals-Domestic and Wild
- She will explain what are domestic animals and wild animals, eg. Dog is a domestic animal because it helps in guarding our house. Lion is a wild animal. It lives in a jungle and is dangerous.

Period 3

- She will explain how different animals are useful to us.

Period 4

- The educator will ask children to bring cut-outs of animals (from newspaper or old magazines)
- Children will stick pictures in their drawing book.

Note: During the visit to a zoo, the educator can actually show the wild animals discussed in class to children.

Subject : Rhymes and Songs	No. of Periods: 6	Fortnight : 10
Topic: What I can do? / पशु (H) / Song: I'm in love with papa...		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

Rhyme Book-

1. What I can do (Pg.2)

2. पशु (Pg.17)

Song: I'm in love with papa...

I'm in love with *papa* love with *mumma* love with my self

I'm in love with *dadaji* I'm in love with *dadima*

I'm in love with *nana* love with *nani* love with everyone

Everyone everyone everyone everyone.....

Teaching Methodology: Refer to Fortnight 2.

Note:

- Devote around 2 periods for each rhyme.
- Revise all earlier rhymes before a new one is introduced.

Subject : Story Telling	No. of Periods: 6	Fortnight : 10
Topic: 1. The meddlesome Fox. 2. Bruno the Artist		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids :

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. The meddlesome fox.
 2. Bruno the artist.

Teaching Methodology: Refer to Fortnight 2.

Extended activity: Refer to Fortnight 2.

Note:

- Use simple sentences and remember children love listening to the same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question "So what did you learn?" always.

The meddlesome Fox

There lived a snobbish fox, which did not even look at other animals. One day, he tapped the floor of his den thinking what lay beneath. He felt something underneath and dug in hard. He wanted to find out what it was. Soon, he dug his way into a long tunnel. He entered it and kept walking. At last, he reached the end of the tunnel. It opened into a huge cave. He entered the cave. Suddenly, there appeared a dragon before him. The fox was afraid but he acted smart. He tried to puzzle the dragon with his words. The fox called him for lunch. The dragon refused, saying that he was guarding a treasure. Listening to this the greedy fox became very excited and happy.

The fox told the dragon to go and have lunch while he guarded the treasure. But the dragon secretly watched the fox and found him secretly digging for the treasure.

This made the dragon very angry and he breathed fire. The tail of the greedy fox caught fire and he ran out of the tunnel. The fox dipped his burning tail in water and decided never to act greedy again.

Moral of the Story

Greed always leads to loss and sorrow

Bruno the Artist

Bruno: Bernie, Will you play with me?

Bernie: Not now, I 'm drawing a picture for mummy.

Bruno: I want to draw a picture for mummy too.

Bruno: Where can I draw my picture?

Bruno: I hope mummy likes my picture.

Bruno: Mummy, I have surprise for you? Look! I made for you a picture!

Mummy: Bruno, your picture is very good and I love it. But you should have used a piece of paper like Bernie did.

Bruno: Mummy doesn't look happy.

Bernie: Oh my, will this ever wash off?

Bruno: Can I help too?

Bruno: I love to colour, Bernie. I will only draw on paper from now on.

Bruno and Bernie: Mummy, we have a present for you.

Subject : Montessori Hour	No. of Periods: 4	Fortnight : 10
Topic: Sieving sand		

Learning Outcomes:

- Will enhance eye and hand co-ordination.
- Fine motor skills will be developed.
- Will develop control over hand movements.

Teaching Aids:

- 2 big plates
- 1 small sieve
- 1 bottle with sand.

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- The educator will sit in a circle with children.
- She will demonstrate to the children how to do the activity.
- She will not speak a single word while demonstrating.
- She will take a mat and spread it on the floor.
- The educator will keep both the plates on the floor.
- She will separate both the plates.
- Then she will put the sieve on one plate.
- Then she will open the lid of the jar and she will take little sand in the sieve.
- After she sieves the sand in the plate, she will put the left over sand in the other plate.
- After she finishes the activity she will wind up.
- She will ask children to do the same activity one by one.

Note

- Children will do this activity till they get familiar with it.
- Initially the child may do it incorrectly.
- The educator will again demonstrate and ask the child to do it again
- After the demonstration is over the children will be free to take a mat and choose any materials they want to work with. They will work individually on their own. This period is for 1hr on all days of the week.

Subject : Montessori Hour	No. of Periods:16	Fortnight : 10
Topic: Knobbed cylinder		

Learning Outcomes:

- It will develop the three finger grip of the child.
- It will enhance visual discrimination.
- It will stimulate the reasoning power.

Teaching Aids:

- Please refer Montessori Hour Rules given in Fortnight 2
- Cylinder Blocks: 4 different stands together with cylinders, belonging to them. The cylinders look like ordinary receptacle for weights belonging to a balance. There is a graduated difference within the cylinders embedded.
- In the first block, the cylinders are all of the same diameter, but differ in height.
- In the second block, the cylinders are of equal height, but the diameter varies.
- In the third block, the cylinders diminish in all three dimensions.
- The fourth block, cylinders differ in three dimensions but height and section in opposite directions vary.

Teaching Methodology:

- The educator will demonstrate - she will take the first cylinder block, remove all the cylinders and keep it on the floor in standing position. Then she will put them back one by one through trial and error method.
- She will also feel the circumference of the cylinder and the circumference of the hole in the block to help her to guess the right match. She will not talk while demonstrating.
- The children will try to take out the cylinders and arrange them back in their appropriate place. If the child makes an error, she can make out on her own through visual discrimination, as one of the cylinders will remain a little up or either go a little down. Thus it is self-corrective.

Note: After the demonstration is over the children will be free to take a mat and choose any materials they want to work with. They will work individually on their own. This period is for 1hr on all days of the week.

Subject : PLS	No. of Periods: 2	Fortnight : 10
Topic: Dusting		

Learning Outcomes:

- Children will learn to inculcate good and healthy habits.
- Will develop fine motor skills.

Teaching Aids:

- Cotton cloth

Teaching Methodology:

- The educator will sit in the circle with the children.
- She will give cotton cloth to each child.
- She will explain to them how to do dusting.
- Then she will make groups and will allot an area to each group.

- She will instruct them to take out all the puzzles and blocks and dust it nicely.
- Then she will instruct them to arrange the blocks back in its place.

Note: The educator may make it interesting and challenging by dividing the class into 3-4 groups and assign them the task.

Subject : PLS	No. of Periods: 2	Fortnight : 10
Topic: Proper use of handkerchief and napkin		

Learning Outcomes:

- Children will learn to inculcate good and healthy habits.

Teaching Aids:

- Small handkerchief
- A napkin.

Teaching Methodology:

- Children will sit in a circle.
- The educator will sit in a circle with a small handkerchief and a napkin.
- She will explain that a small handkerchief is used for cleaning the nose.
- Napkin is used for wiping hands.
- She will bring the handkerchief, folded into half, to her nose and blow her nose.
- Then she will clean her hands with the napkin.
- Then she will ask the children to do the same and will help the ones who are not able to do it.

Subject : Block room	No. of Periods: 2	Fortnight : 10
Topic: L – angles		

Learning Outcomes:

- Will develop eye hand co-ordination

Teaching Aids:

- Wooden Angles – 8 pieces of different sizes, cube – 1 and stand – 1

Teaching Methodology:

- The teacher will make the children sit in a circle and demonstrate.
- She will take the box and place it on the table and show the angles of different sizes, cube and stand.
- She will place the angle on the floor without making noise.
- She will make and show different patterns using the L- Angle game

Eg:

- Keep the stand as a base and arrange the angle one above the other according to the size of the angles (may be from big to small or one small, one big).
- Make a square using 2 angles and make a small square and the rest inside the other smaller angle according to the sizes.

- The teacher will show how to wind up and the method to arrange back the angles and cube and stand in the box.
- Then the children will do as demonstrated.

Subject : Art and Craft	No. of Periods: 3	Fortnight : 10
Topic: Colouring rectangle		

Learning Outcomes:

- Will develop fine motor skills.
- Will develop eye and hand co-ordination.
- Will develop pre-writing skills

Teaching Aids:

- Worksheet: 4 medium sized rectangles – only outline
- Jumbo crayons

Teaching Methodology:

Period 1:

- First the educator will draw a rectangle on the board and will write the spelling of a rectangle and will keep saying the spelling of “Rectangle” and also make the children repeat it several times.
- Next day she will show different objects which are rectangular in shape eg. Wooden blocks, black board, soft boards etc. and also ask questions.
- Then she will ask the children to find out rectangular objects inside the class.

Period 2:

- Third day before handing over the worksheet she will explain how to fill colour in the rectangles with crayons.
- Later she will distribute the worksheet and the crayon box to each child and will ask them to colour the rectangle as per the instructions.

Note: The educator will encourage the child to fill the rectangles evenly inside the rectangle.

Subject : Art and Craft	No. of Periods: 3	Fortnight : 10
Topic: Sand pasting		

Learning Outcomes:

- Will develop fine motor skills.
- Will develop eye and hand co-ordination.
- Will enhance creativity.

Teaching Aids:

- Worksheet – outline of a mango with stalk and leaf
- Fine sand.
- Yellow colour dye
- Fevicol
- Crayon
- Bowls and spatula
- Plastic sheet

Teaching Methodology:**Period 1:**

- The educator will take the whole class to the open area and ask them to sit in a circle.
- Then she will take $\frac{1}{2}$ bowl of fine sand and put it in a big bowl. This sand has to be coloured.
- To colour the sand mix the yellow colour dye in luke-warm water and pour it in the bowl of sand and then she will ask the children to mix it uniformly with the help of a spatula and lastly the educator will spread the mixed sand on the plastic sheet for drying.

Period 2:

- Next day the educator will sit in a circle and take the worksheet and colour the stalk and leaf with crayons. Then she will apply fevicol on the mango and spread the yellow sand over the mango.
- Afterwards she will distribute the worksheets to all and they will do as per the demonstration under the educator's guidance.

Note:

- The worksheet may have different pictures like mango, parrot etc. The educator may talk about the pictures like mango -its colour, taste, growing season, uses, etc.

Subject : Saturday Visit	Fortnight : 10
Topic: Traffic Park	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of traffic rules and regulation.

Teaching Aids:

- Traffic Park

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children

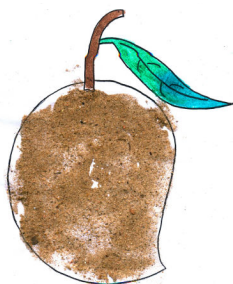
Teaching Learning Materials Used In this Fortnight



Fortnight : 10 –
Block Room - L-Angle Game



Fortnight : 10 –
Montessori Hour – Cylinder Blocks



Fortnight : 10 – Art & Craft – Sand pasting

Subject : GMS	No. of Periods: 2	Fortnight :11
Topic: Throwing a ball in the basket		

Learning Outcomes:

- Will develop eye-hand co-ordination
- Will improve concentration
- Will develop finger muscles.

Teaching Aids:

- Basketball and Basketball ring

Teaching Methodology:

- The children already know how to throw a ball. They can be given some time to practice.
- Then the educator will demonstrate how to aim the ball towards the basket, she will stand and aim and then throw the ball in the basket.
- Then each child will be given the chance to do as demonstrated by the educator.

Extended Activity:

- Once the children learn to aim and throw in the basket, they can be divided in 3-4 groups and a healthy competition can be conducted between the groups.

Note:

- The basketball ring should be at a height appropriate to the height of these little children.

Subject : FMS	No. of Periods: 3	Fortnight :11
Topic: Using the spray sprinkler on plants		

Learning Outcomes:

- It will enhance finer motor skills.
- Will develop finger and palm muscles.

Teaching Aids:

- One plant.
- Spray sprinkler.

Teaching Methodology:

- Educator will make the children sit in a group around the plant.
- She will take a spray sprinkler, fill it with water.
- She will demonstrate to the children how to use a spray sprinkler on the plant by pressing the lever to spray water.
- She will call children, one by one, to do the same.

Subject : FMS	No. of Periods: 3	Fortnight :11
Topic: Picking objects with tweezers		

Learning Outcomes:

- Will enhance eye and hand co-ordination.
- Fine motor skills will be developed.
- Will develop control in hand movements.

Teaching Aids:

- 2 small bowls
- Small beads (Approximately 10-15)
- Tray
- Tweezers

Teaching Methodology:

- The educator will sit in a circle with children.
- She will demonstrate to the children how to do the activity.
- She will not speak a single word while demonstrating.
- She will take a mat and spread it on floor.
- She will take a tray with tweezers, 2 small bowls one having small beads and one empty.
- The educator will pick a bead with the tweezers and will transfer the bead to another bowl. She will continue till she has transferred all the beads.
- Then she will keep the bowls and tweezers back in its place.
- After keeping the bowls and tweezers back at its place she will come to her place and roll the mat and then she will keep the mat at its place.
- Then she will call children one by one and ask them to do the same activity.

Note:

- Children will do this activity till they get familiar to it.
- Demonstrate again if necessary, do not correct the child.
- Appreciate the child if she does it properly.

Subject : Circle Time	No. of Periods: 10	Fortnight:11
Topic: Introduction of body parts and their basic functions		

Learning Outcomes:

- Children will learn names of different parts of the body and their basic functions.
- Vocabulary will be enhanced

Teaching Aids: None

Teaching methodology:

- The educator will ask the children to show their eyes, mouth, teeth, tongue, chest, stomach, hands, legs, fingers, toes, one by one.
- She will revise the names of all body parts and children will repeat after her.

- She will ask any child (by pointing out to a particular body part), “What is this?”
- The educator will discuss each body part and its function.
- Children will sing songs/rhymes related to body parts like - Ten little finger..., I am a busy busy body...

I am a busy body

I am a busy body
A very busy body
On that body
I've got a nose
A sniff, sniff here,
And a sniff sniff there
A sniff sniff everywhere.

I am a busy body
A very busy body
On that body
I've got two eyes
A look, look here,
And a look, look there
A look, look everywhere.

I am a busy body
A very busy body
On that body

I've got two ears,
A listen, listen here,
And a listen, listen there
A listen, listen everywhere.

I am a busy body
A very busy body
On that body
I've got two hands
A clap, clap here,
And a clap, clap there
A clap, clap everywhere.

I am a busy body
A very busy body
On that body
I've got two feet
A stamp, stamp here,
And a stamp, stamp there
A stamp, stamp everywhere

Subject : Rhymes and Songs	No. of Periods: 6	Fortnight :11
Topic: Mummy and Daddy / Revision/ Song: बंदर मामा (H)/ मारा प्रभुजी (G)		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book-
 1. Mummy and Daddy...(Pg.3)
 2. Revision
 Song: Bandar mama.....
मारा प्रभुजी (G)

Teaching Methodology: Refer to Fortnight 2

Note:

- Devote around 2 periods for each rhyme.
- Revise all earlier rhymes before a new one is introduced.

बंदर मामा
 बंदर मामा पहन पजामा
 दावत खाने आए,
 ढीला कुर्ता, टोपी, जूता
 पहन बहुत इतराए,
 रसगुल्ले पर जी ललचाए
 मुँह में रखा गप से,
 नरम नरम गरम गरम था
 जीभ जल गई लप से,
 बंदर मामा रोते रोते
 घर को वापस आये,
 फेंकी टोपी, फेंका जूता
 रोये और पछताए

मारा प्रभु
 मारा प्रभु तो नाना छे।
 दुनियाँ भरना राजा छे।
 आभे चढी ने उभा छे।
 सागर जडमां सूता छे।
 पगमां झांझर पहैयाँ छे।
 ऋमझूम ऋमझूम नाचे छे।
 जमुना किनारे बेठा छे।
 मीठि बंसी बजावे छे।
 मारा प्रभु तो नाना छे।
 दुनियाँ भरना राजा छे।

Subject : Story Telling	No. of Periods: 6	Fortnight :11
Topic: 1. Nini at the Birthday Party. 2. Bubbles has a Toothache.		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. Nini at the Birthday Party.
 2. Bubbles has a Toothache.

Teaching Methodology: Refer to Fortnight 2.

Note:

- Use simple sentences and remember children love listening to the same the story again and again. Enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.

Nini at the Birthday Party.

Mummy: Are you ready Nini?

Nini: Yes, Let's go to Tito's birthday party.

Nini: Happy birthday, Tito.

Nini: Hey, my gift is bigger than yours.

Nini: You wear the same dress at all parties.

Tito's Mummy: Time to cut the cake!

Nini: Y-Y-YYUMMY.....

Nini: I want to be in the photograph.

Nini: Serve me first.....

Nini: I want a bigger piece of cake.

Mummy: Let's go home, Nini.
 Nini: But the party is still not over.
 Mummy: Nini, you are not at your best behaviour.
 Nini: Why do I have to behave well all the time?
 Mummy: If you don't behave well, you will not attend any more birthday parties.
 Nini: All right..... I promise to be at my best behaviour.
 Mummy: Let's go back to Tito's house.

Bubbles Has a Toothache

Bubbles: MMM..... sweets!
 Mummy: Bubbles! You are eating sweets again? You will get a toothache!
 Bubbles: I'm putting them away.
 Mummy: There will be a no more sweets for you until tomorrow.
 Bubbles: Hee-Hee! Now I know where mummy keeps the sweets! Yum Yum ough!
 Bubbles: Mummy! Mummy! My tooth hurts!
 Mummy: Open your mouth Bubbles. Ough! You have a bad tooth Bubbles. I have to take you to the dentist.
 Mummy: You have been eating the sweets again, haven't you Bubbles?
 Bubbles: I 'm sorry, Mummy. I won't do it again.

Subject : Montessori Hour	No. of Periods: 20	Fortnight :11
Topic: Revision		

- Please refer Montessori Hour Rules given in Fortnight 2
- The children will revise the topics done in the previous weeks.
- The educator can demonstrate the difficult topics which are yet not clear to children

Note: After the demonstration is over the children will be free to take a mat and choose any apparatus they want to work with. They will work individually on their own. This period is for 1hr on all days of the week.

Subject : PLS	No. of Periods: 2	Fortnight :11
Topic: Blowing nose		

Learning Outcomes:

- Children will learn good healthy habits.

Teaching Aids:

- Small handkerchief – one for every child (a note will be send two days before for a small hanky)
- This activity will continue till they learn how to do it.

Teaching Methodology:

- Children will sit in a circle.
- The educator will sit in a circle with small handkerchief.
- The educator will take the hanky folded into half and demonstrate how to blow the nose.
- The educator will ask children to take their hanky and blow their nose how she showed them.
- Then the educator along with the children will go to wash their hands.

Subject : PLS	No. of Periods: 2	Fortnight :11
Topic: Revision		

- The educator will revise the topics done in the previous weeks.
- She can revise the difficult topics which are yet not clear to children

Subject : Block Room	No. of Periods: 2	Fortnight :11
Topic: Froebel Gift 1		

Learning Outcomes:

- Will enhance eye and hand co-ordination.
- Fine motor skills will be developed.
- Will develop control in hand movements.

Teaching Aids:

- This Gift consists of 6 soft yarn balls of approximately 2" in diameter. The balls are colored red, orange, yellow, green, blue and purple. They have a string (approx. 6 inches long) with a loop on one end so that they can be dangled. (It is introduced while the child is still an infant and is used for children ages 3 months to 3 years.)

Teaching Methodology:

- Refer Fortnight 2
- Refer to Gift No. 1 sheets (Pg. 683)

Subject : Art & Craft	No. of Periods: 3	Fortnight :11
Topic: Diya making and colouring		

Learning Outcomes:

- Will develop fine motor skills
- Will develop creativity.

Teaching Aids:

- White clay
- Poster colour
- Brush
- Fevicol

Teaching Methodology:

- The educator will sit in a circle and will take dough of white clay. Then she will take a small ball of clay and will give the shape of a diya by putting depressions with the thumb on the clay ball till a diya shape is formed and keep it aside.
- Then she will distribute the small clay balls to every child and ask them to do along with her. Then the *diya* will be kept for drying after writing their names at the base of the *diya*.
- Next day, once it is completely dry, everybody will apply dilute fevicol around their *diya* and allow it to dry.
- Afterwards she will make design on the diya with poster colour on her *diya* and will ask the children to make any pattern with poster colours and complete the *diya*

Note:

- The educator will tell them the importance of *diya* by narrating the story of Lord Rama's return to Ayodhya.

Subject : Art & Craft	No. of Periods: 3	Fortnight :11
Topic: Rangoli making		

Learning Outcomes:

- Will develop fine motor skills.
- Will develop eye and hand co-ordination.
- Will enhance creativity.

Teaching Aids:

- Plastic sheet
- Sieve
- Big vessel
- Fine sand
- Small bowl
- Cloth dye
- Spatula

Teaching Methodology:

- The educator will first mix the cloth dye with luke-warm water. Then she will sit in a circle and ask the children to put a bowl of sand in a big vessel. Then she will put the diluted colour on sand and ask every child one by one, to mix evenly with a spatula.
- After mixing everybody will spread the coloured sand on the plastic sheet for drying.
- Let the sand dry completely and then the next day everyone will get chance to sieve, to get the fine coloured sand. Then the coloured sand is ready.
- Prior to the Diwali vacation the educator along with her children, will draw an outline of *rangoli* in the class and then she will ask each child to put *rangoli* powder inside the drawn diagram.

Note: This activity is a group activity. Every class will make different *rangoli* colours and then share among themselves as a result every class will have a variety of colours. The educator will tell them about the festival also.

Subject : Saturday Visit	No. of Periods : 6	Fortnight : 11
Topic: Aquarium		

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of different varieties of fish.

Teaching Aids:

- Aquarium

Teaching Methodology: Refer to Saturday Visit Fortnight1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight 11 : FMS – Tweezers



Fortnight 11: FMS – Spray sprinkler

Subject : GMS	No. of Periods: 2	Fortnight :12
Topic: Climbing the stair case with alternate feet		

Learning Outcomes:

- Will learn to climb steps using alternate feet.
- It will strengthen leg muscles.

Teaching Aids: Staircase

Teaching Methodology:

- The educator will take the children near the staircase.
- She will demonstrate how to climb the staircase by using alternate feet to climb the steps.
- She will call each child to do the same.

Subject : FMS	No. of Periods: 3	Fortnight :12
Topic: Pinching clay		

Learning Outcomes:

- It will enhance fine motor skills.
- It will develop finger muscles.

Teaching Aids: Plasticine clay

Teaching Methodology:

- The children will sit in a circle.
- The educator will demonstrate the activity with clay.
- She will take a little quantity of clay.
- She will make a ball from that clay.
- She will pinch the ball of clay using her index finger and thumb.
- After that she will give clay to the children to do the same.

Subject : FMS	No. of Periods: 3	Fortnight :12
Topic: Tile and mosaic work		

Learning Outcomes:

- It will develop finger muscles.
- Will learn how to arrange in a sequence.

Teaching Aids:

- Glue
- Coloured paper for square and circles
- Scissors
- 1 worksheet

Teaching Methodology:

- Children will sit in a circle. She will cut out squares and circles from the coloured paper – this size should be smaller than the size of the squares in the worksheet.
- The educator will demonstrate how to stick the square and circle one after the other in a sequence in the given worksheet.
- Then she will give the shapes and worksheet to the children to do the same.

Subject : Circle time	No. of Periods: 5	Fortnight :12
Topic: Who am I?		

Learning Outcomes:

- Children will learn to discriminate voices of their classmates.
- Listening skills will be enhanced.
- Will also learn to listen carefully.

Teaching Aids: None

Teaching Methodology:

Period 1& 2

- The educator will divide the children into two teams. She can be with one team and ask the most responsible child of the other group to act as a team leader.
- Children of one team will hide behind a table/door/partition so that they can not see each other.
- The educator will ask one child of Team A to come and say, "Hello, can you guess who I am?" The children from Team B will have to guess the name of the child by listening to the voice. If they get it right, all will clap for them. Then someone from Team B will say, "Hello, can you guess who I am?" Team A has to guess the name.
- The educator will tell the children to be absolutely quiet when the other team is guessing and applaud at the correct answers.

Period 3 - 5

- The educator will continue the game till every child gets a chance to say, "Hello, can you guess who I am?" From this period onwards she can encourage the children to modulate their voices a little, to say more dialogues or even sing a song.

Note: The educator should encourage the children to listen very carefully to the voice of the child and guess.

Subject : Circle time	No. of Periods: 5	Fortnight :12
Topic: Season – Winter		

Learning Outcomes:

- Children will get information about winter season such as the difference in the weather, the different clothes that people wear and the different fruits and vegetables available in winter season.
- Vocabulary will be enhanced.

Teaching Aids:

- Objects –woolen clothes, scarf, sweaters, etc... to display in the classroom.
- Pictures related to winter season.

Teaching methodology:

Period 1

- This topic should be introduced during the onset of winter season.
- Children will sit in a circle. The educator will ask, what is happening outside? Why it has become so cold?

- She will explain, “This season is called winter season. The weather becomes cold.”
- She will ask, “What do we do to protect ourselves from the cold weather? What do we wear?”
- She will explain, “We wear woolen clothes, take hot milk, coffee, tea and different type of footwear to protect us from winter.

Period 2 & 3

- The educator will revise what was discussed the previous day.
- She will show pictures of winter season and ask children to describe the picture like - children wearing sweaters; some people sitting near the fire to protect themselves.
- They can also go for a nature walk and sit in the sunlight so that they can feel the warmth.

Period 4 & 5

- The educator will discuss and explain the food - fruits and vegetables people eat in winter season.

Subject : Rhymes and songs	No. of Periods: 6	Fortnight : 12
Topic: मार्याल रे मार्याल... / Song: I'm a busy busy body....		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book- 1. मार्याल रे मार्याल... (Pg.26)
Song: I'm a busy busy body....
(Song attached in Fortnight 10)

Teaching Methodology: Refer to Fortnight 2.

Extended activities: Refer to Fortnight 2.

Note: Devote around 2 periods for each rhyme. Revise all earlier rhymes before a new one is introduced.

Subject : Story Telling	No. of Periods: 6	Fortnight :12
Topic: 1. Goldilocks and the three bears. 2. Bruno tells the truth.		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids :

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. Goldilocks and the three bears.
 2. Bruno tells the truth.

Teaching Methodology: Refer to Fortnight 2

Note:

- Use simple sentences and remember children love listening to the same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “ So what did you learn?” always.

Goldilocks and the three Bears

Once upon a time, there were three bears that lived in a little house right in the middle of the forest. There was great big Father Bear, and smaller Mother Bear, and tiny little Baby Bear. One morning, Mother Bear made a big pot of porridge and put it into three bowls for breakfast. But the porridge was much too hot to eat. “We will leave it to cool while we go for our early morning walk,” said Father Bear. “When we come back, it will be just right.” So off they went into the forest. Near the forest lived a very naughty, little girl. She was called Goldilocks because she had long, golden hair. Goldilocks loved to wander in the forest. That morning, as she was passing the three bears’ house, Goldilocks saw that the front door was open. ‘I’ll just have a little peep inside,’ she said to herself.

As soon as she saw the porridge, Goldilocks felt like tasting it. “Ooooh! I ‘m hungry,” she said. But the porridge in Father Bear’s big bowl was too hot. The porridge in Mother Bear’s smaller bowl was too cold. Goldilocks tried Baby Bear’s porridge. It was just right, so she ate up every spoonful! After that, Goldilocks wanted to sit down. But Father Bear’s big chair was much too hard. Next she sat in Mother Bear’s smaller chair. “This one is much too soft!” she grumbled.

Then she tried Baby Bear’s tiny chair. It was not too hard. It was not too soft. It was just right! Goldilocks leaned back happily in baby Bear’s chair. But she was

far too heavy. With a creak and a crack, the chair fell to pieces. Bump! Goldilocks landed in a heap on the floor. "Ouch!" she said crossly. "I'm aching and paining all over. I shall have to lie down." So Goldilocks went upstairs. She tried Father Bear's big bed, but that was far too hard. And Mother Bear's small bed was far too soft! "Now this is comfortable," sigh Goldilocks, settling into Baby Bear's little bed. And she fell fast asleep!

The three bears came back from their walk. "I'm ready for my breakfast right now," said Father Bear. But when he got to the table he cried out in surprise, "Someone's been eating my porridge!" "And someone's been eating my porridge," said Mother Bear. "Someone has eaten up all my porridge!" cried Baby Bear, holding out his empty bowl. "Look!" said Father Bear. "Someone's been sitting in my chair!" "And someone's been sitting in my chair," said Mother Bear. "Someone's been sitting in my chair," sobbed poor little Baby Bear, "and they've broken it to pieces!" The three bears began to search the house. Upstairs, Father Bear looked around. "Someone's been sleeping in my bed!" he said.

"And someone's sleeping in my bed," cried Mother Bear. "Oh!" squeaked Baby Bear. "Someone's been sleeping in my bed and she's still there!" At the sound of Baby Bear's voice, Goldilocks woke up. The first thing she saw was Father Bear, looking very cross. Goldilocks jumped up in fright. She ran down the stairs. But Father Bear and Mother Bear and even Baby Bear called out to her. "Stop, Goldilocks, you need not be frightened of us. You are our friend now. Come and have porridge with us whenever you want." "Thank you," smiled Goldilocks. If you wander into the forest someday, you might find her eating porridge with the three bears.

Bruno tells the truth

Bruno: Where does Mummy keep my favourite cookies?

Bruno: No cookies in the refrigerator.

Bruno: Here they are!

Mummy: Oh no!

Mummy: Who broke the cookies jar?

Mummy: Bernie, did you break the cookie jar?

Bernie: No, I didn't do it.

Mummy: Did you Bruno?

Bruno: NO.

Mummy: There will be no dinner for either of you until one of you tells the truth.

Bruno Thinks: Bernie can't have dinner because of me.

Bruno: Mummy, I broke the cookie jar. I am sorry.

Mummy: I'm proud of you for telling the truth, Bruno. Don't you feel better inside? You should never be afraid to tell the truth.

Mummy: Let's all have some cookies!

Subject : Montessori Hour	No. of Periods: 10	Fortnight :12
Topic: Transferring water with spoon to bottle		

Learning Outcomes:

- Will develop of finger muscles.
- Will develop of eye-hand coordination.
- Will enhance concentration & balance.

Teaching Aids:

- Bowl
- Spoon
- Water

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- The educator will first give a demo, as to how the water is to be transferred from bowl to bottle using a spoon.
- First take water in a bowl.
- Take water with the spoon from the bowl and pour it into the bottle, slowly without spilling a drop of water.
- This activity will be done till the water in the bowl is transferred into the bottle.
- Then the educator will ask one child to do this activity by first filling water in the bowl.

Note:

- This activity is to be done with lot of concentration, so it will be done consecutively over 5 days, as only 4 children will be doing it in one day.
- The child who is doing this activity will have to take care of following things.
 - Not to spill a single drop of water throughout the whole activity.
 - To execute it with utmost dedication and concentration.
 - When he comes to the end of this activity, he will empty the bottle and keep the materials ready for the next child.
- After the demonstration is over the children will be free to take a mat and choose any apparatus they want to work with. They will work individually on their own. This period is for 1hr on all days of the week.

Subject : Montessori Hour	No. of Periods: 10	Fortnight :12
Topic: Transferring water with cup to bottle		

Learning Outcomes:

- Will develop finger muscles
- Will enhance concentration & balance.

Teaching Aids:

- Bowl
- Cup
- Bottle (narrow mouth)
- Water

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- The educator will first give a demo, as to how the water is to be transferred from bowl to bottle using a cup.
- Take water with the cup from the bowl and pour it into the bottle, slowly without spilling a drop of water.
- This activity will be done till the water in the bowl is transferred into the bottle till the bottle is full.
- . Then the educator will ask one child to do this activity by first filling water in the bowl.

Note:

- This activity is to be done with lot of concentration, so it will be done consecutively over days, as only 4 children will be doing it in one day.
- The child who is doing this activity will have to take care of following things.
 - Not to spill a single drop of water throughout the whole activity.
 - To execute it with utmost dedication and concentration.
 - When he comes to the end of this activity, he will empty the bottle and keep the materials ready for the next child.
- After the demonstration is over the children will be free to take a mat and choose any apparatus they want to work with. They will work individually on their own. This period is for 1hr on all days of the week.

Subject : PLS	No. of Periods: 4	Fortnight :12
Topic: Removing and wearing socks		

Learning Outcomes:

- To make children independent

Teaching Aids:

- Socks (two days before the activity the educator will send a note to the parents to make children wear shoes not laced ones – slip-ons or Velcro and socks while coming to the school for one week)

Teaching Methodology:

- The educator will sit with the children in a circle and give demonstration of wearing of socks.
- Then she will show them how to remove.
- She will guide the children to do the activity.

Note: This activity will be taken after Diwali vacation as during rainy season we prefer children wear some easy foot wear – floaters /slip-ons etc.

Subject : Block room	No. of Periods:2	Fortnight :12
Topic: Gift 2		

Learning Outcomes:

- To experience the sense of touch. Some solids will roll and some will stand.
- To show the unity between dissimilar things i.e. Cylinder actually contains a sphere and cube. Knowledge forms of math's lessons-the cube with its edges and angles and basic geometry.

- The idea of resonance of sound by tapping the solids - exploring and discovering will create a foundation of basic science.

Teaching Aids:

- Wooden/solid pieces of sphere, cylinder, cube and thin iron rods called dowel. (The solid pieces should have holes drilled completely from plane to plane and edges so that long thin dowel may be pushed through them.)

Teaching Methodology:

- The educator will make the children sit in a circle and explain the procedure.
- Firstly, she will show the three pieces and do the revision of shapes, sphere, cube and cylinder
- She will then show surface, edges and corners and tap the solids and listen to the sounds produced.
- She will show that sphere and cylinder can roll and cube cannot roll on a flat surface.
- Then she will introduce the concepts of on/under, front/back, in front of/ behind etc and make the children to understand the concepts better.
- She will take the dowel and put in the cylinder and spin and show that when spun fast we actually see a sphere.
- She will then pass it to the children in the circle and make them to try, enjoy and explore
- She will then do the same with each solid in the same manner (spinning a cube it produces a cylinder)

Subject : Art and craft	No. of Periods: 3	Fortnight :12
Topic: Colouring a Duck		

Learning Outcomes:

- Will develop fine motor skills.
- Will develop eye and hand co-ordination.

Teaching Aids:

- Attached worksheet.
- Jumbo crayons box

Teaching Methodology:

- The educator will first draw a diagram of a duck on the board. And will talk about this bird like its colour, food and its habitat.
- Then she will colour the bird with coloured chalk.
- While doing this she will tell them to try to colour in the same direction.
- Then she will distribute worksheets and their crayon boxes to all and ask them to colour nicely.

Note:

- The educator should not force any child to colour the duck with the same coloured crayons.
- Let the children enjoy colouring as per their wish.

Subject : Art and craft	No. of Periods: 3	Fortnight :12
Topic: Revision		

- She can complete any pending art/craft work with the children
- Children can be given paper and glue to make anything they like.

Subject : Saturday Visit	Fortnight : 12
Topic: Gurudwara	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Place of worship-Will make the children aware about where the Sikh community goes to worship.

Teaching Aids:

- Gurudwara

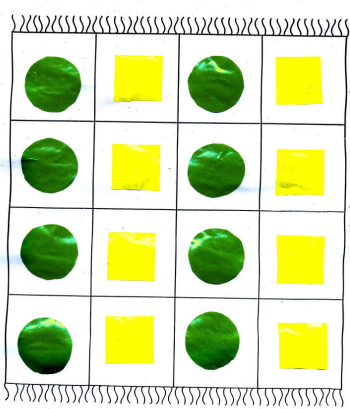
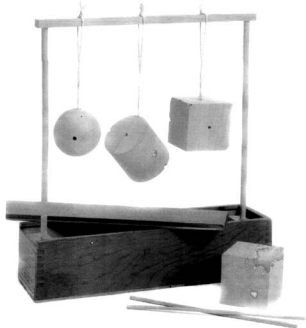
Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight

 <p>Fortnight 12 : FMS – Tile & Mosaic</p>	 <p>Fortnight : 12 – Block room – Froebel's Gift No. 2 & Stand and Dowel</p>
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Subject : GMS	No. of Periods: 1	Fortnight :13
Topic: Kicking the ball		

Learning Outcomes:

- Will learn to balance the body while lifting one leg to kick the ball.

Teaching Aids: Foot ball

Teaching Methodology:

- The educator will conduct this activity during the free play time.
- She will call one child at a time. She will ask her to kick the ball, kept on the ground, in front of her.
- The educator should motivate every child to kick with force.
- The child will bring the ball back and give it to the next child. In the same way the whole class will do the activity.

Note: The foot ball should be kept in a common place from where the children can take it easily and practice this activity during their free time.

Subject : GMS	No. of Periods: 1	Fortnight :13
Topic: Walking on the balancing board		

Learning Outcomes:

- Will learn to balance the body.

Teaching Aids:

- Balancing board

Teaching Methodology:

- The educator will give a demo by walking on the balancing board with both arms stretched outwards.
- The children will stand in a line and will climb on the balancing board one by one as demonstrated by the educator.

Note:

- The balancing board should be kept in an area used frequently by the children.
- The children can enjoy the activity while going to wash their hands, going for OFP or for any other activity.

Subject : FMS	No. of Periods: 2	Fortnight :13
Topic: Transferring of water from glass to bottle		

Learning Outcomes:

- Will develop their finger muscles.
- Will develop their eye-hand coordination.
- Will enhance their concentration & balance.

Teaching Aids:

- Bowl, Glass, Water, Bottle

Teaching Methodology:

- The educator will first give a demo, as to how the water is to be transferred from bowl to bottle using a glass.
- First take water in a bowl.
- Take water in the glass from the bowl and pour it into the bottle, slowly without spilling a drop of water.
- This activity will be done till the water in the bowl is transferred into the bottle.
- Then the educator will ask one child to do this activity by first filling water in the bowl.

Note:

- This activity is to be done with lot of concentration, so it will be done consecutively over 5 days, as only 4 children will be doing it in one day.
- The child who is doing this activity will have to take care of following things.
 - Not to spill a single drop of water throughout the whole activity.
 - To execute it with utmost dedication and concentration.
 - When he comes to the end of this activity, he will empty the bottle and keep the materials ready for the next child.

Subject : FMS	No. of Periods: 2	Fortnight :13
Topic: Transferring of water from bowl to bottle with spoon		

Learning Outcomes:

- Will develop their finger muscles.
- Will develop their eye-hand coordination.
- Will enhance their concentration & balance.

Teaching Aids:

- Bowl
- Spoon
- Water
- Bottle

Teaching Methodology:

- The educator will first give a demo, as to how the water is to be transferred from bowl to bottle using a spoon.
- First take water in a bowl.
- Take water in the spoon from the bowl and pour it into the bottle, slowly without spilling a drop of water.
- This activity will be done till the water in the bowl is transferred into the bottle.
- Then the educator will ask one child to do this activity by first filling water in the bowl.

Note:

- This activity is to be done with lot of concentration, so it will be done consecutively over 5 days, as only 4 children will be doing it in one day.
- The child who is doing this activity will have to take care of following things.
 - Not to spill a single drop of water throughout the whole activity.
 - To execute it with utmost dedication and concentration.
 - When he comes to the end of this activity, he will empty the bottle and keep the materials ready for the next child.

Subject : Circle Time	No. of Periods: 3	Fortnight :13
Topic: A talk on Christmas		

Learning Outcomes:

- Will get to know the reason behind celebrating Christmas.

Teaching Aids: None**Teaching Methodology:**

- Children will sit in a circle and the educator will tell the story - Why we celebrate Christmas. She will explain how Joseph and Mary stayed in a stable and gave birth to Jesus, and that day is celebrated as Christmas.
- An educator can dress up as Santa Claus and give gifts to children. (The gifts will be made by the class teacher.)
- Children with the educator can sing Christmas carols and songs like Jingle bells....., Santa Claus is coming to town.

Subject : Circle Time	No. of Periods: 4	Fortnight :13
Topic: Statue Game		

Learning Outcomes:

- Will learn to follow simple instructions.
- Will learn to control their body movements.
- Will be able to keep absolutely still for short periods of time.
- Will enhance vocabulary.

Teaching Aids: None

Teaching Methodology:

- The educator will sit in a circle along with her children and explain the rules of the game.
- She will say, “We are going to play a game called statue. Do you know what a statue is? It just does not move and stands still. In the game, I will ask you to do different things like jumping like a frog, you must keep jumping till I say ‘statue’. When I say ‘statue’ you must stop whatever you are doing and stand still in the same pose.”
- She will demonstrate what she has said with an example.
- She will give a lot of actions that are funny and interesting for children like hopping, running, dancing, etc.

Note: The educator should appreciate the ones who stand perfectly still. If a child is constantly moving, explain the game to her again and then put her with a partner who has understood the game.

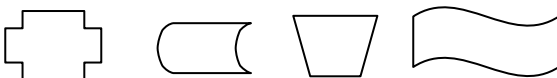
Subject : Circle Time	No. of Periods: 4	Fortnight :13
Topic: Funny shapes		

Learning Outcomes:

- Will learn to match novel/irregular/unfamiliar shapes by paying attention to their structures.
- Will be able to match and discriminate different shapes.

Teaching Aids:

- Cardboard cut outs of novel shapes like



[The educator should have 8 to 10 novel shapes and two of one kind.]

Teaching Methodology:

- The educator will sit in a circle. The educator will spread the shapes on the floor. She will hold up a shape and say “This is a different shape. There is another shape among these that match with it who will find it?”
- She will call one child at a time to select the shape that matches. She will do the same with the other shapes.
- The educator will call a child and ask him/her to close the eyes. She will give the child 3 shapes to feel.
- She will ask the children to identify the two that feel the same.
- She will distribute the shapes among the children and ask them to find their partner who has the same shape.

Subject : Rhymes & Songs	No. of Periods: 6	Fortnight :13
Topic: चका राणा... / Ten little fingers... / The Dog says		

Learning Outcomes:

- Will be able to recite a rhyme on their own with action and expression.
- Will be aware of new words.
- Will improve their comprehension level.

Teaching Aids:

- Rhyme Book- 1. चका राणा.. (Pg.23)
2. Ten little fingers (Pg.8)

Teaching Methodology: Refer to Fortnight 2.

Note: Revise all earlier rhymes before a new one is introduced. Devote around 2 period for each rhyme

Subject : Story Telling	No. of Periods: 6	Fortnight :13
Topic: Revision		

Learning Outcomes:

- Will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.

Teaching Methodology:

- The educator through simple questions will revise a few stories.
- She will also give chance to children to narrate any story they like

Note:

- Use simple sentences and remember children love listening to same story again and again. Enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “What did you learn?” always.

Subject : Montessori Hour	No. of Periods: 10	Fortnight :13
Topic: Red Rods		

Learning Outcomes:

- Will develop eye hand co-ordination and shoulder muscles
- Will help in increasing concentration as the body and mind work together with total concentration.
- Development of the concept of comparisons (long and short)

Teaching Aids:

- 10 wooden rods red in colour varying in size by 10 cms to 1 meter.

Teaching Methodology:

- Choose a mat of contrast colour. Begin with the smallest rod (10 cm) from your left side and place one after another by moving only your hands and shoulders. Later the child can be taught long-short, longer-shorter, longest-shortest. Dismantle the rods by picking up each rod one by one and place it in front carefully as the child tries and follows as demonstrated.
- Child should be allowed to stand or sit in a semi circle at the back or on the right side of the teacher during the demonstration.

Note:

- It is self corrective as the child will be able to see visually and arrange the red rod according to the size from shorter to the longest rod.
- After the demonstration is over the children will be free to take a mat and choose any apparatus they want to work with. They will work individually on their own. This period is for 1hr on all days of the week.

Subject : Montessori Hour	No. of Periods: 10	Fortnight :13
Topic: Locking		

Learning Outcomes:

- Will enhance eye - hand co ordination.
- Will be independent and self reliant.
- Will help in development of fine motor skills.

Teaching Aids: A lock and its key (1 set).

Teaching Methodology:

- The Educator will sit along with the children in a circle.
- She will carry lock and key along with her. She will show it and ask the children what it is?
- When she gets the answer she will ask 'Do you know how to use it? How to close it?'
- As expected 3 to 4 children may say yes. Then she will pass the lock and key to those children and see whether they can do it or not.
- After the children try, she will demonstrate that when they turn the key anti clock wise that is right to left, the lock will close and when they turn the key on the opposite side that is clock wise, left to right then the lock will open.
- Then she will pass it to the child next to her. Same way each and every child will get the chance.

Note: Lock and key should be available in the class and kept in a handy place from where the children can take and use it after the activity is over.

Subject : ADL	No. of Periods: 4	Fortnight :13
Topic: Folding clothes		

Learning Outcomes:

- Will learn to fold clothes.
- Will develop fine motor skills.

Teaching Aids: Clothes (they always have a set of clothes in their bag)

Teaching Methodology:

- The educator will ask the children to bring the clothes from their bag.
- The children will sit in a circle.
- The educator will demonstrate how to fold a T-shirt, shorts/pants and underwear.
- And after that each child will try to fold their own clothes

Note:

- Whenever the children will have time they will practice folding their clothes.

Subject : Block room	No. of Periods: 2	Fortnight :13
Topic: Crazy blocks		

Learning Outcomes:

- Learn to build a stable tower, building fancy items of their own imagination.
- Enhances curiosity and tries to explore more as the grooves in each piece fits firmly on the other.

Teaching aid:

- 16 Pieces of blocks of red, blue, yellow and green 4 pieces each of each colour.

Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take each block of red, blue, green and yellow from the box and keep it softly on the floor.
- She will then count and show that there are 4 pieces of red, blue, green and yellow.
- She will make some patterns like tower to play and come up various designs with then teach them how to arrange it in the box while winding up.

Subject : Art and Craft	No. of Periods: 2	Fortnight :13
Topic: Snow man		

Learning Outcomes:

- Enhance eye hand co-ordination.
- Develop fine motor skill.

Teaching Aids:

- Attached worksheet
- Origami paper red
- Cotton
- Poster colour (red, black)
- Fevicol
- Bowl

Teaching Methodology:

The educator will draw a snowman on the board and tell them the location of eyes, mouth, cap, and nose.

Then sit in a circle and the educator will distribute small quantity of cotton among all.

She will show them how to take a bit of cotton and spread loosely in a circular way. In this way she will make two circular cotton (big and small) patches. Ask the children to do the patches and keep a side.

Afterwards she will take one worksheet and paste the cotton patches in the circles and draw eyes, nose, and mouth and paste the triangular paper on head as cap and show them.

Later on she will divide the children in a group and provide fevicol to do activity. On the next day she will give them poster colours and the triangular paper to complete the activity.

Note:-

While doing activity children feel the softness of cotton as well as weight.

The educator will tell them about the snowman which is an imaginary character.

Subject : Saturday Visit	Fortnight : 13
Topic: Sundervan	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of various farm animals and different types of snakes.

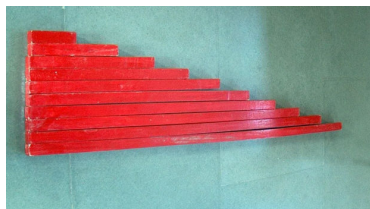
Teaching Aids: Sundervan – A Fowl Farm and Snake Park

Teaching Methodology: Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight 13 :
Montessori Hour – Red Rods



Fortnight 13 :
Art & Craft – Snow Man

Subject : GMS	No. of Periods: 1	Fortnight :14
Topic: Walking on toes		

Learning Outcomes:

- Will develop muscular strength of legs and balancing skills.

Teaching Aids: None

Teaching Methodology:

- The educator will demonstrate how to balance by standing on her toes.
- Then she will walk on her toes.
- She will ask the children to follow and do as demonstrated.
- The educator will ensure that each child can balance his/her body on their toes properly before they walk.

Extended Activity:

- After the children learn this activity, the educator can conduct a race.

Note: Initially the activity should be done with two/three children separately, so that each child learns balancing on toes.

Subject : GMS	No. of Periods: 1	Fortnight :14
Topic: Standing on 1 foot for 5 – 10 seconds		

Learning Outcomes:

- Will develop muscular strength of legs and balancing skills.

Teaching Aids: None

Teaching Methodology:

- The educator will demonstrate how to stand on one leg and balance.
- Then she will ask the children to stand on one leg.
- She will ensure that the children are able to stand on one leg for a few seconds.

Extended Activity:

- The educator will teach them the concept of left and right.
- She will ask them to stand on left leg and then on right leg.
- The educator can ask the children to stand on left leg and stretch their right hand and vice versa.

Note: This activity will be repeated till each and every child learns it.

Subject : FMS	No. of Periods: 3	Fortnight :14
Topic: Putting U-pins on paper		

Learning Outcomes:

- Will develop finger muscles.

Teaching Aids:

- Papers
- U-pin

Teaching Methodology:

- The Educator will sit in a circle with the children.
- She will then take 2 sheets of paper. (half A4 size)
- She will arrange the papers properly.
- Then she will take one U-pin and fix it on the papers.
- After that she will give 2 papers and a u-pin to each child to do the same.

Subject : FMS	No. of Periods: 3	Fortnight :14
Topic: Peeling peas and cracking peanuts		

Learning Outcomes:

- Will develop finger muscles.

Teaching Aids: Peas/peanuts

Teaching Methodology:

- The Educator will sit in a circle with the children.
- She will demonstrate how to peel peas/ crack nuts.
- Then she will give peas / peanuts to the children and tell them to try the same.

Extended Activity:

- The children can also help their mother in peeling peas at home.

Subject : Circle Time	No. of Periods: 3	Fortnight :14
Topic: A talk on safe Uttarayan (Kite Festival)		

Learning Outcomes:

- Children will learn how the festival of Uttarayan is celebrated.
- They will learn precautionary measures to be taken while flying kites.

Teaching Aids: None

Teaching Methodology:

- The Educator will sit in a circle with the children.
- She will talk about how Uttarayan is celebrated.
- Then she will tell the children about the precautions to be taken while flying kites.
 - Do not go alone to the terrace.
 - Be with your elders while flying kites.
 - Use *Kacchha* string.
 - Do not run on the terrace.
 - Do not lean down from the terrace or balcony.

Subject : Circle Time	No. of Periods: 3	Fortnight :14
Topic: Our Helpers		

Learning Outcomes:

- Will learn about the Helpers who help us in our day to day life.
- Will learn to respect the people who help us.
- Will help in enhancing vocabulary.

Teaching Aids:

- Pictures / Flash cards of helpers.

Teaching Methodology:

Period 1

- The Educator will sit in a circle with the children. The educator will ask, “Who washes your clothes/ utensils? Who comes to give you milk? Who irons your clothes? To whom do you go when you have fever? Who protects us from thieves? etc.” She will explain that there are people who help us in our daily life. They are called “Our Helpers”. She can also ask, “If there will not be any doctor, who will cure us when we are sick?”
- The educator will explain names and roles of all helpers- washerman, milkman, policeman, doctor, teacher, postman, vegetable vendor, watchman, etc.
- Children will understand the role of different helpers and learn to respect them as they are helping us.

Period 2

- Children will match the flash cards of helpers with the work they do.
- The activity will continue till each child gets the clear idea of the topic.

Extended Activity:

- Children can come dressed as different helpers and say two lines about who they have been dressed as.

Subject : Circle Time	No. of Periods: 4	Fortnight :14
Topic: Introduction of Vehicles		

Learning Outcomes:

- Will help in understanding what a vehicle is.
- Will help in learning the names of different vehicles.
- Will learn to classify the different vehicles- land, water, and air vehicles.
- Will help in enhancing vocabulary.

Teaching Aids:

- Pictures of different kinds of vehicles.

Teaching Methodology:

Period 1

- The Educator will sit in a circle with the children. The educator will begin by asking, “What are vehicles?” children may say few names of vehicles. She will explain that vehicles are used to go from one place to another. For e.g. she will ask, “How do you come to school?” Children will answer, “By bus”.
- She will ask, “What kind of vehicles do you see on the road?” Children will name different vehicles such as, scooter, car, auto rickshaw, bus, truck, cycle, bike, etc.
- She will show pictures of all vehicles.
- She will tell children that vehicles that move on the road are called “Road vehicles”.

Period 2

- The educator will recap the discussion of the previous day.
- She will ask, “How will you go to America?” Answer – “By an Aeroplane.” She will explain that the vehicles which move in air are called air vehicles such as Aeroplane, parachute, helicopter, rocket, balloon, etc.
- She will show pictures of air vehicles and name each of them. The children will also repeat with her.

Period 3

- The educator will recap the discussion of both days.
- She will ask, “How will you cross a river?” Answer – “Boat”. She will explain vehicles that move on water are called water vehicles such as boat, ship, steamer, water boat, etc.
- She will show pictures of water vehicles and name each of them and children will also repeat with her.

Period 4

- Children will bring cutouts of different types of vehicles. Land air and water. A group activity will be done.
- Children will be divided in small groups.
- They will classify vehicles and stick cutouts of vehicles on a chart paper where clouds, road and water are drawn by the educator

Subject : Rhymes and songs	No. of Periods: 6	Fortnight : 14
Topic: ताको ताको... (J) /Song: You better watch out / दादी अम्मा... (H)		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book- 1. ताको ताको... (Pg.27)

2. Revision

Song: You better watch ... Santa clause... (Song attached)
दादी अम्मा... (H) (popular, old Hindi song)

Teaching Methodology: Refer to Fortnight 2

You better watch out,
You better not cry,
You better not pout,
I'm telling you why;
Santa clause is coming to town!

He's making a list,
He's checking it twice,
He's going to find out
Who's naughty or nice,
Santa clause is coming to town!

You better watch out,
You better not cry,
You better not pout,
I'm telling you why;
Santa clause is coming to town!

Note:

- Devote 2 periods to each rhyme.
- Revise all earlier rhymes before a new one is introduced.

Subject : Story Telling	No. of Periods: 6	Fortnight :14
Topic: 1. The Hare and the tortoise. 2. Pooh, just be nice to your little friends		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know about the sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. The hare and the tortoise.
 2. Pooh, just be nice to your friends

Teaching Methodology: Refer to Fortnight 2.**Note:**

- Use simple sentences and remember children love listening to the same story repeatedly. Enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question "So what did you learn?" always.

The Hare and the Tortoise

Once upon a time, there lived a tortoise named Keenu. He walked down the forest path looking cheerfully at the birds and flowers.

One day, while walking down, he heard a sudden shout. It came from behind the bush. He turned around to meet Guchi, the hare.

Guchi laughed and told Keenu that he could never get anywhere with his short legs. Keenu was hurt. Keenu asked Guchi to race with him. He said, "Let us race and we will see who wins."

"Are you joking?" asked Guchi. Keenu's words made him laugh so hard. That he almost fell.

Guchi soon got up and said, "Okay, I am ready for the race and I am sure that I will win". Saying so Guchi quickly ran off. Poor Keenu, he was not even ready by then.

After a while, Guchi stopped. He turned around and saw that Keenu was nowhere around him. He thought of resting. After sometime, he felt sleepy. "Let me take a nap," he thought. "Keenu is going to take a long time to reach me." Guchi lay down under a tree. As soon as he closed his eyes, he fell in to a deep sleep. Meanwhile, Keenu kept walking slowly, even in the heat. He was sure that he would win the race, if he put in his best. Soon he came across Guchi, sleeping under a tree. He quietly passed him.

When Guchi finally woke up, he was surprised to see Keenu way ahead of him. Keenu was about to reach the finishing line.

On seeing this, Guchi ran as fast as he could-but he lost. Keenu, the tortoise, had won the race!

POOH, just be nice to your little friends!

Pooh awoke one morning with a rumble in his tummy. "Oh, brother there's no more honey in the honey pot," grumbled pooh. So he got dressed and went out to find some.

Looking up in a tree Pooh saw a big beehive dripping with honey. "That would be yummy mmy tummy," he thought. Pooh quickly climbed up to get the honey and..... CRASH! Pooh and the beehive come tumbling down! "M mm," Pooh said as he ate all the honey. But the bees looked very unhappy, indeed.

In another part of the hundred – Acre wood, Tigger and Roo were busy catching butterflies "We're going to have the best butterfly collection ever!" Tigger said.

But the butterflies looked very unhappy, indeed.

Meanwhile, piglet was out collecting hay corners when he heard a lot of noise coming from Rabbit's garden "Rabbit, what are you doing?" asked piglet. "These Pesky birds are eating my vegetables!" Rabbit cried. "I am trying to scare them away." The birds scattered from Rabbit's garden and flew up in to the trees. "Oh, my! Those birds won't bother you any more, Rabbit!" said piglet. "And don't come back!" Rabbit shouted. "Now my garden is safe." But the birds looked very unhappy, indeed.

The next day, Pooh and all his friends were sailing Christopher Robin's toy boat. "Pooh," said Christopher Robin, "Does something seem strange about the Hundred-Acre wood today? "What do you mean?" asked pooh. "Well, the bees

aren't buzzing, the birds aren't singing, and I haven't seen a single butterfly flutter by!" said Christopher Robin.

"Now that you mentioned it, it is very still," replied Pooh. "Today is much quieter than usual," Agreed Rabbit. "The Hundred – Acre wood is just not the same." Tigger sat up and listened. "Buddy boy you've got a point!" He said.

Suddenly Pooh remembered the bees whose home he'd knocked out of the tree. Tigger thought of all the butterflies he and Room had caught. And Rabbit felt bad about chasing the birds away. "We weren't very nice to our little friends," said Pooh.

"Goodness..... I can't imagine the Hundred- Acre wood without bees and birds and butterflies!" said Piglet.

So they each thought about ways to make everything right again.

Tigger and Room raced back to the meadow and let all the butterflies loose. The butterflies were so happy, they formed a beautiful rainbow.

Piglet went with Pooh to help put the beehive back in the tree. The bees buzzed joyfully. Rabbit promised to share some of his vegetables with the birds. He built a bird bath in his garden and put up a "Birds Welcome" sign. The birds filled the air with their happy song.

Every one in the Hundred-Acre wood felt much better once everything was back to normal. Pooh was still hungry but he knew he should be polite. "Now that we're all happy again," Pooh said to the bees, "Do you think I might borrow some honey?"

Subject : Montessori Hour	No. of Periods: 10	Fortnight :14
Topic: Sensorial tablets		

Learning Outcomes:

- Will make the children feel the touch of various surfaces like soft, hard, rough, smooth, etc.

Teaching Aids:

- Wool, cotton, sand paper, a steel glass, rocks, paper

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- The educator will briefly explain that various objects have different surfaces. She will pass the material and ask each child to touch and feel.
- She will ask the children to close their eyes and will take one surface at a time to the children and will ask them to identify the surface. She will make sure that they don't open their eyes. In this way, they will be exposed to the variety of surfaces.
- She should patiently allow the children to guess and identify the surfaces. She will then ask them to open their eyes and check whether they answered correctly.

Note: After the demonstration is over the children will be free to take a mat and choose any apparatus they want to work with. They will work individually on their own. This period is for 1hr on all days of the week

Subject : PLS	No. of Periods: 2	Fortnight :14
Topic: Combing Hair		

Learning Outcomes:

- Will learn how to comb and will become independent
- Will enhance the sense of responsibility.

Teaching Aids:

- Comb (Labeled comb which each child will bring from home)

Teaching Methodology:

- The educator will sit on a chair and will make children sit in a semicircle in front of her.
- She will call a boy and a girl and give a demonstration on how to comb hair on them with their respective combs and will then tell the children to comb their own hair.
- She will monitor each child to ensure that they do the activity properly.
- She will ask them to comb their hair in front of a mirror. (a small 2ft x 2ft mirror should be there in the class room.)

Subject : PLS	No. of Periods: 2	Fortnight :14
Topic: Applying Lotion		

Learning Outcomes:

- Children will learn to take care of their skin during winter and summer season.
- Will learn how to apply lotion and will become independent.

Teaching Aid:

- A bottle of any good moisturizing lotion.

Teaching Methodology:

- The educator will bring moisturizing lotion.
- The educator will sit in a circle with the children.
- The educator will demonstrate how to apply lotion.
- She will take lotion (very little) in her palm and apply it on her hand. She will also show how to apply lotion on legs too.
- She will give lotion to each child and ask them to apply on their hands.

Note:

- The educator will explain why we should apply lotion especially during winter season.
- She will also explain that we should take lotion in very little quantity and should not waste or play with it.

Subject : Block room	No. of Periods: 4	Fortnight :14
Topic: Vivo		

Learning Outcomes:

- Development of cognitive skills
- It is fun and exciting where elements in V – form can be arranged in an extraordinarily abstract manner

Teaching Aids:

- V-shaped pieces of yellow, red and blue, 4 piece each. Total – 12 pieces.

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate how to go about.
- She will take out the blocks from the box.
- The educator will make some patterns like cross roads, towers, standing networks etc
- Then she will show how to arrange the V- form block pieces in the box and put it in the self
- Then the children will do as demonstrated and create their own designs.

Note: No language is given with this material.

Subject : Art & Craft	No. of Periods: 3	Fortnight :14
Topic: Paper crumpling and sticking (Butterfly)		

Learning Outcomes:

- Will develop fine motor skills.
- Will help them enhance creativity.

Teaching Aids:

- Worksheet – with a butterfly drawn.
- Crape paper (any Colour)
- Fevicol

Teaching Methodology:

- The Educator will sit in a circle with the children.
- First the educator will take a strip of crape paper and tear it into small bits and crumple it into small balls and show them by rolling the paper between the thumb, index finger and the middle finger.
- Then she will distribute crape papers to the children and will tell them to make small crumpled ball as shown before and keep them aside.
- Thereafter, she will take a worksheet and apply fevicol on the wings and on abdomen of the butterfly and stick crumpled ball and show them.
- Later on the educator will divide the children in to groups and distribute worksheet and bowl of fevicol and ask them to carry on the activity as per demonstration.

Note: The teacher will explain the life cycle of a butterfly and will show them a real butterfly.

Subject : Art & Craft	No. of Periods: 3	Fortnight :14
Topic: Simple paper folding		

Learning Outcomes:

- Will develop fine motor skills.
- Will enhance eye hand co-ordination.
- Will develop concentration
- Will help in learning shapes

Teaching Aids:

- Origami paper
- Drawing book
- Fevicol

Teaching Methodology:

- For this activity the educator will sit in a circle along with the children and distribute the origami paper.
- Then she will instruct them to bring both opposite ends of the paper together and fold the paper in half.
- When all the children have finished folding the paper, she will ask them which shape is formed. Then she will ask them to fold the paper vertically to get a square shape.
- Thereafter, the educator will distribute the drawing books to the children to stick the folded paper.

Note: Through this activity simultaneously the educator will introduce the concept of shape and develop their creativity

Subject : Saturday Visit	Fortnight : 14
Topic: Church	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Place of worship-Will make the children aware about where the Christian community goes to worship.

Teaching Aids:

- Church

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

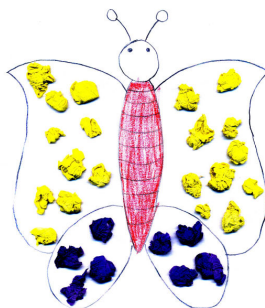
Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight 14 :
Montessori Hour – Sensorial Tablets



Fortnight 14 :
Art & Craft – Paper crumpling



Fortnight 14 : Block Room – Vivo

Subject : GMS	No. of Periods: 2	Fortnight :15
Topic: Walking on knees with hands in air		

Learning Outcomes:

- Will help in developing control over the entire body movements.
- Will help in coordinating the balance between movements.

Teaching Aids: None

Teaching Methodology:

- The educator will take the children out in the lawn.
- She will demonstrate how to stand on the knees and then she will stretch her hands in the air.
- Then she will demonstrate how to walk on the knees with the hands in the air.
- She will tell all the children to try and do the same.

Subject : FMS	No. of Periods: 3	Fortnight :15
Topic: Matching of different sized lids with jars		

Learning Outcomes:

- Will enhance fine motor skills.
- Will develop finger and palm muscles.

Teaching Aids: 5 to 6 different jars with lids.

Teaching Methodology:

- The Educator will sit in a circle with the children.
- She will show all the jars to the children. She will open the lids of the jar and will keep them on one side.
- She will take one lid and try to match with different jars.
- She will show the lid with the proper jars.
- She will open the jars and mix the lids again.
- She will call children – 2 at a time and ask them to find the matching lid.

Subject : FMS	No. of Periods: 3	Fortnight :15
Topic: Winding thread on a pencil		

Learning Outcomes:

- Will enhance eye – hand co ordination.
- Will develop concentration level.

Teaching Aids:

- Pencils
- String

Teaching Methodology:

- The Educator will demonstrate how to hold the pencil in the left hand and the thread in the right hand and start winding the string evenly over the pencil.
- She will give a pencil and string to each child and the children will do the activity as per instruction.

Subject : Circle Time	No. of Periods: 5	Fortnight :15
Topic: Objects belonging to a place		

Learning Outcomes:

- Will help in classifying various objects in the environment into meaningful categories
- Will help in enhancing vocabulary.

Teaching Aids: None

Teaching Methodology:

Period 1

- The Educator will identify places like the classroom, the kitchen, a dispensary, the sky, a tree, a river and so on. She will also make a list of all objects or things that are found in a particular place. For e.g. table, chair, blackboard, books, crayons, toys, slates, etc.
- The children will sit in a group. The educator will ask, “Where can we find a table, black board, and chair?” Answer: “In the classroom” she will explain to them that these objects belong to the class room.
- She can also ask, “What do you find in a kitchen?” Answer: stove, utensils, food etc.

Period 2

- The Educator can revise the topic discussed on the previous day. She will take the children to other places and will ask about the objects in that place.

Note: The educator will first ask the children what they know and on that basis of that she will add and give more information.

Subject : Circle Time	No. of Periods: 5	Fortnight :15
Topic: Action words		

Learning Outcomes:

- Will help in relating the words with their actions.
- Will help in enhancing the vocabulary.

Teaching Aids:

- Pictures of people doing different actions.

Teaching Methodology:

- Children will sit in a group. The educator will stand in front of the group. She will do different actions like walking, jumping, dancing, eating, etc.
- Children will tell the educator’s action and will tell the action word that describes what she is doing.
- She will call each child to come in front of the group and ask to do some action and encourage the group to name the action.
- She will encourage the children to do different types of actions and tell the words that describe the action.

Subject : Rhymes and Songs	No. of Periods: 6	Fortnight :15
Topic: अम्मा नल अम्मा ... (T) / Cobbler / Song: एक छोटा बीज		

Learning Outcomes:

- Will be able to recite a rhyme on their own with action and expression.
- Will become aware of new words.
- Will help in improving the level of comprehension.

Teaching Aids:

- Rhyme Book- 1. अम्मा नल्ल अम्मा ... (Pg.28)
2. Cobbler (Pg.1)
Song: एक छोटा बीज ... (Refer Pg. 521)

Teaching Methodology: Refer to Fortnight 2.

Note:

- Devote 2 periods to each rhyme.
- Revise all earlier rhymes before a new one is introduced.

Subject : Story Telling	No. of Periods: 6	Fortnight :15
Topic: 1. Three little Pigs. 2. The ugly Duckling		

Learning Outcomes:

- Will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. Three little pigs.
 2. The ugly duckling

Teaching Methodology:

- Refer to Fortnight 2.

Note:

- Use simple sentences and remember children love listening to the same story again and again - enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.

Three little Pigs

Once upon a time there lived three little pigs with their mother. The three little pigs grew so quickly that one day their mother told them, "You are too big to live with me now. Go and build houses for yourselves. But take care that the wolf doesn't catch you and eat you!" The three little pigs set off down the road. They were looking for things to build their houses with.

Soon they met a man who was carrying some straw in a wheel barrow. "Please, give me some straw" said the first little pig. "I want to build a house for myself." The man gave the first little pig enough straws to build a house. "Now the wolf won't catch me and eat me," said the first little pig. The other two little pigs set off together, and soon they met a man who was carrying some sticks. "Please give me some sticks" said the second little pig. "I want to build the house for myself." So the man gave the second little pig some sticks to build a fine house. "Now the wolf won't catch and eat me," said the second little pig.

The third little pig walked on by himself soon he met a man carrying some bricks. "Please give me some bricks," said the third little pig. "I want to build a house for myself." Now the wolf won't catch and eat me," said the third little pig.

The very next day the wolf came to the house of straws.

"Little pig, little pig, let me come in!" cried the wolf. But the first little pig replied, "No, no! by the hair of my chinny chin chin, I will not let you in!"

"Then I'll huff and I'll puff, and I'll blow your house in!" said the wolf

So he huffed and he puffed and he huffed and he puffed. The house of straws fell down. But when the wolf went in, the first little pig was not there. He had run away to the second pig house.

The next day the wolf went to the house of sticks.

"Little pig, little pig, let me come in!" cried the wolf

But the second little pig replied, "No, no! by the hair of my chinny chin chin, I will not let you in!"

"Then I'll huff and I'll puff, and I'll blow your house in!" said the wolf

So he huffed and he puffed and he huffed and he puffed. The house of sticks fell down. But when the wolf went in, neither the first little pig nor the second little pig was inside. They had run away to the littlest pig's house.

The next day the wolf went to the house of bricks.

"Little pig, little pig, let me come in!" cried the wolf

But the third little pig replied, "No, no! by the hair of my chinny chin chin, I will not let you in!"

"Then I'll huff and I'll puff, and I'll blow your house in!" said the wolf

So he huffed and he puffed and he huffed and he puffed. But the house of bricks did not fall down!

The wolf was very angry, but he was too clever to show it. "Little pig," he said in

a soft voice, "Be ready at six O'clock tomorrow morning and I shall take you to Farmer's Smith's field to find some tasty carrots". The little pig agreed, but knew that the wolf really wanted to eat him and his brothers set off for Farmers Smith's field at five O'clock. They filled a basket with carrots and hurried home. When the wolf came to collect the little pig, he was very angry indeed. Still the wolf pretended not to be angry.

"Be ready at five O'clock tomorrow morning and I shall take you to Farmer Brown's apple tree to pick some shiny red apples." The little pig agreed, but he and his brothers set off at four O'clock the next morning. They were already high on the tree picking apples when the wolf came along. The little pig was very frightened, but he pretended not to be. He threw an apple as far as he could, and the wolf ran after it. Quickly the little pig and his brothers jumped off the tree and ran home as fast as they could. The wolf was furious. "Be ready at 4 O'clock this afternoon," said the wolf, "And I shall take you to the fair." the little pig agreed, but he and his brothers set off at two O'clock. First they had fun on the roundabout, and then the little pig bought a butter churn. When he saw the wolf coming, the little pig jumped in the churn and rolled all the way home. When the wolf found out that he had been tricked again, he was angrier than ever. He went to the little pig's house and knocked loudly on the door. "Little pig, little pig," he cried, "I am going to climb down your chimney and eat all of you up!" The little pig and his brothers were very frightened, but did not say anything. They put a huge pot of water at the bottom of the chimney. The wolf climbed down the chimney. As there was no lid on the pot, the wolf tumbled..... SPLASH! Right in to the water. The three little pigs caught the wet wolf and bandaged his wounds, he was sneezing so they gave him medicine.

"Why are you so wicked?" they asked him. "I feel hungry all the time," replied the wolf, "Okay, we will give you a share of our food everyday," said the kind little pigs. "But you must promise not to hurt any one." The wolf agreed and the three little pigs had a feast with the wolf. And the wolf never hurt anyone ever again.

The ugly Duckling

It was summer in the country. Among the duck leaves in her nest. Sat a duck on her eggs waiting for them to hatch. She had been waiting for a long time. At last the eggs began to crack and one by one the ducklings poked their heads out. Before long, all the eggs had hatched except the bigger one. The duck sat a little longer. Until out tumbled the last of her chicks. When she looked at him, she said "Oh, dear! You are so big and ugly."

The next day was warm and sunny. The duck took her new family down to the canal. She splashed into the water and , one by one, her ducklings followed her. Even the ugly grey one.

Next the ducklings went into the duck yard. The other ducks thought the ducklings were beautiful -all except the big ugly one. The ugly duckling was very unhappy. The older ducks pecked at him and laughed. He had nowhere to hide, so one day he ran away. He ran and ran until he came to the great marsh where the wild ducks lived. They said, "you are very ugly," and laughed at him. The poor little ugly duckling ran away from the great marsh. The wind blew and the rain rained. The duckling was

cold, wet and very tired. But the little ugly duckling wandered from place to place. Everywhere he went they called him ugly and chased him away.

Winter was coming. The duckling had nowhere to stay. One evening, the duckling saw beautiful white swans with long necks. "I wish I was like that," he said to himself. He traveled on and on and the winter grew colder. He could not find food. One night, as he was pecking to find water, he was so tired that he fell asleep on the ice.

The next morning a farmer found him and took him home so that his wife could take care of him. As the duckling grew stronger. The farmer's children wanted to play with him. But the children were rough and the duckling was frightened. So he ran away again.

At last the duckling found a safe hiding place among the reeds in the marsh. There he stayed for the rest of the winter.

Then, after many long weeks, the warm spring sun began to shine again. The duckling spread his wings- they were strong wings now. Suddenly he rose from the ground and flew high into the air. Down below three beautiful swans were swinging on the canal. The duckling flew down to see them.

As he landed, the lonely bird saw his reflection in the water. He was not an ugly duckling at all! During the long winter he had grown in to a beautiful white swan. The other swans looked at him and admired his grace and beauty. "Come with us," they said.

And the beautiful white swan went with them.

Subject : Montessori Hour	No. of Periods: 20	Fortnight :15
Topic: Pounding		

Learning Outcomes:

- Will enhance eye hand co-ordination.
- Will develop fine motor skills.

Teaching Aids:

- Mortar and pestle
- Small chalk pieces – that now cannot be used for writing.
- 1 small bowl
- Tray

Teaching Methodology:

- Please refer Montessori Hour Rules given in Fortnight 2
- The Educator will sit in a circle with the children.
- She will demonstrate to the children how to do the activity.
- She will not speak a single word while demonstrating.
- She will take a mat and spread it on the floor.
- Then she will take a tray with a mortar, pestle and a bowl of chalk pieces
- She will put the tray on the mat and she will sit on the mat.
- She will take them out of the tray on the floor.
- Then she will take a bowl of chalk pieces and she will put chalk pieces in the mortar. Then she will start pounding till it turns into a powder form.
- She will collect the powdered chalk pieces in a small jar.
- Then she will keep the tray back at its place.

- After keeping the tray back at its place she will come to her place and roll the mat and then she will keep the mat at its place.
- Children will do this activity till they get familiar to it.
- Then she will call the children one by one and ask them to do the same activity

Note: After the demonstration is over the children will be free to take a mat and choose any apparatus they want to work with. They will work individually on their own. This period is for 1hr on all days of the week

Subject : PLS	No. of Periods: 2	Fortnight :15
Topic: Washing a hanky		

Learning Outcomes:

- Children will learn to wash small hanky
- Develops fine motor skills

Teaching Aids:

- Small hanky (each child brings a hanky from home)
- Washing soap
- Brush
- cake

Teaching Methodology:

- The educator will bring her own small handkerchief.
- She will demonstrate how to wash a hanky.
- First she will wet the hanky and then apply the soap on the hanky and rub with a brush.
- After that she will wash the hanky with clean water.
- All the children will do this activity either in pairs or as the educator decides.

Subject : PLS	No. of Periods: 2	Fortnight :15
Topic: Pegging		

Learning Outcomes:

- Enhanced eye and hand co-ordination.
- Fine motor skills will be developed.
- Control over hand movements.

Teaching Aids:

- Tied string with hook on the wall.
- Pegs.
- Small napkins.

Teaching Methodology:

- Educator will sit in a circle with children.
- She will not speak a single word while demonstrating.
- She will demonstrate to the children how to hold the pegs.
- She will show them how to hang the napkin on the string.
- Then how to put a peg on it.
- After demonstration educator will ask each child to come and do the activity with their napkin.

Subject : Block room	No. of Periods: 2	Fortnight :15
Topic: Vipella -1		

Learning Outcomes:

- Helps to develop imagination and creativity among small children and gives infinite possibilities to their imagination.
- Revision of shapes, counting etc- Maths concepts.

Teaching Aids:

- Wooden blocks of rectangle-12 pieces, square-8 pieces. Red, blue, green and yellow coloured blocks i.e., rectangle-3 and square-2 of each colour.

Teaching Methodology:

- The teacher will make the children sit in a circle and she will demonstrate.
- She will show the shapes, square and the rectangle. She will show the corners, edges and surfaces of square and rectangles.
- She will also count and show the number of rectangles and square, she will also show that two squares make one rectangles.(concept of fraction)
- She will use the blocks and make some buildings, sofas, chairs etc.
- The children will learn these things visually and will come out with their endless patterns and creations.

Note: The educator will also show how to wind up i.e., keep the three blue rectangles and two blue squares at one corner, then red, yellow and green blocks in the other three corners

Subject : Art and craft	No. of Periods: 3	Fortnight :15
Topic: Kite Making		

Learning outcome:

- Will enhance eye hand co-ordination

Teaching Aid:

- Origami paper
- Fevicol
- Crayon
- Bowl

Teaching Methodology:

- The Educator will do this activity before the festival of Uttarayan which is on 14th January.
- She will make triangles with the origami paper.
- Then she will sit in a circle with the children.
- She will distribute the small square origami paper to each child along with their drawing book and bowl of fevicol.
- She will show them how to stick square and triangular origami paper and ask them to do as per demonstration.
- Thereafter, she will give them the crayon box and ask them to decorate the kite as per their wish.

Note: While doing this activity the educator will tell the children how to enjoy Uttarayan Safely while flying kites.

Subject : Art and craft	No. of Periods: 3	Fortnight :15
Topic: Picture sticking (Vehicles)		

Learning Outcomes:

- Will develop fine motor skills.
- Will develop eye and hand co-ordination.
- Will enhance creativity.
- Will help in knowing more about vehicles.

Teaching Aids:

- Chart paper
- Pictures of different vehicles.
- Fevicol.

Teaching Methodology:

- The educator will write in the communication page of each child to collect pictures of different types of vehicles.
- She will emphasize on children collecting the picture from newspaper and old magazines.
- When the children will bring the pictures on the allotted day, she will ask the children to sit in a circle.
- The Educator will distribute their vehicle cutouts.
- She will give them fevicol so that they can stick the picture on the chart paper.
- The educator will divide the chart paper into 3 parts i.e. Land vehicles, water vehicles, air vehicles.
- Children will stick their vehicle cutouts in the correct part of the chart paper.
- First one will be demonstrated by the educator.
- Then, the children will do the same as per the instruction.

Note: While doing this activity the educator will tell them about the different types of vehicles.

Subject : Saturday Visit	Fortnight : 15
Topic: Kankaria Zoo (Bird Section)	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of different types of birds.

Teaching Aids:

- Zoo (Birds Section)

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 15 – Block Room –
Vipella 1



Fortnight 15 : Art & Craft –
Kite Making



Fortnight 15 :
Montessori hour – Pounding

Subject : GMS	No. of Periods: 1	Fortnight :16
Topic: Stepping on bricks		

Learning Outcomes:

- Will help to gain body control and balance.

Teaching Aids: Bricks

Teaching Methodology:

- The children will sit in a group.
- The educator will arrange the bricks in a line with very short distance, say around 6inches, between each brick.
- Then she will demonstrate how to step on the bricks without putting the foot down on the ground.
- Then she will call each child individually to do the activity.

Subject : GMS	No. of Periods: 1	Fortnight :16
Topic: Stretching		

Learning Outcomes:

- Will help in learning to move with rhythm and in learning dance.

Teaching Aids: None

Teaching Methodology:

- The educator will sing a song with different body actions and children will follow her.
- The song is as follows:

I squat on my knees	I stand on my toes
I rise on my toes	And breathe my best
I go up and down	I want to grow up
Like a see saw goes	Like a tall straight tree
I hold in my chin	So all of my friends
And fill out my chest	Will be proud of me.

Subject : GMS	No. of Periods: 1	Fortnight :16
Topic: Climbing the net		

Learning Outcomes:

- Will develop muscular strength and finger muscles that will help the children to get a firm grip in writing, drawing and doing other practical things.
- Will develop eye-hand and leg co- ordination.

Teaching Aids:

- A big and strong rope-net tied between trees or between two strong poles above a sand pit.

Teaching Methodology:

- The educator will make the children stand around the sand pit.

- Then the educator will demonstrate by putting one leg between the gap in the net and the hands should be stretched to hold the net above the height she is standing.
- Then she will move the other leg and keep it above the first leg alternatively between the gaps in the net.
- Then she will move upwards and reach the top.
- She will then come down the net the same way as she climbed up - climbing down using alternate movements.
- Then each child will climb the net and come down as demonstrated by the educator.

Note:

1. There may be a few children who will find it difficult to climb.
2. Each child should be given his / her own time and freedom to do this activity.

Subject : FMS	No. of Periods: 3	Fortnight :16
Topic: Picking objects with tongs		

Learning Outcomes:

- Will enhance eye and hand co-ordination.
- Will develop fine motor skills.
- Will develop control over hand movements.

Teaching Aids:

- 2 big bowls
- Tongs
- Jumbo crayons

Teaching Methodology:

- The educator will sit in a circle with children.
- She will demonstrate to the children how to do the activity.
- She will not speak a single word while demonstrating.
- She will take a mat and spread it on the floor.
- She will take 2 big bowls one having jumbo crayons and another empty.
- She will show how to hold the tongs.
- The educator will pick one crayon at a time with the tongs and will transfer it into the empty bowl.
- Then she will keep the bowls and tong back at its place.
- After keeping the bowls and tong back at its place she will come to her place and roll the mat and then she will keep the mat at its place.
- Then she will call children one by one and ask them to do the same activity.

Subject : FMS	No. of Periods: 6	Fortnight :16
Topic: Turning cards and coins		

Learning Outcomes:

- Will develop their finger muscles.

Teaching Aids: Cards and coins.

Teaching Methodology:

- The children will sit in a circle.
- The educator will show the cards and coins to the children - both the sides.
- Then she will demonstrate how to turn cards/coins with the help of fingers – the thumb, index finger and middle finger.
- She will call the children one by one to do the activity.

Subject : Circle Time	No. of Periods: 5	Fortnight :16
Topic: What I like and don't like		

Learning Outcomes:

- Will help children to think and reflect (what they like and what they do not like)
- Will enhance reasoning skills.

Teaching Aids: None**Teaching Methodology:****Period 1**

- The children will sit in a circle. The educator will choose a category such as fruit, colours, toys, or games.
- She will share about three things she likes the most about the selected category. For e.g. she will say “my favourite fruits are mango, watermelon, and apple.” She will also say, “I do not like chickoo, strawberry and banana.”
- She will ask the children their likes and dislikes.
- She will continue asking till each child gets the chance to share.

Period 2 to 5

- The educator will take another category. For e.g. colours.
- She will ask the children about the colours they like the most and the colours they do not like.
- In the same way she will take other categories – preferably one each day.

Subject : Circle Time	No. of Periods: 5	Fortnight :16
Topic: My Family		

Learning Outcomes:

- Will help the children in knowing about the relationship with their family members.
- Will also have an understanding of the role of each member.
- Will enhance vocabulary.

Teaching Aids:

- Family photographs of children.
- Pictures of family which depicts nuclear family or joint family.

Teaching Methodology:

Period 1

- Children will sit in the circle.
- The educator will ask the children, “Who stays with you in your house?”
- Each child will get a chance to speak about their family members.
- She will explain that people staying in the same house make a family.

Period 2

- She will revise the discussion of the precious day. Then she will explain, “In a house where only mother, father, you (the child), brother or sister stay is called a nuclear family means small family.
- She will further explain that in a house where grandmother, grandfather, mummy, papa, brother sister, uncle aunty, cousins – all stay together is called joint family means big family.

Period 3 to 5

- Each child will have a family photo in his hand and each child will tell about the family members and their roles.
- Children can also share their parents’ name, what they do, what they like/dislike, etc.

Subject : Rhymes & Songs	No. of Periods: 6	Fortnight :16
Topic: एक बिलाडी... (G) /एक दो तीन चार... (H)		

Learning Outcomes:

- Will enable the children to recite a rhyme on their own with action and expression.
- Will become aware of new words.
- Will improve comprehension level.

Teaching Aids:

- Rhyme Book - 1. एक बिलाडी... (Pg.24)
2. एक दो तीन चार...(Pg.21)

Note:

- Devote 2 periods to each rhyme
- Revise all earlier rhymes before a new one is introduced.

Subject : Story Telling	No. of Periods: 6	Fortnight :16
Topic: 1 Snow White 2. Revision		

Learning Outcomes:

- Will enable the children to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. Snow White
 2. Revision

Teaching Methodology: Refer to Fortnight 2.

Note:

- Use simple sentences and remember children love listening to the same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “ So what did you learn?” always.

Snow White

Long ago, there lived a king and a Queen who were blessed with a baby girl. They named her Snow white. Soon after Snow white’s birth, the Queen died. The King was very, very sad. But the kingdom needed a queen and Snow white needed a mother. So the king married again. The new queen was selfish and vain. She became jealous of Snow white’s beauty and was not happy unless her magic mirror told her she was the most beautiful in the land. One day the mirror said that Snow white was the prettiest. Enraged, the Queen ordered her guard to kill Snow white. The guard was a kind man and could not kill the pretty princess. He took her to the forest and told her to run away. Snow white was very frightened and fell asleep under a large tree.

The next day she made friends with the rabbits and other animals of the forest. They led her to a little cottage which looks like a doll’s house. She was very happy to have found a home in the forest. Inside the cottage, the table was covered with dirty dishes and cups. Snow white cleared the table, tidied the room and then cooked a meal she ate a little herself and left the rest on the table. She was so tired after doing so much at work she fell asleep.

In the evening, the seven Dwarfs who lived in the cottage returned from the forest, where they grew vegetables and fruits for themselves. They were shocked to see their cottage so neat and tidy. Everyday when they came back tired, they would have to cook their own dinner. But now the table was nicely laid with cooked food, all ready to be eaten.

“Who could have done it?” they wondered. They went to the bedroom and found beautiful girl first asleep in one of the beds. They knew she had tidied the cottage and cooked the food. They were friendly dwarfs and grateful to the girl. They woke her up and asked her who she was and how she came to the forest and found their cottage. Snow white told them everything. The dwarfs invited her to stay with them she promised to do all the house work.

The next day when the wicked queen asked the mirror, “Who is the fairest?” The mirror laughed and replied, “Snow white is still the fairest of all.” the queen discovered that the Snow white was still alive and decided to get rid of her, herself. She dressed up as an old apple seller and went to the dwarfs’ cottage. There she tricked Snow white and made her eat a lovely red apple. The apple was poisoned and as soon as Snow white bit into it she fell in to a deep sleep. The wicked queen danced round and round with joy. As she did so she slipped and fell over a steep cliff. That was the end of the wicked queen.

When the seven dwarfs came home in the evening, they found Snow white lying inside the cottage. They placed her carefully outside and every day one of them sat by her. They tried all their magic to awaken her but could not do so. One day a young prince happened to pass by. He saw Snow white and the dwarfs told him about the wicked queen. The young prince knelt down and gently kissed her. Snow white opened her eyes and woke from her deep sleep. It was miracle!

The prince asked to go with him to his far off Kingdom and to be his wife. Snow white was overjoyed but was still sad to leave her dear friends, the seven dwarfs. They promised to visit her often and she thanked them dearly for their love and kindness. Then the prince and princess rode away to live happily ever after.

Subject : Montessori Hour	No. of Periods: 20	Fortnight :16
Topic: Constructive triangles		

Learning Outcomes:

- Will enhance children's visual skills.
- Will learn to construct different figures from triangles.

Teaching Aids:

- Triangles with different sizes, shapes, and colours and a black line marked on the edges of one side.

Teaching Methodology:

- The educator and children will sit in a circle.
- The educator will take a box containing triangles of different shapes, sizes, and colours
- She will show how to make different shapes with the help of different types of triangles – of the same colour.
- She will ask children to construct different figures.

Note: Black guidelines painted in different sides on the triangles help the child to construct figures.

Subject : PLS	No. of Periods: 2	Fortnight :16
Topic: Washing and peeling fruits		

Learning Outcomes:

- Will learn to inculcate good healthy habits.
- Will develop fine motor skills

Teaching Aids:

- Orange
- Banana (both fruits will be brought by children, 1 each, from home)

Teaching Methodology:

- The educator and children will sit in a circle.
- The educator and children will bring orange and banana from home.

- The educator will demonstrate how to peel a banana and then an orange.
- The children will do the same with their own banana and orange.

Note: Both fruits will be brought by children, 1 each, from home. A note will go to parents 2 days in advance

Subject : PLS	No. of Periods: 2	Fortnight :16
Topic: Making Fruit salad		

Learning Outcomes:

- Will know the taste of different types of fruits.

Teaching Aids:

- Apple
- Chickoo
- Guava
- Banana
- Pineapple
- Bowl

Teaching Methodology:

- The educator and children will bring different types of fruits from home.
- They will discuss the colour and taste of each fruit.
- The educator will cut fruits into pieces in front of the children and will make fruit salad in a bowl.
- She will serve it to the children and ask them to eat.

Subject : Block room	No. of Periods: 2	Fortnight :16
Topic: Vipella -2		

Learning Outcomes:

- Will develop finger muscles that help in writing.

Teaching Aids:

- 8 pieces of wooden blocks in the shape of semi-circle i.e., red, blue, green and yellow.

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate the procedure.
- She will take out the eight pieces and place it in front of the children.
- She will show the two equal segments of each pair and also some patterns and make creative designs.
- Then the children will follow the procedure and also how to arrange the box while winding up.

Subject : Art & Craft	No. of Periods: 3	Fortnight :16
Topic: Colouring - Flag		

Learning Outcomes:

- Will develop fine motor skills.
- Will develop eye and hand co-ordination.
- Will know our National Flag well.

Teaching Aids:

- Worksheet – with the outline of the Indian Flag
- Jumbo crayons box

Teaching Methodology:

- The educator will draw the picture of a flag on the board and ask the children about the colours of the National flag.
- She will fill the flag with coloured chalk.
- Then she will distribute the worksheets and the crayon boxes to all children.
- She will also take one worksheet and fill the upper part of the flag with saffron colour and ask the children to do the same.
- Afterwards she will fill the lower part with dark green colour and ask them to do the same.
- She will colour the Ashok chakra with ultramarine blue and ask them to complete their work neatly.

Note:

- The educator will tell them when we usually hoist the flag.
- She can inform them about the number of spoke in the Ashok chakra.
- How to respect our Flag – it should never be thrown on the floor.
- She can also tell the significance of each colour by reciting a rhyme
- Lastly, she can conduct quiz in the class.

Subject : Art & Craft	No. of Periods: 3	Fortnight :16
Topic: Colouring a leaf		

Learning Outcomes:

- Will develop fine motor skills.
- Will develop eye and hand co-ordination.
- Will know more about leaves

Teaching Aids:

- Worksheet – with an outline of a leaf
- Jumbo crayon box.

Teaching Methodology:

- The educator will show the children an original leaf and ask them the colour of the leaf.
- Then she will draw a leaf on the board and colour it with the coloured chalk
- Afterwards she will take one worksheet and draw a leaf and will show the children how to colour the leaf neatly.
- She will distribute the worksheets and crayon boxes to all the children.
- She will ask them to do the activity according to the instructions given.

Note:

- The educator should not restrict the children for the colour of the leaf.
- They are free to fill the leaf accordingly to their imagination
- The educator must give the information about the leaf - Leaves prepare food for the whole plants - They are known as kitchen of the plant.

Subject : Saturday Visit	Fortnight : 16
Topic: Kankaria Zoo (Animal Section)	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Visit will enhance social skills in children.
- Will enhance awareness about the outside world.
- Will make the children aware of different types of wild animals.

Teaching Aids:

- Zoo (Animal section)

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight 16 :FMS – Tongs



Fortnight 16 : Montessori Hour – Constructive Triangle

Subject : GMS	No. of Periods: 1	Fortnight :17
Topic: Balancing on a log		

Learning Outcomes:

- Will help in the development of muscular skills, concentration and balancing skills.

Teaching Aids:

- Big wooden cylindrical log.

Teaching Methodology:

- The educator will demonstrate- she will balance herself on the log by stretching her hands sideways.
- Then the educator will balance and walk from one end to the other end by lifting one foot and keeping it in front of the other and so on till she reaches the end.
- Then the children will be asked to walk by balancing on the log and move from one end to the other end, one by one in the beginning..
- The educator will ensure that each child can do this balancing.

Note:

- Stretching of hands can be done till the children learn to balance on the log.
- The log can /should be kept in such a place that is frequented by children during the break time or while moving from one activity to the other.

Subject : GMS	No. of Periods: 1	Fortnight :17
Topic: Swinging on the monkey bar		

Learning Outcomes:

- Will develop arm muscles.

Teaching Aids: Monkey bar – usually placed in the play area

Teaching Methodology:

- The educator will take the children to the garden. She will make the children remove their shoes and socks and form a line.
- Then she will make them sit at a distance.
- She will ask them one by one to climb the monkey ladder and then hang from it for a few seconds and come down.
- She will tell them to be careful.
- In the same way all the children will do the activity.

Subject : FMS	No. of Periods: 3	Fortnight :17
Topic: Turning pages of a book		

Learning Outcomes:

- Will develop finger muscles.

Teaching Aids: Book.

Teaching Methodology:

- The educator and children will sit in a circle.
- The educator will take one book and she will demonstrate how to turn the pages one by one in a proper manner. She will use her thumb and index finger to turn the page.
- She will call each child individually to do the same.

Note: The educator should give enough time to each child and make them do this activity properly so that they pick up the right method.

Subject : FMS	No. of Periods: 3	Fortnight :17
Topic: Drawing standing and sleeping lines in the sand with fingers		

Learning Outcomes:

- Will develop finger muscles.
- Will enhance finer motor skills.

Teaching Aid:

- An area with sand - sand pit/ a tray with sand.

Teaching Methodology:

- The educator will explain to the children about standing- sleeping lines on the black board in the classroom.
- The educator can draw human figures and explain the concepts more clearly.
- She will take the children to the area where there is sand.
- She will draw standing/sleeping lines in the sand using her index finger.
- She will tell the children to do the same.
- Then the children will follow as demonstrated.

Note: Each child should be given enough time to do the activity and the educator should make sure that each child knows and is clear with the concept of standing / sleeping line.

Subject : Circle Time	No. of Periods: 5	Fortnight :17
Topic: Opposite words		

Learning Outcomes:

- Will learn to observe the difference between two objects.
- Will enhance vocabulary.

Teaching Aids:

- Pictures of opposite words/ real objects to introduce opposite words.

Teaching Methodology:**Period 1to 3**

- The Educator and children will sit in a circle. The educator will have different objects showing opposites. For e.g. A big ball – a small ball, a long rope, a short rope, a thick book- a thin book, etc.

- She will show two opposite objects to children one tall and another short and ask children to observe the difference between them.
- She will explain the opposites i.e. big-small, long-short, fat-thin, in-out, more-less, hot-cold, fast-slow, far-near with the appropriate examples.

Period 4& 5

- The educator will revise the opposites discussed on the previous days.

Subject : Circle Time	No. of Periods: 5	Fortnight :17
Topic: Memory Game		

Learning Outcomes:

- Will learn to observe things.
- Will learn to memorize the objects shown to them

Teaching Aids:

- Objects like a pen, a block, a glass, a book, a toy, an eraser, a sharpener, a spoon, etc.
- A table to display the objects.

Teaching Methodology:

- The educator will display all the objects on a table and ask children to observe those objects for a few minutes
- She will cover the objects with a big cloth and ask children to name the objects kept on the table.
- She will encourage children to tell the names, as many as possible, of the objects kept on the table.
- She will appreciate the children's efforts.

Extended Activity:

- The teacher can make this activity more complex once children get the idea – she can remove a few objects and ask them to name the ones removed.

Subject : Rhymes and Songs	No. of Periods: 6	Fortnight :17
Topic: हस्तकुटुम्बम् (S) / Song: 1. Old Mcdonald 2. हम होंगे कामयाब(H)		

Learning Outcomes:

- Will be able to recite a rhyme on their own with action and expression.
- Will become aware of new words.
- Will improve comprehension level.

Teaching Aids:

- Rhyme Book:- 1. हस्तकुटुम्बम् (Pg.25)
Song: 1. Old Mcdonald....
2. हम होंगे कामयाब ...(H)

Teaching Methodology: Refer to Fortnight 2.

NOTE:

- Devote 2 periods to each rhyme
- Revise all earlier rhymes before a new one is introduced.

Subject : Story Telling	No. of Periods: 6	Fortnight :17
Topic: 1. The Fledging and the Caterpillar. 2. The Leopard and the Hare.		

Learning Outcomes:

- Will enable the children to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids :-

- Flash cards / puppets related to the characters in the story.
 - The story book with big pictures.
1. The fledging and the caterpillar. 2. The leopard and the hare.

Teaching Methodology: Refer to Fortnight 2.

Extended activity: Refer to Fortnight 2.

Note:-

- Use simple sentences and remember that children love listening to the same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral - so do not always stress on the question “What did you learn?”

The Fledging and the Caterpillar

On a big Rosewood tree, there lived lots of birds. On that very tree, lived papa, mamma and baby sparrow felt like trotting around the neighborhood. Doing so, it came across a caterpillar, hanging from a leaf. It sprang on the caterpillar, wanting to eat it. The caterpillar got scared and begged to be spared. The caterpillar tried to escape but the baby sparrow ate it up. After that the baby sparrow ate it up. After that the baby sparrow flew off to another tree to take rest.

Suddenly, the baby sparrow felt that it was not be able to move. Then, the baby sparrow saw a bird catcher and realized that it was trapped. This time the sparrow pleaded with the bird catcher to let it go. The bird catcher did not listen to the baby sparrow. He grabbed the baby sparrow and put it in to his sack. The baby sparrow realized its mistake and sadly remembered the caterpillar.

The Leopard and the Hare

Hundreds of years ago, there was a leopard. He lived in the densest part of the forest, away from the hustle and bustle of normal life. Whenever the leopard felt hungry, he would come out of his house to hunt and kill other animals. After filling his belly, he would again retreat into his peaceful domain. One early morning, the leopard was hungry. He was wandering in the forest in search of food, suddenly he spotted a prey. Leopard “ Yum! My breakfast is out there.....”

Leopard “Yeah! Now!”

It was hare taking a cool nap in his hammock. The cunning leopard approached stealthily. The hare was unaware of the danger. But luck was on his side. Just when the leopard was about to pounce on him, there was a rustling sound behind the bushes. 'What's that?' thought the leopard . 'May be a bigger prey!' he turned around to find out. Meanwhile, the hare awoke by the sound of crumbling dry leaves under the leopard's feet. The leopard was indeed right. It was a bigger prey, a deer. His mouth watered at the thought of having a heavy breakfast.

Leopard “ Now who wants the small hare? I'll eat this chubby deer.”

The clever deer at once sensed danger and started running for his life. The leopard was overpowered by greed! He spared the hare and went after the deer. The deer ran fast as fast as he could. The leopard chased him close behind. But the deer was the swifter of the two. He dodged through the bushes and plant and soon left the leopard miles behind. When the deer became sure that now leopard could not catch him, he paused and took a deep sigh of relief. The leopard was not at all ready to give up. But when he realized that the deer had disappeared in the thick forest, he had no other option but to curse his own stupidity.

Leopard “ Oh, no! I missed my meal!”

Leopard “It seem I have to settle for a small meal!”

The leopard became sad. Suddenly, he got reminded of the hare. He turned around and started for the place where the hare had been sleeping, visualizing his treat. The leopard reached the spot. But LO! The hare was nowhere to be seen. He had already taken to his heels and saved his precious life!

Leopard “Nooo! Even the small meal is out of hand? If only I had caught the small hare instead of running after the big deer, I wouldn't have gone hungry. “The leopard was very disappointed. He had paid a heavy price for being greedy. That day he learnt a lesson that “A bird in hand is better than two in a bush”.

Subject : Montessori Hour	No. of Periods: 10	Fortnight :17
Topic: Polishing		

Learning Outcomes:

- Will come to know about different metals, different liquids and how to clean the vessels without water.

Teaching Aids:

- Liquid brasso
- Brass vessels (small size) 4 pieces
- 4 small pieces of cloth

Teaching Methodology:

Period 1

- Before starting this activity, the educator will orient the children about brass vessels. She will inform them that brass is a different type of metal and it cannot be cleaned by soap or liquid which we use for our regular utensils.
- She will show them the brass vessels and tell them that we use brasso to clean these vessels.
- Then she will demonstrate. She will take a small piece of cloth and rub it on the brass vessels very finely (we need to apply pressure while rubbing it).
- She will divide the children into four groups having five children each in a group.
- She will give 1 brass vessel and a cloth to each group.
- Then she will ask the children to put some brasso on the cloth and will ask the children to clean the vessel.
- In the group each child will get his turn. The educator will observe them.

Period 2

- She will divide the children into the same groups and give the brass vessels and cloth and ask them to do the same activity
- Now she will ask them the result after cleaning the vessels in period 1 to period 2. Then she will explain that they kept on cleaning the vessels so they are looking more shiny and clean after the second wash

Note: Ensure that children wash their hands with soap after the activity is done.

Subject : PLS	No. of Periods: 4	Fortnight :17
Topic: Setting the Table		

Learning Outcomes:

- To learn the importance of table setting.

Teaching Aids:

- Napkin
- Table mat
- Full size dinner plate and bowl
- Spoon and fork

Teaching Methodology:

- The educator will ask the children to bring a plate, bowl, fork, spoon and napkin from home
- She will demonstrate how to lay the table mat on the table. Then how to keep the plate on the table mat and then she will keep the bowl on one side of the plate. She will keep the spoon on the right side of the plate and fork on the left side.
- The children will follow the same procedure step by step
- The educator will observe them and guide them
- Once they are familiar with the setting the educator will encourage children to empty the contents of their tiffin box into the plate and bowl and eat using the spoon.

Note: This activity can also be carried out in the home by the children by helping their mothers in setting the table.

Subject : PLS	No. of Periods: 2	Fortnight :17
Topic: Wearing and removing clothes		

Learning Outcomes:

- Will learn to wear and remove their clothes.
- Will enhance fine motor skills.
- Will enhance eye hand co-ordination.
- Will learn to button and unbutton their shirt / frock /pants

Teaching Aids:

- Frock
- Shirt
- Top (with buttons)

Teaching Methodology:

Period 1

- The educator should send a note the day before to parents asking them to send the girls wearing a slip and boys wearing vests under their regular clothes.
- The educator will ask the children to bring their own frock/Shirt /T-Shirt with buttons from home.
- The children will sit in a circle with the educator.
- The educator will first show how to wear a shirt/frock, button and unbutton it and then how to remove it.
- She will ask the children to take their clothes which they have brought from home and do as shown.

Period : 2

- The educator and children will sit in a circle with their frock/ shirt.
- She will revise the activity done on the previous day.
- She will make sure that each child is trying to wear his/her frock or shirt.
- She will encourage the children to do the activity properly.

Note:

- The educator must ensure that all the girls are wearing a proper slip and all the boys are wearing a proper vest before she begins this activity. If there is a child who is not wearing slip or vest that child will not do this activity.
- The educator can keep the children's clothes in a labeled bag for a week so children can do the activity every day.

Subject : Block room	No. of Periods: 2	Fortnight :17
Topic: Rainbow		

Learning Outcomes:

- Learns the rainbow colours and can make their own rainbow. VIBGYOR
- Will find the balance point and the simple arches will always align with their new combination of colour.

Teaching Aid: 7 arches of Rainbow colours which can fit in each perfectly

Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take the box and take out the arches and place it in front of the children.
- She will count and show number of arches and keep the arches one above the other and show how it balances.
- Then she will make some patterns with different colours.
- She will count and show the children how to wind up.
- Children will then do some pattern like flower, bridge etc and try to bring out their creativity.

Subject : Block room	No. of Periods: 2	Fortnight :17
Topic: L – angles		

Learning Outcomes:

- Will develop eye - hand co-ordination

Teaching Aids:

- Wooden Angles – 8 pieces of different sizes, cube-1 and stand-1

Teaching Methodology:

- The teacher will make the children sit in a circle and demonstrate.
- She will take the box and place it on the table and show the angles of different sizes, cube and stand.
- She will place the angle on the floor without making noise.
- She will make and show different patterns using the L- Angle game

Eg:

- Keep the stand as a base and arrange the angle one above the other according to the size of the angles (may be from big to small or one small).
- Make a square using 2 angles and make a small square and the rest inside the other smaller angle according to the sizes.
- And teacher will show how to wind up and the method to arrange back the angles and cube and stand in the box.
- Then the children will do as demonstrated.

Subject : Art and Craft	No. of Periods: 6	Fortnight :17
Topic: Rainbow Collage		

Learning Outcomes:

- Will develop fine motor skills.
- Will develop eye and hand co-ordination.
- Will know the sequence of colours in the rainbow.

Teaching Aids:

- Chart paper
- Origami paper (7 colours)
- Fevicol
- bowl

Teaching Methodology:

- The educator will show the picture of rainbow to the children.
- Then she will draw the diagram of rainbow on the board and fill it with the coloured chalk according to the sequence “VIBGYOR”.
- She will make the children sit in a circle and divide them into seven groups and will give seven different coloured origami paper to each group and ask them to tear the paper into pieces.
- Simultaneously the educator will draw the outline of rainbow on a big chart paper and place it in the centre of the class.
- When the children finish the tearing, they will form a circle and sit.
- Then the educator will call the group along with their torn paper bits and ask them to stick the torn paper with the fevicol in the respective area.
- When all the children have completed their work, the educator will pin the chart paper on the soft board.

Note: While doing this activity the educator will tell the children the sequence of colours as well as the time of appearance of rainbow in the sky

Subject : Art & Craft	No. of Periods: 3	Fortnight :17
Topic: Picture sticking (Animals)		

Learning Outcomes:

- Will develop fine motor skills.
- Will develop eye and hand co-ordination.
- Will enhance creativity.

Teaching Aids: Chart paper, Pictures of different animals, Fevicol.

Teaching Methodology:

- The Educator will write a note to collect picture of different types of animals in the communication page of each child.
- She will emphasize on the children collecting the picture from the newspaper and old magazines.
- When they will bring the cutouts on the day given, they will sit in a circle.
- The educator will distribute their animal cutouts.
- She will give them fevicol in a bowl on the table so that they can stick the picture in the drawing book.
- She will demonstrate how to stick the cutouts.
- Then she will ask the children to do the activity as per the instruction.

Extended Activity:

- Prepare them for an assembly performance related to animals
- Conduct a quiz related to animals in the class.

Note:

- While doing this activity, the educator will divide the children according to the habitat of the animals. She will also tell more details about each animal.
- All these activities will enrich their knowledge

Subject : Saturday Visit	Fortnight : 17
Topic: Eklavya Nursery	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of different varieties of plants and trees in the campus.

Teaching Aids:

- Eklavya School

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Teaching Learning Materials Used In this Fortnight



Fortnight : 17 –
Block Room – Rainbow



Fortnight : 17 –
GMS – Log

Subject : GMS	No. of Periods: 1	Fortnight :18
Topic: Balancing an object on the head		

Learning Outcomes:

- Will develop controlled movement of the body.

Teaching Aids:

- Bean bag (2)
- Book (small size not too heavy)

Teaching Methodology:

- The educator will make the children sit in a line and then she will demonstrate.
- She will put the bean bag on her head, stretch her arms by her sides and will walk slowly while balancing the bean bag on the head.
- Then she will call out the names of children (2 at a time) to do the activity and the children will follow.
- In the same way all children will do the balancing activity with a book..

Subject : GMS	No. of Periods: 1	Fortnight :18
Topic: Rolling on the lawn		

Learning Outcomes:

- Will be a fun activity.
- Will learn to get adjusted with the environment.
- Will develop awareness of lower and upper body movements.

Teaching Aids:

- Lush green lawn.

Teaching Methodology:

- The educator will take the children in the garden.
- She will make them lie down on the lawn far from each other.
- Then she will tell them to roll their body on the lawn from right to left and then from left to right.

Note: The children can do this fun activity in their free play timing, the educator should be around.

Subject : FMS	No. of Periods: 3	Fortnight :18
Topic: Using paint brush		

Learning Outcomes:

- Will develop finger muscles.

Teaching Aids:

- Different poster colours.
- Paint brush.
- Paper.

Teaching Methodology:

- The children will sit in a circle.
- The educator will take one paper and then she will demonstrate how to hold the brush with the thumb and index finger.
- She will dip the paint brush in the paint and will paint on the paper.
- She will call the children one by one to do the activity.

Note: Keep an easel board with a chart paper on it always – children can paint freely on the chart paper.

Subject : FMS	No. of Periods: 3	Fortnight :18
Topic: Stacking the objects		

Learning Outcomes:

- Will develop their finger muscles.
- Will improve their observation power.
- Will learn how to arrange in a proper sequence.

Teaching Aids:

- Books and slates of different sizes – around 6 pieces.

Teaching Methodology:

- The children will sit in a circle.
- The educator will show the different books and slates to the children.
- Then she will demonstrate how to arrange them one over the other in an order – biggest to smallest.
- Then she will call the children one by one to do the activity.

Subject : Circle Time	No. of Periods: 5	Fortnight :18
Topic: Season- Summer		

Learning Outcomes:

- Will get information about summer season such as the difference in the weather, the different clothes that people wear and the different fruits and vegetables available in summer season.
- Will enrich vocabulary.

Teaching Aids:

- Objects – cotton clothes, light colour dresses etc... to display in the classroom.
- Pictures related to summer season.

Teaching Methodology:

Period 1

- This topic should be introduced on a day when summer season starts.
- The children will sit in a circle. The educator will ask, what is happening outside? Why has it become so hot?
- She will explain, “This season is called summer season. The weather becomes so hot.”
- She will ask, “What do we do to protect ourselves from summer? What do we wear?”
- She will explain, “We wear cotton clothes, take cold milk, cold drinks, ice-creams and wear different kinds of footwear to protect us from summer.”

Period 2

- The educator will revise what was discussed on the previous day.
- She will show pictures of summer season and ask children to describe the picture like children are playing in the garden, sun is very hot etc.
- They can also go for a nature walk and sit in the sunlight and feel heat.

Period 3 to 5

- The educator will discuss and explain the food we eat -fruits and vegetables people eat in summer season.

Subject : Circle Time	No. of Periods: 5	Fortnight :18
Topic: Talk on Dhuleti		

Learning Outcomes:

- Will learn about Dhuleti (Holi) festival.

Teaching Aids:

- Pictures of the festival-Dhuleti.

Teaching Methodology:

- The educator will show pictures of Dhuleti festival and explain that on the day of Dhuleti people play with colours and wish “Happy Holi” to each other.
- She will also explain how to play safe Dhuleti.
- We should be careful while playing with colours. It should not go in someone’s eyes or ears.
- Children should play with only “Gulal or Kesuda flowers” and not with Pakka colours.
- She will also tell them the story of Prahlad and Holika.

Subject : Rhymes and Songs	No. of Periods: 6	Fortnight :18
Topic: 1 Hop a little... / Hickory Dickory... / Song: सब्ज़ि ले लो... (H)		

Learning Outcomes:

- Will be able to recite a rhyme on their own with action and expression.
- Will be aware of new words.
- Will improve comprehension level.

Teaching Aids:

- Rhyme Book-1. Hop a little... (Pg.9)
2. Hickory Dickory... (Pg.11)
Song: सब्ज़ि ले लो... (Song attached)

Teaching Methodology: Refer to Fortnight 2

सब्ज़ी ले लो

सब्ज़ी ले लो - सब्ज़ी ले लो	हरी मिर्च भी लाया हैं।
सब्ज़ी वाला आया हैं।	शलगम, बैंगन, बतुआ, तोरी,
आलू, गोभी,अदरक, मूली,	हरा पौदीना लाया हैं।
पालक, भिंडी लाया हैं।	हरी- हरी तुम सब्ज़ी खाओ,
लाल टमाटर,लोकी, गाजर,	अपनी सेहत ख़ूब बनाओ।

Note:

- Devote 2 periods to each rhyme
- Revise all earlier rhymes before a new one is introduced.

Subject : Story Telling	No. of Periods: 6	Fortnight :18
Topic: 1 The Cock, the Fox and the Dog		2. The Fox and the Grapes

Learning Outcomes:

- Will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. The Cock, the Fox and the Dog
 2. The Fox and the Grapes

Teaching Methodology: Refer to Fortnight 2.

Note:-

- Use simple sentences and remember children love listening to the same story again and again, so enact it as if you are saying it for the first time.
- All stories need not have a moral- so do not always stress on the question “What did you learn?”

The Cock, the Fox and the Dog.

Once upon a time, in a small forest there lived a cock. One day, he was taking a walk outside his house. A dog happened to pass that way. “Hello, Mr. Dog!” chirped the cock. “Hello” replied the dog. “Where do you live?” asked the cock. “Just a few blocks away from here ,” said the dog. Both of them were kind and good natured. They started meeting and spending time together everyday. And soon they became very good friends Every evening they would go for long walk. One such evening the dog said, “I’ve never been out of this forest”. “Same with me, friend,” Said the cock, taking a deep breath. “Fine then. Let’s venture out beyond this forest,” Suggested the dog. The next morning they started off on a journey. When they reached the edge of the forest, it was late evening. So, they decided to rest there for the night. They stopped near the huge tree.

Cock:- This hole would be okay for you !

Dog:- Yes! It looks quite cozy.

The dog settled inside the hollow at the bottom of the tree, while the cock flew to a lower branch.

Dog:- Call me if you need anything.

Cock:- And I shall perch a top.

The night was dark. Not a single sound was heard. The whole forest seemed asleep. The cock and the dog were quite tired since they had been walking for the whole day. As soon as they found a cozy and peaceful place to rest, they fell fast asleep. Moments later both of them were snoring! Soon, it was dawn. The first rays of the sun came up from behind the clouds. The cock woke up a fresh after a good night’s sleep. He began to crow.

Cock:- Cock – a – doodle – doo !

As the cock crowed, his voice echoed through the thick forest. Deep inside a fox heard the cock crowing. He was searching for his breakfast.

Fox:- Hmm..... my food is somewhere around.

The fox slowly approached the tree where the cock and the dog were resting. "Hmm.....! The cock is resting upon that branch!" He giggled. With silent steps, the fox came right under the tree and said, " O dear cock! Just now I heard you crow. How sweet and melodious it was! Will you come down please. I want to meet you." The cock was very clever. He never trusted a stranger. He sensed the evil intention behind the fox's sweet talks. He also knew that the fox had not seen the dog. So he asked the fox to meet his friend, first.

Cock:- My friend is sitting there in that hole.

Fox:- Fine ! If you so wish, I'll meet him. For quite some time, the dog had been awake. He had heard the conversation between the cock and the fox. So he was waiting for the right time to attack the wicked fox.

Dog:- Ghrrr! Bow, wow!

Fox:- Aaaaeeeeee!

As soon as the fox went near the hole, the dog began barking fiercely at him. The fox was frightened. The dog then charged at him with all his might. "Help! Save!" cried the fox, as he ran for his life. " Haha! Come down, friend!" the dog called out to the cock. "Thank you, friend. You saved my life," said the cock. And they remained true friends forever.

The Fox and the Grapes

One day, a hungry fox was out walking when he saw a vine growing up in to a tall tree. The fox looked up and saw bunches of big, purple grapes hanging from the vine. His mouth began to water. "Those grapes look ripe and ready to eat." said the fox.

He stood up and tried to pick the grapes. But they were too high to reach. The fox tried jumping up for the grapes. He still could not reach them. Then he tried to run and jump up to get the grapes. But they were still out of reach.

The fox tried climbing up the tree. But there were no branches to hold on to. Then, one by one, he built a pile of stones. "Now I will get those grapes!" he said. But the pile of stones went tumbling down. And the fox tumbled down with it.

The fox was tired and sore from all the jumping and climbing and tumbling. There was no choice but to give up. The fox was angry! He really wanted those grapes!

The proud fox put his nose in the air and began to walk away.

I did not really want those grapes, "He said out loud," for I am sure they are much too sour to eat!"

The fox pretended that he didn't care, but he was really more tired and hungry than before!

Subject : Montessori Hour	No. of Periods: 10	Fortnight :18
Topic: Baric tablets		

Learning Outcomes:

- Will develop the child's sense of estimating weight(gradation)

Teaching Aids:

- Six baric tablets weighing the same in each set - Total sets - 3

Teaching Methodology:

- The children will sit in a circle and the educator will demonstrate how to play with baric tablet – she will weigh each tablet in her hand by placing it on her palm.
- After that she will call the children one by one to do the activity.
- Let the child hold each tablet in her hand one at time.
- Let the child find out the heaviest, heavier and the lighter tablet.
- Ask her to stack the tablets of the same weight in an order from the heaviest to the lightest.
- Let them do this activity till they get familiar to it.
- Then let the child do this activity blind folded.

Note:-

- The tablets will be placed randomly in front of them.
- They have to arrange it properly.
- In the first instance, the child may not do the activity correctly.
- The educator will again demonstrate to the children and ask them to do the activity again.
- Encourage the child to do it properly.

Subject : PLS	No. of Periods: 4	Fortnight :18
Topic: Washing Utensils		

Learning Outcomes:

- Will make the children independent.

Teaching Aids:

- Plates
- Bowls
- Spoons (Two days before the activity the educator sends a note to the parent to send one plate, one bowl and one spoon for the activity).
- Liquid soap & scrubber

Teaching Methodology:

- Before lunch time, the educator will orient the children to put their *roti* on the plate and *sabji* in the bowl. She will tell them to eat *sabji* with *roti* and if *sabji* is left, then they will finish with the help of spoon.
- After the children have finished their lunch, she will bring them to the cleaning area and will tell them to take a drop of the liquid soap and clean the utensils with the help of a scrubber.
- After cleaning she will get the children to wipe the utensils with a napkin.

Subject : PLS	No. of Periods/week : 2	Fortnight :18
Topic: Hanging shirts and frocks		

Learning Outcomes:

- Will enhance eye and hand co-ordination.
- Will develop fine motor skills.
- Will learn how to hang clothes in a hanger.

Teaching Aids:

- Hanger
- Shirt
- Frock

Teaching Methodology:

- The children will bring their hanger and clothes from their home.
- The boys will bring shirt and girls will bring tops with buttons.
- The children will sit in a circle.
- The educator will demonstrate how to hang the shirt / top on a hanger and how to button it.
- Children will do the same activity everyday till they learn to do it by themselves.

Subject : Block room	No. of Periods: 2	Fortnight :18
Topic: A true experience of Art and forms		

Learning Outcomes:

- To develop, motivate and encourage one's own imagination and intellectual skills
- To sharpen intelligences and indirectly creates interest for mathematics and its uses

Teaching Aids:

- Green and yellow Arch-1 each, yellow, red, white, blue triangle-1each, red, yellow, blue, white thin square slabs-1 each, blue, green cuboids -1each, red, green, white-1 cube each, yellow cylinder-1, yellow, green thick rectangle slab-1 each, red, blue thin rectangle slab-1 each and curve- 1(21 pieces).

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take out all the blocks and place it on the table in front of the children without making noise.
- She will show them the different shapes, which will be a sort of revision of shapes and also knowing new shapes.
- Then she will start making some patterns and also knowing new shapes.
- Then she will start making some patterns/designs like ship, houses, bridges etc and demonstrate.
- Then she will show how to put back all the block pieces in the box and keep it back in its place.
- Then the children will start doing as demonstrated and they will also come out with their own imagination and creativity.

Note: The educator should ensure that each child knows how to arrange the box.

Subject : Art & Craft	No. of Periods: 4	Fortnight :18
Topic: Mosaic (Different Shapes)		

Learning Outcomes:

- Will develop fine motor skills and eye-hand co-ordination

Teaching Aids:

- Cutouts of different shapes
- A worksheet with one inch grids
- Glue
- drawn on it.

Teaching Methodology:

- The educator and children will sit in a circle.
- She will take the glue and cutouts of different shape and show the children how to put glue and stick a cutout in the grids of the given worksheet.
- She will divide the children in four groups and each group will be given two bowls containing cutouts of shapes and glue.
- Children will stick cutouts in the grids of the given worksheet as shown by the educator.

Note: The educator will not hold any child's hand and make them do the activity. While dividing the children into groups, she can keep 2-3 children who follow instructions very well so that other children can follow them and do the activity.

Subject : Art & Craft	No. of Periods: 3	Fortnight :18
Topic: Painting		

Learning Outcomes:

- Will develop fine motor skills.
- Will develop eye and hand co-ordination.
- Will enhance creativity.
- Will develop pre-writing skills.

Teaching Aids:

- An easel board
- Brushes
- Poster colour
- Chart paper

Teaching Methodology:

- The educator will show the easel board to the children and will demonstrate how to hold the brush and dip it in the poster colour bottle.
- She will show how to paint on the chart paper in the class.
- She will arrange the children in a semi circle in front of the easel board.
- She will call the children one by one to draw any type of line on the easel board with the brush dipped in colour and will carry on the activity till everybody gets a chance.

Note:-

- The educator should not force any child to hold the brush in the right hand.
- Let them hold the brush as per their comfort.

Subject : Saturday Visit	No. of Periods : 2	Fortnight : 18
Topic: Tri Mandir, Sarkhej Roza		

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1

Teaching Aids:

- Tri Mandir – A Hindu Temple
- Sarkhej Roza - Mosque

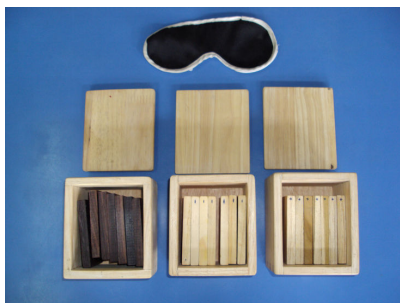
Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight 18 :
Montessori Hour – Baric Tablet



Fortnight 18 :
Art & Craft – Mosaic

JKg Lesson Plans

An overview of the JKg Curriculum – 1st Term

Sr.	Subject	F1	F2	F3	F4	F5
1	GMS	<ul style="list-style-type: none"> Walking on a line 	<ul style="list-style-type: none"> Walking on a circle backward /forward 	<ul style="list-style-type: none"> Walking on a zigzag line 	<ul style="list-style-type: none"> Stretching and bending the body 	<ul style="list-style-type: none"> Kicking a ball
2	FMS	<ul style="list-style-type: none"> Scribbling 	<ul style="list-style-type: none"> Rolling clay into balls 	<ul style="list-style-type: none"> Squeezing 	<ul style="list-style-type: none"> Beading 	<ul style="list-style-type: none"> Transferring water - one bowl to another
3	Circle Time	<ul style="list-style-type: none"> Introduction of classmates Family & Family members 	<ul style="list-style-type: none"> Fruits Greeting elders Your favourite things Fruit basket game 	<ul style="list-style-type: none"> Simple number game. Making sounds of different animals. Self introduction 	<ul style="list-style-type: none"> Round-game Vegetables My favourite fruit and vegetable Following instructions 	<ul style="list-style-type: none"> Sense - Taste Expression Expression game Action game A Talk on Independence Day
4	Rhymes and Songs	<ul style="list-style-type: none"> Finger Family ABC नानी मारी ओख (G) Song- Be careful 	<ul style="list-style-type: none"> Little Jack Horner One two Buckle my Shoe दादा नो डंगोरो (G) 	<ul style="list-style-type: none"> Humpty Dumpty My Band Baa Baa Black Sheep 	<ul style="list-style-type: none"> The Snail हरी सन्त्रिया (H) Pitter patter 	<ul style="list-style-type: none"> At the Zoo A Tailor, A Cobbler चाँदा पोड़ी (G)
5	English	<ul style="list-style-type: none"> Recognizing Alphabet Aa, Bb 	<ul style="list-style-type: none"> Cc, Dd 	<ul style="list-style-type: none"> Ee, Ff 	<ul style="list-style-type: none"> Gg, Hh, Ii 	<ul style="list-style-type: none"> Jj, Kk, Ll
6	Maths	<ul style="list-style-type: none"> Shapes – square, rectangle, circle, and triangle Worksheets: 1,2,3,4 	<ul style="list-style-type: none"> Introducing Number 1-10 Worksheets: 5, 6, 7, 8, 9 	<ul style="list-style-type: none"> Number: Two - 2 Tall & Short Pairing Worksheets: 10, 52, 50, 51, 49, 48, 47 	<ul style="list-style-type: none"> Number: Three - 3 Big & Small worksheets: 61, 62, 63, 64, 53, 11 	<ul style="list-style-type: none"> Number: 4,5 Odd one out Worksheets: 56, 33, 12, 13, 14, 15, 16
7	Story Telling	<ul style="list-style-type: none"> Fret and Polly The Town Mouse and the Country Mouse 	<ul style="list-style-type: none"> Jack and the Treasure The Wolf and the Lamb 	<ul style="list-style-type: none"> The Farmer and his Sons The Donkey The Lion, Monkey and Camel 	<ul style="list-style-type: none"> The Lion goes to War Robbie and Dean 	<ul style="list-style-type: none"> Anton, The vain Ant Mike and the Bunny
8	Science & Geo	<ul style="list-style-type: none"> Parts of the body and its function 	<ul style="list-style-type: none"> Revision Parts of the body 	<ul style="list-style-type: none"> Why should we keep our body clean 	<ul style="list-style-type: none"> Rainy season Experiment- soluble-insoluble 	<ul style="list-style-type: none"> Safety Measures
9	Block Room	<ul style="list-style-type: none"> Pink tower 	<ul style="list-style-type: none"> Knobbed cylinder 	<ul style="list-style-type: none"> Sorting shapes 	<ul style="list-style-type: none"> Geometric cabinet 	<ul style="list-style-type: none"> Brown stairs
10	PLS	<ul style="list-style-type: none"> Keeping bag, bottle, communication page, Opening and closing water bottle 	<ul style="list-style-type: none"> Washing hands How to use the tap and flush 	<ul style="list-style-type: none"> Zippering-unzipping Buttoning and unbuttoning 	<ul style="list-style-type: none"> Arranging the basket in block room Table setting 	<ul style="list-style-type: none"> Proper use of dustbin Buttoning and Lacing
11	Art & Craft	<ul style="list-style-type: none"> Block printing 	<ul style="list-style-type: none"> Paper folding-3 folds 	<ul style="list-style-type: none"> Sand pasting 	<ul style="list-style-type: none"> Flag making 	<ul style="list-style-type: none"> Rakhi making
12	Saturday Visit	<ul style="list-style-type: none"> Prahladnagar Garden 	<ul style="list-style-type: none"> Sola Temple 	<ul style="list-style-type: none"> Gujarat Vidhyapith 	<ul style="list-style-type: none"> Kite museum 	<ul style="list-style-type: none"> Railway Station

Sr.	Subject	F6	F7	F8	F9
1	GMS	<ul style="list-style-type: none"> Lifting a table in the class 	<ul style="list-style-type: none"> Skipping 	<ul style="list-style-type: none"> Hopping 	<ul style="list-style-type: none"> Rolling on the lawn
2	FMS	<ul style="list-style-type: none"> Tearing and crumpling newspaper 	<ul style="list-style-type: none"> Rolling pencil between thumb and fingers 	<ul style="list-style-type: none"> Rolling roti with clay 	<ul style="list-style-type: none"> Sticking & removing
3	Circle Time	<ul style="list-style-type: none"> Days of the week Domestic animals Senses - Smell 	<ul style="list-style-type: none"> Wild animals Pass the squeeze How to behave when there is no teacher in the class 	<ul style="list-style-type: none"> Water animals & Pet animals Months Passing the bell without making noise 	<ul style="list-style-type: none"> Senses - Hearing Role play by children Senses-Sight
4	Rhymes and Songs	<ul style="list-style-type: none"> Twinkle Twinkle पक्षी (H) ढट्टिमा टिम टिम (B) सेना- नन्हा मुन्ना (H) 	<ul style="list-style-type: none"> If I were चुन्नी चाची मुन्नी मासी (H) ताना बाता (J) Song – Come here my dear 	<ul style="list-style-type: none"> Little Miss Muffet Revision 	<ul style="list-style-type: none"> A Caterpillar सीख (H)
5	English	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Mm, Nn, Oo 2 Letter words Pattern writing worksheet 	<ul style="list-style-type: none"> Introduction of Pp, Qq, Rr Introducing 2 Letter words 	<ul style="list-style-type: none"> Ss, Tt, Uu 2 letter words
6	Maths	<ul style="list-style-type: none"> Number: 6, 7 Far & Near Worksheets: 17, 18, 35 	<ul style="list-style-type: none"> Number: 8,9 Matching Worksheets :19,20,31 	<ul style="list-style-type: none"> Zero Revision Worksheets: 24, 43, 46 	<ul style="list-style-type: none"> Number: 10 Worksheets: 21, 22, 23, 25, 34
7	Story Telling	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Sue, Hayden and the Raft. Wolly and the Magic Glasses 	<ul style="list-style-type: none"> Kathy and the Time Machine 	<ul style="list-style-type: none"> The Fisher Man & the Genie
8	Science & Geo	<ul style="list-style-type: none"> Healthy & Junk food 	<ul style="list-style-type: none"> Sources & uses of water Parts of a plants 	<ul style="list-style-type: none"> Germination Floating & Sinking 	<ul style="list-style-type: none"> Revision
9	Block room	<ul style="list-style-type: none"> Knobless cylinder 	<ul style="list-style-type: none"> Crazy blocks 	<ul style="list-style-type: none"> Rainbow 	<ul style="list-style-type: none"> Vipella-1
10	PLS	<ul style="list-style-type: none"> Cleaning the classroom Watering the plant 	<ul style="list-style-type: none"> Carrying water without spilling Cleaning puzzles 	<ul style="list-style-type: none"> Wearing shoes & socks Combing 	<ul style="list-style-type: none"> Brushing teeth Scooping without spilling
11	Art & Craft	<ul style="list-style-type: none"> Thumb printing 	<ul style="list-style-type: none"> Colouring - traffic signals 	<ul style="list-style-type: none"> Cotton dabbing 	<ul style="list-style-type: none"> Wool activity
12	Saturday Visit	<ul style="list-style-type: none"> Iscon Temple 	<ul style="list-style-type: none"> Balvatika 	<ul style="list-style-type: none"> Post office 	<ul style="list-style-type: none"> Gandhi Ashram

An overview of the JKg Curriculum – 2nd Term

Sr.	Subject	F10	F11	F12	F13	F14
1	GMS	<ul style="list-style-type: none"> Walking on pebbles 	<ul style="list-style-type: none"> Climbing the net 	<ul style="list-style-type: none"> Butterfly activity 	<ul style="list-style-type: none"> Balancing on a log 	<ul style="list-style-type: none"> Balancing a book on the head
2	FMS	<ul style="list-style-type: none"> Sorting object game 	<ul style="list-style-type: none"> Pouring water with a cup into a bowl 	<ul style="list-style-type: none"> Finger play My hand-activity 	<ul style="list-style-type: none"> Scissor activity 	<ul style="list-style-type: none"> Sorting grains
3	Circle Time	<ul style="list-style-type: none"> Flowers Birds Revision of months Fly bird fly game 	<ul style="list-style-type: none"> Visit to SS pond Changing seat game 	<ul style="list-style-type: none"> Imagine and enact. Sharing about vacation Insects Statue game 	<ul style="list-style-type: none"> Musical game & walking according to the sound A Talk on Uttarayan Musical chair game Traffic signal 	<ul style="list-style-type: none"> Listing game Nature walk Animals and their young ones Mime game
4	Rhymes and Songs	<ul style="list-style-type: none"> गिनती गीत Wee Willie Winkie Song – Old MacDonald 	<ul style="list-style-type: none"> झमके चमके (G) गाय (H) 	<ul style="list-style-type: none"> Once I saw Song-Jingle bells 	<ul style="list-style-type: none"> Little drops There was a crooked man भवतु भारतम् (S) 	<ul style="list-style-type: none"> Song – I am Happy Revision
5	English	<ul style="list-style-type: none"> Vv, Ww, Xx Revision 2 letter words 	<ul style="list-style-type: none"> Yy, Zz Pattern writing 2 letter words 	<ul style="list-style-type: none"> Revision A to Z 2 letter words Worksheets: 1, 2, 3, 4 	<ul style="list-style-type: none"> Revision 2 letter words a to z Worksheets: 5, 6, 7, 8, 9, 10 	<ul style="list-style-type: none"> Revision 2 letter words 3 letter words - Introduction Worksheets: 1, 11, 15, 16
6	Maths	<ul style="list-style-type: none"> Backward counting Revision 	<ul style="list-style-type: none"> Revision 1 to 10 Worksheets: 26, 27, 29, 44, 45 	<ul style="list-style-type: none"> Revision 1 to 10 Number : 11 to 20 Worksheets: 37, 32, 36 	<ul style="list-style-type: none"> Number 20 to 30 (oral) Worksheets: 30, 28, 39 	<ul style="list-style-type: none"> Counting 1 to 30 Worksheets: 57, 54, 38, 40
7	Story Telling	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Zender and the Glowing Toy 	<ul style="list-style-type: none"> The Deer and his Antlers The Owl and the Grasshopper 	<ul style="list-style-type: none"> Rapunzel 	<ul style="list-style-type: none"> Cinderella
8	Sci/Geo	<ul style="list-style-type: none"> First aid 	<ul style="list-style-type: none"> Animals its food & shelter 	<ul style="list-style-type: none"> Animals and their young ones Learning about magnet 	<ul style="list-style-type: none"> Means of communication 	<ul style="list-style-type: none"> Revision
9	Block room	<ul style="list-style-type: none"> Gift-3 Constructive blocks 	<ul style="list-style-type: none"> Pyramid Gift-3 	<ul style="list-style-type: none"> Diavo 	<ul style="list-style-type: none"> A True Experience of Art and Form 	<ul style="list-style-type: none"> Cella Gift-4
10	PLS	<ul style="list-style-type: none"> Diwali Cleaning 	<ul style="list-style-type: none"> Arranging books 	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Mopping 	<ul style="list-style-type: none"> Pouring water with spoon in a bottle
11	Art & Craft	<ul style="list-style-type: none"> Paper bag 	<ul style="list-style-type: none"> Paper folding fish 	<ul style="list-style-type: none"> Collage (House) 	<ul style="list-style-type: none"> Kite making 	<ul style="list-style-type: none"> Phone making
12	Saturday Visit	<ul style="list-style-type: none"> Traffic park 	<ul style="list-style-type: none"> Aquarium 	<ul style="list-style-type: none"> Gurudwara 	<ul style="list-style-type: none"> Sundervan 	<ul style="list-style-type: none"> Church

Sr.	Subject	F15	F16	F17	F18
1	GMS	<ul style="list-style-type: none"> • Hanging on a monkey ladder 	<ul style="list-style-type: none"> • Jumping in and out of a circle 	<ul style="list-style-type: none"> • Climbing the tree with the help of ladder 	<ul style="list-style-type: none"> • Catching the ball
2	FMS	<ul style="list-style-type: none"> • Arranging the grains on the given shapes 	<ul style="list-style-type: none"> • Sharpening 	<ul style="list-style-type: none"> • Finger puppets • Pricking leaves with twigs 	<ul style="list-style-type: none"> • Winding a thread on the pencil
3	Circle Time	<ul style="list-style-type: none"> • Talking and sharing about their friends • Importance of being punctual • In and out game 	<ul style="list-style-type: none"> • Wheat field visit • Being sensitive and caring ways • Find your partner • Khandala game 	<ul style="list-style-type: none"> • Sharing on what they like and dislike • Sharing about their experience in JKg • Sound of animals 	<ul style="list-style-type: none"> • Memory game • Discussion on their favourite activity • Collecting any - thing from the surrounding and describing it • Talking about their bad habits • Discussion on what makes us feel good
4	Rhymes and Songs	<ul style="list-style-type: none"> • Round & Round • चंदोमामा चंदोमामा (M) • Hickory Dickory 	<ul style="list-style-type: none"> • I love Little Kitty • Rock a bye baby • पल्लिकु पोवेन(T) 	<ul style="list-style-type: none"> • Ding Dong • Hey Diddle • कुन्दकेन खेलनम् (S) 	<ul style="list-style-type: none"> • हम नन्हे नन्हे बच्चे हैं (H) • उसानी (J)
5	English	<ul style="list-style-type: none"> • Revision • 3 letter words • Worksheets: 12, 19, 21 	<ul style="list-style-type: none"> • Revision • 3 letter words • Worksheets: 13, 18, 20 	<ul style="list-style-type: none"> • Revision • 3 letter words • Worksheets: 21 	<ul style="list-style-type: none"> • 3 letter words • Revision
6	Maths	<ul style="list-style-type: none"> • After numbers 1 to 10 • Worksheets: 41, 42, 58, 59, 60 	<ul style="list-style-type: none"> • Before numbers • Worksheets: 65, 66, 67 	<ul style="list-style-type: none"> • Fractions • Heavy & Light • Worksheets: 14, 17 	<ul style="list-style-type: none"> • Reading the Clock • Worksheets: 70, 68, 55
7	Story Telling	<ul style="list-style-type: none"> • Jack and the beanstalk 	<ul style="list-style-type: none"> • Story telling by children 	<ul style="list-style-type: none"> • Enacting stories by children 	<ul style="list-style-type: none"> • Story telling by children
8	Sci/Geo	<ul style="list-style-type: none"> • Modes of Transportation 	<ul style="list-style-type: none"> • Winter season • Sound of animals 	<ul style="list-style-type: none"> • Pollution • Sun, day & night 	<ul style="list-style-type: none"> • Living & Non living • Summer season
9	Block room	<ul style="list-style-type: none"> • L-Angle • Gift-4 	<ul style="list-style-type: none"> • Colour tablets • Vivo 	<ul style="list-style-type: none"> • Gradus 	<ul style="list-style-type: none"> • Gradus
10	PLS	<ul style="list-style-type: none"> • Using a Lock & Key • Opening & closing of a jar 	<ul style="list-style-type: none"> • Washing plates bowls & spoon 	<ul style="list-style-type: none"> • Folding a big mat 	<ul style="list-style-type: none"> • Cleaning brass vessels
11	Art & Craft	<ul style="list-style-type: none"> • Shading & scribbling 	<ul style="list-style-type: none"> • Paper folding - tulip flower 	<ul style="list-style-type: none"> • Paper folding - fan 	<ul style="list-style-type: none"> • Buffer week
12	Saturday Visit	<ul style="list-style-type: none"> • Kankaria zoo 	<ul style="list-style-type: none"> • Kankaria zoo 	<ul style="list-style-type: none"> • Eklavya nursery 	<ul style="list-style-type: none"> • Sarkhej Roza • Tri Mandir

Books List For JKg			
Sr.	Subject	Book's Name	Publisher
1	Art and Craft	Sketch Book	Eklavya School
2	Rhymes and Songs	Book of Rhymes (JKg)	Eklavya School
3	Colouring	Vikas Drawing and Colouring (A)	Navneet
4	Colouring	Vikas Drawing and Colouring (B)	Navneet
5	English	English-1, English-2 Workbook	Eklavya School
6	Maths	Maths Workbook	Eklavya School
7	PEC: Parent and Educator Communication Book		Eklavya School

The cover and a few pages of the following books - scanned and attached in Annexure 2:

1. Vikas Drawing and colouring (A)
2. Vikas Drawing and colouring (B)
3. Parent and Educator Communication Book
4. Book of Rhymes, English & Maths Workbook

JKg Subject Wise Period Distribution

Subject	No.Period Per Week	No. of Periods per Fortnight
GMS	1 (Also during OFP)	2 (Also during OFP)
FMS	2	4
Circle Time	5	10
Rhymes and Songs	3	6
English	4	8
Maths	4	8
Story Telling	3	6
Science and Geo	2	4
Block Room	3	6
PLS	2	4
Art and Craft	2	4
Music	1	2
Value Education	1	2
Clay	1	2
Dance	1	2
Total	35	70

Number of Periods: - The number of periods written along with the topic indicates the actual periods taken to complete the activity in a fortnight.

Subject : GMS	No. of Periods: 2	Fortnight: 1
Topic: Walking on the line		

Learning Outcomes:

- Children will develop controlled movement of legs and feet.
- They will develop coordinated movements between the right leg and the left leg.

Teaching Aids:

- Chalk
- A painted line
- String

Teaching Methodology:

- First the educator will tell the children to walk on the floor without a line - one by one.
- Then she will draw a straight line on the floor with a chalk and tell children to walk on it moving ahead using alternate feet.

Note:

- The educator can draw a line with the help of a string and chalk. The line should be straight.
- A permanent painted line on the floor will help the children to practice their skill whenever they pass by the line.

Subject : FMS	No. of Periods: 4	Fortnight: 1
Topic: Scribbling		

Learning Outcomes:

- It will enhance eye-hand coordination.
- Pre-writing skills will develop.

Teaching Aids:

- Chalk
- A4 size papers
- Board
- Slate
- Pencil

Teaching Methodology:

Period 1 & 2

- The educator will demonstrate how to hold the chalk between the thumb, index finger and tall finger.
- She will give all the children a chalk and a slate and tell them to scribble on the slate.
- She should allow and encourage children to scribble and get them to erase the slate when it is done.

Period 3 & 4

- The educator will give pencil and paper to the children.
- She will demonstrate how to hold the pencil.
- She will tell them to scribble on the paper.
- She should allow them to scribble freely.

Note: The educator should not force a child to hold the writing material with the right hand. Let the child use it the hand she feels comfortable.

Subject: Circle Time	No. of Periods: 5	Fortnight: 1
Topic: Introduction of classmates		

Learning Outcomes:

- Children learn to share in a group.
- Children learn to know each other by their names.
- Listening skills and vocabulary get enhanced.

Teaching Aids:

- None

Teaching Methodology:

- Children sit in a circle facing inwards.
- The educator introduces herself e.g. “Good Morning, I’m Rudra Shah. I teach JKg A.”
- She repeats it and then asks children – Who am I? Which class do I teach?
- Then children introduce themselves by saying - eg: “Good Morning ma’am, I am Diya Panchal. I am studying in JKg A.”
- She (the child) then points to another child who stands up and introduces herself. This continues until everyone gets a chance.
- When all have got a chance, the educator will clap for the children.

Note: The educator asks children the names of their classmates’ everyday for the first two weeks.

Subject: Circle Time	No. of Periods: 5	Fortnight : 1
Topic: Family and family members		

Learning Outcomes:

- Children will share about their family members.

Teaching Aids:

- Passport size photograph of the child
- Family photographs
- Any musical instrument

Teaching Methodology:

- Educator can use a puppet to encourage children to talk about themselves and their family members. The puppet first talks itself and asks children questions about themselves and their family members. Then children can talk about this in simple short sentences.
- Educator claps in rhythm or plays some musical instrument while children pass a bag/ box full of passport size photo of each child. When the music stops, the child holding the bag/box takes out a photo. The child whose photo is taken out will stand up. The educator will encourage her to talk about her family and each member’s role in the family. For eg. Papa, mummy and small sister are at home. My papa goes to office, mummy cooks and sister plays.

Extended Activities:

- The educator can ask the children to get their family photo. Children can then show and explain again.

Note: The educator should be sensitive and alert towards a child who doesn't have either of her parents.

Subject: Rhymes and Songs	No. of Periods: 6	Fortnight : 1
Topic: Finger family / ABC / नानी मारी अँख (G) / Song: Be Careful		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids: Rhyme Book- 1. Finger Family (Pg.8)
 (Refer to Book 2. ABC (Pg.21)
 of Rhymes 3. नानी मारी अँख (G) (Pg.34) Song: Be Careful
 in Annexure 2) (Refer Pg. 253)

Teaching Methodology:**Period 1**

- The educator will first recite the whole rhyme. She will focus on:
 1. The rhythm of the rhyme.
 2. The voice modulation needed for the rhyme.
 3. The correct pronunciation.
- Then will say each line with action and the children will repeat after her.
- She will then discuss the meaning of the rhyme: who and what is it talking about, what happened and so on. She should encourage children to guess and express what they understand from the lines. The educator should gradually guide them to get the right explanation.
- Once again repeat the rhyme with action- one line by the educator and then by children.

Period 2

- The educator will say the rhyme with action allowing the children to recite along with her.
- She will pause at new words in the rhyme and discuss its meaning and children should be allowed to share few things related to the words.
- The educator will give the Rhyme Book to the children and encourage them to open the page on their own.
- She will repeat the rhyme line by line and will ask children to look into the rhyme book while repeating after her.
- The educator and children will do it twice / thrice – depending on how engrossed the children are in the activity.

Period 3

- By now children know the rhyme fairly well. With the rhyme book open in front of them, the educator and children will say the rhyme together. The educator can begin the line and allow children to complete it.

- Now allow the children to recite on their own - educator will support only when needed.
- The educator will divide the children into groups and each group will recite.

Extended activities:

- Have a printout of the rhyme put on the soft board at the eye level of the children.
- Revise rhymes during transition – from one activity to another.

Note: Revise all earlier rhymes before a new one is introduced. Devote two periods for each rhyme.

Subject: English	No. of Periods: 8	Fortnight : 1
Topic: Recognizing alphabet Aa, Bb		

Learning Outcomes:

- Children will be able to recognize the alphabet.
- Will be able to give words beginning with alphabet.

Teaching Aids:

- 6 to 7 objects beginning with the alphabet in a box
- A – aeroplane, arrow, axe, apple, abacus, ambulance
- B – bus, bottle, basket, book, ball, bead, bat
- Worksheets- colouring and circling and drawing
- Board and chalk

Aa

Magic box objects - aeroplane, aqua guard, arrow, axe, and apple

2nd Day - ant, alligator, aquarium, artist, angel

3rd Day - actor, accident, ambulance, ankle

Bb

Magic box objects - bus, bottle, ball, basket, bicycle, boy, board

2nd Day - bag, butter, boat, book, bed

3rd Day - button, branch, bell, buffalo, balloon

Teaching Methodology:

Period - 1

- The Educator will write the letter on the board both capital and small letter.
For e.g. Aa
- She will then sit in a circle along with her children.
- She will have the objects [beginning with the letter] put in a box. The box is called a magic box as it has objects that will come out only when a “mantra” is said.
- The Educator and children will then chant a “mantra” e.g.

गिलि गिलि गिलि गिलि

बुम बुम बुम

जल्दि से आजा

चीज बाहर तुमड

and the object will be taken out. All will see and name the object. The Educator will then name the object with the correct pronunciation.

- The Educator will encourage children to share a few things about the object.
- She will continue taking out the objects one after the other each time revising the names of the objects already out.
- Once all objects are out she will pass the objects one by one - children will feel and repeat its name and pass it to the next child.
- Once every child has seen every object one by one the objects will go back into magic box.
- The Educator will once again ask children to name the objects they have just seen.

Period 2

- The Educator will write the letter on the board both capital and small.
- She will then ask them to give the names of the objects they saw the day before. As the children name them she will draw and write the words on the board.
- She will then underline all the first letter of the words and make them repeat the letter.
- She will then encourage them to give new words beginning with the letter each time giving them to say. She will then draw and write it on the board.
- Worksheet- children will colour the objects that begin with the letter on the worksheet. **(For all worksheets refer to workbook in Annexure 2)**

Period 3

- A quick re-cap of all the words done.
- The Educator will give the worksheet and pencil to each child. She will show a sample on the board and then ask children to circle as many as possible- the same letter in the worksheet.

Period 4

- The Educator will ask children to give the names of objects beginning with the letter.
- She will give each child A4 size paper with grids dividing the page in 4 portions.
- She will ask children to give words which they want her to draw (words beginning with the same letter). If she can't draw the word given she will say she can't and ask them to give another word.
- The 4 objects drawn will be copied by the children in the grids drawn.

Extended activities:

- Trace the letter on sandpaper letters.
- Draw the letter on the floor and line it with beads to form the letter.
- Find the letter in the newspaper and circle it.
- Play game: Name the objects which begin with the particular letter.

Note:

- Revise all earlier alphabet done, allow children to give a few words beginning with the letter.
- When children name the objects in the language they know (Hindi/Gujarati etc) never say wrong- accept it and then give the word in English.

Subject: Maths	No. of Periods: 8	Fortnight : 1
Topic: Shapes – square, rectangle, circle and triangle.		

Learning Outcomes:

- Children will be thorough with the four basic shapes.
- Children will learn to identify these shapes in their surroundings and associate it with the name "Circle", "Rectangle", "Square", "Triangle".

Teaching Aids:

- Chart paper cutouts of all four shapes
- Shapes puzzle
- Worksheet: 1, 2, 3, 4 (for all worksheets refer to the Workbook in Annexure 2)

Teaching Methodology:

Period 1 & 2

- Children will sit in a circle. The Educator will show them the cutouts of the circle and ask them, "Do you know what this shape is?" she will allow children to tell in their own language. After that she will tell them, "This is a circle". She will hold up a circle and run her fingers over the edge of the circle and trace its circumferences. She will ask them, "Can you feel the shape of a circle?" She will pass the chart paper circle cutouts around to the children to make them feel the shapes.
- Then she will show the cutouts of the Rectangle and ask them. Do you know what this shape is? She will allow children to tell in their own language. After that will tell them, "This is a rectangle" it has four sides, two short standing lines (similar) and two long sleeping lines (similar).
- After that she will tell them "This is Rectangle" and holds up the rectangle and run her finger on the edge and corners of the Rectangle. She will ask them "can you feel the shape of a Rectangle". Pass the chart paper Rectangle cutouts around to make them feel the shape.

Period 3 & 4

- Educator will do the revision of Circle and Rectangle.
- In the same way the educator will introduce "Square" and "Triangle".

Period 5

- Worksheet 1 – Shapes - Colour the Circles.

Period 6

- Worksheet 4 – Shapes - Colour the Rectangles.

Period 7

- Worksheet 2 – Shapes - Colour the Squares.

Period 8

- Worksheet 3 – Shapes - Colour the Triangles.

Extended activities:

- She can ask children to observe different shapes in the classroom and other places in school to relate and name the shapes.

Subject: Story Telling	No. of Periods: 6	Fortnight : 1
Topic: 1. Fret and Polly 2. The Town Mouse and the Country Mouse		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.

Teaching Aids:

- Flash cards/puppets related to the characters in the story.
- The story book with big pictures. (1) Fret and Polly. (2) The town mouse and the country mouse (Story attached).

Teaching Methodology:

Period 1

- The educator will arouse interest in the children by asking them to guess who/what the story is about.
- She will then tell the name of the story and allow children to guess further.
- Then she will narrate the story with a lot of facial expression and voice modulation.
- She will stop in between and ask questions as to what do you think will happen now? etc and should allow children to voice her view.
- She will then complete the story.

Period 2

- The educator will use the story book to say the story this time.
- She will allow children to build the story by following the pictures shown.
- She will then read the story from the book allowing the children to see the picture. (Hold the book in such a way that both reading and seeing pictures can happen.)

Period 3

- The educator will again tell the story with puppets/ flash cards.
- She will pause in between and ask questions which will lead to the next sequence.
- She will focus on getting the children to say the story with the support of the puppets/flash cards.
- The educator will ask any child to volunteer to begin the story.
- She will then keep moving from one child to another with the question “then what happened?” and “then?” etc.
- She will give chance to children to say any story they like.

Extended activities:

- Allow children to arrange the flash card in the sequence of the story.
- Encourage discussion on the 'end' of the story, what if this did not happen? Children enjoy adding their bit.
- Leave the story book in the class for children to browse when they want.

Note: Use simple sentences and remember children love listening to same story again and again enacts it as if you are saying it for the first time. All stories need not have a moral-so do not stress on the question “So what did you learn?” always. Devote 3 periods for each story.

Fret and Polly

Once there lived a lioness. She was kind and so, well loved by all the animals in the forest. She had a son, named Fret. Fret's best friend was Polly.

Polly was an urchin. Once he saw a deer grazing. "Hey, Fret", he called. "Let's scare that lonely deer. Come on, give me a hand chase. "On seeing them the deer ran away.

One day Fret said, "Mother I want to go out with Polly." His mother agreed. "But watch out Fret, Polly is very naughty at times," cautioned his mother.

Fret waved, goodbye to his mother and set off. 'I'm sure we'll have a lot of fun together, he thought. Fret and Polly started walking happily. "It is so peaceful here," said Fret. "You, bet," nodded Polly.

A little later, they reached a barren land. Polly said, "Oh, it's so boring, let's do something else." Suddenly, Polly saw some leaves. "Leaves in this barren land? I wonder how?" he looked thoughtful.

"Let's jump on it," said Polly. Fret was the first to jump. "Wee!" he shouted. "Aaauch!" screamed Fret as he got caught in a trap kept under the leaves.

Just then they saw somebody coming towards them. "Perhaps they're the ones who have laid the trap. What shall we do now?" shouted Polly. But, fortunately Fret's mother came following them, thinking they might get into trouble. She saw what was happening. She roared and chased the hunters away.

As every mother does, I really care for you, Fret. So, I came after you. In future, you two, Fret and Polly, be careful with what you're doing, okay?"

"Sure, Mom. Now we've learnt a lesson. So from today ABC is our password. I mean, Always Be Careful", replied Fret.

The Town Mouse and the Country Mouse

Once upon a time there lived a country mouse. One day, he invited the town mouse, his friend, from the city. The country mouse served lunch to his tired friend. He gave him the tastiest of nuts and corns to eat.

The town mouse was surprised at what the country mouse ate. He invited the country mouse to see the wonders of the city. The country mouse went with his friend. He was shocked to see so many people staying together in the city.

Here the mouse had to walk carefully. They somehow managed to save themselves from the big wheels of a carriage. Later the town mouse took him to his beautiful eating house. The country mouse was pleased and went in.

They came to a huge table the town mouse climbed onto the table and invited the country mouse to do so. Both started eating the different kinds of fruits, cheese, breads, nuts and other delicacies kept on the table. Just as they began to eat, they heard someone opening the door to the room. The mice jumped off the table and hid under it. Both of them were scared and started shivering.

Then appeared a big cat, which spotted them. The cat started chasing them. The mice ran as fast as they could and entered their hole. After sometime, the town mouse came out seeing no one around, he said, "Now we can eat whatever we want to."

"Thanks", said the country mouse, "But I want to go home." The town mouse was surprised and asked, "Don't you want to eat the tasty food?" The country mouse was tired. He told his friend that he would prefer a safe place and a happy life. Saying so, he went back home.

Subject: Science & Geo	No. of Periods: 4	Fortnight : 1
Topic: Parts of the body and its functions		

Learning Outcomes:

- Children will know the names of the different parts of the body and their functions.

Teaching Aids:

- Puzzle: Parts of the body
- Flash Card

Teaching Methodology:

Period 1 & 2

- Educator will show one part of the body e.g. eyes and ask them “what is this?”
- She will then tell the students to touch their one eye and say “This is my eye.”
- Then she will ask what is the function of that part, allow children to answer. Then explain the use of that part e.g. we can see with our eyes and ask them how many eyes we have? Show them we have 2 eyes.
- Tell them to touch and count.
- Then the educator will show another part of the body e.g. ear and ask them “what is this?” Then tell the name.
- Tell them to touch one ear and say. ‘This is my ear.’
- Then ask what the function of that part is. Then explain the use of that part e.g. with ears we can hear.
- And ask them “how many ears we have?” Show them we have 2 ears.
- Tell them to touch and count.
- Educator will show another part of body e.g. mouth and ask them “what is this?” then tell the name?
- Tell them to touch their mouth and say. “This is my mouth.”
- Then ask what the function of that part is. Then explain the use of that part e.g. we eat with one mouth.
- And ask them “how many mouth do we have?” Show them we have only 1 mouth.
- Tell them to touch and count.

Period 3 & 4

- Educator revises the parts of the body e.g. eyes, ears, mouth.
- Then the Educator will show another part of the body e.g. hands, legs etc. and asks what is this? Then tell the name.
- She will repeat as per period 1.

Subject: Block Room	No. of Periods: 6	Fortnight : 1
Topic: Pink Tower		

Learning Outcomes:

- Children will develop eye hand co-ordination.
- Helps in increasing concentration as the body and mind work in union with total concentration.
- Development of visual discrimination[Dimensional gradation]

Teaching Aids:

- 10 wooden cubes ranging in size from 1cm^3 to 10cm^3 .

Teaching Methodology:

- Build a block-tower beginning with the largest block at the base show the children how to hold the cubes and place one above the other by the movement of the whole arm. Later the child can be taught small-large, smaller-larger, smallest – largest. Dismantle the tower by picking up each cube one by one and slowly putting it down, since the child tries to follow as demonstrated.
- Once in a while the child may be allowed to dismantle it by knocking it down gently since she built it patiently and then she may not have the patience to dismantle it slowly.

Control of error:

- It is self corrective as the child is able to make out the odd cube that is not arranged in descending order from base to the top.

Subject: PLS	No. of Periods: 4	Fortnight : 1
Topic: Keeping bag, bottle, communication page, opening and closing water bottle.		

Learning Outcomes:

- Children will be able to understand that there is a specific place for keeping thing in the classroom

Teaching Aids:

- Bag, bottle and communication page (diary)

Teaching Methodology:

Period 1 & 2

- Educator will sit with her children in the classroom with bag and water bottle.
- She will tell the children the importance of keeping things in a specific place. It is easy to find their belongings. It makes the class neat.
- She will then ask children to take out their communication pages (diaries).
- She will then show the table on which they have to keep their communication page.
- She will call their names (two at a time) and ask them to keep it on the table shown.
- She will show them the place to keep their bags and bottles.

- She will then ask two children at a time to keep the bag and bottle as shown. In this pattern she will ask other children to do the same.

Period 3 & 4

- Educator will instruct the children to keep the communication page (diary), bags and bottles at the right place without giving any direction. She will observe the children.

Note:

- The educator should be consistent with the children. She should see that all children follow the rule of keeping bags, bottle and communication page (diary) everyday.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 1
Topic: Block printing		

Learning Outcomes:

- Development of fine motor skill
- Children will be aware of different designs and patterns.

Teaching Aids:

- Different types of blocks used for block printing
- Powder colours (any colour)
- Drawing book

Teaching Methodology:

- Making of colour:
Educator will mix powder colour, water and a few drops of fevicol to form a smooth paste in front of the children.
- She will then demonstrate – she will dip the block lightly in the colours and then press it on the page of the drawing book forming the pattern.
- Educator will then divide the children into four groups.
- She will then give two blocks and the colour to each group.
- They will form different patterns with blocks in the book as they like.

Note: The educator should stress on sharing the colours within the group. She should allow the children to work on their own.

Subject : Saturday Visit		Fortnight : 1
Topic: Prahladnagar garden		

Learning Outcomes:

- Visit will enhance social skills in children.
- Will enhance awareness about the outside world.

Teaching Aids: None

Teaching Methodology:

- After reaching the place the educators will divide the children class wise and then take them inside the garden.

- The educator will choose a place where the children can keep their bags and bottles comfortably and she will ask them to give their communication page.
- She will then take them around the garden showing and naming the different things they see-flowers, some trees, some of the rides and encourage children to share whatever they want. She will also encourage them to ask questions.
- Then the children will be allowed to play and educator will also join them.
- Around an hour before departure, the children will be allowed to eat their tiffin, taking care that they do not litter. All aluminum foil to be thrown in the dustbin, if dustbin is not there educator should ask them to throw it in the bag which is made into a dustbin for the time being and then dispose the bag later on in a dustbin whenever available.
- 15 minutes before the departure children should board their bus, and head count to be taken.

Note: The educator should be alert and also discourage children from talking to strangers. The educator should also be alert that strangers do not take photographs of the children.

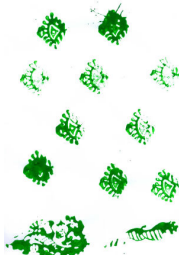
Teaching Learning Materials Used In this Fortnight



Fortnight : 1 – Maths – Basic Shapes



Fortnight : 1 – Block Room – Pink Tower



Fortnight : 1 – Art & Craft – Block Printing



Fortnight : 1 – Maths

Subject: GMS	No. of Periods: 2	Fortnight : 2
Topic: Walking on a circle backward / forward		

Learning Outcomes:

- Children will develop controlled movements of leg and feet.
- They will be able to balance the body while walking on circle.
- They will learn the difference between the two terms - forward and backward.

Teaching Aids:

- Chalk
- Painted circle

Teaching Methodology:

- First the educator will ask the children to form a circle holding each other's hand.
- Then she will ask them to move around in the circle which they have formed.
- Then she will draw a circle on the floor with a chalk and tell children to walk on it moving ahead with alternate feet.
- Once moving ahead is over she will ask them to move backward.

Note: A permanent painted circle on the floor will help the children to practice their skill whenever they pass by the circle.

Subject: FMS	No. of Periods: 4	Fortnight : 2
Topic: Rolling clay into balls		

Learning Outcomes:

- To develop the palm muscles.

Teaching Aids:

- Plasticine clay

Teaching Methodology:

- The educator will demonstrate.
- She will take a small amount of clay and roll it between her palms to make a ball.
- She will then give each child a small amount of clay and demonstrate again.
- The children will follow the same.
- The educator will encourage the children to make a perfect round ball.

Extended Activity:

- Children can make a custard apple – they will roll a big ball of clay and on it stick small balls by lightly pressing them on the big ball to make a custard apple.

Note: The educator will ask the children to role clay into a ball first in the beginning of the clay work period and then they can make any shape.

Subject: Circle time	No. of Periods: 3	Fortnight : 2
Topic: Introduction of fruits		

Learning Outcomes:

- Enhance the ability of children to recognize all kinds of fruits.
- Children will come to know the specific characteristic of different kinds of fruits.

Teaching Aids:

- Different kinds of fruits like Mango, Apple, Orange etc
- Basket

Teaching Methodology:

Period 1 & 2

- First the educator will sit with the children in a circle along with the fruits in and the basket.
- Then she will take out one fruit and tell them its name and its specialties like 'It is an apple'. The colour of the apple is red. There are some seeds inside the apple.
- Then she will pass it to the children, they will pass the fruit to the next child. Like this she will introduce each fruit.

Period 3 & 4

- Next day she will ask children some riddles regarding fruits.
- For e.g.
 1. Which fruit is called as the king of fruits? Mango.
 2. I am a juicy fruit and my colour only tells my name. Who am I? Orange.
 3. We are found in two colours green and purple and love to stay together in bunches. Who am I? Grapes.
 4. I am rough and thorny outside and yellow inside. Tell me who am I? Jack fruit.
 5. I am yellow in colour and have a green crown and when you touch me it pricks you. Who am I? Pineapple.
 6. I am a monkey's favourite food and also used for making wafers when I am raw. Tell me who am I? Banana.

Note: She can keep charts of fruits or pictorial books in the classroom so that children can see and revise it.

Subject: Circle time	No. of Periods: 3	Fortnight : 2
Topic: Greeting elders		

Learning Outcomes:

- It will help children to socialize.

Teaching Aids: None

Teaching Methodology:

- First the educator will sit with the children in a circle and will greet them 'Good morning children, Namaste'.
- She will ask children to greet her too and to greet each other.

- Then she will explain that every day they should greet their elders including their grandparents, parents, teachers, drivers, conductors, housekeeping maids and their friends.

Note: She should ensure that children are following this every day.

Subject: Circle time	No. of Periods: 2	Fortnight : 2
Topic: Your favourite things		

Learning Outcomes:

- To enhance the ability of children to express themselves.
- It will help them to socialize.

Teaching Aids: None

Teaching Methodology:

Period 1

- First the educator will sit along with the children in the circle.
- Now she will tell them that today we all will share about our favourite things.
- Before giving a turn to the children she herself will share what are her favourite things. For e.g. I like to play with puzzles, I like to eat ice-cream my favourite cartoon is Tom and Jerry etc. This will help children to express their views or ideas.
- Now she will ask the child sitting next to her to share about his/her favourite things.
- In the same way each child will get the turn to share.
- She will continue the activity till everyone gets the turn or they lose their interest.

Period 2

- The next day she will continue with the same activity with those children who had not got a turn or who did not share in the previous period.
- She will encourage those children who are very shy and do not open up by asking them questions like 1.What do you like to eat? 2. What is the game you like to play? 3. Which is your favourite cartoon? And so on.

Note: The educator should encourage those children who are shy or do not open up in large group by asking the questions.

Subject: Circle time	No. of Periods: 2	Fortnight : 2
Topic: Fruit basket game		

Learning Outcomes:

- Children will be able to recognize the names of the fruits.
- They will learn to be alert and quick.

Teaching Aids: None

Teaching Methodology:

Period 1

- The educator will first sit with the children in a circle and ask them to tell the name of some fruits.
- Then she will name each child as an apple, a banana, an orange, a mango etc. She may name two children with the name of the same fruit.
- When she calls out 'apple' the child who is named apple, she will tell a sentence or two about the apple. Similarly she will repeat for different names of fruit.

Period: 2

- They will continue the game.

Subject: Rhymes	No. of Periods: 6	Fortnight : 2
Topic: Little Jack Horner / One Two Buckle My Shoe / Song: Eklavya Song दादा नो डंगोरो		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids: Rhyme Book-

- Little Jack Horner (Pg 12)
- One Two Buckle My Shoe (Pg 19)
- दादा नो डंगोरो (Pg 35)
- Song: Eklavya Song

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote 2 periods for each rhyme.

Subject: English	No. of Periods: 8	Fortnight : 2
Topic: Recognizing alphabet Cc, Dd		

Learning Outcomes:

- Children will be able to recognize the alphabet.
- Will be able to give words beginning with alphabet.

Teaching Aids:

- 6 to 7 objects beginning with the alphabet in a box
- Worksheets- colouring and circling
- Board and chalk

Cc

Magic box objects- car, cup, cd, comb, candle, compass box, cock, crocodile, cheetah, camel, cot.

2nd day - cap, calculator, card, chalk, chocolate.

3rd day - clown, clay, cotton, crayon.

Dd

Magic box objects- doll, dog, deer, dice, dish.

2nd day - duster, door, dustbin, drum, driver.

3rd day - dinner, donkey, date, diamond, dustpan.

Teaching Methodology:

- Refer to Fortnight 1

Subject: Maths	No. of Periods: 8	Fortnight : 2
Topic: Introduction Number 1 to 10		

Learning Outcomes:

- To build-up the sequence and counting ability Children will be able to recognize the numbers.
- It helps the child learn counting, addition and greater and smaller numbers.
- It helps the child to remember odd and even numbers while playing.
- It helps in developing the muscles of the shoulders.
- The child develops concepts in sequence of numbers combinations of 10 and basic arithmetic.

Teaching Aids:

- Number rods are the first material used for numbers. It is a series of 10 rods. The rods are graduated in length from one to ten. The shortest rod is 10 cm. long the second 20cm and so on upto the tenth one which is a meter. The various segments of 10 cms. are alternately in red and blue and therefore can be distinguished and counted on every rod. If the first of them represents the quantity 1, the others represent successively the quantities 2, 3,4,5,6,7,8,9 and 10.
- Worksheet: 5, 6, 7, 8,9

Teaching Methodology:

- The educator will tell the children that today we will learn a new concept number with the help of number rod.
- When the educator introduces number rod children should stand at the back side of the educator in a horizontal line. Emphasize on beginning with the red mark given on the number rod,)
- The educator will sit along with number rods 1 to 3.
- Now she will take the number rod of 1 and place it front of her.
- Then she will hold the number rod with 3 fingers (left hand that is the thumb, the pointer and tall man.)

- Now she will place the three fingers of right hand if she is holding a pencil she will it from left to right on the number rod once and say this is one.



1

- Now she will take number rod of 2 and in the same way she will hold the rod and move her hand from left to right twice and say this is number 2. Here in this number rod there will be 2 colours red and blue so after counting the number. She will place her fingers on red and say one and then she will place her finger on blue and say two.



1

2

- Same way she will introduce number 3.
- Next day the educator will take 1 to 3 number rods.
- Now she will take the number rod of 1 and revise the concept in same way as she did the day earlier. She will tell the children that they are going to use beads for counting in a bowl. Then she will count and take 1 bead in hand, show it to children and then place it near the rod.



- Same way she will do for number 2 and 3.



1



2



1

2

3



- Third day educator will take number rods of 1 to 3 and will revise the concept in the same way as she did on the first day and second day.
- She will tell children that they are going to use beads and place value card. Now she will take out the place value card of 1 in one hand and place it near the number rod of 1.



1



1

2



- Same way she will introduce number rod up to 9.

Subject: Story Telling	No. of Periods: 6	Fortnight : 2
Topic: 1. Jack and the Treasure 2. The Wolf and the Lamb		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.

- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. Jack and the Treasure.
 2. The Wolf and the Lamb.

Teaching Methodology:

- Refer to Story Telling Fortnight 1

Note:

- Use simple sentences and remember children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.
- Devote 3 periods for each story.

Jack and the Treasure

One sunny day morning, Jack was riding in the woods. He saw a stream. It was hot and Jack was thirsty. He paused to drink some water.

Jack saw a monkey, too, drinking water there. ‘He looks friendly’, thought Jack. Only then Jack saw that snake, with its hood up and spread, about to strike the monkey from behind.

Jack, at once whirled around, grabbed a nearby stick and flung it at the snake, at wink’s pace. Hit on the hood, the snake slithered away. “Yippee, there you’re’,” shouted Jack in joy. The monkey regarded Jack with gratification. “Thank you so much for saving my life. I will reward you for this. Please come with me” invited the monkey.

Jack accompanied the monkey to the forest. Finally, they came to an old cave. “This cave belongs to my ancestors,” indicated the monkey. “Let’s go inside the cave,” said the monkey. “Oh, sure,” agreed Jack, rather curiously.

‘This cave looks weird. I wonder where my friend, the monkey is taking me,’ thought Jack.

The monkey suddenly stopped and whispered, “Let’s dig here.” Jack began digging. Soon, they hit upon something hard. “What’s this,” exclaimed Jack, in astonishment. It was an old trunk. The monkey opened the trunk. “Wow!” Jack wondered. The trunk was full of gold and many other valuables.

“It’s all for you, my friend. You saved my life. Nothing is more valuable than that. For heaven’s sake, don’t break my heart by refusing. Kindly accept.”

“When one’s in trouble, it’s the duty of the others to help out I did just that. I will not take any of this” said Jack.

The Wolf and Lamb

One day, a young deer stood merrily stripping the bark of a tree. Little did he know that a wolf was standing very near to him? “Hello,” said the hungry wolf. The deer turned around in fear and greeted him. The wolf replied in surprise.

“Are you not afraid of me?” “Why should I be scared of a wolf, which is so kind-hearted?” said the deer. Pleased, the wolf stood there waiting to hear more about himself.

He had, by then begun to believe that he did have an angel’s heart after all. In the meantime, the deer ran for his own safety, leaving the wolf lost in his thoughts. Not very far from there, was a stream. The wolf decided to go there and drink some water. When he reached there, he saw a young and thirsty lamb drinking water from it.

His eyes opened with joy and his mouth watered with greed when he saw the lamb. The little lamb kept drinking, without knowing that he was being watched over by a cunning wolf. The wolf immediately hid himself. Just then the devil in him said, “Eat that lamb now.” But his angel heart said, “Stop” In the end, the wolf left confused whether to eat the lamb or not.

But very soon he realized that he could not stay hungry any longer. So, he shouted out to the lamb and said, “Why are you making the water muddy?” The lamb looked up in fright. The lamb cried out meekly and said, “But I am not making the water dirty.” The wolf looked angrily at the lamb and thought that this time he would not let his prey run away.

So, he pounced on the lamb and said, “I am going to eat you in no time now.” As the wolf lifted his hand to catch the lamb she looked at him with fear and said, “I know you are so kind. Please do not eat me.” Filled with pity, the wolf set the lamb free. He walked away annoyed at himself. He was, once again, left hungry, tired and upset.

Later, he started thinking about the other wolves. He felt sad as he could imagine them feasting on good food, while he had been hungry all day. He ran back to the stream. He hoped to find the lamb, as he was very hungry. But the lamb had already run away.

In this way, the wolf was fooled by both, the deer and the lamb, and left hungry.

Subject: Science & Geo	No. of Periods: 4	Fortnight : 2
Topic: Parts of body – continued		

Learning Outcomes:

- Children will know the names of the different parts of the body and their functions.

Teaching Aids:

- Puzzle: Parts of the body
- Flash Cards

Teaching Methodology:

- Educator will show the puzzle of parts of body and explain it as above.
- Educator will show the flash cards of parts of body and ask children which part of the body it is and its function.
- She will ask riddles related to parts of the body e.g. you can see with my help. Who am I?
- She will teach a song related to parts of the body.

Song – Be careful

Be careful little eyes what you see (2)
There's a father up above
Who's looking down with love
So be careful little eyes what you see.
Be careful little ears what you hear (2)
There's a father up above
Who's looking down with love
So be careful little ears what you hear.

Be careful little hands what you do (2)
There's a father up above
Who's looking down with love
So be careful little hands what you do.
Be careful little legs where you go (2)
There's a father up above
Who's looking down with love
So be careful little legs where you go.

Parts of the body- Puzzle

Material:

It consists of a picture of a human body with various one-piece puzzles around it. These consist of various minute details of a human body like hand, hair, eyes, legs, ears, nose, tongue, lips, teeth, finger and nail.

Demonstration:

This puzzle can be demonstrated by comparing the pictures on the puzzle with the parts of the body of the child. The Educator should name each part while taking out and putting back the puzzles. Each piece has a knob (small) which should be held by the index finger, middle finger and the thumb together.

Exercise:

After the demonstration the child can be allowed to play by herself. Repeating the exercise she can learn various parts of the body.

Purpose:

- It helps the child to learn various parts of the body while playing.
- It develops the finger muscle which helps in the pencil-grip. (As the child holds the small knobs of the puzzles,)

Subject: Block Room	No. of Periods: 6	Fortnight : 2
Topic: Knobless cylinders		

Learning Outcomes:

- To observe and compare the different series with each other.
- To get clear understanding of the different dimensions.

Teaching Aids:

- Four boxes (Red, yellow, green and blue) each with a set of 10 cylinders of the varying sizes as the cylinder blocks

Teaching Methodology:

Red Box: Procedure: 1

- Bring the child near the shelf, show her the red box and make her to bring in to the table.

- Remove all the cylinders and place them randomly to the left of the box and place the lid back.
- Pick up the thickest cylinders and very quietly place it on the left of the table.
- Keep the red cylinders from thickest to thinnest.
- Make sure they are lined up all having the same centre point. Then each child should observe the cylinders lined up from every side.
- Then mix up the cylinder and ask each child to grade / arrange them.
- Show the children how to put the cylinders back into the box by placing the thickest to the thinnest back in.
- Then each child can work individually on one box at a time: the red box, the yellow box or the blue box.

The Red and Green Boxes: Procedure: 2

- Take out the red and green box grade the red as in procedure:1
- Take out all the green cylinders and have the child grade them from shortest to tallest directly in front of the red cylinders.
- Look and observe it from all directions
- Arrange the red cylinders in reverse and in front of the green cylinders and now compare them in the other direction.
- Arrange / superimpose one over the other but always keeping the one with the larger base on the bottom.

The Red and Yellow Boxes: Procedure: 3

- Repeat as in procedure 2. Keep the blocks orderly but allow the child to explore.

The Green and Yellow Boxes. Procedure: 4.

- Grade the green and then the yellow cylinders in the same manner as in the above presentation. Allow the child to explore.

The Red and Blue Boxes: Procedure: 5.

- Have the child grade the red cylinders.
- Then grade the blue from tallest to shortest and directly in front of the red.
- Explore by superimposing

The Green and Blue Boxes Procedure 6:

- Grade the green cylinders and then the blue cylinders in the same manner as above.
- Allow the child to explore

The Yellow and Blue Boxes Procedure: 7

- Grade the yellow and then the blue cylinders in the same manner as above
- Allow the child to explore.

Three Boxes at a time. Procedure: 8

- Have the child begin by grading each of the three boxes and then exploring as he had done using two boxes

Four Boxes at a time Procedure: 9

- Grade all four of the cylinder sets individually and then explore.

Note: No language is given with this material. The child should correct the error by herself.

Subject: PLS	No. of Periods: 2	Fortnight : 2
Topic: Washing hands		

Learning Outcomes:

- Children will learn the importance of cleanliness and hygiene.

Teaching Aids:

- Soap
- Water

Teaching Methodology:

Period 1& 2

- Educator will sit along with the children in a circle.
- She will talk about the importance of cleanliness to maintain hygiene.
- She will tell that it is necessary to wash hands before and after certain activities as there lots of germs around (after playing, before and after lunch and dinner) and will take item wash room and ask them to from a semi-circle.
- She will then demonstrate how to wash hands properly with soap and water.
- She will call their name (two at a time) and ask them to wash hands.
- In the pattern she will ask other children to do the same.

Period 3

- Educator will instruct the children to wash hands after play, before lunch and after using washroom. She will observe the children.

Note: Educator should be consistent with the children. She should ensure that they wash their hands and follow the norms at home also every day.

Subject: PLS	No. of Periods: 2	Fortnight : 2
Topic: How to use tap and flush		

Learning Outcomes:

- Proper use of water.
- Should not waste water.
- How to open and close taps.
- Flushing after every use

Teaching Aids:

- Toilet

Teaching Methodology:

- The educator will take the students to the toilet and will demonstrate how to open the tap / flush and close it.
- Then she will ask the children to open and close the tap / flush.
- She will lay emphasis on the importance of water and why we should not waste water.
- In case of any problem faced by the child, the educator will demonstrate how it is done properly and will ensure that the child is able to do so.

Note: As it is an important routine practice, the children will do this activity daily and educator will observe it for a week, after that, in a while when she knows the child has gone for washing hands or has gone for using the toilet, she should ask “ Have you closed the tap?” “Did you flush?” This reinforcement helps to turn this into a regular practice.

Subject: Art & craft	No. of Periods: 4	Fortnight : 2
Topic: Paper folding (3 folds)		

Learning Outcomes:

- To develop fine motor skills of children.
- To increase concentration level.
- To teach the basics of craft.

Teaching Aids:

- Origami Paper (square) or Marble paper

Teaching Methodology:

- The educator will show the children how to hold the paper from the corners.
- Then she will demonstrate-how to fold the paper exactly half in such a way that the corners meet and a rectangle is formed.
- Then again the paper will be folded to form a square and in the third fold a triangle is formed.
- The children will follow step by step.

Subject : Saturday Visit	Fortnight : 2
Topic: Sola Temple	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of one of the forms of Lord Krishna.
- Will enhance awareness about the outside world.

Teaching Aids:

- Sola Temple

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

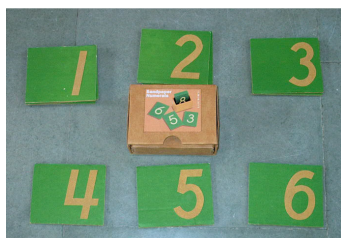
Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 2 –
Maths – Number Rod



Fortnight : 2 – Maths – Sandpaper
Numerals



Fortnight : 2 – Maths –
Bead & Bead Bar



Fortnight : 2 –
Block Room – Knobless Cylinder



Fortnight : 2 –
Maths – Place Value - Cards



Fortnight : 2 –
PLS – Buttoning Board

Subject: GMS	No. of Periods: 2	Fortnight : 3
Topic: Walking on a zig zag line		

Learning Outcomes:

- Children will develop controlled movements of leg and feet.
- They will develop co-ordinated movements between the right leg and left leg.

Teaching Aids:

- Chalk
- A painted zig zag line

Teaching Methodology:

- The educator will draw the zig zag line on the floor and ask the children to walk on it moving ahead with alternate feet. She will send the children one by one to walk on the zig – zag line.

Note: A permanent painted zig zag line on the floor will help the children to practice their skill whenever they pass by the zig zag line.

Subject: FMS	No. of Periods: 4	Fortnight : 3
Topic: Squeezing		

Learning Outcomes:

- To develop finger and palm muscles.

Teaching Aids:

- Sponge (3 pieces)
- Big bowl (6 big bowl) 2 per child
- Water

Teaching Methodology:

- The educator will demonstrate.
- She will fill a bowl with water and dip the sponge in it.
- Then she will squeeze the water from the sponge into the empty bowl. She will keep on doing the activity till the water of the first bowl gets over.
- She will instruct the children to try not to spill the water outside the bowl.
- Then the educator will divide the children into groups of 3.
- Then she will ask children to do the activity.

Subject: Circle time	No. of Periods: 3	Fortnight : 3
Topic: Simple number game		

Learning Outcomes:

- Increases interest and concentration.

Teaching Aids: None

Teaching Methodology:

Period 1 & 2

- The educator will first stand with the children in a circle. Then she will tell them that they are going to play one interesting game that is a simple number game. She will explain how to play it. She will tell them we will first take two numbers that is 1 and 2. Then she will start and will say 1 then the next child has to say 2.
- Then child standing next to this will continue will say 1 and the child standing next will say 2.
- Children will say one - two, one - two in the circle
- Any child who gets the sequence wrong will sit down.

Period 3

- They will play the game again with more numbers –e.g. they can have a sequence of 1 to 5 then the sixth child will again start from 1.

Note: The educator should continue until all children are seated or she feels the children are losing interest.

Subject: Circle time	No. of Periods: 3	Fortnight : 3
Topic: Making sound of different animals		

Learning Outcomes:

- Children will be able to recognize the sound of different animals.

Teaching Aids: None

Teaching Methodology:

- The educator will first sit with the children in a circle and ask them to tell some names of animals.
- She will make sound of any animal for e.g. dog and then she will ask them to make the same.
- Similarly she will continue this activity making sounds of different animals for e.g. goat, lion, monkey, cat, cow etc.
- Next day she will revise the same activity.
- Then in between she will ask them to stop and tell the next child to choose new animal sound and so on.
- Until she will say stop the process will go on.

Note:

- Educator should leave all inhibitions and also be open in emulating the different sounds that animals make.

Subject: Circle time	No. of Periods: 4	Fortnight : 3
Topic: Self introduction		

Learning Outcomes:

- Children will learn to introduce themselves confidently.
- They will come to know about their peers.

Teaching Aids: None

Teaching Methodology:

Period 1 & 2

- The educator will first stand with the children in a circle.
- After greeting her children she will introduce herself as ‘I am _____, I teach JKg. I come to school by bus number 2’.
- Then she will ask the children, ‘You are in which class’ if any child can give the answer she will appreciate her. If not she will give them the answer. And will again repeat the question make them repeat the answer again.
- Then she will ask them how they come to school. Then either the children or the educator will say that ‘We come by bus’.
- She will explain that each bus has a particular number and now she is going to tell them their bus number and they should remember it.
- Then she will tell each child the particular bus number and will make them repeat the number with her one by one.

Period 3 & 4

- Next day she will repeat the question and ask them individually.
- She will help them if they cannot give the correct answer.
- She will encourage them by clapping for those who all are able to give the answer.
- She will tell them to ask the question to each other.

Note: Educator should ensure that the children will remember this information.

Subject: Rhymes and Songs	No. of Periods: 6	Fortnight : 3
Topic : Humpty Dumpty / My Band / Baa Baa Black Sheep		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book - 1. Humpty Dumpty (Pg. 6)
2. My Band (Pg. 7)
3. Baa Baa Black Sheep (Pg. 13)

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote 2 periods for each rhyme.

Subject: English	No. of Periods: 8	Fortnight : 3
Topic: : Recognizing alphabet Ee, Ff		

Learning Outcomes:

- Children will be able to recognize the alphabet.
- Will be able to give words beginning with alphabet.

Teaching Aids:

- 6 to 7 objects beginning with the alphabet in a box.
- Worksheets- colouring and circling
- Board and chalk.
- Magic box object:

Ee

Magic box objects- elephant, eagle, engine, egg, eraser, earring

2nd day -elbow, ear, eyes, eat, eight

3rd day -enter, emu, earth, envelop

Ff

Magic box object - fan, flute, frock, funnel, flower, fevicol, feather

2nd day - flag, fox, file, five, fat

3rd day - face, finger, fountain, fire, fat

Teaching Methodology:

- Refer to Fortnight 1

Subject: Maths	No. of Periods: 4	Fortnight : 3
Topic: : Introduction of 2		

Refer Fortnight - 1

Worksheet: 10, 52, 50, 51,49,48,47.

Subject: Maths	No. of Periods: 2	Fortnight : 3
Topic: : Tall and short		

Learning Outcomes:

- To enhance children's ability to arrange themselves in ascending or descending order of size or height.

Teaching Aids:

- Worksheet no 52.

Teaching Methodology:

- The educator will make the children sit in a circle then she will tell them that today they are going to learn an interesting thing that is tall and short. Then she make the children sit in line and draw few objects on the board to explain for e.g. draw two tree

- Take the children outdoors and make them stand in a circle, call up three children of different heights and say: “Who can make these three children stand in line from shortest to tallest?” Ask any child to come and line them for eg: Mahesh is the tallest, Mina is shorter than Mahesh and Mukesh is the shortest” Gradually take up more children to make them stand according to their height.

Note: After doing this topic the educator can tell children to stand according to their height whenever they go out for some activity.

Subject: Maths	No. of Periods: 2	Fortnight : 3
Topic: Pairing		

Learning Outcomes:

- To help children associate objects from the environment in pairs and understand why they are paired.

Teaching Aids:

- Pictures of shirt, pant, lock, key, needle, thread, bucket, mug, plate, bowl, etc.
- Worksheet no 48 and 47.

Teaching Methodology:

- Make the children sit in a group. Say to the children. There are objects we use in everyday life that have to be used in pairs. If we want to stitch, we have to use both a needle and thread. Can we stitch with just one of them? The children have to answer: “No” educator say to the children: I am going to call out an object. You find its partner. You can then name an object while the children identify the second of the pair. For variation, ask the children to come up with such pairs on their own.

Note: Educator should prepare a list of these. For example shirt and pant, plate and bowl, bucket and mug, bed and sheet, lock and key, needle and thread and so on.

Subject: Story Telling	No. of Periods: 6	Fortnight : 3
Topic: 1. The Farmer, his Son and the Donkey. 2. The Lion, the Monkey and the Camel		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. The Farmer, his Son and the Donkey.
 2. The Lion, the Monkey and the Camel.

Teaching Methodology:

- Refer to Story Telling Fortnight 1

Note:

- Use simple sentences and remember children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.
- Devote 3 periods for each story.

The Farmer, his Son and his Donkey

Once upon a time, there lived a father with his son. They had a donkey the father said “ It is of no good to me now. I shall better sell it off”. So he decided to take the donkey to the nearby market. The next morning, the farmer and his son took the donkey to the market.

It was a hot day. But the farmer decided not to ride on the donkey so that would not get tired. Some people saw them and started laughing. The farmer heard the people talking. He also felt that it was too hot. So he asked his son to sit upon the donkey. His son was quite comfortable now. The donkey was slowly tottering, with them farmer’s son on his back and the farmer walking behind them. Hardly they had walked a few miles when they saw some more people staring and jeering at them. “He looks so young and energetic, but is riding on the donkey while his old father walks behind him.”

This time, the son felt bad that his father was walking in the hot sun. So he got down and asked his father to sit on the donkey. A little distance away, two old women were sitting outside their house. When they saw farmer riding the donkey and his son walking behind, they commented on the farmer.

When the farmer heard the old women talking, he thought, ‘Perhaps these old women are right. I am being selfish. My son must be feeling tired. It is really cruel of me to make him walk while I am enjoying a ride. Why should my poor son walk when we have a carriage with us?’ Sons too sit on the donkey.

Another mile passed, some farmers were in the fields. When they saw the farmer and his son riding upon the donkey, they called them merciless and mocked at them. Hearing this, the farmer and his son became quite annoyed. They at once got down and decided to carry the donkey to the market. On their way, while they were crossing a river, some children saw them and clapped at the donkey being carried away like that. Seeing the children laugh and jeer loudly, the donkey got frightened.

As the donkey trembled in panic, the farmer and his son lost grip of the stick. They couldn’t maintain balance..... and then the donkey went hurling down the river. The farmer and his son could only keep looking on helplessly.

The Lion, the Monkey and the Camel

One evening, there was something unusual in the forest. Instead of appearing dark and dull, it looked bright and colourful. Instead of going back home, the animals were busy decorating the trees, bushes and canes. And why not? After all, it was the birthday of their beloved king, the lion.

After the decoration was complete, the animals started assembling outside the lion's den. The rabbit brought fresh flowers, the monkey brought sweets, and likewise, all the others brought something or the other for their dear king. "Our king must be here anytime now" said the rabbit. "Hmm, he must be getting ready," nodded the elephant. Just the king came out of his den. He looked gorgeous. Next to him, stood his minister, the tiger. The lion gracefully climbed up his royal rock and sat majestically. All the animals cheered for him. They sang the song for him and gave the gifts they had brought.

The lion was overwhelmed to see the love and affection of his subjects. He acknowledges the gathering by waving his hand. After this, the tiger asked "With your permission, O King, shall we start the entertainment programme?" "O sure!" said the lion. "So.... The party begins!" cheered the tiger. All the animals clapped.

First came the monkey. He lay down before the king. Then with a sudden jerk, he sprang up on a tree and hung upside down from a branch. Next was the big elephant. He curled his trunk up and trumpeted in respect to the king. Then he lifted up both his front legs and started walking on the hind legs!

The lion and all the other animals were amused, but for the camel standing alone near a bush. 'Huhh! What is the big deal? Why does the king applaud these fools so much? Thought the jealous camel. "I can perform these tricks better than the monkey and the elephant," he cried out, and jumped in front of the lion with his crooked legs. The monkey noticed that the lion did not like the camel's vain attitude. So he whispered in the camel's ears to go back to his place.

The camel raised his front legs and tired to walk on the hind legs. But he fell down. Even then, he did not stop. He got up and started singing and dancing. Getting too excited, the camel lost his balance and dashed against the lion. The lion was already angry. "Too much of it!" he yelled at camel. "I cannot take this insult. You are too stubborn." Then the King banished the vain camel from the forest. The camel got rightly punished for his jealousy and false pride.

Subject: Science & Geo	No. of Periods: 4	Fortnight : 3
Topic: Why should we keep our body clean?		

Learning Outcomes:

- To inculcate in children healthy habits.
- Make them understand that germs live in dirt and it causes a number of diseases.

Teaching Aids: None

Teaching Methodology:

- The educator will ask the children to sit in a circle.
- She will ask them should we will keep our body clean.
- She will tell them if we don't keep our body clean then what will happen?
And discuss about it.

Subject: Block Room	No. of Periods: 6	Fortnight : 3
Topic: Sorting of shapes		

Learning Outcomes:

- Learn to sort different shapes.
- Enhances visual discrimination.
- Enhance curiosity and tries to explore more as each piece can be put up on each other to build a tower, or pattern.
- Improves the concentration of child.

Teaching Aids:

- Six pieces of different shape having a similar colour. It also has a board with six rods fixed up

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- All the thirty-six pieces of shapes are taken in a tray and kept in front of the children.
- She will sort all the pieces according to shapes and arrange the shapes on the peg board
- She will then sort similar colour pieces and arranges the pieces, the same way as before.
- Then the children are given chance to do the same way as demonstrated.

Note:

- Educator can use this puzzle while teaching shapes, colours, math concepts, counting, addition, subtraction, multiplication.

Subject: PLS	No. of Periods: 2	Fortnight : 3
Topic: Zipping-unzipping		

Learning Outcomes:

- To make the children independent and self-reliant.

Teaching Aids:

- Shorts / pants with zip

Teaching Methodology:

- The educator will sit with the children ask them to take out the pants/shorts they have brought from home.
- She will take a pant and demonstrate how to hold the hook of the zip and pull it down to open it
- She will again hold the hook and pull it up and the zip is closed.
- The children will do the activity as shown to them.
- She will observe the children.

Note: It is best to repeat the activity in winter as children wear jackets with zip.

Subject: PLS	No. of Periods: 2	Fortnight : 3
Topic: Buttoning and unbuttoning		

Learning Outcomes:

- To make the children independent and self-reliant.

Teaching Aids:

- Raincoat

Teaching Methodology:

Period 1 & 2

- Educator will ask the children to bring a raincoat from home with button.
- She will take a raincoat and demonstrate how to hold the button of the raincoat and put it in the hole opposite to it.
- All the children will follow the same.
- The educator will observe them.

Note: This activity is to be done in rainy season children carry their raincoat to school every day.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 3
Topic: Sand pasting		

Learning Outcomes:

- Development of fine motor skill (sprinkling sand)
- Children will be aware of different (sand) things or material that can be used in an art activity.

Teaching Aids:

- Sand
- Crayons
- Outline of scenery (hills,water,trees) - worksheet

Teaching Methodology:

Period 1 & 2

- The children will collect sand from the sand pit and sieve it. The educator will only guide.
- The children will colour the water (worksheet attached) and tree part with crayons in the worksheet.

Period 3 & 4

- The children will apply fevicol on the mountain part of the scenery.
- Educator will demonstrate how to sprinkle sand and the children will observe and then do it on their own.

Subject : Saturday Visit	Fortnight : 3
Topic: Gujarat Vidhyapith	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of the various tribes of Gujarat.

Teaching Aids:

- Tribal Museum

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Subject: GMS	No. of Periods: 2	Fortnight : 4
Topic: Stretching and bending the body.		

Learning Outcomes:

- It will make the body flexible.
- Their gross motor balance will be enhanced.

Teaching Aids: None

Teaching Methodology:

- First the educator will take the children to the garden during their outdoor free play (OFP) timing.
- She will divide the children into groups of 5 and make 4 rows (according to children's height – ascending order)
- She will stand in front of the children and demonstrate how to stretch and bend the body.
- First stand straight and the hands should be by the side.
- Second slowly stretch both the hands in the upward direction and bend backwards.
- Now slowly bend the body forward and try to touch your toes without bending the knees for few seconds.
- Now the educator will slowly come back to the normal position.
- She will demonstrate it twice or thrice.
- Now she will tell the children to follow the same and she give the instruction. For eg: stretch your hands, take them up, bend backwards, now slowly bend forward, touch your toes, do not bend your knees, now come back to your normal position.
- The children will repeat the exercise 4 to 5 times.
- Now the educator will give 5 minutes time to relax in their own place by sitting.
- In the sitting position the educator will demonstrate and instruct the children how to stretch the body in this position.
- She will ask them to stretch out their legs; both legs should be put together.
- Now she will tell them to stretch their hands upwards and then slowly bend forward to touch their toes without bending their knees for a few seconds. Then she will ask them to come back to their normal position.
- The children will repeat the exercise 4 to 5 times

Extended activity:

- As it is a type of warm up exercise the educator can make children do it regularly.

Subject: FMS	No. of Periods: 4	Fortnight : 4
Topic: Beading		

Learning Outcomes:

- It will enhance eye – hand co ordination
- Develops finger and palm muscles.
- Develops concentration level.

Teaching Aids:

- Beads (medium sized with not very small hole, comfortable for a child to hold easily)
- 6 Big bowls
- String - 6 with one bead tied at one end

Teaching Methodology:

Period 1 & 2

- The educator will demonstrate.
- She will first take beads in a bowl along with the string.
- Then she will show how to hold the bead and put it in the string.
- She will continue the activity till all the beads from the bowl are stringed.
- She will then allow children to do – 6 children at a time can work on it.

Period 3 & 4

- Children will do the activity by taking turns.

Subject: Circle Time	No. of Periods: 6	Fortnight : 4
Topic: Introduction of vegetables		

Learning Outcomes:

- Will be able to recognize most of the vegetables.
- Children will come to know the specific characteristics of different vegetables.

Teaching Aids:

- Different vegetables
- A basket

Teaching Methodology:

Period 1 & 2

- First the educator will sit with the children in a circle along with the vegetables and the basket. Then she will place the vegetables in the basket.
- Then she will take out one vegetable and ask them the name of the vegetable. They can even name it in Hindi or in their regional language. Then the educator can tell them - ‘It is a tomato. The colour of a tomato is red.’
- Then she will pass it to the child sitting next to her who will then pass it on to the next child and so on till every child has seen, touched, smelt and felt the tomato. Like this she will introduce each vegetable.

Period 3 & 4

- Next day she will ask children some riddles regarding vegetables.
- For e.g.
 1. I am green in colour and a parrot loves to eat me. Who am I? Chilly.
 2. I am a leafy vegetable and Popeye's favourite food. Who am I? Spinach.
 3. I am brown in colour and children love to eat me and you make French fries with me. Who am I? Potato.
 4. I am sometimes red and sometimes orange in colour and I am a rabbit's favourite food. Who am I? Carrot.
 5. Name the vegetables we need for making a salad. Carrot, cabbage, tomato, beetroot etc.

Period 5 & 6

- The educator will first sit with the children in a circle and ask them to tell the names of their favourite vegetables, Then she will name each child by the name of a vegetable for e.g. tomato, potato. She can choose 5 vegetables.
- Now she will call out 'carrot' and tell them to go and stand near the door. All the children who have been named carrot will go and stand near the door.
- Similarly she will repeat the different names of vegetable given to the children and they will follow the instruction.
- When she will call 'vegetable basket everyone will come together.

Note: She can keep charts of vegetables or any pictorial books in the classroom that children can see and revise it.

Subject: Circle Time	No. of Periods: 2	Fortnight : 4
Topic: I like which fruit & vegetables		

Learning Outcomes:

- To enhance the ability of children to express themselves / their choice.

Teaching Aids: None

Teaching Methodology:

Period 1

- The educator will sit in the circle with children and will share about her favourite fruits. For e.g. 'My favourite fruit is mango'
- Then she will ask children one by one about their favourite fruit.
- It will continue till each child gets chance.

Period 2

- The educator will sit in the circle with children and will share about her favourite vegetable. For e.g. 'My favourite Vegetable is carrot'
- Then she will ask children one by one about their favourite Vegetables.
- It will continue till each child gets chance.

Note: The educator will encourage those children who shares less by asking them question. She will not pressurize them to give answer.

Subject: Circle Time	No. of Periods: 2	Fortnight : 4
Topic: Round game		

Learning Outcomes:

- Children will come to know each child's name in the class.

Teaching Aids: None

Teaching Methodology:

Period 1 & 2

- The educator will sit in the circle with children and tell them that they are going to play an interesting game.
- She will tell them the name of the game that is "Round game."
- Now the educator will tell them how to play the game.
- She will tell them that I will start with myself. I will tell the name of the child sitting on left to me then that child will tell the name of the child sitting on left to her "I am sitting beside Radha"
- Same way they will keep on playing till all the children get chance.
- She will begin by saying 'I am sitting beside.' (Giving next child's name).
- Next child will tell her friend's name who is sitting beside her and it will go on in the circle till the educators chance will come.

Note: If the child is not able to tell the name of the next child then the educator will help out.

Subject : Circle time	No. of Periods:	Fortnight : 4
Topic: Following instructions.		

Learning Outcomes:

- Listening skill improves.
- Will learn to follow multiple instructions with concentration.

Teaching Aid: None

Teaching Methodology:

- The educator will make the children sit in a circle and give the instruction to a particular child.
- Remove your shoes and keep it in a line near the wall. Go and wash your hands and come back.
- The child will do as per the instruction given. (If the child does not/is not able to follow, the educator will repeat the instruction again)

E.g.

1. Please get me a red pen from Sita ma'am. Then go keep this register in Reena Ma'am's room. You have to say 'excuse me' and then enter the room.
2. Pick 5-6 twigs, 4 pebbles and 5 dry leaves and come back to the circle.
3. Keep your drawing on the runner for drying. Then go and clean the bowl and the brushes. You have to use the tap that is inside the washroom.
4. Give this red pen back to Sita ma'am and tell her Preeti Ma'am told 'thank you'. Also give this story book to Sita Ma'am.

Note:

- By the end of the year child will be able to follow three-four sentences at a time. The instruction should be simple and clear as per their level.

Subject: Rhymes & Song	No. of Periods: 6	Fortnight : 4
Topic: The Snail / हरी सब्जियाँ / Pitter Patter		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book - 1. The Snail (Pg. 2)
 2. हरी सब्जियाँ (Pg. 26)
 3. Pitter Patter (Pg. 23)

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote 2 periods for each rhyme.

Subject: English	No. of Periods: 8	Fortnight : 4
Topic: Recognizing alphabet Gg Hh Ii		

Learning Outcomes:

- Children will be able to recognize the alphabet.
- Will be able to give words beginning with alphabet.

Teaching Aids:

- 6 to 7 objects beginning with the alphabet in a box.
- Worksheets- colouring and circling
- A4 size paper for each child.
- Board and chalk.

Gg

Magic box object – gloves, girl, gift, giraffe, gum.

2nd day - goat, god, globe, garden, grapes.

3rd day - gate, good, garlic, glass, groundnut.

Hh

Magic box object - helicopter, hand pump, hammer, hen hippopotamus.

2nd day - horse, handkerchief, hair, house, hat, hundred.

3rd day - hole, hunter, holiday, hand, heaven.

Ii

Magic box object - ice-cream, India, insect, igloo

2nd day - ice cubes, ink, iron box

3rd day - island, inspector.

Teaching Methodology:

- Refer to Fortnight 1

Subject: Maths	No. of Periods: 4	Fortnight : 4
Topic: Introduction of 3		

Refer to Fortnight 1

Worksheets: 61, 62, 63,64,53,11

Subject: Maths	No. of Periods: 4	Fortnight : 4
Topic: Big and small		

Learning Outcomes:

- Enhances the ability to arrange objects in ascending or descending order of size.

Teaching Aids:

- Leaves
 - Flowers
 - Stones
 - Bottle caps
 - Worksheets: 61,62,63,64,53,11
- (Each set of objects should be in five varying sizes)

Teaching Methodology:

- First educator will draw few objects on the board of different size and she will explain to them the variation of size that is big and small.
- Now the children will divide the children into 4 groups and make them sit in a circle.
- Now the educator will make 4 set of teaching aid material that is leaves, stones, flowers, and bottle.
- Then she will distribute those set among the children. Each group will get a set.
- Now she will ask the children to arrange the given set from small to big.

Extended activity:

- Make the children sit in a circle and she will tell each child to take two objects from the class and differentiate it which one is big and which one is small.

Subject: Story Telling	No. of Periods: 6	Fortnight : 4
Topic: 1. The Lion goes to war 2. Robbie and Dean		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
 - The story book with big pictures.
1. Robbie and Dean
 2. The Lion goes to war

Teaching Methodology:

- Refer to Story Telling Fortnight 1

Note:

- Use simple sentences and remember children love listening to same story again and again, enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.
- Devote 3 periods for each story.

The Lion goes to War.

Once upon a time, there lived an old lion called King Gerald. He was a wise ruler. He ruled his kingdom with the help of his three ministers - the elephant, the fox and the eagle. One morning, as the eagle flew around the jungle, he heard two parrots talking. One said, “When should we attack King Gerald’s Kingdom?” The other replied, “Tomorrow at sunrise.”

The eagle rushed back to the King and told him about what he heard and saw. The King replied, “Do not worry. We will all try and save our Kingdom.” The King immediately called for a meeting. The monkeys beat the drums and shouted aloud, “Wake up, wake up, wake up. The king wishes to see each and all.”

Once the animals had gathered, the King’s ministers started dividing the duties between the animals. “You are strong,” they said to the rhinos. “So you will fight in the battlefield.” “You are alert and run very quickly too,” they said to the cheetahs. “So you will also help in the battlefield.”

“You are swift and fast,” they said to the horses and the zebras. “And you can also carry load. So you will bring weapons to the battlefield.”

To the monkeys they said, “You can keep guard from the treetops and warn us if you see any enemies.” And to the birds they said, “You will carry important messages to everyone.” The donkeys and the rabbits saw the other animals of the jungle prepare for the battle. They wanted to help. So, they rushed to the king and his ministers.

But the ministers made fun of them. They told the donkey, “You are still,” and told the rabbit, “You get frightened very easily.” King Gerald heard this and stopped the donkey and the rabbit, “Wait, there I have important work for you two as well.” He told the donkey, “You have a loud voice so you call the troops together,” and told the rabbit, “You are tiny and quick. So, you can pass on my orders to everyone in a matter of minutes.”

The ministers realized their mistakes and praised the king for his wise decision. The donkey and the rabbit too bowed down in respect. The entire kingdom then, under King Gerald, came together to fight against their enemy.

Moral of the story: Everyone is special in his or her own way. So, respect everyone around you.

Robbie and Dean

There once lived a rabbit called, Dean. He had made his home in the forest.

Dean had many friends, among them was a bear. His name was Robbie. One day, a gang of hyenas came to the forest. “Let us scare these silly little fellows,” called one of the hyenas.

Then the hyenas attacked on all the animals screamed and ran. Dean and Robbie too, ran away. “Those hyenas are scaring all of us,” said Dean. The Hyenas then entered

the house of all the animals and ate up their food. “Yummy, yummy!” they laughed, enjoying the food.

Later they took away clothes and other belongings. “I can live happily forever with all these clothes,” announced a hyena, laughing. “It is high time we hit back. Let’s teach a lesson to these cruel hyenas. It is said that fortune favours the brave!” “Robbie and Dean decided.

As night fall, Dean and Robbie slipped out of their hiding place and went looking for the hyenas. They had a plan. They found the hyenas fast asleep in a cave. Dean and Robbie quickly tied the hyenas with the rope. One hyena’s leg was tied to the other’s. Not Knowing that their legs were tied, the hyenas woke up. “We must attack the cowardly animals again,” they laughed victoriously. But the moment they got up and started to run, they fell down, hurting themselves. Now it was their turn to scream for help.

Mean while, Robbie and Dean approached their King lion and appealed, “Your majesty, the hyenas are attacking and robbing us, and thus, spoiling us and thus spoiling your kingdom, too!” The hyenas left the forest and went somewhere else. The lion got angry, he jumped and chased the hyenas.

And once again there was peace in the forest.

Subject: Science & Geo	No. of Periods: 2	Fortnight : 4
Topic: Rainy season – Weather , Clothes & Food		

Learning Outcomes:

- Make them aware of different seasons.
- Make them aware of change in climate, food clothes.

Teaching Aids:

- Chart
- Board

Teaching Methodology:

Period 1 & 2

- The educator will take the children outside and will ask them to close their eyes & feel the air. Then she will ask them to open their eyes and will ask
 2. How did you feel?
 3. Touch the plant & tell?
 4. How is the ground – is it wet or dry?
- As this topic will be done during the rains, so it will be easy for the children to understand the climatic condition

Period 3

- The educator will repeat the previous day’s work and will move on to the type of clothes. She will ask the children if Rahul does not bring umbrella/raincoat to school, then what will happen. These clothes protect us from getting wet. The educator will try to extract answers from the children and will make the class more interactive.
- The educator will talk about gumboots, umbrella, wind sheeter, raincoat and she will draw on the board as well as show these things.

Period 4

- The educator will talk about the type of food we eat in rainy season and the diseases related to rainy season if we eat unhygienic food. She will lay stress on washing of hands and will talk about the eye disease – conjunctivitis which is infectious. She will also instruct the children not to play in the puddle of water as it is dirty and has lot of germs.

Note: Related activity will be done where the class will be divided into three groups and each group will be given different topic like climatic condition, clothes we wear during rainy season and food we eat. They will be asked to bring pictures from home and will stick in the class.

Subject: Science & Geo	No. of Periods: 2	Fortnight : 4
Topic: Soluble and insoluble – Experiment		

Learning Outcomes:

- Will enhance and create awareness of soluble and insoluble objects.

Teaching Aids:

- Soluble objects – salt, sugar, water colour, milk
- Insoluble objects – pebble, sand, leaves, oil, sand

Teaching Methodology:

- The educator will begin the concept of soluble & insoluble objects by giving a demo.
- First, she will collect the soluble & insoluble objects and big glass through with water.
- She will start with experiment by first putting salt in the water and will stir it in front of the children and the salt dissolves she will ask them what they saw. This mixing of salt is called ‘dissolving’. The educator will lay stress on the term dissolves. So, you see that the salt has dissolved in water.
- Then she will take sugar and go about in the same way. After taking the soluble objects, the educator will move to insoluble objects.
- She will put a pebble and stir it and will ask the children – ‘Now see, has the pebble dissolved? See Ma’am is stirring but is it mixing? The answer is ‘No’. So, the pebble does not dissolve as it is insoluble.
- Then she will put oil in the water and go about in the same manner.

Note: The educator must also encourage the children to go home and do the experiment with the permission of their mother. They can also surprise their parents by making lemonade, provided somebody cuts the lemon.

Subject : Block Room	No. of Periods : 3	Fortnight : 4
Topic: Geometric cabinet		

Learning Outcomes:

- Children will develop eye hand co-ordination and increase concentration
- Will help to know different geometric figures like circle, square, triangle, regular polygons, quadrilaterals and curved figures

Teaching Aids:

- A wooden geometric cabinet with 6 drawers. First drawer contains six circles increasing in diameter from 5cm to 10cm. Second drawer contains one square and five rectangles the base varying from 10cm to 5cm. Third drawer contains six triangles. Fourth contains regular polygons(pentagon, hexagon etc) Fifth contains quadrilaterals (Rhombus, parallelogram etc), Sixth drawer contains curved figures (ellipse, oval etc)

Teaching Methodology:

- The educator will invite the children and tell them she has something to show them. She will bring them to the correct place / shelf and show them the Geometric cabinet. She will show them the demonstration tray and name it. She will place the tray in the middle of the table.
- Using her right thumb and index finger, she will pinch the knob of the circle and lift the circle out slowly of its inset.
- She will gently place the circle in the middle of the empty wooden space. She will lift the square inset in the same manner and place it below in the empty wooden space.
- She will then lift the triangle in the same manner and place it above in the empty wooden space
- Now she will lift the circle by the knob as before but this time with your left fingers.
- She will rotate the circle slightly to the vertical position.
- She will place two of her right fingers on the edge of the circle and trace the edge of the circle all the way round.
- Remove your fingers and then repeat the tracing of the edge
- Place the circle on the empty wooden space
- Trace the inset edge of the circle in the same manner using your two right fingers.
- Repeat the tracing of the inset
- Gently replace the circle into the inset
- Repeat in the same manner for the other shapes

Note:

- Each child works individually as shown and can repeat the shapes and change the figures as often as she likes.
- The child can work with two drawers at a time, then can work with three drawers at a time and can continue adding drawers until he is working with six drawers.

Subject: PLS	No. of Periods: 2	Fortnight : 4
Topic: Arranging the basket in block room		

Learning Outcomes:

- To put them in a well organized manner.

Teaching Aids:

- Basket (Block room) 5 big size.
- Wooden Blocks (look at the picture on Pg. 493)

Teaching Methodology:

- Educator will ask the children to form a line.
- Now she will take them to block room and there she will ask them to sit in a semi-circle.
- After the children gets settled down she will sit in front of them along with the basket full of unit blocks (basket horizontally placed in front).
- She will take out each piece and one by one and orient the children what is it called (its name).

For e.g. Half unit Unit

And how many quantity of those block are there.

- After removing the entire unit block she will demonstrate how to arrange those blocks systematically in the basket.
- 1st she will sort all same type of blocks.
- Now she will tell them that they have to first place double unit block (8 pieces, 2 heaps by sides, 4 in each).
- Beside this she will place unit block (2 heaps in row, 4 in each).
- After that she will place pillars (2 heaps in row, 4 in each) and along with that she will place a rectangle (1 heap 4 rectangle).
- Later she will place half cylinder in a vertical line (4 cylinder) and 2 cylinders beside it.
- Now she will place curves on the top of the bauble unit and unit in such a way they form a circle.
- And in the end the ramp by the side of the double unit block.
- After she has demonstrated she will divide the children in to group of 4 (total 5 groups).
- Make them sit in small circle.
- She will ask them to take a basket (1 group 1 basket).
- Now she will ask them to first empty the basket and re arrange it.

Extended activity:

- After the activity is done and then whenever they have block room period the educator can give the basket to the children individually. (each should get a chance to arrange the basket individually).

Subject: PLS	No. of Periods: 2	Fortnight : 4
Topic: Table setting		

Learning Outcomes:

- To learn the importance of table setting.

Teaching Aids:

- Napkin
- Plate and bowl
- Spoon and fork

Teaching Methodology:

- Educator will ask the children to bring a plate, bowl, fork, spoon and napkin from home
- She will demonstrate how to lay the napkin on the table and how to keep the plate and bowl on it. She will keep the spoon on the right side of the plate and fork on the left side.
- The children will follow the same procedure step by step
- The educator will observe them and guide them

Subject: Art & Craft	No. of Periods: 4	Fortnight : 4
Topic: Flag making		

Learning Outcomes:

- Children will be aware of our national flag and the colours of the flag.
- Children will be aware of the colour and number of strokes in Ashok Chakra.

Teaching Aids:

- Half A4 size paper
- Pencil and crayons of dark green, saffron and navy blue.

Teaching Methodology:

- The educator will first draw the national flag on the blackboard and she will also display a flag made by her and show the exact colours and order (i.e. saffron, white, green) of the flag.
- The educator will draw lines to divide the flag into 3 parts and draw a circle to make Ashok Chakras.
- She will give the paper with lines to each child and they will colour it accordingly.
- Then she will show the colour of Ashok Chakra and she will instruct, the children to draw 24 spokes in the circle. The children will follow the same.

Subject : Saturday Visit	Fortnight :4
Topic: Kite Museum	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of kites of olden days, about kite flying in and outside India.
- Museum-Will make the children aware of Ahmedabad culture.

Teaching Aids: Kite Museum

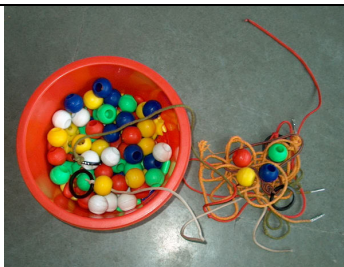
Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 4 –
FMS – Beading



Fortnight : 4 –
Block Room – Geometric Cabinet



Fortnight : 4 – Block Room – Basket

Subject: GMS	No. of Periods: 2	Fortnight : 5
Topic: Kicking a ball		

Learning Outcomes:

- Learns to kick the ball and balance the body.

Teaching Aids: Football

Teaching Methodology:

- The educator will conduct this activity during the outdoor free play timing.
- She will call the children one at a time. She will give the child a ball and ask her to place it in front of her on the ground.
- Then she will ask her to lift one leg and kick the ball.
- After kicking the ball the child will bring the ball back and give it to the next child.
- In same way the whole class does the activity.

Note:

The football should be kept in the classroom.

Subject: FMS	No. of Periods: 4	Fortnight : 5
Topic: Transferring water - one bowl to another		

Learning Outcomes:

- Develops level of concentration

Teaching Aids:

- Water
- 6 bowls

Teaching Methodology:

- The educator will demonstrate.
- She will fill water in a bowl and transfer it to another bowl by lifting the bowl of water and pouring the water into the empty bowl.
- She will give instructions to the children that while filling the water in the first bowl and while transferring water they should take care not to spill the water.
- Then she will divide the children into groups of 3 and she will give 2 bowls to each child and they will do the activity two to three times with the same water.
- The rest of the class will engaged in any constructive play.

Subject: Circle Time	No. of Periods: 2	Fortnight : 5
Topic: Sense of Taste		

Learning Outcomes:

- Children will be able to identify different tastes.

Teaching Aids:

- Sugar
- Salt
- Neem leaves
- Lemon

Teaching Methodology:

- The educator will sit in the circle with the children along with the Teaching Aids.
- Then she will tell them to close their eyes and she will go to each child and will put a little quantity of sugar in each child's mouth.
- After that she will tell them to open their eyes and ask them what they tasted. She will patiently wait for the children to answer. She will tell them that sugar is sweet.
- Same way she will make them taste salt, neem leaves and lemon. After she gets the answers she will give them the appropriate vocabulary. Salt - salty, Neem Leaves – bitter and Lemon - sour
- She will ask them the different the names of different eatables which are sweet, salty, bitter and sour.

Subject: Circle Time	No. of Periods: 1	Fortnight : 5
Topic: Introduction of expression		

Learning Outcomes:

- Children will be able to identify different facial expressions.

Teaching Aids:

- Flash cards of different expressions.
- Chalk
- Black board

Teaching Methodology:

- The educator will sit in the circle with children and will show them different expressions on her face and will ask the children about each expression. If the children are not able to say, the educator will tell what that expression is which emotions it displays.
- She will show them flash cards of happy face, sad face, crying face, angry face while doing each expression.
- She will make them to sit in a semi circle and draw the different faces of different expressions on the board and will tell them to recognize that and do it.

Subject: Circle Time	No. of Periods: 1	Fortnight : 5
Topic: Expression game		

Learning Outcomes:

- Children will be able to read different facial expressions

Teaching Aids: None

Teaching Methodology:

- The educator will sit in the circle with children and tell them that they are going to play an interesting game.
- She will ask them to show different expressions one by one.
- Then she will tell children whatever expression she will say, the children will show the particular expression, any child who does it wrong, is out. For eg, if she says – happy then all will put up a happy face.

Note: Should continue the game until all children are out or she feels the children are losing interest.

Subject: Circle Time	No. of Periods: 2	Fortnight : 5
Topic: Action game		

Learning Outcomes:

- Will learn to be alert.

Teaching Aids: None

Teaching Methodology:

- The educator will sit in a circle with children and tell them that they are going to play an interesting game.
- She will demonstrate the game. She will form a circle with her index finger and thumb. This action will be used to show idly.
- She will move her right hand in a clockwise direction using the fist as if she is holding a ladle. This action will be used to show *dosa*.
- Then she will tell the children to show the action for idly and *dosa*.
- Then she will say idly then children will do the action of idly and if she will tell *dosa* they have to do the action for *dosa*.
- She will play the game with them – if a child shows the wrong action the child is out.

Note: Should continue the game until all children are out or she feels the children are losing interest.

Subject: Circle Time	No. of Periods: 4	Fortnight : 5
Topic: A Talk on Independence Day		

Learning Outcomes:

- Will know that India was ruled by Britishers.
- Will know how and when we got freedom.
- Will know about few personalities who fought for our freedom.

Teaching Aids:

- Photographs of Gandhiji, Rani Lakshmibai , Bhagat Singh and Subhash Chandrabose

Teaching Methodology:

Period 1 & 2

- The educator will make the children sit in a circle
- She will ask them “what is Independence Day and why do we celebrate Independence Day?” and should listen with interest to what they say.
- Then the educator will tell the story of our Independence.
- She explains how Britishers came and settled in our country.
- They liked this place and started taking one place after the other under their control, slowly whole India came under the control of British people and they brought new rules and started ruling us.
- People like Gandhiji, Nehruji, Rani Laxmibai and many people realised that India should get freedom from the British who were Foreigners. Then so many people like Subhash Chandra Bose, and Bhagat Singh and Gandhiji fought for our freedom.
- Finally on August 15th 1947 after a long struggle India got freedom at mid night from the Britishers.
- So we celebrate August 15 as our Independence Day and should pay tribute to all the people who fought for our freedom.
- On August 15th the Prime Minister hoists the flag at Red fort in Delhi.

Period 3, 4 & 5

- The educator will revise about Independence and its values.
- She will give information about few freedom fighters like Subhash Chandra Bose, Bhagat Singh, Rani Laxmi Bai. (Information’s attached). She will share about one freedom fighter every day.

Note:

- The educator can talk about the flag and its colours, what does each colour mean. Saffron- courage, White-peace, Green- Prosperity.
- Who wrote our National Anthem? Shri Rabindranath Tagore.
- This topic will be carried out in the next week also.

Subject: Rhymes & Songs	No. of Periods: 6	Fortnight : 5
Topic: At The Zoo / A Tailor, A Cobbler, A Policeman / चाँदा पोड़ी		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book - 1. At The Zoo (Pg. 17)
 2. चाँदा पोड़ी (Pg. 36)
 3. A Tailor, A Cobbler, A Policeman (Pg. 18)

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote 2 periods for each rhyme.

Subject: English	No. of Periods: 8	Fortnight : 5
Topic: Recognizing alphabet Jj, Kk, Ll		

Learning Outcomes:

- Children will be able to recognize the alphabet.
- Will be able to give words beginning with alphabet.

Teaching Aids:

- 6 to 7 objects beginning with the alphabet in a box. (Magic box)
- Worksheets- colouring and circling
- Board and chalk.
- Magic box objects:

Jj

Magic box object- jar, jam, joker, jeep, January.

2nd day - juice, jot, jet, junior kg

Kk

Magic box object - kite, kitten, kettle, keys.

2nd day - king, kitchen, kangaroo.

3rd day - Kashmir, kennel.

Ll

Magic box object - lion, lizard, lock, lipstick, leaf.

2nd day - lemon, lollipop, log, ladder.

3rd day - lady's finger, laugh, leopard.

Teaching Methodology:

- Refer to Fortnight 1

Subject: Maths	No. of Periods: 4	Fortnight : 5
Topic: Introduction of 4 & 5		

Refer to Fortnight 1

Worksheets: 56, 12, 13, 14, 15, 16, 33

Subject: Maths	No. of Periods: 4	Fortnight : 5
Topic: Odd one out.		

Learning Outcomes:

- Children are able to identify the objects on the basis of certain characteristics.

Teaching Aids:

- Leaves
- Stones
- Twigs
- Marbles
- Flow

Teaching Methodology:

- Make the children sit in a group or in a circle. Tell the children to observe you carefully.
- Place four things in a row, out of which three are alike and one is different.



- Ask the children “Can you see these objects I have put here? Yes. How many are they? Four - out of these, one is different.’
- Can one of you show the things that is different. Do the same with a variety of objects.
- For variation, increase the total number of things as well as the number of things that are different for example, two things out of six objects can be different.

Subject: Story Telling	No. of Periods: 6	Fortnight : 5
Topic: 1. Anton the vain Ant 2. Mike and the Bunny		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
 - The story book with big pictures.
1. Anton the Vain Ant 2. Mike and The Bunny

Teaching Methodology:

- Refer to Story Telling Fortnight 1, Devote 3 periods for each story.

Anton, the vain Ant

At the foot of a giant tree, ants worked day and night, gathering food. Soon there came a sporty ant, Anton, proudly juggling some cherries. While climbing up the tree, Anton heard a soft voice. He picked up a leaf and underneath lay Misha, the caterpillar. She lay cocooned.

The cocoon was not at all attractive. Hence, Anton started teasing her. Misha was sad but Anton kept making faces at her. He also made fun of Misha because she could not do the tricks he did, on the cherry tree. Soon Anton went away, leaving Misha behind. She was very sad and hurt.

Few days later, Anton came to the same branch searching for food. He remembered Misha and picked up the leaf but he found no one. Anton started to walk away from the place. Suddenly a huge shadow fell on him.

On turning behind, Anton found a beautiful butterfly, smiling at him. After some time, he recognized Misha. She had become very pretty. Anton was ashamed for having made fun of Misha. But Misha forgave him.

Mike and the Bunny

Mike was a Little pup. He lived in the jungle with his mother. One day While going to school, Mike saw two people looking through a telescope. He became curious. ‘What is that? What are they gazing at?’ he paused, for he had never seen a telescope. “Hi’ boys, I am Mike” he introduced himself. “What is this instrument? He enquired.

“It is called, telescope. Through this you can see distant forests and places appearing close to us. Come on buddy, take a look,” nodded one of them. Mike looked through the telescope, “Wow! That mountain looks so near he exclaimed. Then Mike turned the telescope to the left, “Uh! What is that little Bunny doing out there?” he shouted.

Through the telescope, Mike saw a baby rabbit running around at the foot of the hill. “Adjust the lens like this Mike you can see even clearer,” said one of them. “Oh, our Bunny is in danger. A wicked Hawk is chasing him to eat up,” Mike’s voice cried in panic. “We have to save him, come on “Mike gasped as he ran across, followed by the two.

“We always carry a gun to keep the wild ones away”, said one of them as he positioned his gun and shot at the Hawk. The loud bang scared the hawk away. Mike gently picked up the Bunny and held him. “Thank you for saving my life. I had lost my way,” said the frightened Bunny.

They all took Bunny back home. After hearing all this, Bunny’s mother thanked Mike and the two others. “I am happy that you are safe,” Bunny’s mother embraced him.

Subject: Science & Geo	No. of Periods: 4	Fortnight : 5
Topic: Safety measures		

Learning Outcomes:

- Children will be aware about safety measures.

Teaching Aids:

- Charts

Teaching Methodology

- The educator will ask the children to sit in a circle and she will talk about dangerous things such as electric appliances, plug points, sharp objects, sharp edges of furniture and she will explain to them about why it is necessary to keep away from these dangerous things.
- She will also explain to them about how to be careful while handling such things.

Note: The educator should explain to the children that any appliance should be used only under adult supervision.

Subject: Block Room	No. of Periods: 6	Fortnight : 5
Topic: Broad stairs / Brown Stairs		

Learning Outcomes:

- Children will develop eye hand co-ordination.
- Increases concentration as the body and mind work in union with total concentration.
- Develops estimation of Dimensional gradation
- Develops visual sense to distinguish differences.
- Brings precision in holding things.
- Develops muscular memory.
- Helps to concentrate attention on a repetitive exercise.
- Prepares the child for concepts in plane geometry, area and volume.

Teaching Aids:

- 10 Broad Stairs [It consists of ten cuboids of same length but has varying breath and height]

Teaching Methodology:

- Choose a mat of contrast colour. Pick up the biggest cuboid and arrange it first. Arrange the rest in descending order, one at a time along the ground. Specify that the edges of each cuboid should meet with exactness and demonstrate the same. It should form staircase formation.
- The child can begin with the biggest block and then gradually can arrange in descending order. While doing so she has to make efforts with her little hand, which stretches and grows.

Control of error:

- The small eyes which act in recognizing gradations reveal chance errors as the step formation will not be perfect i.e. it looks as it has irregular steps. (It is self- corrective) [Progression of cuboid is from 1x1x20cm.thin to 10x10x20cm.thick]

Subject: PLS	No. of Periods: 2	Fortnight : 5
Topic: Proper use of dustbin		

Learning Outcomes:

- Learns the importance of cleanliness
- Learns to keep the surrounding clean

Teaching Aids:

- Dustbin

Teaching Methodology:

- The educator will sit with the children in a circle.
- She will talk about the importance of cleanliness and keeping the surroundings clean.
- She will explain to them that whenever they do any craft activity they should throw the left over in the dustbin.
- She will also instruct them to throw the foil paper used to wrap their lunch in the dust bin.
- Even if they see any litter when they go out they should pick it up and throw it in the dustbin.
- She will also tell them whenever they eat packed food item, ice-cream, chips etc they should throw the wrappers, cup, and ice cream stick in the dustbin.

Note: Educator should be consistent with the children. She should see that the children follow the rule and make proper use of dustbin in their day to day life.

Subject: PLS	No. of Periods: 2	Fortnight : 5
Topic: Buttoning and Lacing		

Learning Outcomes:

- Makes children independent and self-reliant
- Develops eye – hand co ordination and fine motor skills.

Teaching Aids:

- Buttoning board

Teaching Methodology:

- The educator will sit with the children in a circle and she will show them the buttoning board and demonstrate how to button and unbutton.
- Then she will pass the buttoning board the children. Each child will button and unbutton and pass it to the next child. Others will watch and observe.

Extended activity:

- The educator can ask the parents to send shirts with button and a hanger. Whenever they are free they will button and unbutton their own shirt and hang it on the hanger. The educator can also spend some structured time for the activity.

Note: She will keep the buttoning board at a reachable height of children. So that they can do this activity at their free time.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 5
Topic: Rakhi Making		

Learning Outcomes:

- Learns to make a Rakhi.
- Develops fine motor skills.
- Develops eye-hand co-ordination.

Teaching Aids:

- Fluorescents papers (Green, Orange, Pink)
- Stapler
- Woolen thread
- Silver sequins

Teaching Methodology:

Period 1 & 2

- The educator will cut different shapes of different sizes and colours in front of the children and give 3 shapes to each child.
- Then she will arrange the shapes one above other from big to small and staple it. The children will observe and follow the same.
- The educator will staple the shapes arranged by the children. She will then show how to stick the silver sequins. The children will follow the same.

Subject : Saturday visit	Fortnight : 5
Topic: Railway Station	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of Goods and Passengers train, how to go in for a reservation for traveling, show them how to buy a train ticket.

Teaching Aids:

- Railway Station

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

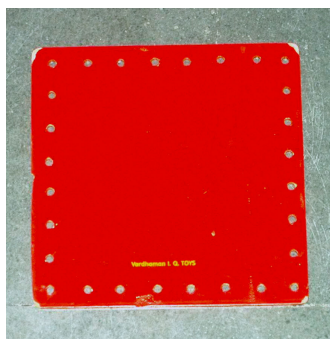
Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 5 –
Block Room – Brown Stairs



Fortnight : 5 –
PLS – Lacing Board



Fortnight : 5 – Art & Craft – Rakhi Making

Subject: GMS	No. of Periods: 2	Fortnight : 6
Topic: Lifting a table in the class		

Learning Outcomes:

- Will learn to work in coordination with others

Teaching Aids:

- Tables in the class room (5 tables)

Teaching Methodology:

- The educator will ask the children to form a line.
- She will divide the children into groups of 4.
- Then she will ask each group to go and stand near the table (different group, different tables)
- Now she will ask each group to arrange themselves in all 4 sides of the table.
- Then she will ask them to lift the table from the center of all four edges and arrange them in a row.

Note: The educator can ask the children to do this activity as per the arrangement needed in class.

Subject: FMS	No. of Periods: 4	Fortnight : 6
Topic: Tearing and crumpling of newspaper		

Learning Outcomes:

- Develops finger and palm muscles

Teaching Aids:

- Old newspapers

Teaching Methodology:

- The educator will demonstrate.
- She will take a piece of old news paper and tear into small pieces with the help of index finger and thumb.
- Then she will crumple it in between her two palms to make a ball.
- Then she will give piece of newspaper to each child and ask them to follow as demonstrated.
- All the children will do the activity.

Subject: Circle Time	No. of Periods: 2	Fortnight : 6
Topic: Days of the week		

Learning Outcomes:

- Children will come to know the name of the days of the week.
- They will come to know how many days make a week.

Teaching Aids:

- Flash cards

Teaching Methodology:

- The educator will sit in a circle with children and ask them what is the day today? Children will answer, if not, she will tell them the day.
- She will again ask them, ‘Now tell me what will be the day tomorrow?’
- After getting the answer she will say that we have seven days.
- She will start from Monday and show them the flash card of Monday and will pass the flash card to each child and tell them to repeat the name while passing it. Similarly she will introduce all the days.
- Then she will make them repeat after her all the names of days and will make them count with the help of fingers.
- She will explain that seven days makes a week.

Note: Everyday she will write the day on the board and will ask children to tell the day. She will start from Monday, because Sunday is a holiday.

Subject: Circle Time	No. of Periods: 3	Fortnight : 6
Topic: Introduction of domestic animals		

Learning Outcomes:

- Children are able to recognize domestic animals.
- Children will be able to know the specific characteristics of different domestic animals.
- Children will become sensitive towards animals. They will come to know the usefulness of animals.

Teaching Aids:

- Flash cards

Teaching Methodology:

Period 1 & 2

- The educator will sit in the circle with children and flash cards of different domestic animals.
- She will introduce common animals like dog, cow, horse, camel, donkey, sheep, ox etc.
- She will ask them why they are called domestic animals-she will wait for them to answer and then she will tell why they are called domestic animals.
- She will take out one flashcard and tell them which is that particular animal and will give information to children about the characteristics of each animal such as their colour, size, habitat, food habit etc.
- She will pass the flash cards one by one to each child and tell them to see the picture and repeat the name while passing the flash card.

Period 3 & 4

- She will ask them some questions regarding domestic animals.
- For e.g.
 1. I am man's best friend and I guard your house. Tell me who am I? Dog.
 2. I chase the mice from your house. Tell me who am I? cat
 3. My fur is used for making sweaters and jackets and you remember me in a rhyme where I went to school? Sheep
 4. I help in carrying load and I am the ship of desert, Tell me who am I? Camel
 5. Name two animals that give us milk. Cow and Buffalo.
 6. I am used for riding and stay in a stable and like to eat grams and I am used in playing a game. Tell me who am I? Horse.
 7. I help the farmers in ploughing the fields. Tell me who am I? Ox.

Note:

- The educator can keep charts and pictorial books so that children can revise it.
- She can arrange field visits to a stable nearby.

Subject: Circle Time	No. of Periods: 3	Fortnight : 6
Topic: Senses- smell		

Learning Outcomes:

- To make the children aware that our nose helps us to identify the different types of smell.

Teaching Aids:

- Vaseline, Vicks vaporub, perfume, vinegar, cow dung, talcum powder

Teaching Methodology:

- The educator will begin by attracting the children's attention by smelling and saying "Oh! Wow! What a pleasant & good smell is coming. She keeps pretending. The whole class joins her in smelling.
- Now everybody is using their nose to smell. Then she brings forward the teaching aid mentioned and takes it to each child one by one for smelling.
- She begins with talcum powder and she explains "Wow! What a pleasant and soothing smell". Then she takes cow dung to each child. "Oh No! What a bad smell." With the help of facial expression, the pleasant and the bad smell can be expressed.
- Then she gives different things such as Vicks, perfumes etc and asks them to smell it.

Subject: Circle Time	No. of Periods: 2	Fortnight : 6
Topic: Days of the week - Revision		

Learning Outcomes:

- Children will be able to recall the days of the week

Teaching Aids:

- Flash cards

Teaching Methodology:

- The educator will sit in the circle with children and ask them to name the days of the week.
- Then she will give flash cards of 7 days to seven children and tell them to stand in sequence.
- This way she will continue the game taking seven children each time and will give chance to every child to participate.

Subject: Rhymes & Song	No. of Periods: 6	Fortnight : 6
Topic: Twinkle Twinkle / फ़की / हट्टिमा टिम टिम / Song . नन्हा मुन्ना		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book – 1. Twinkle Twinkle (Pg. 3)
2. फ़की (Pg. 27)
3. हट्टिमा टिम टिम (Pg. 43)
Song - नन्हा मुन्ना

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote 2 periods for each rhyme /song.

Subject: English	No. of Periods: 8	Fortnight : 6
Topic: Revision		

- The educator will revise the topics done in the previous weeks.
- She will ask simple questions about the things discussed in the class.
- She can revise the difficult topics which are yet not clear to children.

Subject: Maths	No. of Periods: 4	Fortnight : 6
Topic: Introduction of 6 & 7		

Refer to Fortnight 1
Worksheets: 17, 18, 35

Subject: Maths	No. of Periods: 4	Fortnight : 6
Topic: Far & Near		

Learning Outcomes:

- To enhance the concept of far and near in children

Teaching Aids: Objects in the class room

Teaching Methodology:

- The educator will make the children sit in the circle. She will tell the children “we will now play a game”.
- She will call a child and ask her to stand near the table. And she will say to the children “can you see where Mahin is standing? Who will tell me which objects are near her? “. The children may name a number of objects.
- The educator will say to the children “Now who will tell me which objects are far from Mahin? The children may say a number of objects.
- If the child can touch the object from the place she is standing those objects are near, the objects she cannot touch are far.
- Educator will ask question like, “Which object is near? Which object is the nearest?”
- Keeping in mind the children’s level of understanding you may discuss places that are near and far from the Pre-school building.

Note: Revise far and near concepts regularly.

Subject: Story Telling	No. of Periods: 6	Fortnight : 6
Topic: Revision		

Revise the stories done till now.

Subject: Science & Geo	No. of Periods: 4	Fortnight : 6
Topic: Healthy & Junk food		

Learning Outcomes:

- Will make them aware about healthy food so that one can lead a healthy life.

Teaching Aids:

- Cut outs
- Board

Teaching Methodology:

- The educator will ask the children to sit in a circle.
- The educator will ask the children to name the different types of food we eat at home, in the restaurant.
- Educator will explain the food types by showing them. She will tell children we have to eat healthy food e.g. *roti & sabji* and *dal, chaval*.
- She will ask the children why should we eat healthy food and explain if we eat healthy food we become strong.
- Educator will explain we do not have to eat junk food.
- She will explain to the children the benefits of healthy nutritious food and how these healthy foods helps one to keep in good health.
- She will explain about junk food. Junk foods are very tasty and colourful, all like them very much because it is tasty but it harms our body and our body becomes weak.

Note: Children can draw the food items on a paper

Subject: Block Room	No. of Periods: 6	Fortnight : 6
Topic: Knobless cylinder		

Learning Outcomes:

- Will be able to observe and compare the different series with each other.
- Gets a clear understanding of the different dimensions.

Teaching Aids:

- Four boxes (Red, yellow, green and blue) each with a set of 10 cylinders of the varying sizes as the cylinder blocks.

Teaching Methodology:

Refer to Fortnight 2

Subject: PLS	No. of Periods: 2	Fortnight : 6
Topic: Cleaning the classroom		

Learning Outcomes:

- To make the children understand the importance of cleanliness of their surroundings

Teaching Aids:

- Two brooms
- 5 small sized buckets(Which is easy for the child to carry)
- Soap water
- Clean water
- 10 mops

Teaching Methodology:

- The educator will first sit with the children in a circle and tell them that they are going to clean the class room.
- She will show them how to use the broom and the mop (dip it in the water and to squeeze and then do moping from one side to another)

- Then she will divide the children in groups of 4 (total 5 groups). One group will clean the table, one group will clean the door, one group will clean the floor and another two group will clean the windows.
- Then she instructs the children to dust the tables, runners, door and windows. After this she will tell 2 children to broom the class.
- After dusting she will instruct the children to clean the tables, runners, windows and doors up to their reachable height with soap water using the mop.
- Then she will make children to change the mop and take clean water to clean the same.
- Then she will instruct 4 children to mop the class room with soap water.
- The educator will observe and guide the children if needed.

Subject: PLS	No. of Periods: 2	Fortnight : 6
Topic: Watering the plants		

Learning Outcomes:

- Learns to take care of the plants and becomes sensitive towards them.

Teaching Aids:

- One Sprinkler (of small size which a child is able to carry easily)
- Water

Teaching Methodology:

Period 1

- The educator will sit in a circle along with children and explain to them why watering of plant is necessary.
- She will tell them as we need air, water and food to survive and grow in the same way a plant needs water and sunlight to grow and survive.

Period 2

- Educator will take the children to the garden.
- Then she will give an empty sprinkler to any child and ask her to fill it with water from a nearby tap.
- Then she will demonstrate how to sprinkle the water on the plants.
- At the same time she will also say that they cannot dump water in the base of a small plant with the bucket or a pipe it will harm the plant, it will be uprooted due to the force of the water.
- We have to pour water gently and in small quantity.
- Then each child of the class will sprinkle some water on the plants.
- If a child shows interest to water a tree the educator will allow her. She will ask her to fill a bucket (small size) and guide her the right way to water a tree.

Note: If a child shows interest in such activity she can do it in morning and evening at home, even as soon as she comes to school before the class begins she can allot 5 minutes of her free play for watering plants

Subject: Art & Craft	No. of Periods: 4	Fortnight : 6
Topic: Thumb printing (Group activity)		

Learning Outcomes:

- Children will be aware of powder colour as a medium of colouring and how to mix it.
- Children will learn to work in a group.

Teaching Aids:

- White chart paper
- Powder colours / Fevicol

Teaching Methodology:

- The educator will mix powder colour, water and a few drops of fevicol to form a smooth paste in front of the children.
- She will then demonstrate she will dip her thumb in the colour and press it on the chart paper to form an impression. She makes different designs.
- The children will follow and make different designs.
- The educator will draw a big picture of anything (cartoon character, cake, animals etc) on the chart paper.
- She will then tell the children to put in their thumb. Print on one portion of the drawing. As all have to put they will have to wait for one to finish and to get their turn. They also have to be careful not to spoil the picture.
- The educator will now give another colour and ask them to print on another portion of the drawing.
- Like this they will complete the whole picture.

Subject : Saturday visit	Fortnight : 6
Topic: Iscon Temple	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- They will be aware of a different form of Lord Krishna.

Teaching Aids:

- Iscon Temple

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

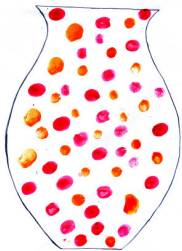
Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 6 –
Block Room – Knobless Cylinders



Fortnight : 6 –
Art & Craft – Finger Printing



Fortnight : 7 – Block Room – Crazy Block

Subject: GMS	No. of Periods: 2	Fortnight : 7
Topic: Skipping		

Learning Outcomes:

- The children will develop controlled movements of the body.
- They will develop coordinated movement between hands and legs.

Teaching Aids:

- Skipping ropes (4 ropes).

Teaching Methodology:

- The educator will first demonstrate.
- She will hold the ends of the skipping rope and place the rope in such a way that it hangs behind her body.
- Then she will show how to skip – either by hopping or with both feet together.
- She will repeat the activity 4 to 5 times so that the children get the right idea how to do skipping.
- Now she will give the skipping ropes to 4 children and ask them to do skipping.
- Whenever needed, she will guide them.
- In the same way all children will get a chance to skip.

Note: Skipping rope should be available in the class for the children to practice their skill in their free time.

Subject: FMS	No. of Periods: 4	Fortnight : 7
Topic: Rolling pencil between thumb and fingers		

Learning Outcomes:

- Develops finger and palm muscles

Teaching Aids:

- Pencils

Teaching Methodology:

- First the educator will tell the children the names of the different fingers.
- The finger after the thumb is called 'pointer'. The finger after the pointer is called 'tall man'. The finger after the tall man is called 'ring finger'. The finger after the ring man is called 'little finger'.
- Now the educator will demonstrate.
- She will hold the pencil between the thumb and the pointer and roll the pencil back and forth, then she will hold the pencil between the thumb and middle finger and roll it back and forth, then she will hold the pencil between thumb and ring finger and thumb and small finger and do the same.
- She will give a pencil to each child and children will do the activity step by step as demonstrated.
- The educator will observe and guide whenever needed.
- The children will repeat the activity 2 to 3 times.

Note: The educator should keep in mind that the pencil should always be available to the children so that they can practice.

Subject: Circle Time	No. of Periods: 3	Fortnight : 7
Topic: Introduction of wild animals		

Learning Outcomes:

- Children are able to recognize wild animals.
- Children know the specific characteristics of different wild animals.

Teaching Aids:

- Flash cards

Teaching Methodology:

Period 1

- The educator will sit in the circle with the children with the flash cards.
- She will introduce common animals like tiger, giraffe, lion, monkey, etc.
- She will ask them why they are called wild animals.
- She will wait for the answer and then she will tell them why they are called wild animals.
- She will take out one flash card and tell them what that particular animal is and will give information about the characteristics of each animal such as to their colour, size, habitat, food habit etc.
- She will pass the flash cards one by one to each child, and tell them to repeat the name while passing the card.

Period 2

- She will ask them some questions regarding wild animals.
- For e.g.
 - I am the king of the jungle and you hear my name often in stories,
 - I roar loudly. Tell me who am I? Lion
 - I am the tallest animal and have a long neck. Tell me who am I? Giraffe
 - I am fat and have a long trunk and my tusks are valuable Tell me who I am I? Elephant.
 - I am India's national animal and belong to the cat family, I have black and orange stripes. Tell me who am I? Tiger.
 - I am the fastest animal. Tell me who am I? Cheetah.
 - I have a pouch and I carry my baby wherever I go. Tell me who am I? Kangaroo.
 - I am black and huge in size and love to eat honey. Tell me who am I? Bear.
 - I jump from tree to tree and love to eat bananas. Tell me who am I? Monkey.

Note:

- The educator can keep charts and pictorial books so that children can go through them.
- She can arrange for a field visit to a zoo where they can see and observe the animals.

Subject: Circle Time	No. of Periods: 3	Fortnight : 7
Topic: Passing the squeeze		

Learning Outcomes:

- They will learn to be alert.
- It will improve their level of concentration.

Teaching Aids: None

Teaching Methodology:

- The educator will sit in a circle with children and they all will hold each other's hand.
- She will gently squeeze the hand of the child on her right, then that child will squeeze the hand of the child on her right and it will go on until the squeeze would have passed round the circle and back to the teacher.

Note: This activity is to be done without any verbal communication. The educator should explain the activity before she begins it.

Subject: Circle Time	No. of Periods: 4	Fortnight : 7
Topic: How to behave when there is no teacher in the class		

Learning Outcomes:

- They will learn how to maintain discipline and do their work quietly when ma'am is not around them.

Teaching Aids: None

Teaching Methodology:

- The educator will question them like: 1.What should we do when ma'am goes out for some time? 2. Can we shout and disturb other classes? 3. Can we play with the puzzles or do our work silently?etc.
- Then when she will get the answers, she will make it as a set of rules that should be followed throughout the year.
- These rules should be brushed up each day for a minute for one month, and then once in a while throughout the year.
- Then children will do their work without any reminders when the educator goes out for a minute.

Note: When set of rules are framed like this in the first two months of the year children will follow and the educator will not have problem in managing the class for the whole year.

Subject: Rhymes & Songs	No. of Periods: 6	Fortnight : 7
Topic: If I Were / चुन्नी चाची मुन्नी मासी / ताना बाता / Song-Come Here My Dear		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book - 1. If I Were (Pg. 10)
2. चुन्नी चाची मुन्नी मासी (Pg. 30)
3. ताना बाता (Pg. 40)
Song - Come Here My Dear

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote two periods for each rhyme.

Subject: English	No. of Periods: 4	Fortnight : 7
Topic: Recognizing alphabet Mm, Nn, Oo		

Learning Outcomes:

- Children will be able to recognize the alphabet.
- Will be able to give words beginning with alphabet.

Teaching Aids:

- 6 to 7 objects beginning with the alphabet in a box. (Magic box)
- Worksheets- colouring and circling
- Board and chalk.
- Magic box object:

Mm

Magic box object - mirror, mixer, match box, monkey, mango, moon, mask.

2nd day - muffler, map, mother, man,

3rd day - Monday, microwave oven.

Nn

Magic box object - nest, nail, needle, necklace, nail polish.

2nd day - net, newspaper, night, nose, nine.

3rd day - neck, nut, name, number.

Oo

Magic box object - orange(fruit), orange (colour), onion, one.

2nd day - ostrich, owl.

3rd day - ox

Teaching Methodology

- Refer to Fortnight 1

Subject: English	No. of Periods: 4	Fortnight : 7
Topic: Two letter words		

Learning Outcomes:

- Children will be able to read the two letter words and know the use of the words in a sentence
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Flash cards
- Words: I, a, am, an, do, no, go.
- Black board

I

1. I am very hungry.
2. I love my school.
3. I am a girl.
4. I am doing my work.

a

1. This is a book.
2. This is a very nice book.
3. This is a colourful picture.
4. Isha is a good girl.

am

1. I am a girl.
2. I am a boy.
3. I am very happy.
4. I am going to the block room.

an

1. This is an apple.
2. This is an owl.
3. This is an elephant.
4. This is an ant.
5. This is an arrow.

do

1. Do your colouring without talking.
2. Do your home work nicely.
3. Do not make noise.
4. Do not go out of the class.

no

1. There is no book on the table.
2. Today there is no dance class.
3. No one will come out of the class.
4. No one will push each other.

go

1. Go and bring the book.
2. Go to the block room.
3. Go and play in the garden.
4. Go and say thank you to Rani.

Teaching Methodology:

- Before starting 2 letter words the educator will ensure that the children are thorough with alphabets A to Z.
- So she will revise the alphabets.
- She will write the alphabets on the board and ask any child randomly to recognize the alphabets (turn by turn she will ask all children).
- Now she will sit along with the children and orient them that today their teacher will be introducing 2 letter words.
- She will instruct them that when we join one alphabet to another a two letter word is formed for e.g.: am, an, be, go which make sensible meaning. This will also help them to frame simple sentences like.

I am a boy.

May I go to drink water?

This is an apple.

I want to be with you.

- The educator will introduce a word and say 6 to 8 sentences of the word.
For e.g. Go to your class. Go and bring the book from the shelf.

Note: The educator will encourage the children to form new sentences. She will use same method to introduce all the two letter words.

Subject: English	No. of Periods:	Fortnight : 7
Topic: Pattern writing.		

Learning Outcomes:

- Develops fine motor skill.
- Prepares them for writing.
- Improves their strokes.

Teaching Aids:

- Blackboard, chalk
- Pattern writing worksheet 1, 2, 3, 4.

Teaching Methodology

- The teacher shows how to hold the pencil – with the pencil between the thumb, index finger and the middle finger.
- She will then draw dots in a straight line and she will join the dots on the black board.
- The teacher explains not to lift the pencil and to make a smooth line while joining the dots.
- She will then give the worksheets and the children will try to join the dots on the worksheet.

Subject: Maths	No. of Periods: 4	Fortnight : 7
Topic: Introduction of 8 & 9		

Refer to Fortnight 1

Worksheets: 19, 20

Subject: Maths	No. of Periods: 4	Fortnight : 7
Topic: Matching		


Learning Outcomes:

- Children will be able to match the sets.
- Children will be able to recognize shapes.

Teaching Aids:

- Flannel board and shape cut outs with sandpaper at the back.
- Worksheet: 31

Teaching Methodology:

- The educator will sit in a circle along with the flash cards of shapes and numerals.

- She will demonstrate by showing one of the cards and ask about it. E.g. she will show the flash card of ‘triangle’
- When she will get the answer she will put it on the flannel board.
- Then she will find another flash card of the same shape keep it near the previous one.
- She will repeat this with other shapes and numerals.
- Then she will call the children one by one and ask them to do the same.

Subject: Story Telling	No. of Periods: 6	Fortnight : 7
Topic: 1. Sue, Hayden and the Raft.		2. Wooly and the magic glasses

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. Sue, Hayden and the Raft.
 2. Wooly and the magic glasses.

Teaching Methodology:

- Refer to Story Telling Fortnight 1

Note:

- Uses simple sentences and remember children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not always stress on the question “So what did you learn?”

Sue, Hayden and the Raft

Sue and Hayden were friends. They loved adventure. One day these two decided to make a small raft. “This way we can flow downstream with the river. Can’t we?” suggested Hayden.

Together they collected large pieces of tree trunks and started building a raft. “Let us tie it up with a rope. It will stay secure that way” said Sue. They tied the raft with a rope.

Sue and Hayden got onto the raft. “Yahoo! Let us see where the river takes us,” giggled Hayden. “We are moving at a great speed!” said Sue, crying with pleasure. Unexpectedly the raft got stuck in between two rocks. “Oh no!” shouted Hayden. They were not able to break free.” Uh! Oh!” puffed Hayden. Then, what they saw shocked them. They saw a Crocodile approaching!

But, luckily the raft moved away from the rocks. Wwhooo! Here we go again,” they laughed. However, the danger was not yet over. The river was now flowing down to a waterfall. Hayden had a long rope. He made a lasso and threw it on to a rock. To their relief, the rope caught the rock and the raft stopped suddenly. Then, rowing carefully Hayden took the raft back to the bank.

“Ah! We are safely back on the land,” said Sue with a relief. “What an exciting adventure!” remarked Hayden. And the two friends walked back home, happily.

Wooly and the magic glasses

Wooly, the Sheep lived in a farmhouse with his mother. Wooly was a fun – loving sheep. He was always thinking of an outing. He just could not stay in the farm. One afternoon, Wooly slipped out of the farm and went to the nearby market. ‘I have never come to the market alone. It is exciting,’ he thought.

A strange vendor sitting on the ground was shouting, “Magic glasses, wear them and you can see through anything!” ‘Wow! That is quite something. I must buy those glasses,’ said Wooly to himself. He bought the glasses. Wooly wore the glasses and walked back home. ‘It is wonderful! I really can see through the trees,’ he looked happy.

Because he was wearing see-through glass, he called his friends to play a game of hide and seek. His one thought was that he could find them with his glasses. Suddenly, Wooly spotted something at a distance. “Paul”, he said to one of his friends, “There are thieves inside your house.”

“But my house is locked, ”I can see through the glasses I am wearing magic glasses, Paul. We have to act fast,” said Wooly. Wooly and his friends rushed to call the police “Sir, there are thieves in Paul’s house,” complained Wooly to the policeman. Minutes later, two policemen rushed to Paul’s house. “There, sir! Inside the house,” indicated Wooly.

Soon, the thieves were caught and handcuffed. “Well done, Wooly,” praised the policemen and took the thieves away. Wooly was very pleased. Wooly’s parents came to know that their son had helped to catch the thieves. They asked, how did you do it, Wooly?” “It is all because of my magic glasses” he explained. Wooly then told them everything.

The next day, the policemen came to Wooly and said, “We have heard about your magic glasses we would like to use them, too.” Wooly gladly gave them the glasses.

Subject: Science & Geo	No. of Periods: 2	Fortnight : 7
Topic: Sources and uses of water		

Learning Outcomes:

- Children are aware of different sources of water.
- They learn the importance of water.

Teaching Aids: Charts

Teaching Methodology:

- The educator will begin the class with the topic about the uses of water and then the importance of water.
- She will ask why we need water for what purpose we are using water. She will tell them the different uses bathing, drinking, washing, cleaning etc.
- Like us birds, animals, plants all need water.
- She will then ask the children ‘How does water come to our houses?’
- Then she will begin with the sources of water and will ask that from where we get water. The main source of water is rainfall she will talk about rainfall and explain the water cycle.
- She will go on to explain that rain water gets collected in rivers, ponds, lakes and sea.
- She will also talk to them of how important it is to save water and how each one of us can save water.

Note: Educator will draw different pictures on the board and show.

Subject: Science & Geo	No. of Periods: 2	Fortnight : 7
Topic: Parts of a plant		

Learning Outcomes:

- They will know the different parts of the plant and their functions.

Teaching Aids: Black Board

Teaching Methodology:

- As germination is already done, so she will briefly revise it.
- Then she will draw a plant and label its parts.
- She will explain the function of roots, leaf, stem and flower.

Note: An extended activity can be done where the children will be taken out and shown different plants and their parts.

Subject: Block Room	No. of Periods: 6	Fortnight : 7
Topic: Crazy blocks		

Learning Outcomes:

- Learns to build a stable tower, building fancy items of their own imagination.
- Enhances curiosity and tries to explore more as the grooves in each piece fits firmly on the other.

Teaching aid:

- 16 Pieces of blocks of red, blue, yellow and green 4 pieces each of each colour

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take each block of red, blue, green and yellow from the box and keep it softly on the floor.
- She will then count and show that there are 4 pieces of red, blue, green and yellow.
- She will make some patterns like towers and come up with various designs with then teach them how to arrange it in the box while winding up.

Note: Picture on page 300.

Subject: PLS	No. of Periods: 2	Fortnight : 7
Topic: Carrying water without spilling		

Learning Outcomes:

- Improves eye hand coordination.
- Enhances controlled movements.

Teaching Aids:

- 3 Bowls
- Water

Teaching Methodology:

Period 1

- The educator will demonstrate how to fill the water from the tap in the bowl how to carry it and walk carefully without spilling it.
- She will instruct the children that bowl should not be filled to the brim, a little less.
- Then she will divide the children into groups of 3 and each group will do the activity turn by turn. 4 Group will do the activity in one period and she will observe them.

Period 2

- She will ask the children to mop the area if any water is spilt the remaining 4 groups will also do the activity in the same way.
- Each child will do the activity 2 to 3 times.

Subject: PLS	No. of Periods: 2	Fortnight : 7
Topic: Cleaning puzzles		

Learning Outcomes:

- Will help them to be systematic and organized.
- Will enhance child's ability to classify and sort out the puzzles

Teaching Aids:

- Variety of puzzles (Wooden, plastic and paper) in the class room
- A big box

Teaching Methodology:

Period 1 & 2

- The educator will sit along with children and talk about the importance of cleanliness, to arrange the thing systematically to whatever groups it belongs to.
- She will then make a group of 7 each (total 3 groups).
- Then she will ask each group to collect particular puzzles i.e. group 1- wooden puzzles, group 2-plastic puzzles, group 3-paper puzzles.
- Then she will ask them (group) to take the puzzles out of the box.
- She will give them a dry rag and ask them to wipe each piece.
- Then she will guide them to clean the box in which the puzzles are kept.
- They will then put the puzzles back in the box in a nice, organized manner.

Period 3 & 4

- This week they will clean the rest of the puzzles.
- This time the educator will refrain from giving any instructions. She will observe and allow children to work on their own.
- She will pitch in only if it is very necessary.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 7
Topic: Colouring of traffic signals		

Learning Outcomes:

- Children will be aware of colours of the traffic signal and what does each colour indicate.

Teaching Aids:

- Drawing book
- Crayons (Red, yellow , green)

Teaching Methodology:

- The educator will explain on the board the traffic signals and their rules.
- The educator will draw the traffic signals on a plain paper and colour the signals and she will also tell the order of the colours that is red, yellow, and green.
- She explains that red indicates stop, yellow indicates get ready and green indicates go.
- She will then give the drawings books to children in which the traffic signals are already drawn and the children will colour it as per the order of colours explained to them.

Subject : Saturday visit	Fortnight : 7
Topic: Balvatika	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of different types of mirror.

Teaching Aids:

- Balvatika – a place with different types of mirror (convex and concave) as the main attraction

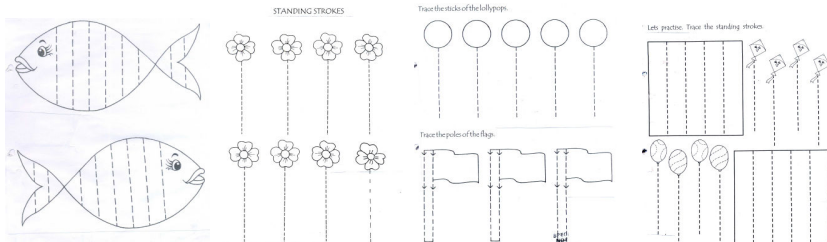
Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.

The educator should also be alert that strangers do not take photographs of the children.



Pattern Writing – 1 Pattern Writing – 2 Pattern Writing – 3 Pattern Writing – 4

Subject: GMS	No. of Periods: 2	Fortnight : 8
Topic: Hopping		

Learning Outcomes:

- The children will develop controlled movement of leg and feet.
- Will even help to gain body control and balance.

Teaching Aids: None

Teaching Methodology:

- The educator will take the children out to the garden.
- She will make 4 rows with equal number of children in each and the children will stand with one arm distance.
- Now the educator will demonstrate and instruct the children to follow.
- She will lift her legs in air and hop from one place to another.
- The children will follow the same.

Extended activity:

- The educator can make children do this activity in their free play.

Subject: FMS	No. of Periods: 4	Fortnight : 8
Topic: Rolling <i>roti</i> with clay		

Learning Outcomes:

- To develop finger and palm muscles

Teaching Aids:

- Plasticine clay
- 3 Rolling pans
- 3 Rolling pins

Teaching Methodology:

Period 1

- The educator will demonstrate and discuss shape of *roti*.
- She will take small amount of clay and make a ball by rolling it between 2 palms.
- Then she will take the ball and press it on the rolling pan and start rolling with the rolling pin and make a *roti* with the clay.
- The educator will ask 3 children to do the activity at a time. She will give clay, rolling pan and rolling pin to the 3 children. Approximately 10 children will do in 1 period.

Period 2

- The remaining children will do the activity in the same way in the 2nd period.

Subject: Circle Time	No. of Periods: 4	Fortnight : 8
Topic: Introduction of water animals and pet animals		

Learning Outcomes:

- Children will be able to recognize water animals as well as pet animals.
- They will come to know the different types of animals.

Teaching Aids:

- Flash cards

Teaching Methodology:

Period 1

- The educator will sit in the circle with children and ask them to tell the names of some animals.
- Then she will tell them we can see some animals live on land and some animals live in water. She will ask them to name some water animals
- She will show them the flash cards and tell them the name of particular water animal and also tell its special characteristics.

Period 2

- She will pass the flash cards one by one to each child in the circle.
- She will ask them some questions relating to water animals.
 1. I have 8 legs and I live in sea, tell me who am I? Octopus
 2. I am the largest sea animal, tell me who am I? Whale
 3. I am very lazy and most dangerous sea animal, tell me who I? Alligator
 4. I am known as killer fish and other fishes are frightened of, me tell me who am I? Shark
 5. I am a friendly fish and I entertain people and love to take huge dives, tell me who am I? Dolphin

Period 3

- She will ask them if they are having any animals at home and will ask do they enjoy their company, do they play with them.
- After getting the answers she will explain that these animals such as dog, cat, rabbit, and parrot are called pet animals.
- She will show them the flash cards and then pass it to each child and tell them its special characteristics.
 1. People use me for riding and racing, tell me who am I? Horse
 2. I am one of children's favourite cartoon character and you can see me chasing Jerry, tell me who am I? Cat
 3. I am very faithful to my masters and guard their house, tell me who am I? Dog
 4. I am small in size and have red eyes, I am white as snow? Rabbit
 5. I pick up words very quick and greet our friends when they come home, tell me who am I? Parrot
 6. I am very slow and I have a hard shell on my back, you have read about me in a story, tell me who am I? Tortoise

Subject: Circle Time	No. of Periods: 3	Fortnight : 8
Topic: Introduction of months		

Learning Outcomes:

- Children will come to know the names of the months of a year and how many months make a year.

Teaching Aids:

- Flash cards
- Chalk
- Black board

Teaching Methodology:

- The educator will sit in the circle with children and ask them which month is going on? Children will give the answer, if not she will tell them.
- After getting or saying the answer she will tell them that there are 12 months in a year.
- Now she will start saying it aloud from 'January' and show them the flash card. Children will also say aloud. Now she will pass the flash card to each child and tell them to repeat the name while passing the flash card. Similarly like this she will introduce all the months.
- Then she will make them repeat after her all the names of the months and will make them count with the help of fingers.
- She will explain that these 12 months together are called a year.
- Then she will ask them which month will come after January and so on.
- After that she will ask them which month will come before February.
- Same way she will ask for all the months For e.g. Before April March will come like that.

Note: Everyday she will ask the children the name of month and will write the date on the board.

Subject: Circle Time	No. of Periods: 3	Fortnight : 8
Topic: Silence game –Passing the bell without making noise		

Learning Outcomes:

- To create awareness or consciousness as to pass the bell without ringing.
- To make the children more alert.

Teaching Aids:

- Bell

Teaching Methodology:

- The educator will sit in the circle with children. She will explain to them that they have to pass the bell without ringing.
- Next she will pass the bell clockwise and it will come back to her.
- Same way she will continue the game 2 to 3 times.

Subject: Rhymes and Songs	No. of Periods: 6	Fortnight : 8
Topic: Little Miss Muffet / Revision		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

Rhyme Book - 1. Little Miss Muffet (Pg. 24)
Revision

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote two periods for each rhyme.

Subject: English	No. of Periods: 4	Fortnight : 8
Topic: Recognizing alphabet Pp, Qq, Rr		

Learning Outcomes:

- Children will be able to recognize the alphabet.
- Will be able to give words beginning with that particular alphabet.

Teaching Aids:

- 6 to 7 objects beginning with the alphabet in a box.(Magic box)
- Worksheets- colouring and circling
- Board and chalk.
- Magic box object:

Pp

Magic box object - pen, powder, peacock, pan, penguin.

2nd day - paper, parrot, pencil, purse, pillow.

3rd day - plastic, pant, plate, pot, plant.

Qq

Magic box object - queen, question mark, quill, quilt.

2nd day - queue, quarter.

3rd day - quiz.

Rr

Magic box object - refrigerator, rolling pan, rolling pin, rhinoceros, rat, rabbit, rocket, root.

2nd day - rain, red, ribbon, ring, rubber band.

3rd day - rock, rainbow, radio, rose.

Teaching Methodology:

- Refer to Fortnight 1

Subject: English	No. of Periods: 3	Fortnight : 8
Topic: Two letter words		

Learning Outcomes:

- Children will be able to read the two letter words and know the use of the words in a sentence
- They will be aware of new words
- Their comprehension level will improve.

Teaching Aids:

- Flash cards
- Words : on, of, or, as, is

on

1. Keep the books on the table.
2. Write on the black board
3. Stick the drawing on the soft board.
4. Switch on the light.

of

1. Tell me the name of the story book.
2. Tell me the name of the school.
3. All the children of Jkg are very good.

or

1. Drink milk or tea in the morning.
2. You can go in the sand pit or in the garden to play.
3. Keep the book on the table or on the runner.

as

1. You are as sweet as an apple.
2. You are as beautiful as a flower.
3. This dress is as soft as fur.

is

1. This is your class room.
2. Brushing your teeth twice a day is a good habit.
3. This is a papaya tree.

Teaching Methodology:

- Now they know alphabet till 'R', so we can begin with the reading of two lettered words – only the words given above
- Before starting 2 letter words the educator will ensure that the children are thorough with alphabets taught till now.
- So she will revise the alphabets.
- She will write the alphabets on the board and ask any child randomly to recognize the alphabets (turn by turn she will ask all children).
- Now she will sit along with the children and orient them that today their teacher will be introducing 2 letter words.
- She will instruct them that when we join one alphabet to another a two letter words is formed (for e.g.: am, an, be, go which make sensible meaning. This will also help them to frame simple like.

I am a boy.

This is an apple.

May I go to drink water?

I want to be with you.

- The educator will introduce a word and say 6 to 8 sentences of the word.
For eg: Go to your class. Go and bring the book from shelf

Note: The educator will encourage the children to form new sentences. She will use same method to introduce all two letter words.

Subject: English	No. of Periods: 1	Fortnight : 8
Topic: Pattern writing.		

Learning Outcomes: Refer to Fortnight 7

Teaching Aids:

- Blackboard, chalk
- Pattern writing worksheet 5, 6

Teaching Methodology: Refer to Fortnight 7

Subject: Maths	No. of Periods: 8	Fortnight : 8
Topic: Introduction of Zero		

Learning Outcomes:

- To know the number zero and its meaning that it has no value.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- Board
- Chalk
- Worksheet: 24,43,46

Teaching Methodology:

Period 1

- Draw a rat on the board with seven tails then say the following story-- Once upon a time there was a rat with seven tails. He went to school to study. His friends started teasing him rat with seven tails. He started crying and told to his mother about it. His mother cut his 1 tail so now the mouse had 6 tails. Next day he again went to school. Again his friends started teasing him rat with 6 tails. Again he started crying and told his mother. It continued till his all six tails were cut. Now when he got one tail his friends said now rat with 1 tail. At last his mother cut his last tail too. Now rat with zero tail that means rat with no tail. When we draw rat with seven tails rub a tail every time.

Period 2

Spindle box - Objective

- It provides practice in associating quantity and symbol.
- It helps in the introduction of zero.
- While the child puts up spindles in each compartment, she learns to be systematic.

Material

- Spindle box is used for the introduction of zero as well as matching quantity and symbol. That is real and unreal numbers. There are two boxes 0 to 4 and another with numerals 5 to 9 printed in each compartments. There is another small box with 45 spindles (sum of numbers 0 to 9) in it.

Demonstration

- Once the children are aware of the counting rods and numerals, matching of the spindles can be done with the numerals. That is matching of quantity and symbol. Putting the two boxes in a straight line, 0 to 9 numbers appear in as line. Begin with numerals 1, take one spindle and counting it again place it in the compartment with numeral 1. Similarly match the spindle and numerals up to 9. When this gets over, all the spindles are used up. 'Why is not any spindle placed in the compartment with symbol '0' ? It can be explained saying there is not any spindle left and hence no spindle is placed over there. Then name the symbol '0' and say, "this is zero, zero means nothing, null, void etc" Explain in the language the child understands, thus zero can be introduced using the spindle box.

Activity

- Allow the children to understand the same practically, by matching quantity and symbols. While repeating the same practically she also remembers that zero means nothing or no quantity.

Control of error

- It is self corrective. There are exactly 45 spindles in the box. If the child puts more or less numbers of spindles in either of the compartments, there will be either less or more than 9 spindles while putting in the compartment with the numeral 9. Thus it is self corrective

Subject: Story Telling	No. of Periods: 6	Fortnight : 8
Topic: 1. Kathy and the Time Machine.		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.

1. Kathy and the Time Machine.

Teaching Methodology:

- Refer to Story Telling Fortnight 1

Note:

- Use simple sentences and remember children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not always question “So what did you learn?”

Kathy and the Time Machine

Kathy was on her way to school. She was very excited, because there was a magic show in the school that day. The school auditorium was packed. “ Oh! All my friends are already there.” Kathy giggled.

Soon the show began. The magician came and bowed before the crowd, “Good morning to you all,” he said. The magician started playing his tricks from a student’s mouth. All the children clapped.

Next, the magician brought a funny looking gadget. He said, “This is a Time Machine. I want someone to come and get inside it.”

“ I want to volunteer,” said Kathy, raising her hand. “Then come on!” called out the magician. Kathy nervously got inside the metal box. ‘ this is going to be very adventurous,’ she thought.

The magician pressed some buttons. Kathy found herself spinning inside. When Kathy stepped out of the Time Machine, she found herself in ancient times. ‘These are real Knights,’ she thought in wonder. There were also many castles. “Wow!” said Kathy, happily. Suddenly, a dragon attacked Kathy from behind. “Eeeeah! Someone help,” cried Kathy.

Kathy quickly jumped into the Time Machine. ‘I had better get away from here,’ said Kathy to herself. This time, Kathy was sent to future. “Hey, the cars are flying!” she cried. And she had a difficult time avoiding the flying cars. ‘I think I am not ready for future,’ decided Kathy and got into the Time Machine again. Now, when she stepped out, Kathy was back in her school. “Welcome her back!” said the magician. There was a loud applause. Kathy never had so much fun in her life.

Subject: Science & Geo	No. of Periods: 2	Fortnight : 8
Topic: Germination.		

Learning Outcomes:

- Children will come to know how the plants grow.

Teaching Aids:

- *Moong (whole)*
- Soil
- Water
- Earthen pot

Teaching Methodology:

Period 1

- The educator will ask children to sit in a circle. She will begin by showing different kinds of seeds and discuss them.
- She will show how a plant emerges from a seed. She will show them sprouted *moong* and discuss the importance of soil, sunlight, air and water.

Period 2

- The educator will ask the children to bring *moong* and earthen pots.
- She will soak the *moong* for 1 day.

Period 3

- Educator will ask the children to bring soil and water.
- Now the educator will demonstrate and the child will follow. She will take soil and put it in the earthen pot.
- Now she will put few of the *moong* and again she will put some soil on it and sprinkle some water on top of it and then place it in sunlight
- Educator will talk about the changes that take place every day.
- She will explain to the children that the plants and shrubs should not be uprooted or plucked, just for fun. She will talk about the importance of trees and plants.
- She can also explain
 - Trees give us shade.
 - We play under and on the trees.
 - Trees give us fruits.
 - Many trees are used to make medicines and so on.

Note: Children should neither sow more quantity of *moong* (otherwise it will not get enough place to grow) nor pour water in large quantity (as it may spoil the root of the plant). The educator should explain anything in excess is harmful.

Subject: Science & Geo	No. of Periods: 1	Fortnight : 8
Topic: Revision		

Revision for reinforcement of animals done in circle time.

Subject: Science & Geo	No. of Periods: 1	Fortnight : 8
Topic: Floating and sinking (Experiment)		

Learning Outcomes:

- Will learn the concept of heavy and light in relation to water.

Teaching Aids:

- Heavy objects: stone, key
- Light objects: quill, leaf, paper

Teaching Methodology:

- First she will collect the heavy and light objects and a big glass container filled with water.
- She will start with the light objects like quill, leaf, paper, etc., so all these objects will float. She will emphasize on the word float.
- Then she will take the heavy objects like stone, key, coin, etc. and put in the water. As these objects are heavy, so they will sink. She will again emphasize on the word sink.
- Then the educator will explain the concept of floating and sinking by explaining heavy objects sink and light objects float.
- She will ask why they think it happens and allow them to answer.
- The educator will make the children repeat the objects which sink and which float.

Note: The educator must also encourage the children to go home and do the experiment with various vegetables like, potato, onions, tomato, etc. and give their observation of float and sink.

Subject: Block Room	No. of Periods: 6	Fortnight : 8
Topic: Rainbow		

Learning Outcomes:

- Learn the rainbow colours and can trust and make their own rainbow. VIBGYOR
- Will know early Mathematical concepts-counting, addition, subtraction etc
- Will find the balance point and the simple arches will always seduce with their new combination of colour and sounds.

Teaching aid: 9 arches of Rainbow colours which can fit in each perfectly

Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take the box and take out the arches and place in front of the children.
- She will count and show number of arches and keep the arches one above other and the balance point.
- Then she will make some patterns with different colours.
- She will count and show the children how to wind up.
- Children will then do some pattern like flower, bridge etc and try to bring out their creativity.

Note: This also can be used at low or base level when some concepts are taught to the small children.

Subject: PLS	No. of Periods: 4	Fortnight : 8
Topic: Wearing shoes and socks		

Learning Outcomes:

- To make children independent

Teaching Aids:

- Shoes with laces.
- Socks (two days before the activity the educator will send a note to the parents to make children wear laced shoes and socks while coming to the school for one week).

Teaching Methodology:

- The educator will 1st sit with the children in a circle and give demonstration of wearing socks and shoes and how to tie the lace.
- She will guide the children to do the activity.

Note: This activity will be taken after Diwali vacation as during rainy season we prefer children not to wear shoes and socks and to wear some comfortable foot wear.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 8
Topic: Cotton dabbing		

Learning Outcomes:

- Development of fine motor skills.
- Children will learn new art activity.

Teaching Aids:

- Cotton, Powder Colour, Outline of duck.

Teaching Methodology:

- Educator will mix powder colour, water and a few drops of fevicol to form a smooth paste in front of children.
- She will then demonstrate how to dip the cotton in the colour and then dab in the outline of duck.
- The children will follow the same.

Subject : Saturday Visit	Fortnight : 8
Topic: Post Office	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of how the sorting of letters is done, how they are sent to different places, what the different coloured post boxes are for etc.
- The children will learn how to buy a post-card.

Teaching Aids:

- Post Office

Teaching Methodology:

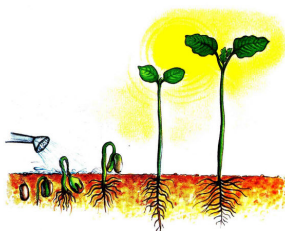
- Refer to Saturday Visit Fortnight 1

Note: The educator should be alert and also discourage children from talking to strangers. The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 8 –
FMS - Rolling Roti



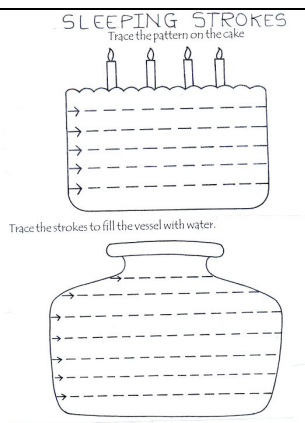
Fortnight : 8 – Science &
Geography – Germination



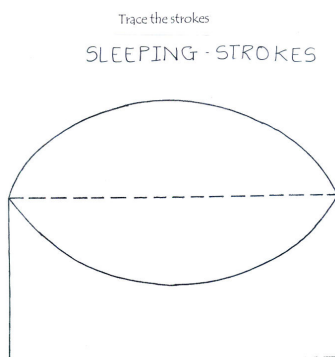
Fortnight : 8 –
Block Room – Rainbow



Fortnight : 8 –
Math's – Spindle Box



Pattern Writing – 5



Pattern Writing – 6

Subject: GMS	No. of Periods: 2	Fortnight : 9
Topic: Rolling on the lawn		

Learning Outcomes:

- Fun activity.
- Learns to get adjusted towards the environment.

Teaching Aids:

- Lush green lawn.

Teaching Methodology:

- The educator will take the children to the garden.
- She will make them to lie down on the lawn.
- Now she will tell them to roll their body on the lawn.

Note: The children can do this fun activity in their free play timing.

Subject: FMS	No. of Periods: 4	Fortnight : 9
Topic: Sticking and removing		

Learning Outcomes:

- To develop finger and palm muscles.

Teaching Aids:

- Plasticine clay.
- Pieces of chalk.
- Pieces of crayons.
- Few beads.
- Pieces of eraser.

Teaching Methodology:

- The educator will demonstrate.
- The educator will take a big ball of clay and insert object like beads, small pieces of chalk and small pieces of eraser in it. She has to do it in absence of children.
- The educator will divide the children into 2 equal groups.
- She will give the clay ball to 1 child at a time. The child has to feel, dig and search for the things in the clay ball and take it out.
- Each child will take turn.

Subject: Circle Time	No. of Periods: 3	Fortnight : 9
Topic: Sense of hearing		

Learning Outcomes:

- To sharpen their auditory skills.

Teaching Aids:

- Musical instruments such as rattle, tambourine etc.

Teaching Methodology:

- The educator will sit in the circle with children in the class or outside in the campus.
- She will tell them to close their eyes and listen the sound from surrounding. And ask them what did they hear?
- Then educator will keep a box of musical instruments ready.
- Then she will ask the children to close their eyes.
- The educator will ring the various musical instruments and will ask them to identify the different sounds of the instruments.

Subject: Circle Time	No. of Periods: 4	Fortnight : 9
Topic: Role play by children		

Learning Outcomes:

- Fun game.
- To develop creativity and thinking.

Teaching Aids: None

Teaching Methodology:

Period 1

- The educator will sit in the circle with children.
- She will explain to them that they can choose any one such as their mother, father, grandfather, friend etc and they have to enact like the character selected by them.
- She will give example such as ‘what does your mother tell to wake you up in the morning.’
- She further adds that you have to enact or imitate how your mother talks or behaves.
- Then she divides the children into 2 groups.
- Each child enacts turn by turn from the 1st group.

Period 2

- The remaining children also perform the same way.
- The educator will observe them and encourage them.

Note: The educators will establish the rule of no laughing or making fun of others.

Subject: Circle Time	No. of Periods: 3	Fortnight : 9
Topic: Sense of sight		

Learning Outcomes:

- Will sharpen their visual skills.

Teaching Aids: None

Teaching Methodology:

- The educator will take the class outside in the lawn and will ask them to shut their eyes. She will then ask them can you see? Now with your eyes closed, walk without banging into each other.
- Is it possible to walk with our eyes closes? Can you see the bird flying? Can you see the big name tree? No. This shows that we see things with our eyes. Eyes are the most vital part of our body.
- The educator will go on to say that how we should take care and protect our eyes, as eyes are most sensitive and we must not put or poke sharp objects in our eyes.

Subject: Rhymes & Songs	No. of Periods: 6	Fortnight : 9
Topic: A Caterpillar / सीख		

Learning Outcomes:

- Refer to Rhymes and Songs Fortnight 1
- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book - 1. A Caterpillar (Pg. 14)
2. सीख (Pg. 31)

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote two periods for each rhyme.

Subject: English	No. of Periods: 4	Fortnight : 9
Topic: Recognizing alphabet Ss, Tt, Uu		

Learning Outcomes:

- Children will be able to recognize the alphabet.
- Will be able to give words beginning with alphabet.

Teaching Aids:

- 6 to 7 objects beginning with the alphabet in a box.
- Worksheets- colouring and circling
- Board and chalk.
- Magic box objects

Ss

Magic box object - sun, slate, socks, shoes, spoon, scissor, shell, sponge, soap, sparrow.

2nd day - soap dish, swing slide, snake, scooter.

3rd day - ship, star, spider, sand.

Tt

Magic box object - train, tractor, tap, teddy, top, telephone, tiger, toothpaste, trumpet.

2nd day - table, toy, tomato, ten.

3rd day - tent, tub, teeth, tail.

Uu

Magic box object - urn, umbrella.

2nd day - uniform, umpire, up.

3rd Day - under, uncle, understand

Teaching Methodology:

- Refer to Fortnight 1

Subject: English	No. of Periods: 1	Fortnight : 9
Topic: Pattern writing.		

Learning Outcomes: Refer to Fortnight 7

Teaching Aids:

- Blackboard, chalk
- Pattern writing worksheet 7, 8

Teaching Methodology: Refer to Fortnight 7

Subject: Maths	No. of Periods: 8	Fortnight : 9
Topic: Introduction of 10		

Refer to Fortnight 1

Worksheets: 21, 22, 23, 25, 34

Subject: Story Telling	No. of Periods: 6	Fortnight : 9
Topic: 1. The Fisherman and the Genie		

Learning Outcomes:

- Refer to storytelling Fortnight 1
- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids :

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. The Fisherman and the Genie

Teaching Methodology:

- Refer to Story Telling Fortnight 1

Note:

- Use simple sentences and remember children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral- so do not always stress on the question “So what did you learn?”

The fisherman and the Genie

Long ago, there lived a poor fisherman. One day , he threw his net into the sea. But even after a long wait, he could not catch any fish. “Oh, I think I will have to return barehanded today “thought the fisherman. He waited for some more time.

When the net came , the fisherman was filled with surprise. Instead of a huge fish, as he had hoped, he caught a big metal jar. The fisherman took the jar in his hand and found it to be very heavy. It’s lid was tightly closed.

Getting curious, the fisherman opened the lid of the jar. At once, thick smoke gushed out of it. And then, there was a mighty laughter. A ferocious creature emerged out of the smoke. He stared at the fisherman and said, “I am a genie.” Then the genie said, “I am very hungry. Get ready to become my food,” As soon as the fisherman heard this, he was very scared. Mustering some courage, he asked, “O Genie? What wrong have I done? Why do you want to kill me?

The genie growled. He began to hover above the fisherman’s head, and said “Don’t ask me silly questions, O fisherman! I don’t have time to argue. I am bound by an curse. I have to kill the first human I see. So, I can’t spare you.”

Now, the fisherman knew he could not defeat the genie in strength , and it was no point begging before him for mercy. So, he decided to trick the genie. “Alright, you can eat me up,” said the fisherman, “ But first , you will have to answer a question.”

“What is your question?” asked the genie. The fisherman said, “You are so huge in size . Then how did you fit in this small jar?” “Ha Ha...! We Genies can transform to any shape as large as mountain or as tiny as ant,” boasted the genie.

“That is difficult to believe!” the fisherman said, “ I cannot accept your might until I happen to see it with my own eyes” Now, the foolish genie curled and whirled in the air and squeezed himself into the jar. And that was what the fisherman wanted.

In no time the genie was completely inside the jar. “There goes the foolish fellow!” thought the fisherman. He quickly picked up the lid and closed the jar. He then took a deep breath of relief and threw the jar back into the sea.

Subject: Science & Geo	No. of Periods: 4	Fortnight : 9
Topic: Revision		

Revise topics done till Fortnight 8

Subject: Block room	No. of Periods: 6	Fortnight : 9
Topic: Vipella 1		

Learning Outcomes:

- Helps to develop imagination and creativity among small children and gives infinite possibilities to their imagination.
- Revision of shapes, counting etc- Maths concepts.

Teaching Aids:

- Wooden blocks of rectangle-12 pieces, square-8 pieces. Red, blue, green and yellow coloured blocks i.e., rectangle-3 and square-2 of each colour

Teaching Methodology:

- The teacher will make the children to sit in a circle and she will demonstrate.
- She will show the shapes, square and the rectangle. She will show the corners, edges and surfaces of square and rectangles.
- She will also count and show the number of rectangles and square, she will also show that two squares make one rectangles.(concept of fraction)
- She will use the blocks and make some buildings, sofas, chairs etc.
- The children will learn these things visually and will come out with their endless patterns and creations.

Note: The educator will also show how to wind up, i.e. keep the three blue rectangles and two blue squares at one corner, then red, yellow and green blocks in the other three corners

Subject: PLS	No. of Periods: 2	Fortnight : 9
Topic: Brushing teeth		

Learning Outcomes:

- The children will learn the importance of hygiene.

Teaching Aids:

- Toothbrush
- Toothpaste

Teaching Methodology:

- The educator will ask the children to bring their own tooth brushes and she will bring the toothpaste.
- She will take them to the wash basin for this activity.
- She will then demonstrate how to brush. First the children will wet their brush and apply small amount of toothpaste.
- Then she will instruct them to move the brush up and down on the front teeth and in the same way move the brush thoroughly in and out of the mouth. Then rinse the mouth thoroughly.
- Then she will call 2 children at a time and take them to brush their teeth.

Note: The educator will instruct them to move the brush softly and not to use too much of pressure while brushing.

Subject : PLS	No. of Periods: 2	Fortnight : 9
Topic: Scooping of grains		

Learning Outcomes:

- It will enhance eye - hand co-ordination.
- Fine motor skills will be developed.
- It will help to control hand movements.

Teaching Aids:

- 1 tray
- 2 soup bowls
- 1 soup spoon
- Mixed grains.

Teaching Methodology:

- The Educator will sit in a circle with the children.
- She will demonstrate to the children how to do the activity.
- She will not speak a single word while demonstrating.
- She will take a mat and spread it on floor.
- She will take a tray, a spoon, a bowl having mixed grains and other bowl. Then she will sit on the mat with tray.
- She will hold the spoon with two fingers and thumb (i.e. index finger, tall finger and thumb.)
- Educator will start transferring grains with spoon to another bowl without spilling outside till the bowl will completely empty.
- Then she will keep the tray back at its place.
- After keeping the tray back at its place she will come to her place and roll the mat and then she will keep the mat at its place.
- After demonstration she will allow each child to do this activity.

Note:

- Children will do this activity till they get familiar to it.
- Encourage the child if she does it properly.

Subject: Art & craft	No. of Periods: 4	Fortnight : 9
Topic: Woolen activity		

Learning Outcomes:

- Development of fine motor skills.
- Children will learn new medium for art activity i.e. (woolen)

Teaching Aids:

- Outline of lollipop or any shape.
- Fevicol.
- Woolen thread of any 2 colours.

Teaching Methodology:

- Educator will first demonstrate how to apply fevicol inside the lollipop.
- Educator will then take a woolen thread of any colour.
- Educator will then stick the thread in the centre of lollipop and keep on pasting it in circular pattern up to the end of the lollipop.
- Then she will cut 3 threads of equal size of any colour and paste it on the stick of the lollipop.

Note: The children will follow step by step as per the instructions given to them.

Subject : Saturday Visit	Fortnight : 9
Topic: Gandhi Ashram	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of the place where Gandhiji lived when he was in Ahmedabad and life of Gandhiji.

Teaching Aids:

- Gandhi Ashram - Ahmedabad



Teaching Methodology:

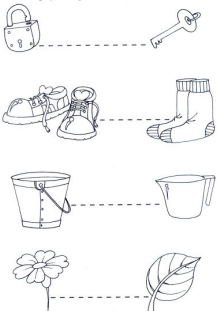
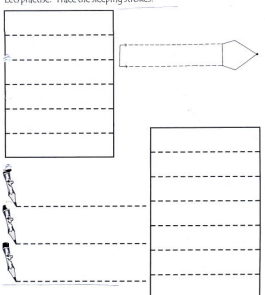
- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight

 <p>Fortnight : 9 – Block Room – Vipella Block – 1</p>	 <p>Fortnight : 9 – Art & Craft – Wool-Activity</p>
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<p>Join the following by tracing the strokes.</p>  <p>Pattern Writing – 7</p>	<p>Let's practise. Trace the sleeping strokes.</p>  <p>Pattern Writing – 8</p>
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Subject: GMS	No. of Periods: 2	Fortnight : 10
Topic: Walking on pebbles		

Learning Outcomes:

- Children will develop controlled body movement while walking on pebbles.
- They will develop coordinated movement between their legs.

Teaching Aids:

- A path with rounded pebbles – around 10ft long and 4ft wide

Teaching Methodology:

- Before going for this activity the educator will ask the children to remove their shoes and socks.
- Now she will ask them to form a line.
- She will take them to pebble pit and ask them to walk on pebbles one by one.

Note: As the pebbles are rounded children will find it a little difficult to walk so educator should motivate and encourage even slight achievements.

Subject: FMS	No. of Periods: 4	Fortnight : 10
Topic: Sorting object game		

Learning Outcomes:

- Develops fine motor skill.
- Enhances children's ability to sort objects according to their characteristics.

Teaching Aids:

- Seeds
- Pulses
- Flowers
- Stones

Teaching Methodology:

Period 1

- The educator will collect all the materials mentioned in the teaching aid in large amounts and put it in 2 to 3 boxes and will mix them.
- Educator will demonstrate how to separate the like objects.
- She will divide the children into 4 groups having 5 children in each group. Then she will give the 1st two group the box of mixed objects. Then she will ask them to sort out the like objects according to their characteristics
- She will monitor the children and take care that they are sorting the objects accordingly.

Period 2

- In the next period the remaining two groups will do the same activity.

Extended activity:

- She will put these mixed boxes in the class at a reachable place so that children can do the activity during their free time.

Note: Educator should be consistent with the children. She should see that all children do the activity.

Subject: Circle Time	No. of Periods: 3	Fortnight : 10
Topic: Introduction of flowers		

Learning Outcomes:

- Children will learn about the different flowers.

Teaching Aids:

- Flowers available during this season (do not pluck – collect fallen ones)
- Chart of flowers
- Flash cards of flowers

Teaching Methodology:

Period 1

- The educator will tell the children to observe flowers during the outdoor free play.
- The educator will sit in the circle with the children.
- She will pass the flash cards of some common flowers to the children and she will tell the name of flowers.
- Same way she will pass some collected flowers like Rose, Champa etc.
- She will ask the children the question related to flowers. Like- what is the name of this flower? How does it smell? What is its colour? and so on.

Period 2

- She will ask the following questions.
 1. Which is our national flower? Lotus
 2. Which flowers have fragrance? Rose, Jasmine , Mogra, Champa
 3. Which flower always faces the sun? Sun flower
 4. Which flowers grow only in water? Lotus and Lily
- She will encourage children to think and answer, will give clues and will also encourage discussion.

Note: It is best to do this activity in the garden.

Subject: Circle Time	No. of Periods: 3	Fortnight : 10
Topic: Introduction of birds		

Learning Outcomes:

- Children will be able to recognize the different types of birds..

Teaching Aids:

- Chart of birds
- Flash cards of birds

Teaching Methodology:

- The day before educator will take the children outside the class and they will go around the whole school campus to find what different kinds of birds come in the school campus.
- She will ask the children to sit in a circle. She will first ask children to name the birds they had seen the previous day. She will pass the flash cards of some common birds and ask the children the names of the birds, if the children are not be able to give the answer then she will say the name of the bird, and also will make children to repeat the name..

- She will tell them small facts related to birds – the owl sleeps during the day, the bat hangs upside down while resting etc.
- She will ask the riddles.
 1. Which is a night bird? Owl
 2. Which birds swim in water? Swans, Duck, Penguins.
 3. Which bird is call the singing bird? Cuckoo
 4. Which is our national bird? Peacock
 5. Name two birds that cannot fly. Emu and Ostrich
 6. Which birds gives us eggs? Hen and Duck

Subject: Circle Time	No. of Periods: 2	Fortnight : 10
Topic: Revision of months		

Educator will revise all the names of the months and she will play different games with flash cards.

Subject: Circle Time	No. of Periods: 2	Fortnight : 10
Topic: Fly birdie fly game		

Learning Outcomes:

- Will be able to understand the meaning of up and down.
- Will increase the concentration level.
- They will also come to know which species of the animal kingdom can fly.

Teaching Aids: None

Teaching Methodology:

- The educator will ask the children to stand in a circle.
- She will explain the game fly birdie fly by saying that she will say, ‘fly birdie flysparrow’ then children will have to flap their hands like wings because sparrow flies up in the air. If she will say, ‘fly birdie flylion’. Then they will not flap their hands like wings because a lion can’t fly up in the air, it walks on the land.
- She can also include insects which fly.
- Then she will give a chance to the children to lead the game.

Subject: Rhymes & Songs	No. of Periods: 6	Fortnight : 10
Topic: गिनती गीत / Wee Willie Winkie / Song – Old MacDonald		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book - 1. गिनती गीत (Pg. 33)
2. Wee Willie Winkie (Pg. 33)
Song – Old Mac Donald

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Old Mac Donald

Old Mac Donald had a farm E-I-E-I-O
And on his farm he had a cow, E-I-E-I-O
With a moo-moo here, with a moo-moo there
Here moo, there moo
Everywhere moo-moo
Old Mac Donald had a farm E-I-E-I-O

Old Mac Donald had a farm E-I-E-I-O
And on his farm he had a pig, E-I-E-I-O
With a grunt-grunt here, with a grunt-grunt there
Here grunt, there grunt
Everywhere grunt-grunt
Old Mac Donald had a farm E-I-E-I-O

Old Mac Donald had a farm E-I-E-I-O
And on his farm he had a horse, E-I-E-I-O
With a neigh-neigh here, with a neigh-neigh there
Here neigh, there neigh
Everywhere neigh-neigh
Old Mac Donald had a farm E-I-E-I-O

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote 2 periods for each rhyme.

Subject: English	No. of Periods: 4	Fortnight : 10
Topic: Recognizing alphabet Vv, Ww, Xx		

Learning Outcomes:

- Children will be able to recognize the alphabet.
- Will be able to give words beginning with alphabet.

Teaching Aids:

- 6 to 7 objects beginning with the alphabet in a box.
- Worksheets- colouring and circling
- Board and chalk.
- Magic box objects

Vv

Magic box object - volley ball, violin, village, vase, Vicks.

2nd day - van, vegetable.

3rd day -vulture

Ww

Magic box object – wool, wheel, wire, wood, well.

2nd day - water, window, whistle.

3rd day -wall, watch.

Xx

Magic box object – x-ray, x-mas tree, xylophone.

Teaching Methodology:

- Refer to Fortnight 1

Subject: English	No. of Periods: 3	Fortnight : 10
Topic: Two letter words		

Learning Outcomes:

- Children will be able to read the two letter words and know the use of the words in a sentence.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Flash cards
- Black board

- Words: so, to, at, it, in

so

1. You are late so you will not attend the class.
2. We are going outside so get ready.
3. We are getting late, so hurry up.
4. I am so tired.

to

1. I want to drink water.
2. I want to play with clay.
3. I want to sit on the chair.

at

1. Look at the clock.
2. Look at the black board.
3. Go and stand at the door.

4. I go to school at 8 o'clock.

it

1. It is very hot today.
2. Keep it on the table.
3. It is raining heavily.
4. It is very cold today.

in

1. Keep the books in the shelf.
2. Keep the puzzles in the cupboard.
3. Stand in a line.
4. Put the communication page in the bag.

Teaching Methodology:

Refer Fortnight 8

Note: The educator will encourage the children to form new sentences. She will use same method to introduce all two letter words.

Subject: English	No. of Periods: 1	Fortnight : 10
Topic: Pattern writing.		

Learning Outcomes: Refer to Fortnight 7

Teaching Aids:

- Blackboard, chalk
- Pattern writing worksheet 9, 10, 11.

Teaching Methodology: Refer to Fortnight 7

Subject: Maths	No. of Periods: 4	Fortnight : 10
Topic: Backward counting		

Learning Outcomes:

- Will learn the concept of forward and backward counting.
- Will learn to sequence.
- Will increase their concentration level.

Teaching Aids:

- Placards 1 to 10

Teaching Methodology:

Period 1

- The educator will bring the children out of the class to the corridor or to the garden.
- She will ask them to stand in a line. She will walk 10 steps forward with the counts starting from 1 to 10.
- Then she will say that ‘now Ma’am wants to come back, so she will start walking backwards with the counts starting from 10...9...8.... to 1.’
- Now she will ask the children to do the same as demonstrated.

Period 2

- The educator will keep 10 placards ready with the numbers 1 to 10. Then she will call 10 children and will give 1 placard to each one of them to hold.
- Then she will ask them to stand in sequence starting from 1 to 10. Then she will count backward starting from 10 ...9... 8... till 1.
- Then she will ask few children to come up one by one and count backwards.
- This activity will be done till every child gets a chance to count backwards.

Period 3

- The educator will call the next 10 children to stand in a line and will give them the placards. Then she will shuffle the children who are standing in the line. Then she will call out any child to sequence the children standing with placards from 10 to 1.
- This activity will continue till every child gets a chance to do backward counting.

Subject: Maths	No. of Periods: 4	Fortnight : 10
Topic: Revision		

Revision of:

- Pre math concepts: tall – short, light – heavy, big – small
- Counting

Subject: Story Telling	No. of Periods: 6	Fortnight : 10
Topic: Revision		

Revision of few stories and tell the children to tell stories.

Subject: Science & Geo	No. of Periods: 4	Fortnight : 10
Topic: First aid		

Learning Outcomes:

- Enhances general awareness and first aid knowledge.

Teaching Aids:

- First aid box

Teaching Methodology:

Period 1

- The educator will ask the children to sit in a circle. She will ask the children what is a hospital? And what do they know about it?
- Now the educator will explain when and why do we get admitted to the hospital with the help of pictures.
- She will also explain who works in the hospital and the things seen in the hospital.

Period 2

- The educator will bring a first aid box and will show each and everything that is in the box and tell them what it is called.
- She will explain why do we need them and when do we need a first aid box.
- If someone falls down while playing or meets with an accident we need this box to give immediate medication, so it is temporary medication before a person is taken to the hospital.

Note: The children should be aware of the things in first aid box. They will feel, touch and see each item.

Subject: Block Room	No. of Periods: 3	Fortnight : 10
Topic: Gift 3		

Learning Outcomes:

- Develops finger muscles.
- Learns sorting, counting, fractions (parts of whole)

Teaching Aids:

- 8 wooden cubes, 1 inch x 1 inch x 1 inch in size, Mat

Teaching Methodology:

Period 1

- The educator will make the children sit around in a circle
- She will take the mat, Gift box and the pattern sheets and show them. [Patterns sheets and Mat format attached Pg. 683 & 684]
- She will first show the children how to open and close the box.
- Slide the lid and take out the lid, turn it upside down (i.e. label facing down), now cover the box.
- She will then invert the box, invert the box by holding the lid with fingers, on the mat (in one corner of the mat)
- She will now slide out the lid slowly and keep it aside. She will now lift the box upwards slowly and keep it aside. The 8 pieces will be there in the form of a cube on the mat.

- She will then count the cubes and place them next to each other in a line on the mat.
- She will then count the faces, edges and corners of the cube. (6, 12 and 8 respectively) and show them.
- Then she will put back all the cubes in the form of a cube in one corner of the mat.
- She will put the box over the cube and then show them how to wind up.
- Hold the box with the left hand and with the right hand lift the mat slightly so that all the cubes go inside the box.
- Then she will show and tell them to follow this method of opening and closing always.

Period 2

- She will take the mat and the sheets and also the box and open it according to the procedure.
- She will start with the cube (she will use only the thumb, index and middle finger to move the cubes) and progress one cube at a time – changing and evolving a design. Once the design is made, the child will make the cube again at the corner of the mat. This will promote the logical and orderly idea in a child's mind.
- She will show few patterns and then tell the children to work with the Gift.
- The educator should follow the child's invention and not tell what to do with the cubes.

Note:

- Few classes should be taken only for opening and closing of the box.
- While working with the gift, they have to use only the thumb, pointer and the middle finger (Tripod grip)
- The educator can initially make the children to keep the left hand at the back and tell them to use only the right hand finger that is used for writing or vice-versa depending on which hand the child is comfortable with.

Subject: Block Room	No. of Periods: 3	Fortnight : 10
Topic: Constructive blocks - Basket		

Learning Outcomes:

- To develop reasoning and logical skills.
- To develop concentration and creative ideas.
- To learn sharing the ideas among the peer group.
- To develop finger muscles and eye hand co-ordination.

Teaching Aids:

- 62 wooden pieces (cylinders thickness of $2\frac{3}{4}$ " diameter x $5\frac{1}{2}$ " and $1\frac{3}{8}$ " Diameter x $5\frac{1}{2}$ " of 2 and 4 in numbers respectively , Ramp $2\frac{3}{4}$ "x $5\frac{1}{2}$ " x $1\frac{3}{8}$ " of 2 in numbers, curve $2\frac{3}{4}$ " x $5\frac{1}{2}$ " x $1\frac{3}{8}$ " of 4 in number, Arch $2\frac{3}{4}$ " x $5\frac{1}{2}$ " x $1\frac{3}{8}$ " of 2 in numbers, pillar $1\frac{3}{8}$ " x $5\frac{1}{2}$ " x $1\frac{3}{8}$ " x $1\frac{3}{8}$ " of 8 in numbers, Triangle $2\frac{3}{4}$ " x $5\frac{1}{2}$ " x $1\frac{3}{8}$ " of 8 in numbers, triangle of $2\frac{3}{4}$ " x $2\frac{3}{4}$ " x $1\frac{3}{8}$ " of 8 in numbers, Rectangle $2\frac{3}{4}$ " x 11 " x $1\frac{3}{8}$ " of 8 in numbers, rectangle of $2\frac{3}{4}$ " x $5\frac{1}{2}$ " x $1\frac{3}{8}$ " of 8 in numbers and square of $2\frac{3}{4}$ " x $2\frac{3}{4}$ " x $1\frac{3}{8}$ " of 8 in numbers. Total-62 wooden Blocks)

Teaching Methodology:

- The teacher will make the children sit in a circle and will demonstrate.
- The educator will show the different shapes of the blocks and will revise the shapes. She will also name the shapes they have not learnt before like curve, ramp etc.
- Then she can construct towers, houses, bridges, zoo, school etc using the different shapes of the blocks.
- She will show how to arrange the blocks in the basket and keep it in its place.
- Then the children will do as demonstrated and they come out with various amazing structures.
- The educator will then show them how to wind up and arrange the basket.

Note:

- The educator should call 2-3 children separately for 5-10 minutes during each block room period and teach them how to arrange.
- Initially if the arranging is taught the children and educator will not waste the time while winding up.

Subject: PLS	No. of Periods: 4	Fortnight : 10
Topic: Diwali cleaning		

Learning Outcomes:

- To make the children understand the importance of cleanliness of their surroundings
- Will learn to keep back the things in the same place after using.

Teaching Aids:

- Broom, A cloth for dusting and dust pan.

Teaching Methodology:

- The teacher will make them to sit in a circle and start discussing about how to keep things clean at home and school.
- She will ask “What should we do as Diwali is arriving?” and listen to the answers.
- She will then explain the following things:
- As we decorate our house, your room, your toys, your study table, and on Diwali day it is believed that Lord Rama, Sita and Laxman comes back home after 14 years, so we have to keep our house, school and surroundings clean. In school also, you should clean your tables, chairs, bookshelves, etc. and keep both the school and your home clean and welcome the festival in a happy and joyful mood.
- Then she will question them with the things that she has explained to make them aware and remember the things that should be followed throughout their life in welcoming Diwali – ‘The festival of Lights’.

Note: Stories related to Diwali, story about Rama and the story of Ramayan in bits / in small stories can be narrated to the children.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 10
Topic: Paper Bag		

Learning Outcomes:

- Children will learn a new art activity which is creative and can be used for daily purpose.

Teaching Aids:

- Chart paper – A3 size
- Fevicol
- Woolen thread
- Decorative material (sequins multi-coloured)

Teaching Methodology:

- The educator will first take a chart paper according to the mentioned size and also give 1 to each child.
- She will then demonstrate-how to fold the chart paper into half.
- Then the children will follow.
- She will then demonstrate how to fold the two open side of the chart paper (1/2 inches)
- Then the children will follow the same.
- She will then staple the paper bag on the folded area on both the sides.
- She will then make holes on the upper side of the paper bag. So that the woolen thread can be tied.
- Then she will demonstrate how to tie the woolen thread and decorate it with multicoloured sequins.
- Then the children will follow.
- Their paper bag is ready. They can use it to carry their creative drawings and art works.

Subject : Saturday Visit	Fortnight : 10
Topic: Traffic Park	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of traffic rules and regulation.

Teaching Aids:

- Traffic Park

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children

Teaching Learning Materials Used In this Fortnight

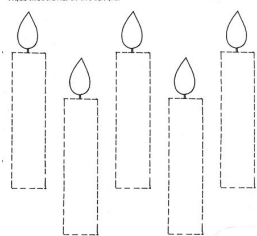


Fortnight : 10 – Block Room –
Froebel's Gift No. 3



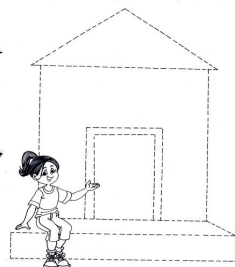
Fortnight : 10 –
Art & Craft – Paper Bag

Trace the strokes of the candles



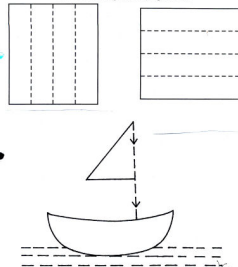
Pattern Writing – 9

Trace the strokes and draw Pinky's home. Use crayons to colour it.



Pattern Writing – 10

Trace the standing and sleeping strokes.



Pattern Writing – 11

Subject: GMS	No. of Periods: 2	Fortnight : 11
Topic: Climbing on the net		

Learning Outcomes:

- Develops muscular strength, finger muscles, which will help the children to get a firm grip in writing, drawing and doing other practical things.
- Develops eye-hand and leg co-ordination.

Teaching Aids:

- A big and strong rope net tied between trees or between two strong poles above a sand pit.

Teaching Methodology:

- The educator will make the children stand around the sand pit.
- Then the educator will demonstrate by putting one leg between the gap in the net and the hands should be stretched out to hold the net.
- Then she will put the other leg and keep it above the first leg between the gaps in the net.
- Then she will move upwards by moving the hands and legs and reach the top.
- Then she will come down the net in the same way as she climbed up.
- Then each child will climb the net and come down as demonstrated by the educator.

Note: A few children everyday should be encouraged to do this activity during outdoor free play

Subject: FMS	No. of Periods: 4	Fortnight : 11
Topic: Pouring water with a cup into a bowl		

Learning Outcomes:

- Improves concentration level.
- Improves eye – hand co-ordination.

Teaching Aids:

- 6 Plastic bowls
- 3 small stools
- 3 cups
- 3 rubber mats

Teaching Methodology:

- The educator will demonstrate. She will first spread the rubber mat on one of the stools.
- Then she will bring water in a bowl and transfer the water to another bowl with the help of a cup without spilling the water.
- Then she divides the children into group of 3 and each group performs the activity turn by turn.
- She will instruct them to bring water from the tap without spilling it.
- After the activity is over the children will empty the bowls and keep the set in the shelves from where they were taken.

Note: While bringing water from the tap they should be careful that water should not spill and if it spills they should clean it with the help of a mop.

Subject: Circle Time	No. of Periods: 2	Fortnight : 11
Topic: Visit to Senior School Pond		

Learning Outcomes:

- Enhances sensitivity towards nature.

Teaching Aids: None

Teaching Methodology:

- The educator will sit with the children in a circle and will tell them that they are going to see a very beautiful part of the school.
- She will explain to them that there is a beautiful pond in the Senior School lawn. There they will be able to see lotus.
- They will walk in a line without making noise.
- She will lead them to Senior School pond and while going she will show different trees, birds etc.
- After this short nature walk they will reach the SS lawn and she will show them pond and let them observe. After spending sometime there they will come back to the class.
- In the class she will ask them what they saw there and tell them to draw the things they saw there.

Subject: Circle Time	No. of Periods: 8	Fortnight : 11
Topic: Changing seat game		

Learning Outcomes:

- Increases concentration and alertness.
- Will have fun.

Teaching Aids: A Rattler

Teaching Methodology:

- The educator will ask the children to stand in a circle. She will explain to them that she will call two names together at a time and then those two particular children have to change their seat. She will play the rattler and the children have to reach their destination before she stops the rattler.
- This way she will continue the game and will involve all the children.

Note:

- The educator should call the names of the children sitting across the circle so that they have real fun running to each other's place.

Subject: Rhymes and Songs	No. of Periods: 6	Fortnight : 11
Topic: झमके चमके / गाय		

Learning Outcomes:

- Refer to Rhymes and Songs – 1 (Fortnight – 1)
- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book - 1. झमके चमके (Pg. 37)
2. गाय (Pg. 28)

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote 2 periods for each rhyme.

Subject: English	No. of Periods: 4	Fortnight : 11
Topic: Recognizing alphabet Yy, zz		

Learning Outcomes:

- Children will be able to recognize the alphabet.
- Will be able to give words beginning with the alphabet.

Teaching Aids:

- 6 to 7 objects beginning with the alphabet in a box. (Magic box)
- Worksheets- colouring and circling.
- Board and chalk.
- Magic box objects

Yy

Magic box object –yellow, yarn, yo-yo

2nd day - yolk, yak

Zz

Magic box object – zebra, zebra crossing, zinnia, zoo,

2nd day - zip, zero

Teaching Methodology:

- Refer to Fortnight 1

Subject: English	No. of Periods: 3	Fortnight : 11
Topic: Two letter words		

Learning Outcomes:

- Children will be able to read the two letter words and know the use of the words in a sentence
- They will be aware of new words
- Their comprehension level will improve.

Teaching Aids:

- Flash cards
- Words: me, be, he, we
- Black board

me

1. Tell me your name
2. Give me a book from the shelf.
3. Show me your drawings.
4. Play with me.

be

1. Please be careful while playing.
2. Please be on time.
3. Be in the class till I come.
4. Be good children always.

he

1. He is a smart boy.
2. She runs very fast.
3. Please be careful while playing.
4. He loves to play in the sandpit.

we

1. We are good friends.
2. We will not shout in the class.
3. We will listen to our ma'am.
4. We are very excited about the picnic.

Teaching Methodology:

Refer to Fortnight 8

Note: The educator will encourage the children to form new sentences. She will use same method to introduce all the two letter words.

Subject: English	No. of Periods: 1	Fortnight : 11
Topic: Pattern writing.		

Learning Outcomes: Refer to Fortnight 7

Teaching Aids:

- Blackboard, chalk
- Pattern writing worksheet 12, 13, 14

Teaching Methodology: Refer to Fortnight 7

Subject: Maths	No. of Periods: 8	Fortnight : 11
Topic: Revision 1 to 10		

Revision 1 to 10

Worksheets: 26, 27, 29, 44, 45

Subject: Story Telling	No. of Periods: 6	Fortnight : 11
Topic: Zender and the glowing toy		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
Zender and the Glowing Toy

Teaching Methodology:

- Refer to Story Telling Fortnight 1

Zender and the Glowing Toy

One bright morning, Zender was cleaning his bicycle. Then he saw something glowing at the next door, in Mr. Shaun's house. 'What is that?' He thought. cautiously, Zender approached. He found the glow coming from the cellar. 'Let me see what is going on here?' thought Zender.

Zender walked down to the cellar. There he saw Mr. Shaun applying some chemical over a wooden toy. The moment the chemical touched the toy, it began to glow and a shine seemed to from all around it.

Mr. Shaun, then threw a ball at the toy and it bounced back as if it had the wall. "Ha! Ha! My experiment is successful," he said and laughed. 'Something fishy,' thought Zender as he suddenly came back, in fear and confusion.

Next morning, Zender read in the newspaper that a thief, with a glowing shield, has robbed a bank. Zender pulled himself back, his mind was busy and eyes narrowing. 'It must be Mr. Shaun who had robbed the bank,' he concluded. Soon, with a plan Zender hid into Mr. Shaun's laboratory and replaced the entire chemical with coloured water.

Then he went to the police "I think Mr. Shaun is the thief," Zender told the police what he had seen in Mr. Shaun's cellar. "This is the house," said Zender to the policeman, when they had reached Mr. Shaun's house. When Shaun saw the police, he ran to his laboratory to pour the chemical over himself. 'Now I shall be protected with a shield and no one can catch me,' he said to himself.

But nothing happened due to the chemical. Mr. Shaun was caught. He confessed. "Zender! You have been brave," said the policeman. Zender felt very happy.

Subject: Science & Geo	No. of Periods: 4	Fortnight : 11
Topic: Animals its food & Shelter		

Learning Outcomes:

- Children will be aware of the shelter and the food of particular animals.
- Children will create sensitivity towards animals.
- They will be sensitive about animals.

Teaching Aids:

- Flash cards.

Teaching Methodology:

- The educator will ask the children to sit in a circle. She will ask the children where the animals live. She will explain they also need shelter like us.
- She will explain why we need a house to stay - to get protection from heat, cold and rain.
- She will talk about common animals like dog, lion, cow, monkey, rabbit, pig etc. She will first ask them where animals live and what they eat.
- She will allow them to think, discuss and answer.
- Then she will give details like: shelter of a dog is kennel, cow is stable, rabbit is burrow, monkey is tree, Pig is sty etc. Food of the rabbit is carrot, cow is grass, cat is milk etc.
- The educator will show them the pictures of the animals and their food also in same method.

1. Lion, Tiger – Den
2. Horse – Stable
3. Dog – Kennel
4. Cat – house
5. Goat, Sheep – Pen
6. Cow – Shed
7. Pig – Sty
8. Duck – Pond
9. Hen – Coop
10. Rat – Hole
11. Monkey – Tree
12. Rabbit – Burrow

Note:

- Educator will encourage the children to observe various animals they see in their surroundings. This will help them to know that each animal is different.
- Educator can arrange a visit to a zoo or a stable where children will have the opportunity to see and observe different type of animals.

Subject: Block room	No. of Periods: 3	Fortnight : 11
Topic: Pyramid		

Learning Outcomes:

- Logical, spatial and analytical skill will be enhanced.

Teaching aid:

- Wooden pieces 4 in number as shown in the photo and a triangle (equilateral) inset tray for fitting the blocks and making a pyramid.

Methodology:

- The teacher will make the children to sit in a circle and demonstrate.
- She will show that there are two triangle shapes in each wooden blocks.
- Then she will show that the triangle of two blocks should be matched and kept in the inset tray.
- Then she will show the space in the inset which is in a triangle shape.
- Then she will take the third piece and match the similar triangle side to the triangle in the inset.
- She will show again a triangle shape in third piece that was kept in the inset.
- She will take the fourth piece and match the triangle to the triangle of the third piece.
- Then she will show that all the pieces are used and the shape you see is pyramid.
- She will then allow the child to try out to make a pyramid using the 4 wooden blocks

Subject: Block room	No. of Periods: 3	Fortnight : 11
Topic: Gift 3		

Learning Outcomes:

- Develops finger muscles.
- Learns sorting, counting, fractions (parts of whole)

Teaching Aids:

- 8 wooden cubes, 1inch x 1inch x1inch in size, Mat

Teaching Methodology:

Refer to Fortnight 10

Subject: PLS	No. of Periods: 4	Fortnight : 11
Topic: Arranging books		

Learning Outcomes:

- Children learn importance of being systematic and organized.
- Encourages children to sort out books according to the subjects.

Teaching Aids:

- Books available in the classroom(Rhyme books English, Maths, Art& craft, Class library books)

Teaching Methodology:

- The educator will sit with the children and will tell them that they are going to tidy up the bookshelf.
- She will mix all kinds of books.
- Then she will divide the children in groups of 4 (total 5 group) and tell them that one group will sort out rhyme book, another group will sort out English books, next group will sort out Maths books, next group will sort out art & craft books, next group will sort out class library books.
- After sorting out the books she will tell them to make a nice heap of the books and keep them on the shelf.
- She will allow them to work at their pace and at the same time encourage and appreciate their efforts.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 11
Topic: Paper folding fish		

Learning Outcomes:

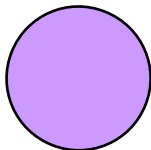
- Development of fine motor skills.

Teaching Aids:

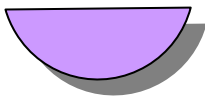
- A-4 size paper
- Crayons
- Scissors
- Fevicol

Teaching Methodology:

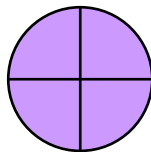
- Educator will draw 2 circles i.e. 1 big and 1 small on an A-4 size paper and cut it for demonstration.
- She will demonstrate how to fold the big circle. In the first fold she will get a semicircle and again when she folds it she gets a quarter circle.



Full



Half



Quarter

- She will fold the small circle in the same way. Now she has 2 quarter circles.
- Then the educator will place the 2 quarter circle to form a shape of fish as shown in the illustration. The small quarter circle has to be stuck inside the upper fold of the big quarter circle with fevicol.
- Then she will colour the fish with crayons and draw the eyes of the fish as shown above.
- The educator will cut 2 circles for each child and give it to each children.
- The children will fold both the circles as demonstrated. The educator will observe and guide wherever needed.

Subject : Saturday Visit	No. of Periods : 6	Fortnight : 11
Topic: Aquarium		

Learning Outcomes:

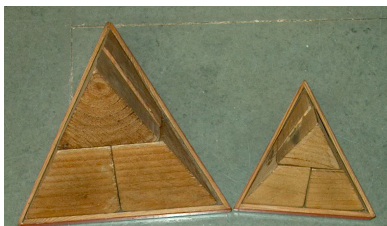
- Refer to Saturday Visit Fortnight 1
- Will make the children aware of different varieties of fish.

Teaching Aids:

- Aquarium

Teaching Methodology: Refer to Saturday Visit Fortnight 1

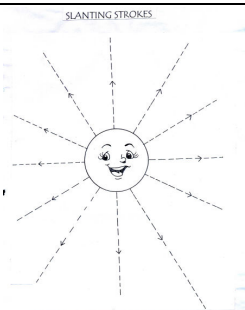
Teaching Learning Materials Used In this Fortnight



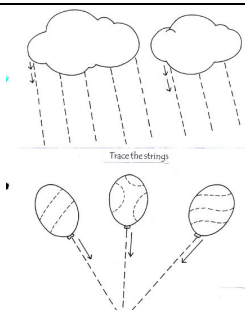
Fortnight : 11 –
Block Room – Pyramid Puzzle



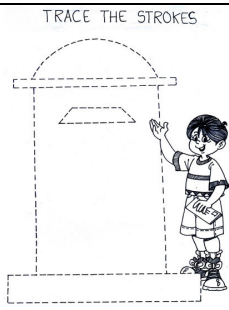
Fortnight : 11 –
Block Room – Gift 3



Pattern Writing – 12



Pattern Writing – 13



Pattern Writing – 14

Subject: GMS	No. of Periods: 2	Fortnight : 12
Topic: Butterfly activity		

Learning Outcomes:

- They will develop coordinated movement of arms and toes.
- Fun activity.

Teaching Aids: None

Teaching Methodology:

- The educator will take the children to the garden.
- She will ask them to spread their hands and to stand on their toes.
- Now she will tell them move to their arms up and down.
- Now she will tell them to walk on their toes and to keep moving their arms up and down.
- They will enjoy this activity – the teacher should then make three children at a time to do this activity so that they can actually develop the co-ordinated movements required.

Note: This activity can be also done in the classroom/corridor/play ground.

Subject: FMS	No. of Periods: 4	Fortnight : 12
Topic: My hand activity		

Learning Outcomes:

- Enhances the development of finger muscles.

Teaching Aids: Table.

Teaching Methodology:

- The educator will demonstrate by placing her palm flat on the table in such a way that all the fingers are spread out.
- She will lift her finger one by one at a time taking care not to lift other fingers. When one finger is up all other finger should be touching the table.
- Then she will ask the children to do the same activity – first the right palm, then the left palm then both the palms.

Note: The educator should be flexible to allow children to do the activity at their own pace and comfort level.

Subject: Circle Time	No. of Periods: 4	Fortnight : 12
Topic: Imagine and enact		

Learning Outcomes:

- Fun game.
- Helps in developing their imagination level.
- Enhances acting skills.
- Displays observation skills.

Teaching Aids: None

Teaching Methodology:

- The educator will sit with the children in a circle.
- She will tell the children that today you all will try to act like somebody you know – your friend, relative, parents, etc. For e.g. How she talks, walks, laughs etc.
- Then she will call out a name and ask that child to enact to (one at a time)
- In the same way each and every child will take turn enact.

Note: Initially the child will be hesitant to enact. The teacher needs to make her feel comfortable and motivate and encourage her. They can say or use any language – if not a common language, encourage the child to translate and explain.

Subject: Circle Time	No. of Periods: 2	Fortnight : 12
Topic: Sharing about vacation (Diwali)		

Learning Outcomes:

- Will learn to recollect and share.
- Will help them to improve their vocabulary.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle.
- She will ask “How did you spend your Diwali vacation? You should say five sentences in English about your vacation.”
- She will then ensure that each child share few things about their vacation.

Note: Refer Fortnight 1

Subject: Circle Time	No. of Periods: 2	Fortnight : 12
Topic: Introduction of Insects		

Learning Outcomes:

- Children will be able to recognize and know more about insects.

Teaching Aids:

- Chart of insects or pictures of insects.
- Plastic toys of insects.
- A live insect – butterfly/bumble bee/ praying mantis – in a bottle with holes in the lid.

Teaching Methodology:

Period 1

- The educator will sit with the children in a circle along with the Teaching Aids.
- She will pass the live insect and ask them to observe carefully.
- Now she will show them pictures of insects and ask them to recognize the picture and under which group does it come under animals, birds, or insects (She should encourage the children to give answers).
- After she gets the answers she will appreciate the children and tell them that she is going to introduce insects today. One by one she will call out the name of insects in the picture and pass it to the child sitting next to her same way the card will be passed to each and every child.
- She will also talk about their characteristics – all insects have six legs, some of them fly, most of them have antennae etc.
- At the end of the class she should release the insect in front of the children.

Period 2

- She will sit in a circle with the children and ask the following questions:
- Questions on insects:
 1. How many legs do insects have? Six legs
 2. Which insects spread diseases? Houseflies and mosquitoes
 3. Which insect is known as a hard worker? Ant
 4. Which insect give us honey? Honey bee
 5. Which insect makes webs on walls and ceilings? Spider
 6. How many legs do spiders have? Eight
- The educator will allow the children to answer on their own, she should give hints if they are stuck and encourage and motivate them. She should try and give a chance to all the children.

Subject: Circle Time	No. of Periods: 2	Fortnight : 12
Topic: Statue game		

Learning Outcomes:

- Fun game
- Enhances alertness

Teaching Aids: None

Teaching Methodology:

- Educator will take the children out in the open area and tell them that today they are going to play statue game.
- She will first demonstrate. She will say
“ Fire on the mountain run run run.
Fire on the mountain run run run.
Statue.”
- When she says ‘statue’ the children have to freeze – they cannot move till she says. If they move before that they are out.
- Now they will play the game.
- She may say this sentence 2, 3 or 4 times and say statue so that the children have fun running around and also at the same time have to be alert to hear ‘statue’.

Note: Educator will continue the game till all the children are out or if she feels they are losing interest.

Subject: Rhymes & Songs	No. of Periods: 6	Fortnight : 12
Topic: Once I Saw a Little Bird / Song - Jingle Bell		

Learning Outcomes:

- Refer to Rhymes and Songs Fortnight 1
- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book – 1. Once I Saw a Little Bird (Pg. 4)
Song – Jingle Bell

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note: Revise all earlier rhymes before a new one is introduced.

Subject: English	No. of Periods: 4	Fortnight : 12
Topic: Revision A to Z		

Revision of alphabets capital letter and small letter.

Subject: English	No. of Periods: 3	Fortnight : 12
Topic: Two letter words		

Learning Outcomes:

- Children will be able to read the two letter words and know the use of the words in a sentence
- They will be aware of new words
- Their comprehension level will improve.

Teaching Aids:

- Flash cards
- Black board
- Words: my, by, up, us.
- Worksheets: 1,2,3,4

my

1. My doll is very pretty.
2. My name is Monu.
3. The name of my dog is Leo.
4. I love my school very much.

by

1. I go home by bus.
2. I love to travel by aeroplane.
3. The cake is brought by me.
4. This doll is brought by my father.

up

1. Climb up the tree.
2. Go up in the room and bring the books.
3. Look up in the sky.

us

1. All of us will go to the block room.
2. This collage of pineapple is made by us.
3. Ma'am is waiting for us to tell the story.

Teaching Methodology:

- Refer to Fortnight 8

Note: The educator will encourage the children to form new sentences. She will use same method to introduce all two letter words.

Subject: English	No. of Periods: 1	Fortnight : 12
Topic: Pattern writing.		

Learning Outcomes: Refer to Fortnight 7

Teaching Aids:

- Blackboard, chalk
- Pattern writing worksheet 15, 16, 17

Teaching Methodology: Refer to Fortnight 7

Subject: Maths	No. of Periods: 4	Fortnight : 12
Topic: Revision 1 to 10		

Revise all the concepts - counting numbers 1 to 10

Subject: Maths	No. of Periods: 4	Fortnight : 12
Topic: Introduction of 11 to 20		

Learning Outcomes:

- Children learn to count in sequence and recognize tens and ones.

Teaching Aids:

- Beads.
- Place value card
- Bead bar
- Worksheet-37, 32, 36

Teaching Methodology:

Period 1

- Educator will make the children sit in a circle.
- She will show them how to make ten with beads
- For e.g.

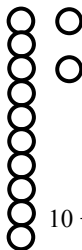


10 beads = 1 bead bar (each bar has 10 beads)

- She will show the bead bar and compare it with beads.
- Now she will keep the bead bar of ten and add one bead and say ten and one eleven $10+1=11$ same way till 19.
- For eg.



$$10 + 1 = 11$$



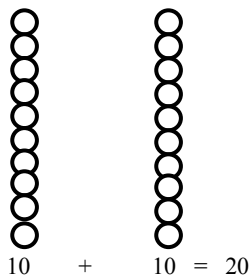
$$10 + 2 = 12$$



$$10 + 3 = 13$$

- Educator will now show 20 for that after 19 and one more bead to make 20. So now you have 1 bead bar and 10 beads. Now exchange the 10 beads with a bead bar.

- She will tell them ten and ten becomes twenty.



Note: Children need regular practice with bead bar and the beads. Whenever they have 10 beads they have to exchange it with a bead bar.

Subject: Story Telling	No. of Periods: 6	Fortnight : 12
Topic: 1. The Deer and his Antlers. 2. The Owl and the Grasshopper.		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. The Deer and his Antlers.
 2. The Owl and the Grasshopper.

Teaching Methodology:

- Refer to Story Telling Fortnight 1

Note: Use simple sentences and remember children love listening to same story again and again enact it as if you are saying it for the first time. All stories need not have a moral-so do not always stress on the question “So what did you learn?”

The Deer and His Antlers

Many years ago, there was a deer. He had made his home deep inside the forest. The deer was very beautiful to look at, and he was very energetic, too. The whole day, he would keep running from one end of the forest to the other end. Sometimes, he would admire the flowers, sometimes he would talk with the birds. One hot day, the deer was drinking water in a nearby pond. He drank to his full. Just as he was about to leave, something caught his attention. It was his reflection. His antlers looked amazingly beautiful in the clear water of the pond. The deer could not take his eyes off them.

The deer felt proud of himself. I must be most wonderful animal in the world, he thought. But the every next moment, his eyes fell upon his legs. ‘Oh no! Are these legs mine? So crooked and skinny ... I don’t believe this,’ the deer felt. ‘urghh.... Having such legs, I may be the ugliest animal having skinny legs.

All the while, a tiger was aiming at the deer from behind the bushes. But unaware of the danger, the deer was lost in his thoughts. Slowly, the tiger came behind the deer. But the deer was very clever. He heard the sound of dry leaves and grasses, and became alert.

The tiger was just about to catch the deer, but the clever deer ran away. Fast and even faster running through the bushes and rocks, he ran for his life. And in a few jump and bounces, he was miles away from the tiger. 'What a relief! The tiger can't catch up with me,' thought the deer.

But he didn't know that danger awaited him right there. His antlers got entangled in one of its branches. The deer got stuck up. He could not move even an inch ahead. He tried hard to free his antlers, but in vain. And just then, the tiger appeared there.

He would have caught the deer, but luckily, the deer managed to free his antlers and ran as fast as he could. His legs once again saved him. His pride possession, the antlers, had landed him in trouble. But his ugly legs had saved him. This taught him a lesson, not to accept anything on face value.

The Owl and the Grasshopper

It was a winter morning. All the trees and plants in the forest were covered with snow. Everywhere, it looked moist and dull. There had been a steady snowfall the previous night and the entire forest appeared to be white. Even the animals of the forest seemed to be ducking inside their houses. There was a gloomy silence all around.

The rabbits too preferred to be inside their burrows, the little bird in her nest, and the jackal inside his cave. Not a single animal had the heart to come out in the cold. "Don't play in the open today. Better be here, hide inside your blanket," the mother rabbit told her naughty child. Soon the whole forest seemed lifeless. The owl, too, crouched in his cozy home in the hollow of a huge tree. He curled his wings and fell asleep. But out in the snow, a grasshopper was enjoying the chillness, he hopped jumped and perched on the branch of a tree.

The owl was sleeping peacefully in his house. When he heard the grasshopper chirping, he felt annoyed. 'Who is making this noise in such a calm weather?' he thought. The owl peeped out of his house and saw the grasshopper. "Eh! Noisy creature. What are doing in this bright cold? Get back home," said the owl.

But the grasshopper was in no mood to be quiet. For him, the cold weather seemed to be pleasant. He was more active than ever. The owl was surprised to see the grasshopper making merry when all the others were shivering with cold. Call out and ask him to keep quiet. "It may be fun for you, but it is a nuisance for others," said the owl. "Better stop this noise and go back home." Saying this, the owl again pulled himself inside his blanket and slept. But the grasshopper didn't pay any attention to the owl's request. "Tra...la....la....la..." he continued. And this time, his song was even louder!

The owl became very angry. He was already disturbed by the cold and moist winter. And now, the grasshopper was adding woes to it. He once again warned the grasshopper. But when the little intelligent grasshopper did not stop his song, the angry owl suddenly jumped upon him. He caught the grasshopper in his sharp claws.

And that was! In an instant the owl ate up the grasshopper. “This is for ignoring me !” he grinned. He came back to his cozy home, the owl pulled up his blanket and once again crouched in his bed. “snooor....” Buzzed the owl’s nose as he slept peacefully. And the whole forest plunged into silence as before.

Subject: Science & Geo	No. of Periods: 2	Fortnight : 12
Topic: Animals and their young ones.		

Learning Outcomes:

- Children will be aware of animals and their young ones.
- Children will be sensitive towards animals and their young ones.

Teaching Aids:

- Flash cards
- Cut outs

Teaching Methodology:

- The educator will ask the children to sit in a circle. She will ask the children who has seen a puppy or a kitten?
- The educator will tell names of the animals and ask the children to name their young one by one. If they are unable to give then, she will give the answer and explain to them.
- The educator will show them the pictures of the animals and their young ones.
 1. Lion, Tiger – Cub
 2. Horse – Foal
 3. Dog – Puppy
 4. Cat – Kitten
 5. Goat– Kid
 6. Sheep - Lamb
 7. Cow – Calf
 8. Pig – Piglet
 9. Duck – Duckling
 10. Hen – Chicken
 11. Fish – Fingerling
 12. Rabbit – Bunny
 13. Frog - Tadpole

Note: Educator will encourage the children to observe various animals and their young ones.

Subject: Science & Geo	No. of Periods: 2	Fortnight : 12
Topic: Learning about magnets		

Learning Outcomes:

- Children will come to know about magnet and that it attracts iron.

Teaching Aids:

- 2 to 3 magnets
- Iron objects (nails, pins, small iron pieces, wood pieces, steel objects, stones, leaves, paper pieces)

Teaching Methodology:

Period 1

- The educator will ask the children to sit in a circle. She will show the magnets and tell them now we will play a game with a magnet and find out on our own which objects, magnets attract and which objects are not attracted by the magnets.
- She will allow the children, in turns, to try this out,
- She will make them name the object and also feel it.

Period 2

- She will do a quick re-cap of what they did in the previous class.
- She will give them all the objects used the previous day and will ask the children to classify objects as attracted by magnet and not attracted by magnetic.
- She will make them sort it out and make them feel each object.
- She will also tell them objects with iron in them are attracted and those that do not have iron do not get attracted.

Note: Educator should take care that sharp objects are not brought into classroom.

Subject: Block room	No. of Periods: 6	Fortnight : 12
Topic: Diavo		

Learning Outcomes:

- Learns and develops extraordinary architectural possibilities.
- Develops creative and imaginary ideas.

Teaching Aids: Diavo.

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take the pieces and keep the pieces in front of the children.
- She will make some patterns and then she will show how to wind up.
- The children will make the same patterns and also their own patterns.
- The teacher should ensure that each child learns how to wind up the box.

Subject: PLS	No. of Periods: 4	Fortnight : 12
Topic: Revision		

Revision of concepts the educator feels the children need practice in. She may find that different children need practice in different areas.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 12
Topic: Collage work		

Learning Outcomes:

- Develops fine motor skill.
- Children will learn how things collected from nature can be utilized in an art activity.
- Children will learn to explore things from surrounding.

Teaching Aids:

- A-4 Size paper (with an outline of a house)
- Twigs collected from nature
- Marble paper (2 colours)
- Fevicol.

Teaching Methodology:

Period 1

- First the educator along with the children will go and collect dry twigs from the surrounding area.

Period 2

- The educator will then demonstrate how to stick the twigs on the roof and outline of the house. The children will follow. Allow it to dry for a day.

Period 3

- Then she will give marble paper of any 2 colours to the children. Educator will then show how to tear the paper in small bits. The children will follow.
- The educator will demonstrate how to stick the bits of paper - coloured part of marble paper to be seen on – and these coloured papers will be stuck on the walls of the house.
- The children will then stick these bits of the paper with the help of fevicol and complete the picture.

Subject : Saturday Visit	Fortnight : 12
Topic: Gurudwara	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Place of worship-Will make the children aware about where the Sikh community goes to worship.

Teaching Aids:

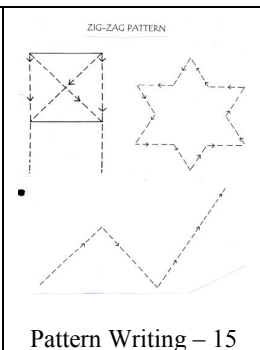
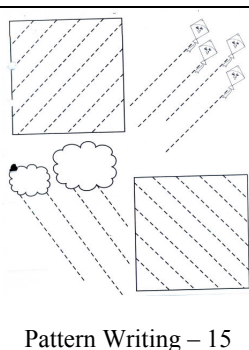
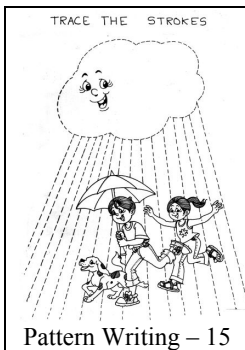
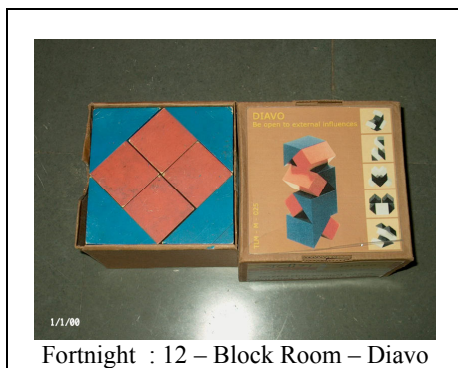
- Gurudwara

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight

Subject: GMS	No. of Periods: 2	Fortnight : 13
Topic: Balancing on log		

Learning Outcomes:

- Develops muscular skills and balancing skills.
- Improves concentration

Teaching Aids:

- Big wooden cylindrical log.

Teaching Methodology:

- The educator will demonstrate by balancing on the log by stretching her hands sideways.
- Then educator will balance and walk from one end to the other end by lifting one foot and keeping it in front of the other and so on till she reaches the end.
- Then the children will be asked to walk by balancing on the log and move from one end to the other end.
- The educator will ensure that each child gets a chance and can do this balancing – she will need to motivate and make them feel comfortable in trying out this activity.

Note:

- Stretching of hands can be done till the children learn to balance on the log.
- The log can be kept in a place which is frequented by the children - such that they come across the log often and can try balancing with good interest whenever they can.

Subject: FMS	No. of Periods: 4	Fortnight : 13
Topic: Scissor activity		

Learning Outcomes:

- To enhance eye – hand coordination.
- To develop finger muscles.

Teaching Aids:

- Chart paper.
- 5 Scissors.

Teaching Methodology:

Period 1:

- The educator will demonstrate how to hold the scissor and cut the paper in any shape.
- She will divide the children into groups of 5 and give chart papers and scissor to each child.
- She will ask them to cut the chart paper vertically – cutting it in stripes.
- One group will do the activity at a time and then each group will do it turn by turn.
- While one group is doing the activity the educator must encourage others to do some constructive work.

Note: The educator will instruct the children to take care not to hurt themselves while doing the activity. She will divide the children into groups of 5 and give chart papers and scissor to each child.

Subject: Circle Time	No. of Periods: 2	Fortnight : 13
Topic: Musical game and walking according to the sound		

Learning Outcomes:

- Develops the sense of rhythm.
- Develops the concentration level.
- Fun game.

Teaching Aids: Rattler.

Teaching Methodology:

- The educator will take the children outside the class in an open area and make them sit in a circle.
- She will explain that they have to move in the circle according to the sound of the rattler. E.g. fast steps, slow steps – Keeping in rhythm with the tune of the rattler's beats. When instrument stops, then children will stop.
- She will give a rattler to a child and ask her to beat it and then she will move according to the sound of the rattler if it is slow she will move slowly if it is fast she will move fast.
- Then she will tell them that they have to concentrate and listen to the music properly.
- Then she will begin the game and observe the children.
- She will guide the children whenever needed.

Note: The educator will make the game interesting by creating different beats.

Subject: Circle Time	No. of Periods: 2	Fortnight : 13
Topic: Talk on celebrating a safe Uttarayan (Kite Festival)		

Learning Outcomes:

- Children will learn how the festival of Uttarayan is celebrated.
- They will learn precautionary measures to be taken while flying kites.

Teaching Aids: None

Teaching Methodology:

- The Educator will sit in a circle with the children.
- She will talk about how Uttarayan is celebrated.
- Then she will tell the children about the precautions to be taken while flying kites.
 - Do not go alone to the terrace.
 - Be with your elders while flying kites.
 - Use *kacchha* string.
 - Do not run on the terrace.
 - Do not lean down from the terrace or balcony.

Subject: Circle Time	No. of Periods: 3	Fortnight : 13
Topic: Musical chair game		

Learning Outcomes:

- Learns to be alert.
- Improves their concentration level.

Teaching Aids:

- Any musical instrument
- Chair (9 chairs for 10 children)

Teaching Methodology:

Period 1

- The educator will tell the children that they are going to play a game called musical chair. Before the children play she will demonstrate it in an open area and later she will explain to them the rules.
- She will make 2 groups of children (10 in each) and make them sit.
- Now she will demonstrate how to play the game.
- She will take 3 chairs and place it in the garden.
- There should be 1 person more than the number of chair.
- So along with the educator there will be 3 more participants (total 4 people).
- Now she will ask any child to play music (any type of music that is rattle, tambourine, song, clapping etc).
- As the music starts all participants will run in a line in the same direction and as the music stops they will sit on the chair.
- One will not get a chair to sit, the person who does not get the chair will be out of the game.
- Now she will explain to them the rules of the game again. She will tell the children that there should be one person more than the number of chairs for e.g. If number of children are 10 then they should take 9 chairs.
- Now how to arrange chairs. They should arrange the chairs in a line such a way that every chair will be in opposite direction. If the first one is facing right then second one should face left – both ways facing outwards.
- She will tell them that when the music starts they have to run in a line in the same direction, they should not break the line, they should not come back, they should not come in between the chairs and as the music stops they should sit on the nearest chair they find.
- The child who does not get the chair is out.
- As one child is out so she will take away one chair and the rest will continue the game till they lose the interest or last child wins the game by sitting on chair.

Period 2

- The next day she will take the children out in the garden and revise the rules of the game.
- Now she will divide the children into 2 groups (10 group).
- At a time one group will play and another group will watch them.
- She will ask 9 children to bring chair and one child to bring rattler.
- She will make the children arrange the chair in a line.

- When the educator will start playing the instrument children will start running around the chair (only forward not backward).
- When the music playing stops they have to sit according to their position. (They cannot go back). Those who don't have the chair will be out.
- The educator will take out one chair then start playing the instrument. It will go till the number of chair become one and children become two.
- Then at last who will sit in the chair according to the music of the instrument will win the game.

Note: The children also can play the instrument. The chairs which are used should be according to the children's height.

Subject: Circle Time	No. of Periods: 3	Fortnight : 13
Topic: Introduction of traffic signals		

Learning Outcomes:

- Children will be aware of the colours of the traffic signal and what does each colour indicate.

Teaching Aids:

- Drawing book
- Crayons (Red, yellow/orange , green)

Teaching Methodology:

- The educator will ask them whether they have seen a traffic signal, what are the colours they have seen, what have they observed when they stop at a traffic signal etc
- Educator will explain on the blackboard the traffic signals and their rules.
- She explains that red indicates stop, yellow/orange indicates get ready and green indicates go.
- She will then give the drawing books to the children in which the traffic signal is already outlined and the children will colour it as per the order of colours explained to them.

Subject: Rhymes and Song	No. of Periods: 6	Fortnight : 13
Topic: Little Drops of Rain / There Was A Crooked / भवतु भारतम्		

Learning Outcomes:

- Refer to Rhymes and Songs Fortnight 1
- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book – 1.Little Drops of Rain (Pg. 5)
- 2.There Was A Crooked (Pg. 9)
- 3.भवतु भारतम् (Pg. 38)

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Subject: English	No. of Periods: 7	Fortnight : 13
Topic: Revision of alphabets & 2 letter words		

Learning Outcomes:

- Children will able to read the three letter words and understand the meaning of the words.
- Enhance the ability to form sentences

Teaching Aids:

- Flash cards
- Black board
- Words
- Worksheet 5, 6, 7, 8, 9, 10.

Teaching Methodology:

Refer Fortnight 9

Subject: English	No. of Periods: 1	Fortnight : 13
Topic: Pattern writing.		

Learning Outcomes: Refer to Fortnight 7

Teaching Aids:

- Blackboard, chalk
- Pattern writing worksheet 18, 19, 20

Teaching Methodology: Refer to Fortnight 7

Subject: Maths	No. of Periods: 8	Fortnight : 13
Topic: Introduction of 20 to 30 (oral)		

Learning Outcomes:

- Children have to count in sequence and they have to recognize tens.

Teaching Aids:

- Beads.
- Bead bar
- Place value card
- Worksheets: 30,28,39

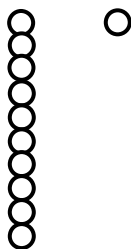
Teaching Methodology:

Period

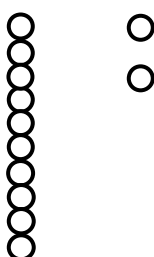
- Educator will make the children sit in a circle.
- She will ask the children to make ten with beads
- E.g.



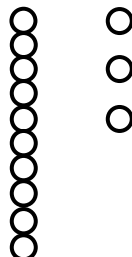
- Now she will ask them to make 11 using the bead bar and some more random numbers between 10 and 20
- E.g.



$$10 + 1 = 11$$

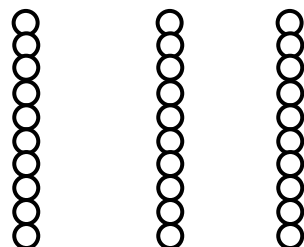


$$10 + 2 = 12$$



$$10 + 3 = 13$$

- Educator will now give some more random numbers between 21 and 29
- She will tell them ten and ten and ten become thirty.



$$10 + 10 + 10 = 30$$

- She will train them to move from 31 to 40.

Note: Children need regular practice with bead bar and beads.

Subject: Story Telling	No. of Periods: 6	Fortnight : 13
Topic: 1. Rapunzel		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures. 1. Rapunzel.

Teaching Methodology:

- Refer to Story Telling Fortnight 1

Note: Use simple sentences and remember children love listening to same story again and again enact it as if you are saying it for the first time. All stories need not have a moral-so do not always stress on the question “So what did you learn?”.

Rapunzel

Many years ago, a man and his pretty wife were miserable because they had no children of their own. Whenever they saw children playing in front of their house, they longed for a child of their own to love and look after.

Near their house was a big mansion with pretty garden. It belonged to a wicked witch. The crisp green lettuce growing in the garden always tempted the wife. She said to her husband one day, "I want one of those lettuces. If I don't get one, I shall die." Her husband had heard about the witch, so he tried to dissuade the woman from her silly demand. But she grew weaker and weaker as the days passed and one day, she fell seriously ill.

The man loved his wife dearly. He could not bear to see her suffering. He decided to take the risk of stealing a lettuce. As soon as he entered the garden, he was caught by the witch. "How dare you come here?" she asked. The man told her everything. The witch said he could take the lettuces only if they agreed to give his first born child to her. The man had no choice. He returned with the lettuces and a heavy heart.

In course of time, his wife gave birth to a beautiful baby girl. The couple was delighted. The man had forgotten he had given his word to the witch. But the witch had not forgotten. She came to their house and reminded the man of his promise. His wife wept bitterly but it did not melt the wicked witch's heart. She snatched the baby from the mother's arms. Without her child, the woman fell ill once again.

The witch took the baby girl to her castle. She looked after her very lovingly and provided her with every comfort. She named her Rapunzel. As the years rolled by, Rapunzel grew into a beautiful young girl. The witch was afraid some young man would fall in love with Rapunzel's beauty. She did not want Rapunzel to fall in love too, and go away from her. So, she shut Rapunzel up in a tall tower in the forest. The tower had no door and no staircase. It had only one small window at the very top. Rapunzel was safe from the curious eyes of the people. No one ever visited the place except the witch who went there to see Rapunzel every day. On reaching the tower she would call out, "Rapunzel, Rapunzel, Let down your hair."

Rapunzel would lower her long, golden hair to the ground below. The witch would climb the tower, with the help of Rapunzel's lovely hair. Rapunzel had not seen another living person except the witch for a long time. She longed to see the world outside. She spent her time singing all the songs she knew. One day a handsome prince riding on his horse passed by the tower and heard her song. The prince had never heard such a sweet voice in his life. He was fascinated. He wanted to meet the singer. He hid behind some bushes close to the tower. As usual; the witch came to the tower, called out to Rapunzel and climbed up her hair to the tower. The prince was shocked but he had fallen madly in love with Rapunzel's song and wanted to see her for himself. That evening, after the witch had left, the prince came out of the bushes and called out, "Rapunzel, Rapunzel, Let down your hair." Rapunzel lowered her hair and the prince climbed the tower. Seeing a young man, Rapunzel was speechless. The prince too was attracted by her beauty. They fell in love at first sight. Rapunzel told him how the witch had locked her up in the tower, so that she would not meet any people. She

also told him that he was the first man she had ever seen. “I feel very lonely and lost” wept Rapunzel. Before leaving the prince promised her, “Don’t feel sad. Don’t lose heart. I will be back tomorrow night to rescue you.”

When the witch came the next day, she noticed Rapunzel looked very, very happy. The witch was very clever and soon came to know that Rapunzel had met a young man. She knew Rapunzel was in love with him, the witch flew into a rage. She cut off Rapunzel’s lovely, long hair with a pair of scissors. Rapunzel could do nothing but cry. She could not bear the loss of her long hair. But the witch did not stop at that. She took her to a far away desert and left her there, all by herself.

The witch returned to the tower and waited for the prince. The prince reached the tower at the night. He got off his horse and tied it to a tree nearby. Then he called out, “Rapunzel Rapunzel, Let down your hair,” The witch lowered Rapunzel’s golden hair to the ground. She had tied the other end to a post near the window.

The prince happily and hurriedly climbed the tower only to find the witch in Rapunzel’s Place. The witch was furious when she saw the prince. The prince was so scared to see her that he jumped out of the window. He fell on his face and his face was pierced by some thorns. He could not see anything. The prince had become blind. His love for Rapunzel had also made him blind. He did not want to go back to his father’s palace. He roamed about in the jungle, calling out Rapunzel’s name. He had not eaten anything for days. One day, in a lonely desert, he heard the same sweet voice he had never forgotten.

He cried out, “Rapunzel, Rapunzel!!” Rapunzel ran towards him. As she hugged him, tears of joy rolling down her cheeks touched the prince’s eyes and healed them. The prince could see once again. The prince took Rapunzel to his big palace. They were married with great pomp and show. Rapunzel was very happy. The prince had rescued her from the witch. The prince too was very grateful to her giving him back his lost eyesight. The prince and Rapunzel lived happily thereafter.

Subject: Science & Geo	No. of Periods: 4	Fortnight : 13
Topic: Means of communication		

Learning Outcomes:

- Awareness of the development of science & technology from the early days till the present day will be enhanced.
- Children will know the usefulness and value of means of communication.

Teaching Aids:

- Pictures
- Inland letter, post card, email print etc

Teaching Methodology:

- The educator will begin by enacting a skit – where she wants to invite her friend as it is her birthday, but her friend is living in Delhi. How will she call?
- Here the educator will make effort in extracting answers from the children. The answer which she gets may be telephone/mobile/email.
- Then the educator will present the present day scenario where mobiles, internet, telephones are used. But in the early days, birds like pigeons were

used to send the messages. Gradually, messengers on horses and elephants were sent. Then people started writing letters, postcards, telegrams, etc. which the postman carried.

- She will also explain that the courier person brings our parcels and important letters. She will show the pictures of the various means of communication and will even show them a sample of postcard or inland letter.

Extended activity:

- To understand the concept of communication the children will be taken to a post office, where they can see the postman and the working of a post office.

Subject: Block room	No. of Periods: 6	Fortnight : 13
Topic: A True Experience of Art and Form		

Learning Outcomes:

- Develops, motivates and encourages one's own imagination and intellectual skills.
- Sharpens intelligences and indirectly creates interest for mathematics and its uses.

Teaching Aids:

- Green and yellow Arch-1 each, yellow, red, white, blue triangle-1each, red, yellow, blue, white thin square slabs-1 each, blue, green cuboids -1each, red, green, white-1 cube each, yellow cylinder-1, yellow, green thick rectangle slab-1 each, red, blue thin rectangle slab-1 each and curve- 1(21 pieces).

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take out all the blocks and place it on the table in front of the children without making noise.
- She will show them the different shapes, which will be a sort of revision of shapes and also knowing new shapes.
- Then she will start making some patterns/designs like ship, houses, bridges etc and demonstrate.
- Then she will show how to put back all the block pieces in the box and keep it back in its place.
- Then the children will start doing as demonstrated and they will also come out with their own imagination and creativity.

Note: The educator should ensure that each child knows how to arrange the box.

Subject: PLS	No. of Periods: 4	Fortnight : 13
Topic: Mopping		

Learning Outcomes:

- Children learn to mop.

Teaching Aids:

- 4 Small sized buckets (which is easy for a child of age 4 to carry)
- Water,
- 5 Mops,

Teaching Methodology:

Period 1

- The educator will first sit with the children in a circle and tell them that they are going to mop the classroom.
- She will give a demonstration of how to use the mop, how to dip it in the water and to squeeze out the excess water and then mop from one side to another.
- Now she will take 4 children along with her. She will give them 1 bucket each and ask them to fill it - half. (size of the bucket should be according to the comfortable level of children).
- Now she will ask those children to carry the half filled bucket to the class room.
- Now she will divide the children into 4 groups 5 in each group. Same way she will divide the class room into half by drawing a line in between.
- She will give one half - filled bucket and a mop to each child in the group.
- Now she will ask one child in each group to do mopping in same way all the children will take turn.

Note: After half of the group will (that is 5 children) complete mopping she will ask them to change the water as it becomes dirty. After all the children complete their activity she will make them wash their hands with soap properly.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 13
Topic: Kite Making		

Learning Outcome:

- Develops fine motor skills.
- They will be aware of the festival (Uttarayan) and how it is celebrated.

Teaching Aids:

- Origami Paper
- Fevicol
- Drawing Book

Teaching Methodology:

- The educator will give origami paper to each child.
- She will demonstrate how to hold the paper and fold it exactly into half from the centre and to form a triangle.
- Then she folds the sides of the triangle ($\frac{1}{2}$ inch) from both the sides.
- The children will follow the same.
- Then she will turn the paper and keep it upside down fold it, from the folded side she will fold one corner of the triangle to meet the tip of the triangle. Similarly she will fold the other corner of the triangle to meet the tip of the triangle.
- Now stick the kite in the drawing book.

Note: Please look at the picture of the kite given to follow the instructions given.

Subject : Saturday Visit	Fortnight : 13
Topic: Sundervan	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of various farm animals and different types of snakes.

Teaching Aids: Sundervan – A Fowl Farm and Snake Park

Teaching Methodology: Refer to Saturday Visit Fortnight 1

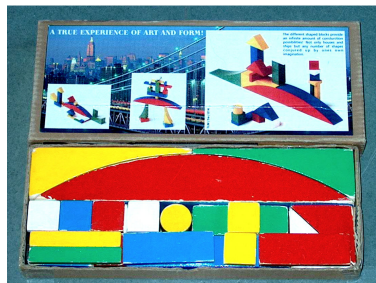
Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

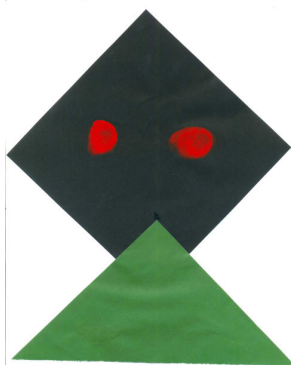
Teaching Learning Materials Used In this Fortnight



Fortnight : 13 – GMS – Log

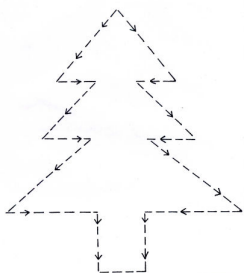


Fortnight : 13 – Block Room – A True Experience Of Art And Form



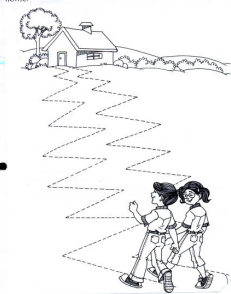
Fortnight : 13 – Art & Craft – Kite Making

Trace and colour the Christmas tree.



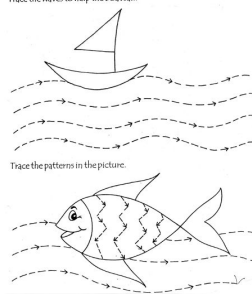
Pattern Writing – 18

Trace the zig-zag pattern and help Pinky and Pinto reach their home.



Pattern Writing – 19

Trace the waves to help the boat sail.



Pattern Writing – 20

Subject: GMS	No. of Periods: 2	Fortnight : 14
Topic: Balancing a book on the head		

Learning Outcomes:

- Children will develop controlled movement of their body.

Teaching Aids:

- Bean bag (2)
- Book (small size not too heavy)

Teaching Methodology:

- The educator will make the children sit in a line and then she will demonstrate.
- She will put the bean bag on the head, stretch her arm by her sides (in order to balance the bean bag on the head) and she will walk forward slowly.
- She will call out two children at a time to do the same and the children will follow as demonstrated by the educator.
- In the same way all children will do the balancing activity one after the other.
- The educator once children have learnt balancing the bean bag she can give them small books to balance.

Note:

- The educator should make sure that each and every child learns to do this balancing activity.
- A sort of race also can be conducted in balancing using bean bag or a cup of water etc.

Subject: FMS	No. of Periods: 4	Fortnight : 14
Topic: Sorting Grains		

Learning Outcomes:

- Enhances eye – hand co-ordination.
- Improves concentration.

Teaching Aids:

- Different types of mixed grain.
- Small bowls

Teaching Methodology:

Period 1

- The educator will demonstrate.
- She will take a handful of mixed grains in a bowl.
- Then she will sort out the grains on the floor – she keep each type of grain a little far from the other.
- Then she will divide the children into groups of 10 (2 groups).
- Later she will take handful of grains in a bowl and give it to each child of group 1.
- Children will follow the activity.
- Group 2 will be engaged in some constructive activity.

Period 2

- Next group of children will follow the same activity

Subject: Circle Time	No. of Periods: 2	Fortnight : 14
Topic: Listening game		

Learning Outcomes:

- Develops concentration level.

Teaching Aids: None

Teaching Methodology:

- The educator will ask the children to form a line. Then she will take them to a very quiet and calm place anywhere in the campus.
- Now she will ask them to make a circle and settle down. She will then tell them that they are going to play a listening game and for that they have to maintain complete silence so that they can hear the sound clearly.
- She will ask them to close their eyes and concentrate and to hear to the sounds coming from their surrounding, garden or any other nearby place.
- Now each child will share turn by turn what sounds she/he heard for e.g. Sound of birds chirping, children singing in other class, sound of water, someone walking etc.

Subject: Circle Time	No. of Periods: 1	Fortnight : 14
Topic: Nature walk		

Learning Outcomes:

- Children will learn to observe the environment.

Teaching Aids: None

Teaching Methodology:

- The educator will ask the children to stand in a circle.
- She will tell them that today they will go for nature walk to the Teakwood forest.
- Now she will ask them to form a line.
- They all will move towards the teak wood forest observing different types of birds, trees, flowers etc on the way to teakwood forest.
- In the teak wood forest they will see different types of tree like Amla, Chickoo, Lemon, Bamboo, Guava etc and their fruits.
- The educator will show them different trees and tell them the name of the trees. Eg: Lemon, Amla, Bamboo, Guava etc.
- She will show them the fruit of the tree and also make them smell the leaves of lemon trees and ask them “Can you relate the smell of the leaf with any vegetable?”
- The children may give different answers and then the educator will tell them it is leaf of a lemon tree.
- The educator will tell them about different birds and insects seen in the forest.

Note: After coming back the educator will ask the children what all did they see in the nature walk.

Subject: Circle Time	No. of Periods: 4	Fortnight : 14
Topic: Animals and their young ones Revision walk		

Revision of animals and their young ones

Subject: Circle Time	No. of Periods: 2	Fortnight : 14
Topic: Mime game		

Learning Outcomes:

- Children will learn to think about their activities and to express themselves with action.

Teaching Aids: None

Teaching Methodology:

- The educator will ask the children to stand in a circle and she will ask them what they do when they get up in the morning.
- She will explain from the beginning that is time to get up, brush, drink milk, have breakfast and getting ready to come to school etc.
- She will then show them these activities with action and ask each child to guess the activity.
- Then she will ask children to enact any activity and she will guess.
- Give every child a chance.

Subject: Rhymes & Songs	No. of Periods: 6	Fortnight : 14
Topic: Song – I am h-a-p-p-y / Revision		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Song – I Am H-a-p-p-y (attached)

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

I am h _a _p _p _y, I am h _a _p _p _y, I am h _a _p _p _y

I am happy all the time

I am (clap)_a _p _p _y, I am (clap)_a _p _p _y, I am (clap)_a _p _p _y

I am happy all the time

I am (clap)_(clap)_p _p _y, I am (clap)_(clap)_p _p _y, I am (clap)_(clap)_p _p _y

I am happy all the time

I am (clap)_(clap)_ (clap)_p _y, I am (clap)_(clap)_ (clap)_p _y, I am (clap)_(clap)_ (clap)_p _y

I am happy all the time

I am (clap)_(clap)_ (clap)_ (clap)_y, I am (clap)_(clap)_ (clap)_ (clap)_y, I am (clap)_(clap)_ (clap)_ (clap)_y

I am happy all the time

I am (clap)_(clap)_ (clap)_ (clap)_ (clap), I am (clap)_(clap)_ (clap)_ (clap)_ (clap), I am (clap)_(clap)_ (clap)_ (clap)_ (clap)

I am happy all the time

Note: Revise all earlier rhymes before a new one is introduced.

Subject: English	No. of Periods: 3	Fortnight : 14
Topic: Revision of alphabets & 2 letter words. Introduction of three letter words		

Learning Outcomes:

- Children will able to read the three letter words and understand the meaning of the words.
- Enhance the ability to form sentences.

Teaching Aid

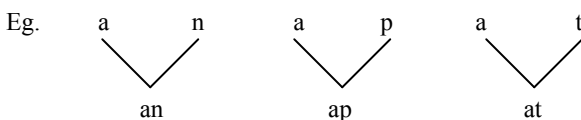
- Flash cards
- Black board
- Words

at	ap	an	ag	ar	ad
bat	gap	pan	wag	car	bad
cat	map	van	tag	jar	dad
hat	lap	can	rag	far	sad

Teaching Methodology:

Period 1

- Before starting 3 letter words, the educator will ensure that the children are thorough with 2 letter words.
- She will revise the 2 letter words.
- She will write 'at' on the board and ask one child randomly to recognize and read the 2 letter word (turn by turn she will ask all the children)



- Now she will write c before the two letter word and tell them this is 'at' if we add c before at it will become 'cat'. Same way she will introduce other 3 letter words. E.g. ap - lap ,
an – pan, ag- wag

Period 2

- Now next day she will introduce ap - gap words the same way.
- She will show them the flash cards.
- The teacher will introduce all the 3 letter words the same way.
- They will also do Worksheets: 5, 6, 7, 8 and 10.

en	et	ed	eg
hen	bet	bed	keg
pen	set	red	leg
ten	wet	led	peg

Note: The educator will encourage the children to read all three letter words everyday for 15mins anytime during the day.

Subject: English	No. of Periods: 1	Fortnight : 14
Topic: Pattern writing.		

Learning Outcomes: Refer to Fortnight 7

Teaching Aids:

- Blackboard, chalk
- Pattern writing worksheet 21, 22, 23

Teaching Methodology: Refer to Fortnight 7

Subject: Maths	No. of Periods: 8	Fortnight : 14
Topic: Revision of oral counting 1 to 30		

Revision of oral counting 1 to 30

Worksheet: 57,54,38,40

Subject: Story Telling	No. of Periods: 6	Fortnight : 14
Topic: 1. Cinderella		

Learning Outcomes:

- Refer to storytelling Fortnight 1
- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
1. Cinderella

Teaching Methodology:

- Refer to storytelling Fortnight 1

Note:

- Use simple sentences and remembers children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not always stress on the question “So what did you learn?”

Cinderella

There was a very pretty little girl who lived with her father and mother in a big house. One day the girl's mother died and her father married again. The new wife had two daughters of her own. The girls were not pretty at all and so they hated their beautiful step sister. They made her to all the house work. They made her sweep, mop, wash clothes and dishes. She was also made to iron their clothes and dress them up. The girl would be tired after all this work and would sit close to the fire to keep warm.

The two ugly sisters always found her sitting among the cinders (live coals) and so they named her Cinderella. One day a messenger came from the king's castle with an invitation for a ball. The prince was to choose a bride for himself at his ball. At once the two step sisters and their mother decided what they would wear and told Cinderella to get their new dresses ready. Cinderella too wanted to go to the ball but her step sisters laughed at her. "Look at matted and shorn, no, you cannot come to the ball with us. The prince will never look at you" they said.

Cinderella felt sad but helped her sisters and step mother to dress up. After they were gone, Cinderella sat near the fire and cried, "I wish I too could go to the Prince's ball" she wept. At once a bright light shone and there stood before her, her fairy Godmother, "why are you weeping my child?" she asked kindly. "Everybody has gone to the Prince's ball tonight," said Cinderella sadly. "I wish to go too." "So you shall," granted her Fairy Godmother and waved her wand. Cinderella's dress changed into a pretty gown. "How shall I go?" wondered Cinderella, "I have no carriage." "Fetch me a pumpkin and some mice," ordered her fairy godmother.

Cinderella did so. The Fairy Godmother waved her wand. The pumpkin changed into horses, a driver and a footman. Cinderella was about to get in. "wait," said her Fairy Godmother and waved her magic wand. At once Cinderella's shoes changed into the most beautiful glass slippers. "Now," said her Fairy Godmother. "You may go to the prince's ball. But remember you must return before the clock strikes twelve, or your pretty gown, your glass slippers and the carriage will disappear.

"I will remember," said Cinderella as she rode away in the carriage. In the palace the Prince was getting restless. There were a lot of pretty and not so pretty girls who wanted to dance with him. But he did not like any of them. The ugly sisters tried their best to make friends with him. But he just turned away. Then Cinderella entered the room and her beauty took the prince's breath away. "That is the girl, I want to dance with," he said and led Cinderella to the dance floor. The whole evening the prince danced with her. Everybody wondered who the pretty girl was. The king and queen were happy. They knew the prince had at last found his bride. Prince charming and Cinderella were so happy with each other, they forgot there were other people in the room. They even forgot the time.

It was only when the clock struck twelve that Cinderella remembered what the Fairy Godmother had said. Prince charming was saying, “I want to marry you, will you marry me?” But Cinderella flew out of his arms. She ran so fast, one of glass slipper came off on the stairs. Cinderella did not stop. She ran out of the palace doors. But her carriage had turned into a pumpkin and the horses, driver and footman into mice. She looked at herself and found her beautiful gown had turned into her tatted dress. Cinderella ran all the way home and once again sat among the cinders. Prince charming who had tired running after Cinderella had found her glass slipper. He picked it up and went to the king. “I will only marry the girl, whose foot fits this slipper,” he declared.

The next morning the king sent his courtier with the small, pretty glass on a velvet cushion, “Go to every house in the kingdom,” he ordered the courtier. “Let every girl women try on the glass slipper. The one whose foot fits the slipper, will be my son’s bride.” The courtier went to every house. Girls and women, fat and small, big and tall, thin and crooked all tired to make their foot fit the tiny glass slipper. But it was of no use. Finally the courtier reached Cinderella’s house. The step sisters had been waiting for the messenger. The moment they saw him they rushed to try on the glass slipper.

But their feet were just too large. “May I try, please?” said Cinderella softly as the courtier got up to go. “Why not?” said he. The ugly sisters and their stepmother just laughed at her. “Look at her, poor little Cinderella of the clothes and torn shoes, how can the glass slipper fit her?” But the moment Cinderella’s foot touched the glass slipper, her foot slid in like it was made for her. At once her tattered clothes fell off and she was dressed in the same beautiful gown. The other glass slipper appeared on her foot and she became the beautiful girl with whom prince charming had fallen in love. The happy courtier rushed to the palace with the news.

Prince Charming was married Cinderella in a grand ceremony. The whole town rejoiced. Cinderella’s father was very happy for her. Her step mother and her stepsisters were very happy and proud too of their “Cinderella,” who lived with her Prince Charming.

Subject: Science & Geo	No. of Periods: 4	Fortnight : 14
Topic: Buffer week		

- Revise all topics done earlier. If any back log, it will be done.
- This period can be used for revision of some of the activities done so far.

Subject: Block Room	No. of Periods: 3	Fortnight : 14
Topic: Cella		

Learning Outcomes:

- Develops concentration and eye-hand co-ordination.
- Can come up with some extra ordinary pattern.

Teaching aid:

- Small cube and 8 blues pieces of blocks of varying sizes from big to small which can fit in each piece.

Methodology:

- The educator will make the children sit in a circle and demonstrate how to go about.
- She will take out the blocks from the box and keep it in front of the children.
- She will put one into another and make a chamber, make a stair case, flower etc.
- She will then give the children to explore and come out with unique and different patterns.

Subject: Block Room	No. of Periods: 3	Fortnight : 14
Topic: Gift 4		

Learning Outcomes:

- Will help in the development of finger muscles.
- Will learn the underlying concept of unity of parts moving through various forms and returning to the while.
- Will learn the six faces twelve edges and eight corners of each cube.
- Sorting, counting, fractions (parts of whole) can be learnt

Teaching aid:

- 8 wooden cuboids, 2 inches by 1 inch by $\frac{1}{2}$ inch in size, Mat

Teaching Methodology:

Period 1

- The educator will make the children sit around in a circle
- She will take the mat, Gift box and the pattern sheets and show them. [Patterns sheets and Mat format attached Pg. 683 & 684].
- She will first show the children how to open and close the box.
- Slide the lid and take out the lid, turn it upside down (i.e. label facing down), now cover the box.
- She will then invert the box, invert the box by holding the lid with fingers, on the mat (in one corner of the mat).

- She will now slide out the lid slowly and keep it aside. She will now lift the box upwards slowly and keep it aside. The 8 pieces will be there in the form of a cube on the mat.
- She will then count the cubes and place them next to each other in a line on the mat.
- She will then count the faces, edges and corners of the cube. (6, 12 and 8 respectively) and show them.
- Then she will put back all the cubes in the form of a cube in one corner of the mat.
- She will put the box over the cube and then show them how to wind up.
- Hold the box in the left hand and with the right hand lift the mat slightly so that all the cubes go inside the box.
- Then she will show and tell them to follow this method of opening and closing always.

Period 2

- She will take the mat and the sheets and also the box and open it according to the procedure.
- She will start with the cube (she will use only the thumb, index and middle finger to move the cubes) and progress one cube at a time – changing and evolving a design. Once the design is made, the child will make the cube again at the corner of the mat. This will promote the logical and orderly ideas in a child's mind.
- She will show few patterns and then tell the children to work with the Gift.
- The educator should follow the child's invention and not tell what to do with the cubes.

Note:

- Few classes should be taken only for opening and closing of the box.
- While working with the gift, they have to use only the thumb, pointer and the middle finger (Tripod grip)
- The educator can initially make the children to keep the left hand at the back and tell them to use only the right hand finger that is used for writing or vice-versa depending on which hand the child is comfortable with.

Subject: PLS	No. of Periods: 4	Fortnight : 14
Topic: Pouring water with a spoon in a bottle		

Learning Outcomes:

- Enhances eye - hand co ordination.
- Develops concentration.

Teaching Aids:

- Bottle (5 small size)
- Spoon (5 small size)
- Water
- Bowl

Teaching Methodology:

Period 1

- The educator will 1st demonstrate.
- She will bring water in a bowl from a nearby tap without spilling it.
- Then she will ask the children to form a semi-circle. She will sit in front of them.
- Then she will start pouring the water with the help of a spoon into the bottle.
- She will continue the activity till the bottle gets completely filled(without spilling water).
- Then she will call out names (5 at a time) and ask them to fill the water in a big bowl.
- Then she will give a bottle and a spoon and then ask them to follow the activity.

Period 2

- The remaining children will do their activity in next period.

Note: When the child finishes the activity then he/she will empty the bowl and bottle and will give it to the next child. If the child has spilled the water then he/she will mop the place.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 14
Topic: Making a phone		

Learning Outcomes:

- Develops of fine motor skills.
- The children will be aware of the concept that sound passes through a medium.

Teaching Aids:

- 2 disposable glasses
- A thin kite thread
- Needle

Teaching Methodology:

- The educator will take 2 disposable glasses and make hole on the glass with a needle.
- Then she will demonstrate how to pass the end of the thread from the hole and tie a knot from inside the glass.
- The other end of the thread is passed from hole of another glass and a knot is tied inside the glass.
- Then she will place 1 glass on the mouth and another glass on ear of a child. She will speak something very softly and the voice passes through the thread and is heard from another glass

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Place of worship-Will make the children aware about where the Christian community goes to worship.

Teaching Aids:

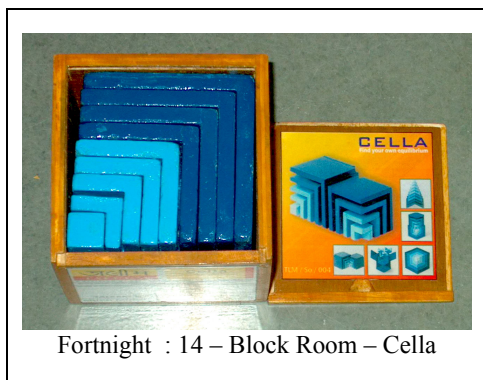
- Church

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight

<p>Trace the path of the animals.</p> <p>The balloons are without a string.</p> <p>Pattern Writing – 21</p>	<p>Trace the pattern in the candles.</p> <p>Pattern Writing – 22</p>	<p>Trace the curves.</p> <p>Pattern Writing – 23</p>
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Subject: GMS	No. of Periods: 2	Fortnight : 15
Topic: Hanging on a monkey ladder		

Learning Outcomes:

- Will develop arm muscles.
- Will develop leg muscles.

Teaching Aids:

- Monkey bar.

Teaching Methodology:

Period 1

- The educator will make the children remove shoes and socks and form a line.
- Then she will take the children to the garden and make them sit at a distance.
- The educator will demonstrate how to climb and hang/swing.
- Then she will ask them one by one to climb the monkey ladder and then hang for few seconds and then come down.
- She will instruct them to be careful.
- In the same way all the children will do the activity.

Period 2

- The educator will observe each child and encourage them to do the activity at last 2 to 3 times.
- She will motivate the children who are scared and not willing to try.

Subject: FMS	No. of Periods: 4	Fortnight : 15
Topic: Arranging the tamarind seed on the given shapes		

Learning Outcomes:

- Will enhance eye – hand coordination.
- Will help them to learn different shapes.

Teaching Aids:

- Chalk (To draw shapes)
- Tamarind seed/any flat beads / buttons.
- Bowl (To carry tamarind seed)

Teaching Methodology:

- The educator will first draw a shape on the floor (any shape like square, circle, and triangle).
- Then she will demonstrate how to arrange tamarind seed on the edges of shape drawn.
- Then she will draw different shape on the floor of the class and also ask the children to draw different shapes and encourage them to create new shapes.
- She will give tamarind seed to children in a bowl individually and ask them to arrange the grains on the shape drawn

Extended activity:

- The educator will draw funny shapes and ask children to arrange tamarind seed on it.

Subject: Circle time	No. of Periods: 5	Fortnight : 15
Topic: Your friend Talking and sharing about their friends		

Learning Outcomes:

- The children will learn to express their opinions and views.
- Will develop the ability to share in a group.

Teaching Aids: None

Teaching Methodology:

Period 1

- The educator will sit with the children in a circle.
- She will start the topic by asking the children – “Do you all have friends?” so today we will talk about your friends, what you like about your friend and anything you want to share about your friend.
- Each child will share turn by turn.
- Example: I like Foram because she helps me in arranging the puzzles.
- The children will begin by telling the name of their friend or friends and then share as many things about him or her.
- The educator will ask questions such as “which game do you play with your friend?”, “Do you go out with your friend?” she will try and encourage the child to share more about their friends.
- She will tell them we should take care for our friends and help them.
- She will continue the activity till each child gets a chance or lose interest.

Period 2 to 5

- She will continue the same topic in period 2 and the children who have not participated or not got turn will share.

Note:

- If a child is very quiet or shy then the educator will encourage and motivate her to share.
- e.g. who is your friend? Do you like to play with her? And what else do you like about her?

Subject: Circle time	No. of Periods: 3	Fortnight : 15
Topic: Importance of being punctual		

Learning Outcomes:

- Will Inculcate punctuality
- Will know about the importance of time.
- Will learn to use time wisely

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle.
- She will ask few questions like. 1. What time your school bus reaches your stop? 2. At what time do you leave the house? etc.
- Then she will explain- If you reach the bus stop at 8.15 am when your bus timing is 8.00 am, will you be able to board the bus? No. Leave your home early i.e. around 7.45 am and reach 5 minutes before, so you won't miss the bus.
- She will question the children so on and make each child realise how important is to do things on time even in our daily routine.

Subject: Circle time	No. of Periods: 2	Fortnight : 15
Topic: In and out game		

Learning Outcomes:

- Will increase their concentration level.
- Will have fun.

Teaching Aids: Chalk

Teaching Methodology:

- The educator will draw a circle on the floor and will make children stand beside the circle.
- She will explain to them that children have to jump inside the circle when she will say ‘in’ and they have to jump outside the circle when she will say ‘out’.
- She will start by saying ‘in.....out.....in.....in.....out.....out’.
- If any child is late in reacting then she will be out.

Note: She will continue the game until she feels it is enough or the children are losing interest.

Subject: Rhymes and Songs	No. of Periods: 6	Fortnight : 15
Topic: Round And Round / चंदोमामा चंदोमामा / Hickory Dickory Dock		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book – 1. Round And Round (Pg. 15)
2. चंदोमामा चंदोमामा (Pg. 44)
3. Hickory Dickory Dock (Pg. 11)

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote two period for each rhyme.

Subject: English	No. of Periods: 7	Fortnight : 15
Topic: Revision of 2 letter words, Introduction of three letter words		

Learning Outcomes:

- Children will able to read the three letter words and understand meaning of the word.
- Enhance the ability to frame sentences

Teaching Aids:

- Flash cards
- Black board
- Words : ‘i’ family, Worksheet: 12,19 and 21

in	id	ig	ib	it	ip
bin	kid	big	bib	hit	lip
tin	lid	fig	nib	kit	sip
fin	hid	dig	rib	lit	dip

Teaching Methodology:

- Refer to Fortnight 14

Subject: English	No. of Periods: 1	Fortnight : 15
Topic: Pattern writing.		

Learning Outcomes: Refer to Fortnight 7

Teaching Aids:

- Blackboard, chalk
- Pattern writing worksheet 24, 25, 26

Teaching Methodology: Refer to Fortnight 7

Subject: Maths	No. of Periods: 8	Fortnight : 15
Topic: After numbers (1 to 10)		

Learning Outcomes:

- Enhances the knowledge of numbers which comes before or after
- Learns sequencing.

Teaching Aids:

- Pencil, eraser, pebbles, twigs, board, chalk
- Worksheets 41,42, 58, 59,60,

Teaching Methodology:

- The educator will sit in the circle along with her children. She will have all Teaching Aids with her.
- She will introduce one concept first. She will do ‘after Number’ first.
- She will explain the meaning of ‘after’ which means following for example if a blue car is parked behind a red car, the blue car is after the red car.

- She will make it more clear by keeping two objects in front of them. She will keep one pencil and ask “What is this?” “Pencil”
- She will then keep an eraser next to the pencil in a horizontal line and ask “What did I keep after the pencil” – Eraser
- She will then keep many objects and will make the concept clearer. She keeps adding objects on the right of the previous object.
- Once the children are clear with the meaning of after, she will write a number on the floor. e.g. 4 ____.
- She will then ask “Where is the blank ?” after the number 4 which means we have to write the number which comes after 4 i.e. number ‘5’.
- In the same way she will do all the numbers 1 to 10.

Note:

- Allow children to understand the pattern of after numbers.
- Put flash cards of numbers 1 to 10 in a sequence on the soft board as that children can see it every day.

Subject: Story Telling	No. of Periods: 6	Fortnight : 15
Topic: 1. Jack And The Beanstalk.		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. Jack and the Beanstalk.

Teaching Methodology:

- Refer to Story Telling Fortnight 1

Note:

- Use simple sentences and remembers children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not always stress on the question “So what did you learn?”

Jack and the Beanstalk

Long ago, in the days when King Alfred ruled England, lived a little boy called Jack, with his mother, in a small cottage, on their farm. Jack and his mother were so poor they barely had enough to eat. They slept on the cold floor because there was no furniture in the house.

Jack's father had been a farmer. But he died there was no-one to look after the farm. Jack was too small to dig and plough. The money his father had left them was now all gone.

One day his mother told Jack, "Son, you will have to take our cow to the market and sell her." This made Jack very sad but he knew he had to do what his mother told him. He set off with the cow. He had not gone very far when he met a kind old man.

The old man felt very sorry for Jack. He wanted to buy the cow but he had no money. So he gave Jack some beans, Jack was happy. He took the beans home to his mother. But his mother was angry. She had hoped to see gold coins and here Jack was giving her some ordinary beans. She threw them out of the window angrily.

Jack cried himself to sleep that night. But the next morning when he awoke, he was surprised to see a strong, tall, beanstalk clinging to his window. The beanstalk went so high in the clouds Jack could not see the top. 'I must find the top of the beanstalk' thought Jack to himself and began climbing it. When he reached the very top, in the evening, he found he was on a mountain.

He was tired and hungry. A fairy greeted him and said, "See that castle, Jack? A wicked Giant lives in it. He loves to eat boys. But if you are brave you could defeat him and become rich."

Jack was not afraid at all. He thanked the fairy went to the castle. He knocked on the door with big knocker. "Who is there?" called out the Giantess as she peeped from the window. She saw Jack looking tired and hungry and opened the door at once. She gave Jack some food to eat. Jack was enjoying his dinner when the Giantess looked very scared. "My husband has come here," she cried "He loves to eat little boys."

"Quick, hide me" said Jack, and the Giantess hid him in the copper pot. Banging and stamping in came the giant and said, "Fee. Fi fo, fum..... I smell the blood of an Englishman," he went round the house sniffing and smelling, poking in corners and peeping behind chairs. Then he saw his dinner on the table and became hungrier because of the lovely aroma. He sat down to eat finished every bit of food drinks on the table.

Jack had lifted the lid of the copper pot to watch the giant. Now he saw him take out a bag full of gold coins from his pocket and put it on the table. The giant was so tired and his stomach was so full that he fell fast asleep in his chair. Jack watching all this, knew now was the time to escape. He came out of the copper pot and picked up the bag of gold coin. Then running to the window he jumped onto the beanstalk and reached his own house.

His mother was very happy to see him. She was happier still to see bag of gold coins. But Jack was restless. The Giantess had told him, “My husband has a wonderful hen who lays golden eggs. He also has golden harp that sings beautifully.” And Jack was thinking, ‘This gold will soon be over, but if we had that hen, she would keep laying golden eggs and we would never be poor.’ The very next day Jack climbed the beanstalk and went into the Giant’s castle.

No one was at home, so he picked up the hen and brought her back with him safely. But Jack could not forget the golden harp, he had seen in the Giant’s castle. The Giant’s wife had told him that it played the most beautiful the most tunes by itself.

Now Jack wanted the golden harp. So the next afternoon he climbed the beanstalk again. This time the giant was asleep in the castle. The moment Jack picked up the harp, it began calling “Master, Master somebody is stealing me---”. The giant woke up and picked up his club. But by that time Jack had run to the window as fast as he could but the Giant was following him and the beanstalk was shaking from side to side. Jack reached the bottom and called out to his mother. She came running with knife. Jack cut off the strong beanstalk and the giant to the ground.

Jack and his mother looked after him till he got well. The Giant was so happy with their care he gave them all three, the gold coins, the hen that laid golden eggs and the golden harp. So Jack and his mother were never poor again.

Subject: Science & Geo	No. of Periods: 4	Fortnight : 15
Topic: Modes of Transportation		

Learning Outcomes:

- Children will aware of different types of modes of transportation.

Teaching Aids:

- Model of a scooter, car, cycle etc.
- Pictures

Teaching Methodology:

Period 1 &2

- The educator will ask how their parents go to office, shopping, and friend’s house. As they come up with their answer, she will write on the board. For e.g. car, scooter, bus. She will then explain that these vehicles run on road, so they are known as roadways.
- Then she will ask if you want to go to your grandfather’s house in Delhi or go for a vacation outside Ahmedabad – how will you go? Children will come up with answers like aeroplane, train
- The educator will explain that the aeroplane flies in the air so it is airway transportation. She will tell the children about other vehicles which fly like helicopter, space shuttle. She will also show pictures of air transportation.
- The educator will also explain about the vehicles which use water as the medium like boat, ship, submarine are called waterways transport.

- The educator will also explain about a train which is used by large number of people.
- She will also talk about the purpose behind using various transports discussing the time taken and the cost.

Period 3&4

- Related worksheet will be done where the children will be asked to colour the vehicles which move on land air/water.

Subject: Block Room	No. of Periods: 3	Fortnight : 15
Topic: L-Angle		

Learning Outcomes:

- Will develop eye hand co-ordination

Teaching Aids:

- Wooden Angles – 8 pieces of different sizes, cube-1 and stand – 1

Teaching Methodology:

- The teacher will make the children sit in a circle and demonstrate.
- She will take the box and place it on the table and show the angles of different sizes, cube and stand.
- She will place the angle on the floor without making noise.
- She will make and show different patterns using the L- Angle game

Eg:

- Keep the stand as a base and arrange the angle one above the other according to the size of the angles (may be from big to small or vice a versa).
- Make a square using 2 angles and make a small square and the rest inside the other smaller angle according to the sizes.
- And teacher will show how to wind up and the method to arrange back the angles and cube and stand in the box.
- Then the children will do as demonstrated.

Subject: Block Room	No. of Periods: 3	Fortnight : 15
Topic: Gift 4		

Learning Outcomes:

- Refer to Fortnight : 14
- Will help in the development of finger muscles.
- Will learn the underlying concept of unity of parts moving through various forms and returning to the while.
- Will learn the six faces twelve edges and eight corners of each cube.
- Sorting, counting, fractions (parts of whole) can be learnt

Teaching aid:

- Refer to Fortnight : 14

Teaching Methodology:

- Refer to Fortnight : 14

Subject: PLS	No. of Periods: 2	Fortnight : 15
Topic: Using a lock and key		

Learning Outcomes:

- Will enhance eye - hand co ordination.
- Will be independent and self reliant.
- Will help in the development of fine motor skills.

Teaching Aids:

- A lock and its key (1 set).

Teaching Methodology:

Period 1

- The educator will sit along with the children in the garden (activity not limited to class boundaries) or anywhere in the campus.
- She will carry a lock and key along with her. She will show it and ask children what it is?
- When she gets the answer she will ask, do you know how to use it? How to open it? And How to close it?
- 3 to 4 children may say yes then she will pass lock and key to those children and see whether they can do it or not.
- After these children try she will demonstrate that when they turn the key anti clock wise. That is move the key from right to left, the lock will close and when they turn the key in the opposite direction that is clockwise direction left to right then the lock will open.
- Then she will pass it to the child next to her. Same way each and every child will get a chance and do it as demonstrated by the educator.

Note: Lock and key should be available in the class and kept in a handy place from where the children can take and use it after the activity is over. Each and every child should learn to open and close a lock.

Subject: PLS	No. of Periods: 2	Fortnight : 15
Topic: Opening and closing of a jar		

Learning Outcomes:

- Will enhance eye - hand co ordination.
- Will be independent and self reliant.
- Will help in the development of fine motor skills.

Teaching Aids:

- 5 jars of same size

Teaching Methodology:

- The educator will demonstrate.
- She will take a jar and instruct the children that when we turn it clock wise from left to right the lid of the jar will close.
- When we turn it anti clockwise from right to left the lid of the jar will close.
- She will also tell them that if they are able to do this activity then whenever they want something from a jar and if some elder is not around they can help themselves.

Note: After doing this activity the educator can place few things like plasticine, beads in jar so that when they want to use those things they will open and close the jar.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 15
Topic: Shading & Scribbling		

Learning Outcomes:

- The children will learn what happens when two or more colours are mixed.
- The children will learn a new art activity.
- Will help in the development of finger muscles which help in writing.

Teaching Aids:

- Oil pastels
- Drawing book
- Pencil

Teaching Methodology:

- Educator will take 3 or 4 light colour of oil pastels, eg: yellow, light green, pink sky blue and scribble with each colour one after another on a small area of a plain paper.
- Then she takes black or navy blue and scribbles on all the shades done in. Then she takes a blunt pencil and makes any design on the black coloured flower.
- A shaded flower is formed and all the colours used in step/area visible in it.
- The children will observe and follow the same procedure in their drawing book.

Subject : Saturday Visit	Fortnight : 15
Topic: Kankaria Zoo (Birds Section)	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of different types of birds.

Teaching Aids:

- Zoo (Birds Section)

Teaching Methodology:

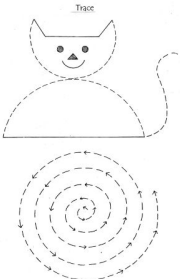
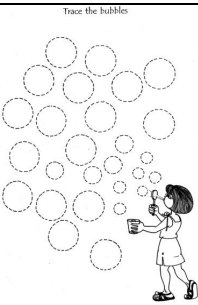
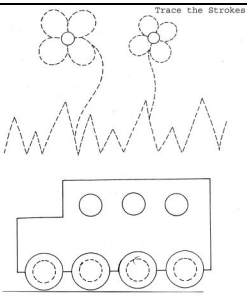
- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight

 <p>The image shows the 'L-Angle Game' box and its contents. The box is wooden with a colorful illustration of the game pieces arranged in a large 'L' shape. The text on the box includes 'L-Angle Game', 'Suggested Age: 4-6 years', and a description of the game. Below the box, several wooden L-shaped blocks in various colors (red, orange, yellow, green, blue) are shown.</p>	 <p>The image shows a wooden box for 'FROEBEL'S KINDERGARTEN GIFT NO. 4'. The box is open, revealing a yellow interior with a black label that reads 'FROEBEL'S KINDERGARTEN GIFT NO. 4' and 'Manufactured by TALEEM DIVISION, Elavay Education Foundation, Ahmedabad, India.' Below the box, a yellow card with the number '4' is shown.</p>
Fortnight : 15 – Block Room – L – Angle	Fortnight : 15 – Block Room – Froebel's Gift No. 4

 <p>The image shows a tracing exercise for pattern writing. It includes a cat outline with the word 'Trace' above it, and a spiral pattern with the word 'Trace' above it.</p>	 <p>The image shows a tracing exercise for pattern writing. It includes a cluster of bubbles with the text 'Trace the bubbles' above it, and a girl blowing bubbles.</p>	 <p>The image shows a tracing exercise for pattern writing. It includes a flower with the text 'Trace the strokes' above it, and a train with the text 'Trace the strokes' above it.</p>
Pattern Writing – 24	Pattern Writing – 25	Pattern Writing – 26

Subject: GMS	No. of Periods: 2	Fortnight : 16
Topic: Jumping in and out of the circle.		

Learning Outcomes:

- Children will learn controlled movement of legs and feet.
- Jumping develops overall gross motor skill.

Teaching Aids: Chalk

Teaching Methodology:

- The educator will draw a circle in the class with a white chalk.
- Then she will divide the children into group of 6.
- Then she will demonstrate how to stand on the outline of the circle drawn. She will herself say “in” and jump inside the circle and then say “out” and jump outside the circle.
- She will ask one group to come and stand on the outline of the circle. Then will give instruction to the children and they will do the activity as per the demonstration given by the educator.
- If any child does not jump in and out as per the instruction the child is out.
- The remaining groups will do activity in the same way.

Note: Should continue the game until all children are out or she feels the children are losing interest.

Subject: FMS	No. of Periods: 4	Fortnight : 16
Topic: Sharpening		

Learning Outcomes:

- To develop palm and finger muscles.

Teaching Aids:

- 10 sharpeners.
- Pencils.

Teaching Methodology:

- The educator will demonstrate how to hold the sharpener and put the pencil in it and start rolling the pencil till the pencil is properly sharpened.
- She will ask the children to take one pencil.
- Now she will divide the children into 10 groups 2 in each and make them partners.
- Now she will ask one of the partners from each group to take one small bowl to put the waste.
- Now she will give each group one sharpener.
- While one child is sharpening the other will observe and then the next will take the turn.

Note: The educator should instruct the children to use the dustbin to throw the sharpening and take care not to drop the waste anywhere in the class.

Subject: Circle Time	No. of Periods: 4	Fortnight : 16
Topic: Wheat field visit		

Learning Outcomes:

- The children will come to know how wheat grows.

Teaching Aids: Wheat field

Teaching Methodology:

Period 1 &2

- The educator should arrange a visit during the winter season (that is January end or February beginning).
- Before taking the children to the visit the educator will talk and brief about the wheat field visit.
- They will sit in the circle and the educator will ask them about their regular diet that is *roti, sabji, dal*, rice etc.
- Then she will ask them with what do we make roti? If they are not able to answer then she will answer. It is made of wheat flour. We get wheat flour from wheat.

Period 3&4

- So we are going for a wheat field visit.
- They will observe the field. Educator will explain to them that the farmer sows the seed i.e. wheat, waters the fields regularly and take cares of the field.
- When it grows initially it is green in colour.
- When it turns to a golden colour the crop is ready for harvesting
- After harvesting the crop, they remove the wheat and then the farmers go to the market and sell the crop.
- The people buy it from shops, malls etc and it comes home.

Note: After the visit educator can have a discussion about their visit what did they observe.

Subject: Circle Time	No. of Periods: 2	Fortnight : 16
Topic: Being Sensitive and Caring		

Learning Outcomes:

- Enhances sensitivity.

Teaching Aids: None

Teaching Methodology:

- The educator will sit with the children in a circle and ask them if any one of them falls down then what will they do?
- She will first listen to children and will explain nicely that in such cases none should laugh, they should try to help their friend to stand and to walk. They should see if she has got injured.
- She will also tell them that as they are too small they should inform any teacher or adult about that incident for help.
- She will tell the children that they should be caring and sensitive towards everybody and they should always be ready to help their friend whenever needed.

- Safety at home: They should be taught not to play with switches, plug points, sharp things like knife, scissors, sharp tools, screw drivers etc and matches, lighter, mixer gas stove etc.
- Safety while walking on the road:
 1. To walk on the left side of the road, not to run, hold elder's hand.
 2. Not to go with stranger etc.
 3. Be careful while crossing the road.
 4. We must cross the road on zebra crossing only.
 5. Walk on the footpath.
 6. Look first on your right and then your left while crossing the road.
 7. Do not play or run on the road.
 8. Do not put your head or hand out to a moving bus or car.
 9. Do not climb in or get down when the bus is moving.

Subject: Circle Time	No. of Periods: 2	Fortnight : 16
Topic: Find your partner game		

Learning Outcomes:

- Children revise numbers and two letter words.

Teaching Aids:

- Rattle
- Flash cards 1-20 (two of each number)

Teaching Methodology:

Period 1

- The educator will sit in a circle with the children with flash cards of numbers 1-20, two flash cards for each number.
- She will distribute the flash cards randomly among all children that is each child will get one flash card, she will then ask them to read the number and find their partner. Ex: If a child has got a flash card of number 7 he has to find another child having flash card of number 7.
- She will play the rattle and ask the children to start the game and they have to settle down with their respective partners when the rattle stops.
- The educator has to ensure that each child recognizes and reads the numbers.
- She will help the children those who are not able to recognize and read the number. She will ask them to read and repeat the number many times and then find their partner.
- She will then collect the flash card from the children and again will distribute. The children will start the game again.
- The educator will make the children play the game for 2 to 3 times.

Period 2

- Same way she will take the flash cards of two letter words and follow as it was done with numbers

Note: She will continue the game until children lose interest.

Subject: Circle Time	No. of Periods: 2	Fortnight : 16
Topic: Khandala Game		

Learning Outcomes:

- Develop listening skills.

Teaching Aids: Two scarves, a bell

Teaching Methodology:

- The educator will sit in a circle along with the children and explain about the Khandhala game.
- In the Khandala game, the children will stand around in a circle. The educator will choose two children, both will be blind folded. One child will be given a bell to ring so that the other blind folded child knows where she is.
- The blind folded child without the bell will follow the sound of the bell and catch her opponent. If both reaches the edge of the circle then the other children will gently direct them back into the circle.
- Now the educator will give a chance to all the children and they will play the game according to the instruction.

Subject: Rhymes and Songs	No. of Periods: 6	Fortnight : 16
Topic: I Love Little Kitty / Rock A Bye – Baby / पल्लिकू पोवेन		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book – 1. I Love Little Kitty (Pg. 20)
2. Rock A Bye - Baby (Pg. 22)
3. पल्लिकू पोवेन (Pg. 42)

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote two period for each rhyme.

Subject: English	No. of Periods: 7	Fortnight : 16
Topic: Revision of two letter words, Introduction of three letter words		

Learning Outcomes:

- Children will be able to read the three letter words and understand meaning of the word.
- To enhance the ability of child forming sentences

Teaching Aids:

- Flash cards
- Black board
- Words: o - family, Worksheet: 13,18 and 20

og	op	ot	od	ox	oy
fog	hop	got	rod	box	boy
log	top	hot	pod	fox	toy
jog	lop	dot	cod		

Teaching Methodology:

- Refer to Fortnight 14

Subject: English	No. of Periods: 1	Fortnight : 16
Topic: Pattern writing.		

Learning Outcomes: Refer to Fortnight 7

Teaching Aids:

- Blackboard, chalk
- Pattern writing worksheet 27, 28, 29

Teaching Methodology: Refer to Fortnight 7

Subject: Maths	No. of Periods: 8	Fortnight : 16
Topic: Before and After Number (1-10)		

Learning Outcomes:

- To enhance the knowledge of numbers which come before/after
- To help in sequencing.

Teaching Aids:

- Pencil, eraser, pebble, twigs, board, chalk
- Worksheet: 65,66,67

Teaching Methodology:

- For before number, she will explain the meaning of before which means “in front of somebody or something.”
- She will do the same way as done with after number, but keeping the second object before the first object i.e. to the left of the previous object.
- Then she will write a number on the floor. E.g. ____ 2
- She will ask “Where is the blank?” before 2. Which means we have to write the number which comes before 2 i.e. number ‘1’

Extended Activity:

- Children can be called out to stand in a horizontal line and a game can be played who stands before And who stand after etc.

Subject: Story Telling	No. of Periods: 6	Fortnight : 16
Topic: Story telling by children		

Revision

Subject: Science & Geo	No. of Periods: 2	Fortnight : 16
Topic: Winter Season		

Learning Outcomes:

- Awareness of climatic condition, food, clothes & diseases

Teaching Aids: Pictures related to the season

Teaching Methodology:

Period 1

- The educator will take the children outside & will ask them to close their eyes and feel the cold air. Then she will ask them to open their eyes and will ask – what did you feel? - How is the lawn – is it wet or dry?
- As this topic will be done during the winter season, it will be easy for the children to understand the climatic condition.

Period 2

- The educator will repeat the previous day’s work and will move on to the type of clothes.
- She will call out the children who are wearing jackets, sweaters, pullovers, jacket with hoods, also points to a Ma’am with a shawl. Like this there are a variety of woolen clothes which keep our body warm.

Period 3

- The educator will talk about the type of food we eat in winter season. She will also talk about the variety of fruits and vegetables available in winter season. She will also talk about the common problem which small children will face in winter that is cough & cold.
- While talking about food, she will ask them “do they go out to eat? If some child says she eats ice-cream then she should tell them to have hot and little spicy food in winter.

Extended Activity:

Related group activity will be done where the class will be divided into four groups and each group will be given different topic like climatic condition, clothes we wear in winter season, fruits & vegetables & food we eat. They will be asked to bring pictures from home and will stick in the class.

Subject: Science & Geo	No. of Periods: 2	Fortnight : 16
Topic: Sounds of animals		

Learning Outcomes:

- Children should be aware of sounds of different animals..

Teaching Aids:

Teaching Methodology:

- First the educator will sit with the children in a circle and ask them to tell names of some animals.
- She will make a sound eg. Dogs like ‘Bow Bow!’ tell them to repeat it and then she will tell that it is called barking.
- She will tell ‘dog barks’ and make the children repeat the same.
 - A cat mews
 - A monkey whoops
 - A lion roars
 - A goat bleats
 - A cow moos
 - A horse neighs
- Similarly she will continue this activity by making sound of different animals.
- She will revise the same activity.
- Then in between she will say ‘stop’ and tell the next child to choose new animal sound so on until she will say stop and process will go on.

Note: Educator should keep in mind some particular sound of animals beforehand. She should feel free to make the various sounds without any inhibitions.

Subject: Block room	No. of Periods: 2	Fortnight : 16
Topic: Colour Tablets (primary)		

Learning Outcomes:

- To provide the children with a key to orient themselves to the world of colours.
- To develop the ability to discriminate colours.

Teaching Aids:

- A box containing colour tablets-6 tablets; a pair each of the primary colours (red, yellow, blue). These are the most sharply contrasted colours.

Teaching Methodology:

- **The educator will:** Take the red, yellow and blue tablets (with their matching pair) out of the box with both hands.
- Place each tablet randomly on the table next to the box.
- Pick up the box replace the lid onto the box and place it behind her.
- Pick up one of the red tablets using her right thumb and index finger holding the “frame” part of the tablet.
- Place it near the top of the table and away from the other tablets.
- Then tell the children, “I am looking for one just like it”
- Choose the other red tablet and gently place it directly next to the first red tablet.
- Then pick up the yellow tablets and place it under the first red tablet.
- Ask the children “can you find the one just like it?”
- Match the yellow in the same way as the red.
- Place one of the blue tablets under the first yellow tablet.
- Match the blue tablet in the same way as the red.

Note:

- The educator will bring the children to the shelves and show the children how to carry the box and place it near the top right corner of a table. Make the children sit to her left side and she will sit with the box in front of her.

Subject: Block room	No. of Periods: 1	Fortnight : 16
Topic: Colour Tablets (secondary)		

Learning Outcomes:

- To provide the children with a key to orient themselves in the world of colours.
- To develop the ability to discriminate colours and know more colours along with primary colours.

Teaching Aids:

- A box containing colour tablets - 22 tablets; a pair each of the primary colours, the secondary colours (green, orange, purple) and also pink, brown, black, white and grey

Teaching Methodology:

- **The educator will:** Take the red, yellow, blue, green, orange and purple tablets (with their matching pair) out of the box with both hands and make it evident that she is not touching the coloured part.
- Place each tablet randomly on the table, next to the box
- Pick up one of the red tablets using her right thumb and index finger and hold the ‘frame’ part of the tablet
- Place it near the top of the table and away from the other tablets

- Then ask the child to place the one that looks just like it next to it.
- Have the child choose the next colour and place it directly under the first red tablet. Then the educator will find its match.
- Have the child choose another colour and then match it until all of the colours have been matched. (Show the child where to place the tablets in a column once the first column is done.)
- Take out the other colours and place them randomly on the table to the left of the box.
- Have the child match these colours as well
- When the child has finished working, have her replace the tablets back into the box and then replace the box back on the shelf.

Note:

- Mix up all the tablets and continue till the child has graded every combination possible.
- The box should be brought to the table as we did with the primary colour tablets.

Extended Activity

Primary colours:

Choose one each of the primary colours. Name the colours clearly and repeat 2-4 times. Ask the child to point to the colour you ask for. Ask the child to give you a specific colour. Ask the child to place a specific colour in a specific spot.

Ask the child “what is this”? Ask the names of all the colours. Mix up the colours and ask again.

Secondary colours:

Quickly check for understanding of the primary colours. Give the names of the new colours repeatedly.

Check the child’s recognition of the names of the colours as done in step 2 in primary colours. Ask for the names of all of the colours more than once.

Subject: Block room	No. of Periods: 3	Fortnight : 16
Topic: Vivo		

Learning Outcomes:

- Will develop cognitive skills

Teaching Aids:

- V-shaped pieces of yellow, red and blue, 4 pieces each. Total - 12 pieces.

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- The educator will make some patterns like cross roads, towers, standing networks etc
- Then she will show how to arrange the V- form block pieces in the box and put it in the self
- Then the children will do as demonstrated and create their own designs.

Note:

- No language is given with this material.
- Educator should ensure that the children know how to arrange the blocks back in to the box.

Subject: PLS	No. of Periods: 4	Fortnight : 16
Topic: Washing plate, bowls & spoon		

Learning Outcomes:

- Will make children independent

Teaching Aids:

- Plate
- Bowl
- Spoon (Two days before the activity the educator will send a note to the parent to send one plate, one bowl and one spoon for the activity).
- Liquid soap & scrubber

Teaching Methodology:

- Before the lunch time the educator will orient the children to spread the napkin on the table and keep the plate, spoon and bowl on it,
- Then she will ask the children to take out the roti from the lunch box and keep it on the plate and the *subji* in the bowl.
- After the children start eating, the educator will instruct the children not to leave any food in the plate.
- After finishing their food, educator will take the children to the washing area. She will demonstrate- how to take one drop of liquid soap on the wet scrubber and scrub the utensils thoroughly.
- Then she will show how to wash it with water.
- Each child will do the activity one by one as demonstrated. The educator will observe and guide wherever needed.
- Then the educator will tell the children to wipe the utensils with the napkin.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 16
Topic: Paper folding Tulip Flower		

Learning Outcomes:

- Develops of fine motor skills
- The children will learn how to fold the paper keeping in mind that the coloured part of the paper is visible.

Teaching Aids:

- Origami paper
- Crayons (green colour)
- Fevicol

Teaching Methodology:

- Educator will demonstrate how to hold the origami paper and fold it in such a way that 2 corners meet and a triangle is formed.
- Then she again folds it from 2 sides of the triangle to form the shape a tulip flower.
- Then she gives origami paper and drawing book to each child and the children will follow the same procedure as shown to them step by step.
- The children will then stick the flower in their drawing book and draw a stem and leaves below the flower with green crayon.

Subject : Saturday Visit	Fortnight : 16
Topic: Kankaria Zoo (Animal Section)	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Visit will enhance social skills in children.
- Will enhance awareness about the outside world.
- Will make the children aware of different types of wild animals.

Teaching Aids:

- Zoo (Animal section)

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

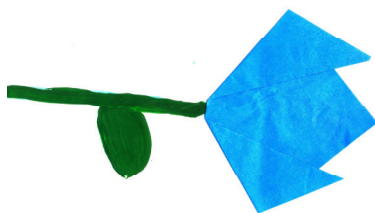
Teaching Learning Materials Used In this Fortnight



Fortnight : 16 –
Block Room – Colours Tablets
(secondary)

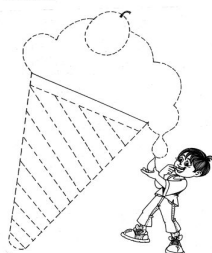


Fortnight : 16 –
Block Room – Vivo



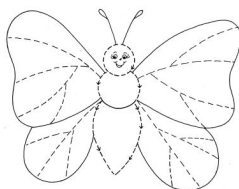
Fortnight : 16 – Art & Craft – Tulip Tower

Trace and colour



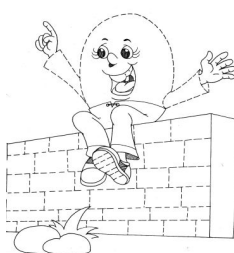
Pattern Writing – 27

Help Pinky trace the butterfly



Pattern Writing – 28

Trace and colour the picture



Pattern Writing – 29

Subject: GMS	No. of Periods: 2	Fortnight : 17
Topic: Climbing the tree with the help of ladder		

Learning Outcomes:

- Develops gross motor skill.
- Develops concentration, eye hand and leg co-ordination.

Teaching Aids:

- A rope ladder tied to a big tree in a sand pit.

Teaching Methodology:

- The educator will make the children to stand around the sand pit.
- The children already know how to do rock climbing and net climbing. So they will find it easy to climb the ladder.
- The educator will demonstrate by helping a child climb the tree with the help of a ladder/rope.
- Then each child will wait for their chance and climb the rope ladder.

Note: The educator should be near the children and should take care that each child does this activity with concentration.

Subject: FMS	No. of Periods: 2	Fortnight : 17
Topic: Pricking the leaves with twigs.		

Learning Outcomes:

- Enhances eye-hand co-ordination

Teaching Aids:

- Dry twigs and leaves
- Bowls (big size)

Teaching Methodology:

- The educator will ask the children to form a line.
- When the children are ready she will take them for a nature walk in the campus.
- Before moving she will instruct the children to collect dry twigs and leaves from the surrounding in the bowl.
- They will observe the surrounding during their walk and even sing rhymes which they like for fun.
- After collecting enough dry twigs and leaves they will settle down in the campus (anywhere) in a circle.
- Then they will place the bowl in the center.
- Then the educator will ask to the children take 1 twig and few leaves one by one.
- The educator will then take a twig and few leaves and show the children to prick the leaves in the twig and ask them to follow the same.

Note. The educator should ensure during the walk that, the children should only pick the leaves which are lying down on the ground and they should not pluck leaves from a plant or a tree.

Subject: FMS	No. of Periods: 2	Fortnight : 17
Topic: Finger puppet		

Learning Outcomes:

- Enhances eye – hand coordination.
- Develops fine motor skills.
- Children will recall the story vividly

Teaching Aids:

- Finger puppets

Teaching Methodology:

- The educator will first narrate a simple story with the help of finger puppets for e.g. she will have three finger puppets - mother, father and a child. Using these 3 finger puppets she will tell a story.
- Then she will give the same puppet (that is mother, father, and child) to a child and ask her to narrate the story or say few dialogues.
- The child will move the finger as per the dialogue. For example if mother is saying a dialogue she will move the finger which has the mother on it.
- Then the child will try to frame a story or say a few dialogues, the educator should constantly motivate the children.

Extended activity:

- The educator can also teach simple values of life with the help of puppets.
- Even in the free time the children can play with the puppet and frame dialogues.

Note:

- This activity is not limited to class boundaries. The educator can take the children out in the campus where the children will enjoy and will be able to express themselves in a better way.

Subject: Circle Time	No. of Periods: 4	Fortnight : 17
Topic: Sharing what they like and dislike		

Learning Outcomes:

- Encourages them to share and to be always clear about their likes and dislikes.

Teaching Aids: None

Teaching Methodology:

- The educator will sit in the circle along with the children.
- She will explain to them the meaning of things we like and dislike by giving different examples such as I like apple, I like crayons, I don't like water colour etc.
- She will tell the children to share about their likes and dislikes.
- Each child will share about her likes and dislikes turn by turn in the circle.

Subject: Circle Time	No. of Periods: 3	Fortnight : 17
Topic: Sharing about their experience in Jkg		

Learning Outcomes:

- Enhances socializing skills.
- Give an opportunity to share with friends and teacher..

Teaching Aids: None

Teaching Methodology:

- The educator will sit in a circle along with the children and will explain that we are going to visit a Nursery class.
- She will tell the children that they have to share about their experience in Jkg.
- They will sit with the nursery children.
- And one by one they will go in front and will say their name and class, and then they will start talking about their experience in Jkg.
- Each child shares about their experience in Jkg turn by turn.

Subject: Circle Time	No. of Periods: 3	Fortnight : 17
Topic: Sounds of animals		

Learning Outcomes:

- Knows about the sounds of different animals

Teaching Aids: None

Teaching Methodology:

(They have already done this topic in Sic and Geo)

The educator will sit in the circle along with the children.

- She will ask them about the sound of different animals, if they know tell them to stand and show it.
- After that she will demonstrate it with some example like a cow moos, a goat bleats, a dog barks
- And tell each child to do it turn by turn.
- Then she will give them the right vocabulary for each sound.

Extended activity:

- The educator will actually moo and make a noise like that of a cow, a goat, a cat etc.
- She should allow children also to make those sounds freely.
- They can make sound of different birds too.

Subject: Rhymes and Songs	No. of Periods: 6	Fortnight : 17
Topic: Ding Dong / Hey Diddle Diddle / कुन्दकेन खेलनम्		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve

Teaching Aids:

- Rhyme Book – 1. Ding Dong (Pg. 1)
- 2. Hey Diddle Diddle (Pg. 25)
- 3. कुन्दकेन खेलनम् (Pg. 39)

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote two periods for each rhyme.

Subject: English	No. of Periods: 7	Fortnight : 17
Topic: Revision of 2 letter words, Three letter words		

Learning Outcomes:

- Children will be able to read the three letter words and understand meaning of the word.
- Enhances the ability of forming sentences

Teaching Aids:

- Flash cards
- Black board
- Words :U – family, Worksheet: 14 and 17

ub	un	ug	up	ut
cub	bun	mug	cup	cut
tub	fun	jug	pup	but
rub	run	tug		

Teaching Methodology:

- Refer to Fortnight – 14

Subject: English	No. of Periods: 1	Fortnight : 17
Topic: Pattern writing.		

Learning Outcomes: Refer to Fortnight 7

Teaching Aids:

- Blackboard, chalk
- Pattern writing worksheet 30, 31, 32

Teaching Methodology: Refer to Fortnight 7

Subject: Maths	No. of Periods: 2	Fortnight : 17
Topic: Introduction Of Full, Half and Quarter (fraction)		

Learning Outcomes:

- Understand the concepts of full, half and quarter

Teaching Aids:

- Three transparent disposable glasses an apple.
- Worksheet: 69

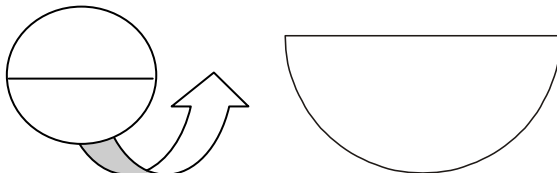
Teaching Methodology:

Period 1 & 2

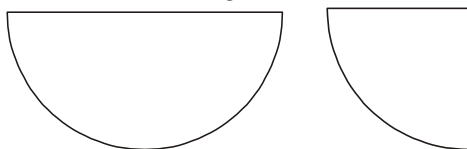
- Make the children sit in a circle. Tell them “today I have an interesting activity for you. Watch me carefully.”
- Keep the three glasses in front of you. Pour water in one glass up to the brim and ask the children “how much water is there in this glass?”
- The children may answer “The glass is full”.
- Pour water till half in the second glass and ask the children “How much water is there in the second glass?”
- Children may answer the second glass has little water.
- Compare the second glass with the first glass and explain. In the first glass the water is “full” and in the second glass water is “half”.
- Fill $\frac{1}{4}$ of water in the third glass and ask the children “How much water is there in the third glass?”
- Children may say “third glass has very little water. The educator should say it is $\frac{1}{4}$ or quarter. or it is $\frac{1}{2}$ of $\frac{1}{2}$ -see and (compare with $\frac{1}{2}$ filled glass)
- Now the educator should keep all the three glasses together and show them full, half and quarter.
- She can then cut an apple show them the concept again.

Period 3 & 4

- Children will be given circle and ask them the shape. They will say it is a circle.
- Fold the circle like this:



- It becomes half circle or semi circle.
- Fold the semi circle again into half like this:



- It becomes $\frac{1}{4}$ or quarter – Full, half and quarter circle.
- While eating roti or pizza the concept of full, half and quarter can be done as we did with the circle paper.
- The blackboard or paper can also used for drawing circle, semi/half and quarter.

Subject: Maths	No. of Periods: 4	Fortnight : 17
Topic: Introduction of Heavy and Light		

Learning Outcomes:

- Understands the concept of heavy and light

Teaching Aids:

- Leaves, Twigs, Sand, Chalks, Pencils, Coins, Marbles, feather, Twigs etc., hand made weighing scale and Worksheet- 69.

Teaching Methodology:

Period 1&2

- Make the children sit in a circle. Place all the materials in front of them. Tell the children “Today we will be weighing the objects to find out which object is heavy and which object is light”.
- First she will call out one child and make her stretch her hands and close her eyes. She will then place a leaf in one hand and a pebble in another hand. She will ask the child to feel and say which object is heavy and which object is light.(Estimation).
- The child may say that leaf is heavy and pebble is light. The child must be given chance to weigh various things and realize the concept of heavy and light.
- She will give a chance to each child by giving the objects for estimating the heavier and the lighter object.

Period 3&4

- The educator will do the revision of the previous day's lesson with one or two children.
- She will then give a handmade weighing scale to one child. She will then ask the child to keep a marble in one side and a feather on the other side of the balance.
- She will ask the child to observe. The child will observe that one side goes downwards and the other side goes upwards.
- She will call another child to change the objects and observe. The observation will be the same.
- She will then explain that the plate where the heavy object is placed, that side will go downwards and the plate where lighter object is kept that side will go upwards.
- The educator will allow each child to do with different objects and make the concept clear and interesting.
- She will then make them to do the worksheet.(Math worksheet- 7)

Note: The weighing scale can be made with two lids (from disposable box), Jute thread and a thin bamboo stick.

Subject: Story Telling	No. of Periods: 6	Fortnight : 17
Topic: Enacting stories by children		

Revision

Subject: Science & Geo	No. of Periods: 2	Fortnight : 17
Topic: Pollution		

Learning Outcomes:

- Creates awareness of different types, causes & prevention of pollution

Teaching Aids: Pictures

Teaching Methodology:

- The educator will question the children. Have you seen smoke being emitted from auto rickshaw, from a factory. This smoke is bad air and pollutes the air we breathe in and is called pollution.
- Have you seen people throwing garbage in water, wrappers in water? They are polluting the water. She will also explain that as water is very essential for our need, hence people should keep the water in sea, river & lake clean.
- When people honk too much or play loud music in Navratari they are causing noise pollution.
- She will explain that in order to maintain harmony in environment, people should keep their surroundings clean.
- She will bring their attention to the fact that if proper care is not taken then diseases may not spread. People may fall sick.

Subject: Science & Geo	No. of Periods: 2	Fortnight : 17
Topic: Sun (day & night)		

Learning Outcomes:

- Makes children aware of the formation of day and night.

Teaching Aids:

- Globe
- Torch

Teaching Methodology:

Period 1

- The educator will ask the children to sit in a circle. She will talk about sun and ask them from where the light is coming? Why we feel hot?
- She will tell them we can see Sun only during the day time.
- Sun give us heat and light.

Period 2

- The educator takes the children in dark room and she will explain to them how the day and night occur with the help of a globe and torch.
- She will say that imagine the globe is earth and the torch is the sun.
- The earth keeps on moving and the sun does not move so in whichever area of the earth light of the sun falls, day occurs and where there is no light it is night.

Note: Educator should take care when children are in a dark room. Prepare them before hand as some children feel very scared in the dark.

Subject: Block room	No. of Periods: 6	Fortnight : 17
Topic: Gradus		

Learning Outcomes:

- Children will come out with their own imagination and creative designs.
- Helps in increasing concentration and eye hand co-ordination.
- Helps in cognitive potential, motivates and educates intellectual skills.

Teaching Aids:

- Gradus-22 pieces
- Red hollow block -2 pieces, blue hollow -2 pieces, green hollow block-2 pieces, yellow hollow block – 1pieces, blue, red, green big rods 2 each, blue, red, green, small rods 2 each and green two small cubes

Teaching Methodology:

- The children will be made to sit in a circle.
- The educator will take out the gradus and place it in front of her.
- She will take out each block and show them the number of pieces in the box.
- She will then make a simple design and show them.
- She will also demonstrate to the children how to arrange back the blocks in the box and put it back in the shelf.
- She will then give it to the children to come out with their own patterns.

Note: No language is given with this material.

Subject: PLS	No. of Periods: 4	Fortnight : 17
Topic: Folding a big mat		

Learning Outcomes:

- Makes children independent and self reliant.
- Learns a proper and systematic way to do things

Teaching Aids:

- 2 Big mats.

Teaching Methodology:

Period 1 & 2

- The educator will first divide the children into 2 groups.
- She will place a big mat in the center of the classroom. Then she will demonstrate and explain.
- First hold the 2 corners of one side of the mat and fold it in such a way that the 2 corners of the other side of the mat meet and a rectangle is formed. Then again the same procedure is done to make another fold and a smaller rectangle is formed this time.
- In the same way the third fold is also done and this time also a rectangle is formed.
- Then the educator will again open the mat and demonstrate again how to fold it.
- Then the educator will call out 2 children at a time and ask them to do the activity as shown to them.
- She will observe the children and guide wherever needed.
- If the fold is not neat then she will encourage them to do to again in a better way.

Period 3&4

The educator will instruct the children to fold the mat in a proper way. She will observe.

Subject: Art & Craft	No. of Periods: 4	Fortnight : 17
Topic: Paper folding fan		

Learning Outcomes:

- Develops fine motor skills.
- Improves eye hand co-ordination

Teaching Aids:

- Half A4 Sheet
- Crayons
- Pencil

Teaching Methodology:

- The educator will give half A4 Sheet to each child.
- Then she will instruct the children to draw any design on the paper and the colour it with crayons.(eg : flowers, smiley face, leaves etc)
- The children will follow as instructed.
- Then the educator will demonstrate how to fold the paper up and down alternatively till the paper is completely used and press it properly.
- Then the educator will fold the ends of folded paper from the center and staple it.
- The fan is ready.

Learning Outcomes:

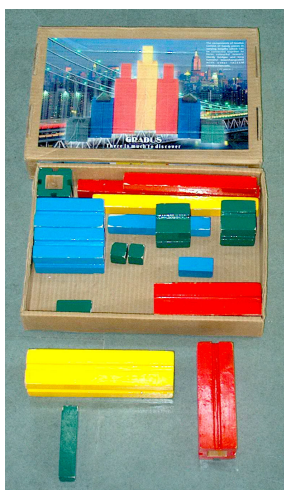
- Refer to Saturday Visit Fortnight 1
- Will make the children aware of different varieties of plants and trees in the campus.

Teaching Aids:

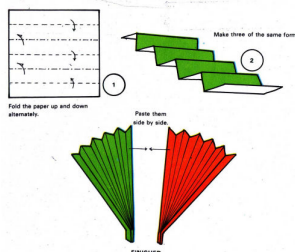
- Eklavya School

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

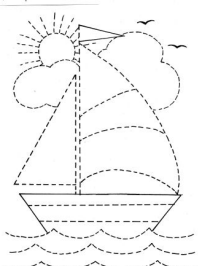
Teaching Learning Materials Used In this Fortnight


Fortnight : 17 –
Block Room – Gradus



Fortnight : 17 –
Art & Craft – Folding Fan

Trace the picture and colour it.



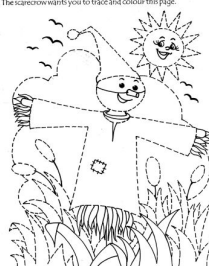
Pattern Writing – 30

Put a flying over fairy land. Trace and colour the picture.



Pattern Writing – 31

The scarecrow wants you to trace and colour the page.



Pattern Writing – 32

Subject: GMS	No. of Periods: 2	Fortnight : 18
Topic: Catching the ball		

Learning Outcomes:

- Develops finger muscles that will help in writing, drawing and doing other practical skills.
- Increases concentration and alertness.

Teaching Aids: Basket Ball

Teaching Methodology:

- The educator will make the children to stand in a circle.
- The educator will throw the ball with the force against the floor that it bounces back.
- The educator will catch the bouncing ball and demonstrate the procedure.
- Then the children will do as demonstrated.
- The educator will throw, the ball against the floor in such a way that the ball bounces back near a child.
- Then the child will catch the bounced ball with great enthusiasm and throw it again.
- Another child will catch and this will go on.

Extended Activity:

- Once the children learn to catch the bounced ball the educator can throw the ball in front of any child to check their alertness and interest.

Subject: FMS	No. of Periods: 4	Fortnight : 18
Topic: Winding the thread evenly on a pencil		

Learning Outcomes:

- Enhances eye – hand co ordination.
- Develops concentration level.

Teaching Aids:

- Pencils.
- Threads.

Teaching Methodology:

- The educator will demonstrate how to hold the pencil in the left hand from one end and the thread in the right hand.
- Now she will hold one end of the thread with left hand and will start winding the thread evenly over the pencil. She will instruct the children that the thread should not overlap while winding and try to keep equal gaps.
- She will give a pencil and thread to each child and the children will do the activity as per instruction.

Note:

- She will encourage those children who are not able to do the activity properly by asking them to repeat the activity

Subject: Circle Time	No. of Periods: 2	Fortnight : 18
Topic: Memory game		

Learning Outcomes:

- Improves the ability to recall.

Teaching Aids:

- Few objects (glass, spoon, pen pencil, book etc)

Teaching Methodology:

- The educator will sit along with the children in circle and will tell them that today they are going to play a memory game.
- Before starting the game she will demonstrate how to play.
- She will first place few objects on the table e.g. glass, spoon, pen, pencil, book etc. Then she will count the number of objects and will call out the name of objects.
- Now she will close her eyes and ask any child to take away few objects from table and then she will open her eyes and say the missing objects on the table.
- Then she will arrange the objects on the table in a line again.
- Now the educator will ask the children to call out the name of each object and count the number of objects.
- Then she will ask the children to close their eyes.
- Now she will take away few objects from the table. After this she will tell the children to open their eyes.
- Then she will ask the children to count and say how many objects are missing? And which are the objects missing?

Note: The educator will continue the game till all the children are out or she feels that they are losing interest.

Subject: Circle Time	No. of Periods: 2	Fortnight : 18
Topic: Discussion on their favourite area in school		

Learning Outcomes:

- Learn to express freely.

Teaching Aids: None

Teaching Methodology:

- The educator will sit along with the children in the circle
- The educator will ask the children “Have you seen different places and areas in our school?” For e.g. Junior school building, Skating rink, Senior school pond etc. Then she will tell them that today each one of you will tell about your favourite part of the school. She will also tell them that you have to tell why you like the place.
- First she will share about the place which she likes in the school and why, e.g. Duck pond. She will say “I like duck pond because I like to see the fishes, turtle and I also like to walk on the bridge and it is a very cool and quite.

- Now she will ask the child sitting next to her to share about her favourite place in school.
- In the same way each child will share about their favourite place in school.

Subject: Circle Time	No. of Periods: 2	Fortnight : 18
Topic: Collecting things from surrounding and describing it		

Learning Outcomes:

- The children will get an opportunity to explain new things.
- Enjoys nature.
- Exposure towards nature.

Teaching Aids: Things from the nature

Teaching Methodology:

Period 1

- The educator will collect one or two things such as twigs, flowers etc from the surrounding and show it to the children.
- She will tell the children that this is a twig, it is brown in colour and it is the dry and has fallen from the tree. And birds collect twigs and use it for making nest.
- Then she will show them a flower and talk about it, its colour, name, fragrance etc
- She will tell the children that now you have to collect something from your surrounding and talk about it and describe it.
- She will ask the children to go out, find out and collect things.
- She will ask them to bring the things to the class.

Period 2

- She will sit in the circle along with the children. She will ask them to describe it turn by turn.
- She will encourage the children to talk more by asking questions.

Extended activity:

- The teacher will ask the children to collect dry leaves and then they can do a collage activity in their art and craft book.

Note:

- She will tell the children they will not pluck any leaves or flowers or anything from the tree or plants. They will only collect things which have fallen from the tree.

Subject: Circle Time	No. of Periods: 2	Fortnight : 18
Topic: Talking about their bad habit		

Learning Outcomes:

- Encourages them to overcome their bad habits.
- Makes them aware of their bad habits and also ways.

Teaching Aids: None

Teaching Methodology:

Period 1

- The educator will ask the children to make a circle and settle down she will sit along with them.
- She will explain to them the meaning of bad habit by giving different examples such as using bad words, telling lie, digging nose, hitting someone, pushing, putting the strap of the water bottle in the mouth.
- She will also explain the outcome of bad habit for e.g. when they put the strap of the bottle in their mouth the dirt and the germs get into their body through the mouth, which might cause stomach infection or they may fall ill.
- She will tell the children to share about their bad habit.
- She will patiently hear to each child.
- She will also tell that they should try to overcome bad habit, eg. Nail biting – “whenever you feel like, remember it is bad habit and tell yourself you will not bite your nails.”

Period 2

- The educator will ask the children what they have learnt about removing their bad habits.
- The teacher should encourage them to think and come up with ways to stop their bad habits.

Note: The children should not laugh at each other and the teacher will praise those who are honest.

Subject: Circle Time	No. of Periods: 2	Fortnight : 18
Topic: Discussion of what makes us feel good		

Learning Outcomes:

- Children will learn to share about their liking feelings.
- Children will learn to socialized.

Teaching Aids: None

Teaching Methodology:

Period 1& 2

- The educator will sit with the children in a circle . Then she will tell them that there are many things which makes us happy for e.g. talking to friends, watching a movie, Going to dance class etc.

- She will also tell that these things makes us feel good so today each one of you will share about it.
- The educator will first talk about herself e.g. I feel good when I teach a new rhyme or when we go for a Saturday visit.
- Then each child will share one by one and all the children will listen to that child.
- The educator will encourage the child to open up by asking different questions For e.g. Do you like to play with the blocks or puzzles? Do you feel good when you perform on the stage?

Subject: Rhymes and Songs	No. of Periods: 6	Fortnight : 18
Topic: हम नन्हे नन्हे बच्चे हैं / उसाणी		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book - हम नन्हे नन्हे बच्चे हैं (Pg. 32)
- उसाणी (Pg. 49)

Teaching Methodology:

- Refer to Rhymes and Songs Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.
- Devote two periods each rhymes.

Subject: English	No. of Periods: 7	Fortnight : 18
Topic: 3 letters words revision		

- The educator will revise the topics done in the previous weeks.
- She will ask simple questions about the things discussed in the class.
- She can revise the difficult topics which are yet not clear to children.

Subject: English	No. of Periods: 1	Fortnight : 18
Topic: Pattern writing.		

Learning Outcomes: Refer to Fortnight 7

Teaching Aids:

- Blackboard, chalk
- Pattern writing worksheet 33, 34, 35

Teaching Methodology: Refer to Fortnight 7

Subject: Maths	No. of Periods: 8	Fortnight : 18
Topic: Reading the clock		

Learning Outcomes:

- Develop the ability of children to understand the 0' clock.
- Makes them aware of the routine timing.

Teaching Aids:

- Toy clock
- Board
- Worksheet: 70,68,55

Teaching Methodology:

- Educator will make the children sit in a circle. She will show a toy clock.
- She will tell them the o' clock concept by showing the clock.
- She will tell them there are 3 hands in the clock. Small one is hour hand, big one is minute and the very thin one is seconds' hand.
- She will draw the clock on the board and explain the routine time when we go home, lunch time etc.
- She will use the toy clock. Put the big hand at 12, gradually move the small hand at 8 now it's 8 O'clock. This is the time when we come to school,.
- The number on which the small hand is that number shows the time. For eg. if small hand is on 11 and the big hand is on 12 the time is 11 o' clock.
- Now she will move the small hand to various numbers randomly and ask children if they can guess what time it is.

Note: Needs regular practice.

Subject: Story Telling	No. of Periods: 6	Fortnight : 18
Topic: Story Telling by children		

Revision

Subject: Science & Geo	No. of Periods: 2	Fortnight : 18
Topic: Living and non-living		

Learning Outcomes:

- Will enhance knowledge & awareness of living & non-living things.

Teaching Aids:

- Living objects
- Non living objects: Table, chairs, pencil
- Worksheet -58

Teaching Methodology:

Period 1

- The educator will start the concept by taking the whole class out. She will take a deep breath and will ask the whole class to breathe. We are taking in/inhaling air. Now she will ask the class to walk, jump, run, etc.
- After the class has settled down, she will show a pencil to the children. Now will ask the pencil to breathe. Will the pencil breathe? Will the pencil run & walk? The answer is 'No' because it is a non-living thing.
- So, now the educator will explain that things who can breathe in air, move, around are living things. For eg – boy, girl, friends – all human beings can breathe. All birds & animals are also living things. Plants are also living things as they also breathe and grow.
- She will explain that the things which cannot breathe and move around are called non-living things. For e.g. table, chair, pencil, blackboard, eraser.

Period 2

- The educator will begin by revising who are living & non-living things.
- She will explain the worksheet attached herewith – where the children are asked to put a tick (✓) against the living things and cross (X) against the non living things.

Subject: Science & Geo	No. of Periods: 2	Fortnight : 18
Topic: Summer season		

Learning Outcomes:

- Awareness of climatic condition, foods, clothes will be enhanced.

Teaching Aids:

- Board
- Chart
- Picture

Teaching Methodology:

Period 1

- The educator will take the children outside and ask them to close their eyes and feel the hot air. Then she will ask what did you feel? How is the ground? Is it cold or hot?

- As this topic will be done during summer season, it will be easy for the children to understand the climate. As it is too hot people do not prefer to go out much. They like to be in their houses use fan or AC.

Period 2

- The educator will repeat the previous days work and will move on to the type of clothes they wear in summer season.
- The educator will show them different type of clothes we wear in summer season that is cotton, light colour clothes etc.
- They will also talk about food people like drinking lots of cold juices in this season.

Note:

- The educator will ask them what type of food they like to eat when it is very hot.
- The children will reply ice – cream, juice, juicy fruit etc. The educator will ask the common fruits they have during this season that is chickoo, water melon, musk melon and their most favourite fruit that is king of fruit mango.

Subject: Block Room	No. of Periods: 6	Fortnight : 18
Topic: Gradus-There is much to discover		

Learning Outcomes:

- Children will come out with their own imagination and creative designs.
- Helps in increasing concentration and eye hand co-ordination.
- Helps in cognitive potential, motivates and educates intellectual skills.

Teaching Aids:

- Gradus-22 pieces
- Red hollow block -2 pieces, blue hollow -2 pieces, green hollow block-2 pieces, yellow hollow block – 1pieces, blue, red, green big rods 2 each, blue, red, green, small rods 2 each and green two small cubes.

Teaching Methodology:

- The children will be made to sit in a circle.
- The educator will take out the gradus and place it in front of her.
- She will take out each block and show them the number of pieces in the box.
- She will then make a simple design and show them.
- She will also demonstrate to the children how to arrange back the blocks in the box and put it back in the shelf.
- She will then give it to the children to come out with their own patterns.

Subject: PLS	No. of Periods: 4	Fortnight : 18
Topic: Cleaning brass vessels		

Learning Outcomes:

- They will come to know about different metal, they will be aware of different liquid called brass to clean brass vessels and a way to clean the vessels without water.

Teaching Aids:

- Liquid brasso
- Brass vessels (small size) 4 pieces
- 4 small pieces of cloth

Teaching Methodology:

Period 1

- Before doing this activity the educator will orient them about brass vessels. It is a different type of metal it cannot be cleaned by regular soap or liquid which we use for our regular utensils.
- She will show them the brass vessels and tell them that we use brasso to clean this vessels .
- Now she will demonstrate. She will take a small piece of cloth put some brasso on it and rub it on the brass vessels very finely (we need to put lot of pressure while rubbing it).
- Now she will divide the children into groups of 5 (total 4 groups).
- Now she will give 1 brass vessel and a cloth to each group.
- Then she will ask them to put some brasso on the cloth and ask them to clean the vessel.
- Each child will take a turn. The educator will observe them.

Period 2

- She will divide the children into same group and give the same brass vessels and cloth and ask them to do the same activity
- Now she will ask them the result after cleaning the vessels from period 1 to period 2.
- After doing 2 days they will get best result that is the brass vessels will shine nicely.

Subject : Saturday Visit	No. of Periods : 2	Fortnight : 18
Topic: Tri Mandir, Sarkhej Roza		

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1

Teaching Aids:

- Tri Mandir – A Hindu Temple
- Sarkhej Roza - Mosque

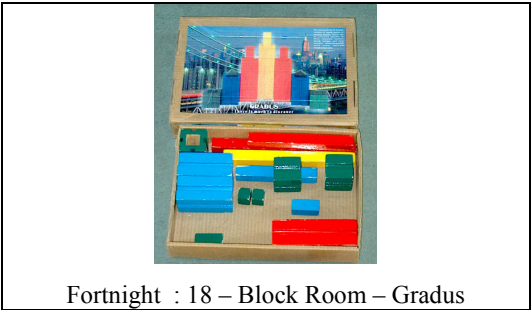
Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 18 – Block Room – Gradus

Piloo the cat sits to drink milk. Trace and colour the picture.

A line drawing of a cat sitting and drinking from a bowl. The cat's body, the bowl, and the liquid inside are outlined with dashed lines for tracing. The cat has a friendly expression and is looking towards the viewer.

Pattern Writing – 33

The thirty crow wants you to trace the lines and colour the picture.

A line drawing of a crow standing next to a tree. The crow is facing left, and the tree is to its right. The crow's body and the tree's trunk and branches are outlined with dashed lines for tracing. The crow has a large beak and is looking towards the viewer.

Pattern Writing – 34

Trace the path of the bee.

A line drawing of a bee flying along a path. The path is a series of connected loops and straight lines, outlined with dashed lines for tracing. The bee is at the start of the path, and the path leads to a flower.

Pattern Writing – 35

SKg Lesson Plans

An overview of the SKg Curriculum – 1st Term

Sr	Subject	F1	F2	F3
1	GMS	<ul style="list-style-type: none"> • Jumping with feet together 	<ul style="list-style-type: none"> • Standing on one leg • Hopping with one foot 	<ul style="list-style-type: none"> • Balancing on a log
2	FMS	<ul style="list-style-type: none"> • Transferring of water 	<ul style="list-style-type: none"> • Copying shapes from board 	<ul style="list-style-type: none"> • Cutting the shapes drawn
3	Circle Time	<ul style="list-style-type: none"> • Self-introduction • Knowing others • How they spend their vacation 	<ul style="list-style-type: none"> • Knowing their bus no. • How to behave in the bus • Knowing the Saturday route 	<ul style="list-style-type: none"> • How to behave when ma'am is not there • How to go for other activities without disturbing • Following instructions
4	Rhymes	<ul style="list-style-type: none"> • Tea Pot • लालाजी(H) • Early To Bed • Power Of Vegetables 	<ul style="list-style-type: none"> • अह टमाटर (H) • Twinkle Twinkle • Little Boy Blue 	<ul style="list-style-type: none"> • दीपली मारी (G) • पोकेनो (J)
5	English	<ul style="list-style-type: none"> • Revision of A to Z • Revision of three letter words • Rhyming words • Activity: Four corners 	<ul style="list-style-type: none"> • Pattern writing 	<ul style="list-style-type: none"> • Writing L l, I i, T t, H h, O o
6	Maths	<ul style="list-style-type: none"> • Between numbers and missing numbers • Revision of Rote counting 1 to 50 • Revision after and before numbers • Activity: seriating numbers 	<ul style="list-style-type: none"> • Revision- shapes • Shapes–cylinder, cone, pentagon, semi- circle, star • Drawing different shapes in art book 	<ul style="list-style-type: none"> • Comparison- tall and short • Activity : tall and short • Writing the number 1
7	Story	<ul style="list-style-type: none"> • The Boy Who Cried Wolf • Thirsty Crow 	<ul style="list-style-type: none"> • The Farmer, His Son and the Donkey 	<ul style="list-style-type: none"> • Alibaba and Forty Thieves
8	Sci/Geo	<ul style="list-style-type: none"> • Body parts and its function • Experiment: Ice Magic 	<ul style="list-style-type: none"> • Healthy and junk food • Project on Healthy and Junk food 	<ul style="list-style-type: none"> • Soluble and insoluble and Experiment • Living and non-living things
9	Block Room	<ul style="list-style-type: none"> • Pink tower • Broad stairs 	<ul style="list-style-type: none"> • Red rods • Geometric cabinet 	<ul style="list-style-type: none"> • Knobbed cylinders • Knobless cylinders
10	PLS	<ul style="list-style-type: none"> • Using of toilet and flushing 	<ul style="list-style-type: none"> • Washing hands face before and after eating 	<ul style="list-style-type: none"> • Using of toilet and flushing • Routine Practice
11	Art/ Craft	<ul style="list-style-type: none"> • Free drawing in sketch book 	<ul style="list-style-type: none"> • Drawing a picture related to different shapes 	<ul style="list-style-type: none"> • String painting
12	Hindi	<ul style="list-style-type: none"> • अ आ 	<ul style="list-style-type: none"> • इ ई 	<ul style="list-style-type: none"> • उ ऊ
13	Saturday Visit	<ul style="list-style-type: none"> • Prahladnagar Garden 	<ul style="list-style-type: none"> • Sola Temple 	<ul style="list-style-type: none"> • Gujarat Vidhyapith

Sr	Subject	F4	F5	F6
1	GMS	<ul style="list-style-type: none"> • Running softly on toes • Hopping 	<ul style="list-style-type: none"> • Dribbling a ball • Walking backward on toes and heels 	<ul style="list-style-type: none"> • Aiming and throwing a ball in the basket • Hoopla
2	FMS	<ul style="list-style-type: none"> • Transferring water from bowl to bottle using cup 	<ul style="list-style-type: none"> • Pattern making on paper using toothpick and pasting 	<ul style="list-style-type: none"> • Transferring water from bowl to bowl using a filler
3	Circle Time	<ul style="list-style-type: none"> • A talk about the importance of time • Courtesy words 	<ul style="list-style-type: none"> • A talk on Independence Day & Freedom fighters 	<ul style="list-style-type: none"> • A talk on Rakhshabandhan • Prime Ministers Name in chronological order
4	Rhymes	<ul style="list-style-type: none"> • गिनती(H) • Rainbow Colours • Do Your Best 	<ul style="list-style-type: none"> • Our National Flag • Mary Had Little Lamb • सारे जहा से अच्छा(H) 	<ul style="list-style-type: none"> • बसन्त (H) • अन्न मैत्र (G)
5	English	<ul style="list-style-type: none"> • Writing- Y y, C c, • X x, U u, F f 	<ul style="list-style-type: none"> • Writing- E e, Z z, J j, K k, Y y 	<ul style="list-style-type: none"> • Writing- N n, M m, W w, Q q, A a
6	Maths	<ul style="list-style-type: none"> • Introduction of more or less • Introduction of full, half, quarter • Writing numbers 4 and 7 	<ul style="list-style-type: none"> • Introduction- odd one out • Writing numbers 9 & 10 	<ul style="list-style-type: none"> • Writing numbers 2, 3
7	Story	<ul style="list-style-type: none"> • The Leopard and the Hare • The Rabbits and the Frogs 	<ul style="list-style-type: none"> • Krishna and Kalia 	<ul style="list-style-type: none"> • Bheema Meets Hanuman • The Village Mouse and the City Mouse
8	Sci/Geo	<ul style="list-style-type: none"> • Seasons-Rainy season 	<ul style="list-style-type: none"> • Water uses and Sources • Senses- sight 	<ul style="list-style-type: none"> • Germination • Senses- hearing • Silence game: Passing the bell without making noise • Experiment: Sweating of plants
9	Block Room	<ul style="list-style-type: none"> • Construction building set • Luna 	<ul style="list-style-type: none"> • Vipella-1 	<ul style="list-style-type: none"> • Basket
10	PLS	<ul style="list-style-type: none"> • Wearing a T-shirt 	<ul style="list-style-type: none"> • Cleaning puzzles 	<ul style="list-style-type: none"> • Buttoning a raincoat
11	Art/ Craft	<ul style="list-style-type: none"> • Paper Folding - Tulip flower 	<ul style="list-style-type: none"> • Flag making 	<ul style="list-style-type: none"> • Rakhi making • Carving or scraping techniques
12	Hindi	<ul style="list-style-type: none"> • ऋ ए ऐ 	<ul style="list-style-type: none"> • ओ औ 	<ul style="list-style-type: none"> • अ अः
13	Saturday Visit	<ul style="list-style-type: none"> • Kite museum 	<ul style="list-style-type: none"> • Railway Station 	<ul style="list-style-type: none"> • Iscon Temple

Sr	Subject	F7	F8	F9
1	GMS	• Skipping	• Rock climbing	• Net climbing
2	FMS	• Beading small beads	• Transferring water from bowl to bowl using spoon	• Plucking-weeds
3	Circle Time	<ul style="list-style-type: none"> • A talk on Teachers' day • A talk on Ganesh Chaturthi • How to behave when you go for shopping with parents • A talk on Literacy day 	• How to behave when guests come to meet	<ul style="list-style-type: none"> • Traffic signal • Safety on road • How to behave when you go to your friend's house or guest's house
4	Rhymes	<ul style="list-style-type: none"> • Ten Little Finger • Aasava sundar(M) 	<ul style="list-style-type: none"> • Ship • फेर फुदेड़ी (G) 	<ul style="list-style-type: none"> • एक शरीर में कितने दो (H) • Revision
5	English	<ul style="list-style-type: none"> • Writing- P p, R r, D d, B b, G g, S s • Activity Memory Game 	• Activity- spells the word seeing the picture	<ul style="list-style-type: none"> • Writing capital & small letters in Note book • Activity picture or object reading Yes/No
6	Maths	<ul style="list-style-type: none"> • Intro of number names 0-5 (orally) • Writing numbers 5, 6 & 8 • Introduction of heavy and light 	<ul style="list-style-type: none"> • Number names 6-10(orally) • Revision of Before and After numbers (11-20) • Smaller and bigger numbers 1-10 	<ul style="list-style-type: none"> • Buffer week • Writing numbers 11-15 • Activity – Logical thinking
7	Story	• Story of Ganesh	• Jatayu the Brave Bird	• Sindbad the Sailor
8	Sci/Geo	<ul style="list-style-type: none"> • Parts of plants • Floating and sinking • Experiment- Floating and Sinking 	• Fruits – one and many seeds	<ul style="list-style-type: none"> • Pollution-(Air, Water, Noise) • Senses – Touch
9	Block Room	• Vipella-2	• Crazy block	<ul style="list-style-type: none"> • Gift-3 • Gradus
10	PLS	• Combing hair	• Brushing Teeth	• Folding a napkin
11	Art/ Craft	• Jute flower making	<ul style="list-style-type: none"> • Indian crown • Make an aeroplane White coloured paper 	<ul style="list-style-type: none"> • Diwali-Card Making • Complete the pattern • Colour the alphabet
12	Hindi	• क ख	• ग घ ङ;	• च छ ज झ ञ
13	Saturday Visit	• Balvatika	• Post office	• Gandhi Ashram

Sr	Subject	F10	F11	F12
1	GMS	<ul style="list-style-type: none"> • Catching a bouncing ball • Twisting turning & bending 	<ul style="list-style-type: none"> • Climbing a rope ladder 	<ul style="list-style-type: none"> • Crawling through the tunnel using elbows
2	FMS	<ul style="list-style-type: none"> • Opening & closing caps & lids 	<ul style="list-style-type: none"> • Buffer week 	<ul style="list-style-type: none"> • Tearing paper into small pieces
3	Circle Time	<ul style="list-style-type: none"> • A talk on Diwali • Cleanliness in home & school • Diwali cleaning • How to help in cleaning 	<ul style="list-style-type: none"> • A talk on Children's Day 	<ul style="list-style-type: none"> • Talk on Diwali
4	Rhymes	<ul style="list-style-type: none"> • पाँच चकलीयो (G) • पिजरा (H) • पंज कुरवी (T) 	<ul style="list-style-type: none"> • Revision • One Thing At A Time 	<ul style="list-style-type: none"> • मेरा घोड़ा(G) • सीख (H)
5	English	<ul style="list-style-type: none"> • Writing A-Z, a-z, • Activity: Flash cards (big words) 	<ul style="list-style-type: none"> • Vowels 	<ul style="list-style-type: none"> • Revision • Opposites
6	Maths	<ul style="list-style-type: none"> • Writing numbers 1-10 in note book • Writing numbers 16-20 • Revision-After, Before, Between, missing numbers (0-20) 	<ul style="list-style-type: none"> • Long & Short 	<ul style="list-style-type: none"> • Revision • Number line Addition • Activity Addition sums - Orally
7	Story	<ul style="list-style-type: none"> • The Peacock & The Crane 	<ul style="list-style-type: none"> • Buffer Week 	<ul style="list-style-type: none"> • Kagdo ane Kothimbdu (G)
8	Sci/Geo	<ul style="list-style-type: none"> • Buffer week • Experiment: Breathing 	<ul style="list-style-type: none"> • Domestic and Wild Animals • Their food and uses of domestic animals 	<ul style="list-style-type: none"> • Solar System
9	Block Room	<ul style="list-style-type: none"> • Pyramid 	<ul style="list-style-type: none"> • Gift-4 	<ul style="list-style-type: none"> • Diavo • Rainbow
10	PLS	<ul style="list-style-type: none"> • Wearing shoes and socks 	<ul style="list-style-type: none"> • Buttoning and lacing 	<ul style="list-style-type: none"> • Cleaning the class room
11	Art/ Craft	<ul style="list-style-type: none"> • Pattern • Overlapping Technique • Collage 	<ul style="list-style-type: none"> • Buffer week 	<ul style="list-style-type: none"> • Draw concentric circle • Overlapping circle • Design on the pot • Sponge dabbing
12	Hindi	<ul style="list-style-type: none"> • ट ठ ड ढ ण 	<ul style="list-style-type: none"> • त थ द ध न 	<ul style="list-style-type: none"> • Buffer week
13	Saturday Visit	<ul style="list-style-type: none"> • Traffic park 	<ul style="list-style-type: none"> • Aquarium 	<ul style="list-style-type: none"> • Gurudwara

Sr	Subject	F13	F14	F15
1	GMS	• Buffer week	• Jumping over a hurdle	• Revision
2	FMS	• Fastening safety pins	• Punching paper	• Opening and closing a lock • Palm tracing
3	Circle Time	• A talk on Sports Day	• Buffer week • National Symbols	• A talk on Republic day • Presidents' name in chronological order
4	Rhymes	• Yankee Doodle • माटीर पुतल (B) • Revision	• Two Little Keys • इन्द्रधनुष (H) • Revision	• वर्णमाला(S) • पतंग (H) • बुनबुन (J) • हस्ति हस्ति (S) • प्रकृति(H)
5	English	• Reading exercise Worksheet- 38,39,40,41, 42, 43 • Reading Sight words and Assembly Words • Writing two lettered sight words	• Revision-Two Lettered Words, Writing - in note book • Activity: Group Talk	• Reading three Lettered Sight Words • Writing three sight words • Action play
6	Maths	• Addition sums in note book	• Revision of all pre math concepts • Writing numbers 31-40	• Subtraction on number line • Oral subtraction sums • Introduction of subtraction sums
7	Story	• Buffer Week	• The Wolf in sheep's clothing • The Monkey & the Bell	• The Monkey Advisor • The Owl & The Grasshopper
8	Sci/Geo	• Winter season • Sense-Taste - salty, sweet, bitter, sour	• Sense - Smell • Helpers – enact	• Modes of Transportation - Airways, Roadways, Railways
9	Block Room	• A True Experience of Art and Form	• Cella	• L-Angle
10	PLS	• Watering the plants	• Table setting	• Proper use of dustbin
11	Art/ Craft	• Christmas Socks	• Paper Folding -Kite Making	• Disposable glass – flower making
12	Hindi	• प फ ब भ	• म य र ल	• Buffer week
13	Saturday Visit	• Sundervan	• Church	• Kankaria zoo (Bird section)

Sr	Subject	F16	F17	F18
1	GMS	<ul style="list-style-type: none"> • Throwing the ball over the head 	<ul style="list-style-type: none"> • Swinging on a rod/rope 	<ul style="list-style-type: none"> • Coming down holding the rope
2	FMS	<ul style="list-style-type: none"> • Stapling two small papers 	<ul style="list-style-type: none"> • Pattern making using small green beads 	<ul style="list-style-type: none"> • Colouring • Putting a U clip on papers
3	Circle Time	<ul style="list-style-type: none"> • If I were a bird • Arranging themselves in an alphabetical order • Sharing two qualities about your friends 	<ul style="list-style-type: none"> • Knowing the sounds of different instruments 	<ul style="list-style-type: none"> • Revision • A talk about Toy making • Convocation practice
4	Rhymes	<ul style="list-style-type: none"> • Ten Small Rats • Miss Molly • Three Little Cats • Eency Weency Spider 	<ul style="list-style-type: none"> • Balloons • Centipede • Do You Know What We Say • मिट्टी बोली (H) 	<ul style="list-style-type: none"> • Train • Number Rhyme • Simple Simon • Jump Or Jiggle
5	English	<ul style="list-style-type: none"> • Sight words-Four Lettered Words • a to z words • Rhyming words • Do what I say • Copying sentences in note book 	<ul style="list-style-type: none"> • This and That • Analyzing stories • Copying sentences in note book 	<ul style="list-style-type: none"> • Names of animals, fruits and vegetables • My best friends and my school in notebook
6	Maths	<ul style="list-style-type: none"> • Writing number names 0-10 in Notebook • Writing numbers 41-50 • Writing numbers 1-50 in Notebook 	<ul style="list-style-type: none"> • Clock - 0'clock and half past • Subtraction sums in Notebook 	<ul style="list-style-type: none"> • More or Less • After, Before, Between missing 0-50 • Worksheet 45- 50
7	Story	<ul style="list-style-type: none"> • Face To Face with a Demon • The Good Neighbour 	<ul style="list-style-type: none"> • Sue Hayden & The Raft 	<ul style="list-style-type: none"> • Kathy & the Time Machine • The Clever Farmer
8	Sci/Geo	<ul style="list-style-type: none"> • Means of Communication 	<ul style="list-style-type: none"> • States of water • Experiment Kaleidoscope 	<ul style="list-style-type: none"> • Fuel and its uses • Experiment: Pin hole Camera
9	Block Room	<ul style="list-style-type: none"> • Colour tablets • Vivo 	<ul style="list-style-type: none"> • Babylon Cubes 	<ul style="list-style-type: none"> • Arch and Key stone
10	PLS	<ul style="list-style-type: none"> • Turning the pages 	<ul style="list-style-type: none"> • Buffer Week 	<ul style="list-style-type: none"> • Cleaning class, arranging puzzles and removal of materials from the soft board
11	Art/ Craft	<ul style="list-style-type: none"> • Lantern making 	<ul style="list-style-type: none"> • Japanese Doll 	<ul style="list-style-type: none"> • Complete the picture • Independent Drawing • Complete the picture • Draw independently
12	Hindi	<ul style="list-style-type: none"> • व श ष 	<ul style="list-style-type: none"> • स ह क्ष त्र ज्ञ 	<ul style="list-style-type: none"> • Buffer week
13	Saturday Visit	<ul style="list-style-type: none"> • Kankaria zoo (Animal section) 	<ul style="list-style-type: none"> • Eklavya nursery 	<ul style="list-style-type: none"> • Tri Mandir • Sarkhej Roza

Book List For SKg			
SrNo	Subject	Book's Name	Publisher
1	Art and Craft	Sketch Book	Eklavya School
2	Rhymes and Songs	Book of Rhymes (SKg)	Eklavya School
3	Colouring	Vikas Drawing and Colouring (2)	Navneet
4	English	1 Play with Alphabet Capital & Small	Sheth Publishing House
		2 English Workbook	Eklavya School
		3 Four line Note Book	Eklavya School
5	Maths	1 Tiny Tots Numbers 1 to 50	Sheth Publishing House
		2 Maths Workbook	Eklavya School
		3 Square line Note Book	Eklavya School
6	PEC: Parent and Educator Communication Book		Eklavya School

The cover and a few pages of the following books - scanned and attached in Annexure 3:

1. Play with Alphabet Capital & Small
2. Tiny Tots Numbers 1 to 50
3. PEC: Parent and Educator Communication Book
4. Book of Rhymes (SKg)
5. English and Maths Workbook

SKg Subject Wise Period Distribution

Subject	NoPeriod Per Week	No of Periods per Fortnight
GMS	2 (Also during OFP)	4 (Also during OFP)
FMS	1	2
Circle Time	5	10
Rhymes and Songs	3	6
English	4	8
Maths	4	8
Story Telling	3	6
Science and Geo	2	4
Block Room	3	6
PLS	1	2
Art and Craft	2	4
Hindi	1	2
Music	1	2
Value Education	1	2
Clay	1	2
Dance	1	2
Total	35	70

Number of Periods: - The number of periods written along with the topic indicates the actual periods taken to complete the activity in a fortnight

Subject : GMS	No. of Periods: 2	Fortnight : 1
Topic: Jumping with feet together		

Learning Outcomes:

- Will develop muscular strength and balancing skill.

Teaching Aids: None

Teaching Methodology:

- The educator will demonstrate first- she will put her feet together and jump.
- Then she will ask them to jump.
- She will ensure that the children are jumping with both feet put together and on the same place.

Extended activity:

- The educator will count and the children will follow; For e.g.
 - One - The children will jump once.
 - Two – They will jump twice and so on.
- The educator can call out the name of a child starting with the alphabet 'A' and ask the child to jump twice. She can then ask children whose names start with 'A' to jump twice.

Note: This activity will be repeated till each and every child learns it.

Subject : FMS	No. of Periods: 2	Fortnight : 1
Topic: Transferring of water from bowl to bowl using sponge		

Learning Outcomes:

- Will develop finger and palm muscles.
- Will develop concentration level.

Teaching Aids:

- Water
- Sponge (2pieces – 1 big and 1 small)
- Big bowl (2 big bowls)
- 1 tray

Teaching Methodology:

- The teacher will demonstrate.
- She will fill a bowl with water and dip the sponge in it.
- Then she will press and squeeze the water from the sponge into the empty bowl. She will again dip the sponge in the first bowl and squeeze out the water into the second bowl.
- She will keep doing the activity till the water of the first bowl gets over.
- She will instruct the children to try not to spill the water outside the bowl. If it falls they have to clean it with the small sponge in the tray or with the help of the mop.
- She will call the children one by one to do this activity.

Note: This activity will be continued for a week. She can make 3 children to do this activity every day.

Subject : Circle time	No.of Periods: 3	Fortnight : 1
Topic: Self Introduction		

Learning Outcomes:

- The educator will interact and know the children better.
- The children will also come to know about their educator.
- The children will know about their peers.
- It will help to create a bonding between the children and the educator.

Teaching Aids: None

Teaching Methodology:

- The children along with their educator will sit in a circle facing inwards.
- The educator will start her introduction, i.e., her name, and the class she is teaching.
- The educator will ask the children one by one to talk about themselves their name, with whom they are staying, how many family members are there, their favorite food their best friend's name.
- She will ensure that each child gets a chance to say.

Subject : Circle time	No.of Periods: 4	Fortnight : 1
Topic: Knowing others-Who is missing (game)		

Learning Outcomes:

- Will enhance their observation skills.
- Will help to learn the names of the children in the class.

Teaching Methodology:

Period 1

- The children will sit in a circle.
- They will be asked to close their eyes.
- Then the educator will quietly ask any child to go and hide.
- Then the educator will ask the children to open their eyes and find who is missing in their group.
- She will repeat till half of her class has got a chance.

Period 2

- She will go about the game the same way and will give chance to those who didn't get a chance the previous day.

Extended activity:

- She can do this every day by asking who is absent on that day.

Note: The game can also be played when they go for Saturday picnics.

Subject : Circle time	No. of Periods : 3	Fortnight : 1
Topic: How they spend their vacation		

Learning Outcomes:

- Will help them to share about their experiences.
- Will create awareness about new places which the children visited.
- Will enhance their imagination ability

Teaching Aids: None

Teaching Methodology:

- The children along with their educator will sit in a circle. .
- The educator will start by sharing about her vacation.
- Then she will ask the children to share and talk about their vacation.
- She will give every child a chance to speak.

Note:

- If there is a child who has not gone out of station the educator must make the child feel comfortable and motivate the child to share what he did during the vacation.
- The educator in the process is making the children feel that it is absolutely fine to be in one's home-town during vacations.

Subject : Rhymes & Songs	No. of Periods 6	Fortnight : 1
Topic: Tea Pot / लालाजी(H) / Early to Bed /Power of Vegetables		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme book -
 1. Teapot-(Pg.2)
 2. लालाजी-(Pg.26)
 3. Early to Bed - (Pg.1)
 4. Power of Vegetables-(Pg.11)

Teaching Methodology:

Period 1

- The educator will first recite the whole rhyme-Teapot. She will focus on.
 - The rhythm of the rhyme
 - The voice modulation needed for the rhyme.
 - The correct pronunciation.
- Then she will say each line with action and the children will repeat after her.

- She will then discuss the meaning of rhyme-what is it talking about? And who is it about? She should encourage the children to guess and express what they understand from the lines and should gradually guide them to get the right explanation.
- Once again repeat the rhyme with action- one line by the educator then by children.

Period 2

- The educator will say the rhyme teapot with action allowing the children to recite along with her.
- She will pause at a new word 'stout' and discuss its meaning. The children should be allowed to share a few things related to the new word.
- The educator will give the rhyme book to the children and encourage them to open the page on their own.
- She will repeat the rhyme line by line and will ask children to look in the rhyme while repeating after her.
- The educator and the children will do it twice/thrice depending on how engrossed the children are in the activity.

Period 3

- By now the children know the rhyme 'Teapot' fairly well. With the rhyme book open in front of them the educator and the children will say the rhyme together. The educator can begin the line and allow children to complete it.
- Now allow the children to recite on their own – educator will support only when needed.
- The educator will divide the children into groups and each group will recite.

Extended activity:

- Have a print out of the rhyme put on the soft board at the eye level of the children.
- Revise rhymes during transition - from one activity to another.

Note:

- Early to bed and Lalaji will be done in the same manner.
- Revise all earlier rhymes before a new one is introduced.

Subject : English	No. of Periods : 6	Fortnight : 1
Topic:1.Revision of A-Z, a-z 2.Revision of three lettered words 3.Introduction of rhyming words		

Learning Outcomes:

- Will help in the reinforcement of alphabets
- Will enhance their vocabulary

Teaching Aids:

- Blackboard

Teaching Methodology:

As the alphabets (capital A-Z and small a-z) and 3 letter words have been done in Jkg, so the educator will start initially by revising A-Z & a-z. This will be done in 2 periods. Once the alphabets have been revised, she will revise the 3 letter words which have been done in Jkg.

- Once the revision is over the educator will start the rhyming words.
- As they have just done 3 letter words like:
 - Pan, can, tan, man •Pin, tin, fin •Fog, log, jog
- When we say-
 - pan, can,tan,man all these words end with the same sound ‘an’.
 - pin,tin,fin,bin all these words end with the same sound ‘in’, these are rhyming words.
- The educator can even show pictures of the rhyming words-pan, can, man.
- She will make them say it aloud and give more examples like-
 - gap, lap, map •bat, cat, mat •big, fig, pig

Subject : English	No. of Periods : 2	Fortnight : 1
Topic: Activity: Four corners		

Learning Outcomes:

- Will enhance alphabet recognition.

Teaching Aids:

- Chalk
- Musical instrument – rattler

Teaching Methodology:

- Write four alphabets on the floor in each corner of the classroom.
- Play any musical instrument like a rattler and let children run around till the music is on. As soon as the music stops, call out any one of the alphabet written in the four corners. Children will have to run and stand in that corner. If the teacher says ‘F’, all children will have to run and stand in the corner which has ‘F’ written on the floor. Those children who stand in the other corners are out.

Note:

- The teacher can write similar sounding alphabets like J and G, M and N or even similar looking alphabets like C and G, E and F etc., to enhance auditory and visual discrimination.

Subject : Maths	No. of Periods : 4	Fortnight : 1
Topic: Between Numbers and Missing Number (0-10)		

Learning Outcomes:

- Will enhance the knowledge of numbers which comes between two numbers and also missing number
- Will help in sequencing [Activity – Fortnight 7]

Teaching Aids:

- Pencil, pen, pebble, twigs, black board,
- chalk and Worksheet-19 (for all worksheets refer workbook in Annexure 3)

Teaching Methodology:

- The educator will make the children sit in a circle.
- She will introduce the concept of ‘between numbers’, ‘before’ and ‘missing’ numbers
- She will explain the meaning of ‘between’ which means in the middle of two things/ numbers/people.
- She will call three children and make them to stand in a horizontal line
- E.g. She will ask “Where is Tina standing? Tina is standing in between Mina and Reena.
- She will call more children and do this activity.
- She will then place three objects like pen, leaf, and twig.
- “Where is the leaf? The leaf is between the pen and twig.”
- She will keep more objects and make the concept clear
- She will then write the numbers on the floor. For e.g.: 7 __ 9
- She will ask “Where is the blank?” in between 7 and 9 which means we have to write the number which comes between 7 and 9 i.e. number 8.
- She will do more patterns like this and the worksheet will be done.
- She will then introduce the concept of missing numbers. She will explain the meaning of missing which means something is not there.
- As the children know the concepts of between numbers, she will write the numbers on the floor. For e.g. 1 __ __ 4 __ 6
- She will call one child and make her to fill the numbers. The educator does this on the board as well and ensures that each child is clear with the four concepts.
- She will then make them do Worksheet no. 19 – they will not write in the workbook, she will do it on the board.

Subject : Maths	No. of Periods 2	Fortnight : 1
Topic: Revision of Rote Counting 1-50		

Learning Outcomes:

- Will help to revise the numbers 1-50.
- Will help to learn the sequence of the numbers.

Teaching Aids:None**Teaching Methodology:**

- The educator will say aloud the numbers from 1-50 and the children will repeat after her.

Note:

- It’s a revision exercise as the children have done it in Jkg.
- Encourage children to count from 1-50 whenever they switch from one period to another or when they are waiting for their ma’am.

Subject : Maths	No. of Periods : 4	Fortnight : 1
Topic: Before and After Number (0-10)		

Learning Outcomes:

- Will enhance the knowledge of numbers which come before/after
- Will help in sequencing.

Teaching Aids:

- Pencil, eraser, pebble, twigs, board, chalk and worksheets in the Tiny Tots Numbers-the Math text book

Teaching Methodology:

Period 1 & 2

- The educator will make the children sit in a circle.
- She will do 'after Number' first.
- She will explain the meaning of 'after' which means following something or somebody.
- She will make it clear by keeping two objects in front of them. She will keep one pencil and ask "What is this?" "Pencil"
- She will then keep an eraser next to the pencil in a horizontal line and ask "What did I keep after the pencil" – Eraser
- She keeps adding objects on the right of the previous object and will make the concept clearer.
- Once the children are clear with the meaning of after, she will write a number on the floor. E.g. 4 ____.
- She will then ask "Where is the blank ?" after the number 4 which means we have to write the number which comes after 4 i.e. number '5'.
- Once they are clear, worksheet of After Number is done- worksheet no: 19 on the board.

Period 3 & 4

- For before number, she will explain the meaning of before which means "in front of somebody or something"
- She will do it the same way as she did with 'after' number, but keeping the second object before the first object i.e. to the left of the previous object.
- Then she will write a number on the floor. E.g. ____ 2
- She will ask "Where is the blank?" before 2. Which means we have to write the number which comes before 2 i.e. number '1'
- Once they are clear, worksheet of Before Number is done. Worksheet no: 19 on the board.

Extended activity:

- Children can be called out to stand in a horizontal line and a game can be played who stands before _____ and who stands after _____ etc.

Subject : Maths	No. of Periods : 2	Fortnight : 1
Topic: Activity:Seriating numbers		

Learning Outcomes:

- Will enhance the ability to seriate numbers / quantity.

Teaching Aids:

- Buttons, pebbles 10 Flash cards having dots from one to ten and worksheet no. 11

Teaching Methodology:

- Make the children sit in a semi-circle .Place one button on the floor and ask the children, “How many buttons are there on the floor? Who will come and select the flashcard which has one dot?”
- Let one child come and select the right flashcard and place it on the floor.
- Place one more button next to it and ask, “How many buttons are there now?” Two.
- “Who will come and select the flashcard which has two dots”?
- Let a child come and select the right flash card and place it next to the first one.
- Keep on adding the buttons and keep the flash card till the ten buttons are kept.
- Say to the children “We have put all the flashcards in order. The first one has one dot, the second one has two dots, and the third one has three dots....”
- Let the children count till the last flashcard with ten dots. Do worksheet no. 11. - draw the correct no. of beads.

Subject : Story Telling	No. of Periods : 6	Fortnight : 1
Topic: The Boy Who Cried Wolf / The Thirsty Crow		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.

Teaching Aids:

- Flashing cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. Fret and Polly.
 2. The Town Mouse and the Country Mouse (Story attached)

Teaching Methodology:

Period 1

- The educator will arouse interest in the children by asking them to guess who / what the story is about.
- She will then tell the name of the story and the story with a lot of facial expression and voice modulation.

- She will stop in between and ask questions as to what do you think will happen now?
- She will then complete the story.

Period 2

- The educator will use the story book to say the story this time.
- She will allow children to build the story by following the pictures shown.
- She will then read the story from the book allowing the children to see the picture. (Hold the book in such a way that both reading and seeing pictures can happen.)

Period 3

- The educator will again tell the story with puppets/ flash cards.
- She will pause in between and ask question which will lead to the next sequence.
- She will focus on getting the children to say the story with the support of the puppets/flash cards.

Period 4

- The educator will ask child to volunteer to begin the story.
- She will then keep moving from one child to another with the question “then what happened?” and “then?” etc.
- She will also give a chance to the children to tell any story they like.

Extended activity:

- Allow children to arrange the flash card in the sequence of the story.
- Encourage discussion on the “end” of the story, what if this did not happen? (Children enjoy adding their bit).
- Leave the story book in the class for children to browse when they want.

Note:

- Use simple sentences and remember children love listening to the same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.

The Boy Who Cried Wolf

Once, there lived a shepherd boy. He took his flock of sheep to graze in the mountains, near the dark forest.

He felt lonely on the mountains. So one day, he decided to play a trick and fool the villagers.

He climbed onto a high rock and began shouting, “Help! Help! There is a Wolf!” When the villagers heard him, they came running to help the boy. They had daggers and spades with them.

When they reached, they asked the shepherd, “Why did you shout? There is no wolf around.”

The shepherd boy laughed. He said, “OH, it ran away because of my howls.” He was happy to have fooled the villagers.

After listening to him, the villagers got angry. But they forgave him as he was a child and just warned him. However, the naughty boy did not learn. He still wanted to fool the villagers. So he shouted out again, “Help! Wolf! “Once again, the poor villagers ran to help the boy. They rushed with whatever they had in their hands.

The boy repeated the same story. But this time the villagers realized that the boy was telling a lie. After a few days, a real wolf came. The shepherd boy got scared and shouted, “Help! Wolf! Wolf!” On hearing him, the villagers gave a laugh.

They said, “Let us not go, he is trying to fool us again.” The wolf attacked the sheep. This time, however, no one came to help the shepherd or save his sheep. The boy lost his sheep. He realized that he had made a mistake. He felt sorry and cried all alone.

The Thirsty Crow

There lived a crow named Cody. He flew above the clouds in the sky. He met and greeted all his friends on the way. One day, he spotted a berry bush in a village. He flew down and ate to his heart’s content. The grand feast that he had, made him thirsty. He went looking for water and soon spotted a pitcher. Looking inside the pitcher, he realised that the water level was very low. Walking back and forth, he gave the situation a thought. After some time, Cody came across a very good idea. He picked up a stone in his beak.

He flew to the pitcher and dropped the stone in it. Cody became very happy on seeing the water level rise. He continued to drop stones, which tired him a lot. But he kept on dropping the stones, till the water was within his reach. After having a good drink, Cody flew away happily.

Subject :Science & Geo	No. of Periods: 4	Fortnight : 1
Topic: Body parts and its functions & Experiment: Ice Magic		

Learning Outcomes:

- Children will know the names of the different parts of the body and their functions.

Teaching Aids:

- Puzzle: Parts of the body
- Flash Card
- Worksheet - 49(for all worksheets refer English workbook in Annexure 3)

Teaching Methodology:

Period 1

- Educator will show one part of the body e.g. eyes and ask them “what is this?”
- She will then tell the students to touch their one eye and say “This is my eye.”

- Then she will ask what is the function of that part, allow children to answer. Then explain the use of that part e.g. we can see with our eyes and ask them how many eyes we have? Show them we have 2 eyes.
- Tell them to touch and count.
- Then the educator will show another part of the body e.g. ear and ask them “what is this?” Then tell the name.
- Tell them to touch one ear and say. ‘This is my ear.’
- Ask what the function of that part is. Then explain the use of that part e.g. with ears we can hear.
- Ask them” how many ears do we have?” Show them we have 2 ears.
- Tell them to touch and count.
- Educator will show another part of body e.g. mouth and ask them “what is this? Then tell the name?”
- Tell them to touch their mouth and say. “This is my mouth.”
- Ask what the function of that part is. Then explain the use of that part e.g. we eat with one mouth.
- Ask them how many mouth do we have? Show them we have only 1 mouth.
- Tell them to touch and count.

Period 2

- Educator revises the parts of the body e.g. eyes, ears, mouth.
- Then the Educator will show another part of the body e.g. hands, legs what is this? Then tell the name.
- She will repeat as per period 1.

Period 3

- Educator will show the puzzle of parts of body and explain it as above.
- Educator will show the flash cards of parts of body and ask children which part of the body it is and its function.
- She will ask riddles related to part of body.
E.g. You can see with my help. Who am I?
- Worksheet no. 49 will also be done

SONG: - BE CAREFUL

Be careful little eyes what you see (2)
There's a father up above
Who's looking down with love
So be careful little eyes what you see.

Be careful little hands what you do (2)
There's a father up above
Who's looking down with love
So be careful little hands what you do.

Be careful little ears what you hear (2)
There's a father up above
Who's looking down with love
So be careful little ears what you hear.

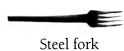
Be careful little feet where you go (2)
There's a father up above
Who's looking down with love
So be careful little feet where you go.

Be careful little tongue what you speak (2)
There's a father up above
Who's looking down with love
So be careful little tongue what you speak.

Experiment: Ice Magic

Cut right through an ice cube – and leave it in one piece! You do not use a knife for this amazing trick. You just cut the ice with a piece of wire.

You will need:



Steel fork



Thin wire



Aluminium foil



Sticky tape



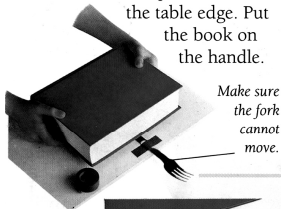
Ice cube

Plastic bottle of water



Heavy book

- 1 Tape the fork to the table edge. Put the book on the handle.

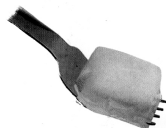


- 2 Make a loop of wire and fix it firmly to the bottle.

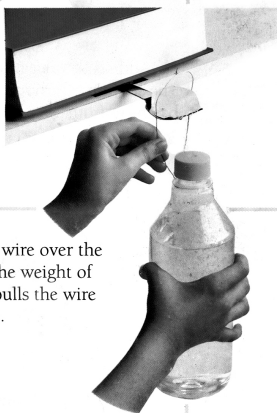
Knot the ends of the wire tightly together.



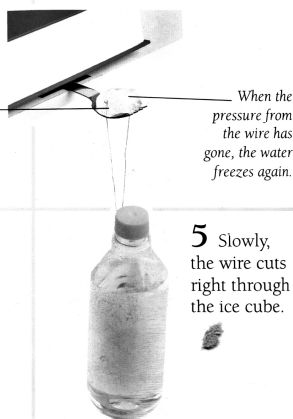
- 3 Place the ice cube and a square of foil on the fork.



- 4 Put the wire over the ice cube. The weight of the bottle pulls the wire into the ice.



The wire pulls so hard that its pressure makes the ice beneath it melt.



When the pressure from the wire has gone, the water freezes again.

- 5 Slowly, the wire cuts right through the ice cube.

Speed on the ice

Skaters can skim quickly over the ice. Their weight causes a film of water to form just beneath the blades of their skates. The skates slide easily along on this slippery film.



- 6 Pick up the cube after the wire has passed right through it. The cube is still all in one piece!



Subject : Block Room	No. of Periods: 3	Fortnight : 1
Topic: Pink Tower		

Learning Outcomes:

- Children will develop eye hand co-ordination.
- Will help in increasing concentration level as the body and mind work in union with total concentration.
- Will help to develop visual discrimination [Dimensional gradation]

Teaching Aids:

- 10 wooden cubes varying in size by 1 cubic cm.

Teaching Methodology:

- Choose a mat of contrast colour and build a block-tower beginning with largest block at the base show the children how to hold the cubes, smaller with one hand, bigger cubes with both hands and place one above the other by the movement of the whole arm. Later the child can be taught small-large, smaller-larger, smallest – largest. Dismantle the tower by picking up each cube one by one and slowly putting it down, as the child tries to follow as demonstrated.
- Once in a while the child may be allowed to dismantle it by knocking it down gently since she built it patiently and then she may not have the patience to dismantle it slowly.

Control of error: It is self-corrective as the child is able to make out the odd cube that is not arranged in descending order from base to the top.

Subject : Block Room	No. of Periods : 3	Fortnight : 1
Topic: Broad stairs		

Learning Outcomes:

- Will develop eye hand co-ordination.
- Will increase concentration as the body and mind work in union with total concentration.
- Will develop estimation of Dimensional gradation
- Will develop visual sense to distinguish differences.
- Will bring precision in holding things.
- Will develop muscular strength.
- Will prepare the child for concepts in plane geometry, area and volume.

Teaching Aids:

- 10 Broad Stairs: It consists of ten cuboids of same length but has varying breadth and height. Progression of cuboids is from 1x1x20cm. thin to 10x10x20cm. thick.

Teaching Methodology:

- Choose a mat of contrast colour. Pick up the biggest cuboid and arrange it first on the mat. Arrange the rest in descending order, one at a time. Specify that the edges of each cuboid should meet with exactness and demonstrate the same. It should form a staircase formation.
- The child can begin with the biggest block and then gradually can arrange in descending order. While doing so she has to make efforts with her little hand, which stretches and grows.

Control of error:

- The small eyes which act in recognizing gradations reveal chance errors as the step formation will not be perfect i.e. it looks as it has irregular steps. (It is self- corrective)

Subject : PLS	No. of Periods:2	Fortnight : 1
Topic: Using of Toilet and Flushing		

Learning Outcomes:

- use soap after using toilet
- use water properly.
- the importance of water.
- open and close taps.
- aware of hygiene- to flush after every use.

Teaching Aids:Toilet,Soap**Teaching Methodology:**

- The educator will take the students to the toilet and will demonstrate how to open the tap / flush and close it.
- Then she will ask the children to open and close the tap / flush tap.
- She will lay emphasis on the importance of water and why we should not waste water.
- In case of any problem faced by the child, the educator will demonstrate how it is done properly and will ensure that the child is able to do so.

Note:

- As it is an important routine practice, the children will do this activity daily and educator will observe it for a week, After that once in a while when she knows the child has gone for washing hands or has gone for using the toilet, she should ask “ Have you closed the tap?” “Did you flush?”-This reinforcement helps to turn this into a regular practice.

Subject : Art & Craft	No. of Periods: 4	Fortnight : 1
Topic: Free drawing in sketch book		

Learning Outcomes:

- It will enhance eye hand co-ordination. It will help to develop creativity

Teaching Aids:

- Sketch book
- Pencil and eraser
- Crayon

Teaching Methodology:

- The educator will give the drawing book, pencil, eraser and crayons to each child.
- She will tell them to draw anything they like in the book and colour neatly.

Note: The educator should not force any child to draw/copy anything particular. Let the children explore as per their imagination

Subject :Hindi	No. of Periods: 2	Fortnight : 1
Topic: वर्णमाला ‘अ’ ‘आ’		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं ‘अ’
- अब वह ‘अ’ से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: ‘अ’ से अनार, अजगर, अनाज, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को ‘अ’ से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को दोहराने के लिये कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लिये कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को दोहराने के लिये कहेंगी।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं ‘आ’
- अब वह ‘आ’ से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: ‘आ’ से आम, आग, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को ‘आ’ से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को दोहराने के लिये कहेंगी।

- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।



Subject :Saturday Visit		Fortnight : 1
Topic: Prahladnagar garden		

Learning Outcomes:

- Visit will enhance social skills in children.
- Will enhance awareness about the outside world.

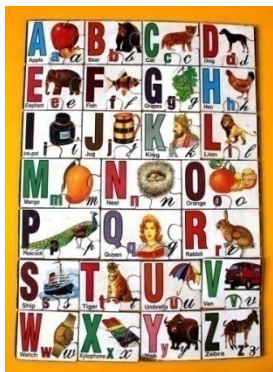
Teaching Aids: None

Teaching Methodology:

- After reaching the place the educators will divide the children classwise and then take them inside the garden.
- The educator will choose a place where the children can keep their bags and bottles comfortably and she will ask them to give their communication page (PEC).
- She will then take them around the garden showing and naming the different things they see-flowers, some trees, some of the rides and encourage children to share whatever they want. She will also encourage them to ask questions.
- Then the children will be allowed to play and educator will also join them.
- Around an hour before departure, the children will be allowed to eat their tiffin, taking care that they do not litter. All aluminum foil to be thrown in the dustbin, if dustbin is not there educator should ask them to throw it in the bag which is made into a dustbin for the time being and then dispose the bag later on in a dustbin whenever available.
- 15 minutes before the departure children should board their bus, and head count should be taken.

Note:The educator should be alert and also discourage children from talking to strangers. The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 1 – English – Revision



Fortnight : 1 – Science & Geography
– Body Parts



Fortnight : 1 – Block Room –
Pink Tower



Fortnight : 1 – Block Room – Broad
Stairs

Subject :GMS	No. of Periods : 1	Fortnight : 2
Topic:Standing on One leg		

Learning Outcomes:

- Will develop muscular strength and balancing skill.

Teaching Aids: None

Teaching Methodology:

- The educator will demonstrate first. She will stand on one leg and balance.
- She will show how by spreading out both hands we can easily balance ourselves.
- Then she will ask the children to stand on one leg.
- She will encourage children to do this activity. They should try to stand on one leg for atleast 30seconds.

Extended activity:

- The educator can ask them to stand on their left leg and then on their right
- The educator can ask the children to stand on their left leg and stretch their right hand and vice versa.

Note:

- This activity will be repeated till each and every child learns it.

Subject :GMS	No. of Periods : 1	Fortnight : 2
Topic:Hopping with one foot		

Learning Outcomes:

- Will develop muscular skills, concentration and balancing skill.

Teaching Aids: None

Teaching Methodology:

- The educator will demonstrate first by hopping with one foot.
- Then she will ask the children to hop with one foot.
- She will ensure that each child can hop without changing the leg and cover a small distance.

Extended activity:

- Once the children learn to hop, they can be asked to hop for 2 meters.
- The educator can also conduct a race with a set of children.

Note:

- This activity will be repeated till each and every child learns it.

Subject :FMS	No. of Periods : 2	Fortnight : 2
Topic:Copying shapes from board		

Learning Outcomes:

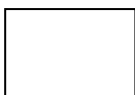
- Will learn how to make different shapes.
- Will enhance the listening skills by following the teacher's instruction.

Teaching Aids:




- Shape inset tray – Triangle,Circle,Square
- Objects in geometrical shapes eg:**Circle** - bowl, bangle; **Square**-soft board, handkerchief; **Triangle**- Triangular lunch box, side view of a pyramid, side view of a prism; **Cylinder**-water bottle, pencil holder (cylindrical); **Rectangle**- a pencil box , a duster.


Teaching Methodology:

- The educator will first show how various objects have different shapes. For eg- a circle is round
- She will make every child feel the shape by passing it to each child.
- The educator will draw the shape on the board.
- Then she will give the instructions to draw the shape with her.
- For eg: To make a rectangle,first make 2 parallel standing lines. Then make two parallel sleeping lines joining the standing lines



- To make a pentagon: The educator will make two parallel standing lines. Then she will make a sleeping line joining the standing line. Then she will make a left side slanting and right side slanting line
- To make star: To make a star 2 triangles are needed.

First the educator will make a triangle  and then she will make an inverted triangle  on the 1st triangle . Like this

- To make a cylinder. First make 2 parallel standing lines-Then make an elliptical shape  one at the top & the other at the bottom
- The children will colour according to their choice.



Subject :Circle Time	No. of Periods : 4	Fortnight : 2
Topic:Knowing their Bus Number and Bus stop, Bus Driver, Conductor's name		

Learning Outcomes:

- Will be aware of their bus number and bus stop.
- Will learn the names of the driver and the conductor who helps them every day.

Teaching Aids: None

Teaching Methodology:

- The educator will tell her bus number, bus stop, drivers name and conductor's name.
- Then the children will say their bus number, bus stop, names of the driver and conductor.
- If the children are not able to say the teacher will tell them to ask their names when they board the bus that afternoon and the next morning, and then she will ask them again the next day.

Subject :Circle Time	No. of Periods : 3	Fortnight : 2
Topic:How to behave in the bus and the bus stop		

Learning Outcomes:

- Will help them to learn to behave nicely not only in the bus but also at the bus stop.

Teaching Aids:None

Teaching Methodology:

- The educator and the children will sit in a circle.
- She will ask them "How do you come to the bus stop?" and get various answers like "I come with my father/mother in car/scooter/by walking" etc. from the children.
- Ask them "As you reach the bus stop what do you do?"
- Children will give various answers. After listening to them patiently she will tell the following "Take your bag and bottle and get down from your car / scooter and form a line and wait for your bus. You should not run about in the bus stop. When your bus arrives, don't push and rush. Board the bus slowly and be seated wherever you get place. You should not fight / cry for window seat or to sit near your friend. You should not fight with anyone in the bus you should not take out your PEC /book / your things in the bus, else they may get lost.
- The educator should put simple questions like "Can we run and go to the bus stop? Can we sit inside the car till the bus arrives? Can we fight for a window seat? Can we move about in the bus? etc. and get the answers from the children to reinforce the acceptable behavior at the bus stop and bus.

Subject :Circle Time	No. of Periods : 3	Fortnight : 2
Topic:Knowing the Saturday route and stop		

Learning Outcomes:

- Will know their Saturday route and stop which is different from their regular bus number and stop.

Teaching Aids: None

Teaching Methodology:

- The educator will tell her Saturday route and stop.
- Then the children will tell their route and stop.
- The educator will ensure through repetition that each and every child know their route and stop.

Note:

- There may be few children who will not know their route and stop.
- The educator will tell and do the revision the next day for a few minutes till each child is aware of his route and his stop.

Subject : Rhymes & Songs	No. of Periods : 6	Fortnight : 2
Topic:अह टमाटर.. (H) / Twinkle Twinkle /Little boy Blue		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- **Rhyme book:** 1. अह टमाटर.....(Pg.27) (Hindi)
2. Twinkle Twinkle (Pg.10)
3. Little boy blue (Pg.9)

Teaching Methodology:Refer to Fortnight 1

Extended activities:Refer to Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.

Subject :English	No. of Periods : 8	Fortnight : 2
Topic:Pattern writing		

Learning Outcomes:

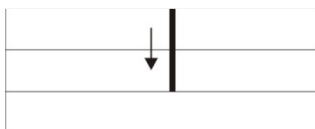
- Will enhance pre writing skills
- Will help them to learn how to write in 4 lines

Teaching Aids:

- Black board, 4 line note book

Teaching Methodology:

- The educator will start with standing line - |.
- She will stress on the correct formation of the stroke from top to bottom.
- How to write in the four lines?



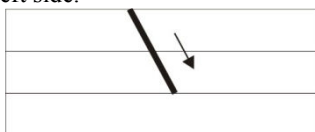
- She will place the chalk on the 1st line and take it down to the 3rd line. Then she will lift her hand and write the next standing line.

Similarly for sleeping line __

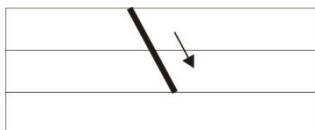
- The educator will make the sleeping line by putting the chalk on the second line and then make a sleeping line from left to right.



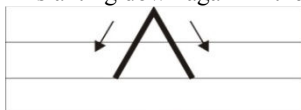
- To make left side slanting line, the educator will make the line by putting the chalk on the 1st line and then take it down to the 3rd line slanting towards the left side.



- To make right side slanting line, the educator will put the chalk on the 1st line and then move down to the 3rd line towards the right side.



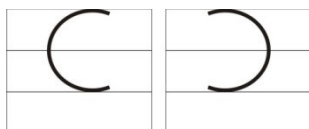
- The educator will say now we will make a mountain.
- Put your pencil on the 3rd line then take it up to the 1st line then bring it down - slanting down again in the slanting position.



- To make a V pattern the educator will say that now we are going to make a valley.
- She will start from the 1st line and take it down to the 3rd line in the slanting position and then take it up in the slanting position and the valley is formed.



- To make curves () the educator will start from the 1st line and curving a little take it down to the 3rd line and the curve is formed and same can be done in the opposite direction for inverted curve like as shown.



Subject :Maths	No. of Periods : 8	Fortnight : 2
Topic:Shapes-Revision and new shapes/Drawing different pictures in art book		

Learning Outcomes:


- Will recollect the simple and basic shapes like circle, triangle, square and rectangle.
- Will be aware of new shapes like oval, cylinder, cone, semi-circle, star and pentagon.

Teaching Aids:

- Objects-puzzle, objects around them.

Teaching Methodology:

- The educator will ask the children to point out the shape she is naming which is there in and around the class, for eg rectangle-the door.
- The educator will show semi-circle by sitting in a semi-circle along with the children and question the children about the shape, listen to what they say.
- Then she will name the shape.
- Ask the children to find a similar shape around them and make the activity interesting.
- The next day the children will draw some objects using the shape that they did the previous day.

- Eg: Semi circle-Drawing: 
- Like this each shape will be introduced.

Note:

- Three new shapes will be introduced each day.
- The drawing of the objects using the shape will be carried out during the art/craft period.

Subject : Story Telling	No. of Periods : 6	Fortnight : 2
Topic: The farmer, his son and the donkey.		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. The Farmer, his son and the donkey.

Teaching Methodology:Refer to Story Telling Fortnight 1

Extended activity: Refer to Fortnight 1

Note:

- Use simple sentences and remember children love listening to the same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.

The Farmer, His Son and the Donkey

Once upon a time, there lived a farmer with his son. They had a donkey. One day, the farmer thought, this donkey is of no good to me now. I shall better sell it off.’ So he decided to take the donkey to the nearby market.

The next morning, the farmer and his son herded the donkey to the market. It was a hot day. But the farmer decided not to ride on the donkey so that it would not get tired. Some people saw them and started laughing. The farmer heard the people talking. He also felt that it was too hot. So he asked his son to sit upon the donkey. His son sat on it and was quite comfortable now. The donkey was slowly tottering with the farmer’s son on his back and the farmer walking behind them. Hardly had they walked a few miles when they saw some more people staring and jeering at them. “Look at that selfish son!” said one of them. “He looks so

young and energetic, but is riding on the donkey while his old father walks behind him.” This time, the son felt bad that his father was walking in the hot sun. So he got down and asked his father to sit on the donkey. A little distance away, two old women were sitting outside their house. When they saw the farmer riding the donkey and his son walking behind, they commented on the farmer. When the farmer heard the old women talking, he thought, ‘Perhaps these old women are right. I’ m being selfish. My son must be feeling tired it’s really cruel of me to make him walk while I am enjoying a ride. Why should we have a carriage with us?’ And so thinking, the farmer made his son, too, sit on the donkey. Another mile passed, some farmers were working in the fields. When they saw the farmer and his son riding upon the donkey, they called them merciless and mocked at them. Hearing this, the farmer and his son became quite annoyed. They at once got down and decided to carry the donkey to the market. On their way, while they were crossing a river, some children saw them and clapped at the donkey being carried away like that. Seeing the children laugh and jeer loudly, the donkey got frightened. As the donkey trembled in panic, the farmer and his son lost grip of the stick. They couldn’t maintain balance... and then...the donkey went hurling down the river both farmer and son stood looking on helplessly.

Subject :Science & Geo	No. of Periods : 4	Fortnight : 2
Topic:Healthy and junk food / Project on Healthy and Junk food		

Learning Outcomes:

- Will make them aware of healthy food which helps one lead a healthy life.

Teaching Aids:

- Cut outs of healthy/junk food
- Board
- Fevicol
- Chart paper

Teaching Methodology:

Period 1 & 2

- The educator will ask the children to sit in a circle.
- She will ask the children to name the different types of food we eat at home, in the restaurant.
- She will explain the food types by showing them the pictures. She will tell children we have to eat healthy food e.g. *roti & sabji and dal chawal*.
- She will ask the children why should we eat healthy food and explain if we eat healthy food we become strong.
- The educator will explain we should avoid eating junk food.
- She will explain to the children the benefits of healthy nutritious food and how these healthy foods keeps one in good health.
- She will explain about junk food. Junk foods are very tasty and colourful, all like them very much because it is tasty but it does not nourish our body and our body becomes weak.

Period 3 & 4

Project on Healthy and Junk food

- The educator will ask the children to bring 4 cutouts each of healthy food and junk food.
- Then she will divide the class into 4 groups and will give to each group a bowl of cutout pictures fevicol and half sheet of a chart paper.
- Then she will ask them to stick the pictures – they will segregate it into the two categories and later they will talk about their project.

Experimentsorting food groups

Food Group Sorting is a fun hand on activity for circle time when learning about the food groups – vegetables/fruits, pulses, cereals, fats, milk products etc. The educator and children may either get pictures of various foods.

- Place all of the food pictures in a bag in the middle of the circle.
- Then have 5 boxes all around the circle each labeled with the name of one of the 5 food groups.
- Have the child pull out a picture of food from the bag then place it in the corresponding food group box.
- After all the food has been sorted, have each child create a meal for themselves by picking one food from each food group.

Subject :Block Room	No. of Periods : 3	Fortnight : 2
Topic:Red Rods		

Learning Outcomes:

- Children will develop eye hand co-ordination and the body and muscles of the shoulders.
- Will help to improve concentration level as the body and mind work in union with total concentration.
- Will help to develop the concept of comparisons (long and short)

Teaching Aids:

- 10 wooden rods red in colour varying in size by 10 cms to 1 meter.

Teaching Methodology:

- Choose a mat of contrast colour and begin with the smallest rod (10 cm) from your left side and place one after another by moving only your hands and shoulders. Later the child can be taught long-short, longer-shorter, longest-shortest. Dismantle the rods by picking up each rod one by one and place it in front carefully as the child tries and follows as demonstrated.
- Child should be allowed to stand or sit in a semi-circle at the back or right side of the teacher during the demonstration.

Control of error:

- It is self-corrective as the child will be able to see visually and arrange the red rod according to the size from shortest to the longest rod.

Subject : Block Room	No. of Periods : 3	Fortnight : 2
Topic: Geometric cabinet		

Learning Outcomes:

- Children will develop eye hand co-ordination and increase concentration
- Will help to know different geometric figures like circle, square, triangle, regular polygons, quadrilaterals and curved figures

Teaching Aids:

- A wooden geometric cabinet with 6 drawers.
- First drawer contains six circles increasing in diameter from 5cm to 10cm.
- Second drawer contains one square and five rectangles the base varying from 10cm to 5cm.
- Third drawer contains six triangles.
- Fourth contains regular polygons (pentagon, hexagon etc.)
- Fifth contains quadrilaterals (Rhombus, parallelogram etc.)
- Sixth drawer contains curved figures (ellipse, oval etc.)

Teaching Methodology:

- The educator will invite the children and tell them she has something to show them. She will bring them to the correct place / shelf and show them the Geometric cabinet. She will show them the demonstration tray and name it. She will place the tray in the middle of the table.
- Using her right thumb and index finger, she will pinch the knob of the circle and lift the circle out slowly of its inset.
- She will gently place the circle in the middle of the empty wooden space. She will lift the square inset in the same manner and place it below in the empty wooden space.
- She will then lift the triangle in the same manner and place it above in the empty wooden space
- Now she will lift the circle by the knob as before but this time with your left fingers.
- She will rotate the circle slightly to the vertical position.
- She will place two of her right fingers on the edge of the circle and trace the edge of the circle all the way round.
- Then she will remove her fingers and then repeat the tracing of the edge
- Place the circle on the empty wooden space
- Trace the inset edge of the circle in the same manner using your two right fingers.
- Repeat the tracing of the inset
- Gently replace the circle into the inset
- Repeat in the same manner for the other shapes

Note:

- Each child works individually as shown and can repeat the shapes and change the figures as often as she likes.
- The child can work with two drawers at a time, then can work with three drawers at a time and can continue adding drawers until the sixth drawer.

Subject :PLS	No. of Periods : 2	Fortnight : 2
Topic: Washing hands before and after eating.		

Learning Outcomes:

- Will be aware of cleanliness and hygiene.

Teaching Aids:

- Liquid soap, Water

Teaching Methodology:

- The educator will take the children to the washroom and will give a demo of how to wash hands using liquid soap and water.
- She will also guide them to take 2 drops of liquid soap in the palm and then to wash their hands with water.
- Similarly the children will do the same before and after eating every day.

Note:

- The educator must tell them that while washing our hands and face we should not waste water.
- Close the tap when you are not using, eg-when you are rubbing the soap in your hands the tap should be closed, again open it when you want to wash your hands.

Subject :Art and Craft	No. of Periods : 4	Fortnight : 2
Topic: Drawing a picture related to different shapes.		

Learning Outcomes:

- It will enhance eye hand co-ordination.
- It will help to develop creativity

Teaching Aids:

- Drawing book

Teaching Methodology: Refer to Maths Fortnight 2

Subject :Hindi	No. of Periods : 2	Fortnight : 2
Topic: वर्णमाला 'इ' 'ई'		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'इ'
- अब वह इ से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'इ' से इमली, इलायची, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'इ' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लिये कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लिये कहेंगी।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'ई'
- अब वह ई से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ई' से ईख, ईठ, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'ई' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लिये कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लिये कहेंगे।



Subject :Saturday Visit	Fortnight : 2
Topic:Sola Temple	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of one of the forms of Lord Krishna.
- Will enhance awareness about the outside world.

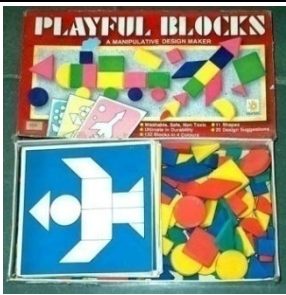




Teaching Aids:Sola Temple

Teaching Methodology:Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight

 <p>Fortnight : 2 – Math's – Revision of Shapes</p>	 <p>Fortnight : 2 – Math's – Shapes</p>
 <p>Fortnight : 2 – Block Room – Geometric Cabinet</p>	 <p>Fortnight : 2 – Math's – Shapes pegs</p>
 <p>Fortnight : 2 – Block Room – Red Rods</p>	

Subject : GMS	No. of Periods : 2	Fortnight : 3
Topic:Balancing on a log		

Learning Outcomes:

- Will help in the development of muscular skills, concentration and balancing skills.

Teaching Aids:

- Big wooden cylindrical log.

Teaching Methodology:

- The educator will demonstrate balancing herself on the log by stretching her hands sideways.
- Then the educator will balance and walk from one end to the other end by lifting one foot and keeping it in front of the other and so on till she reaches the end.
- Then the children will be asked to walk by balancing on the log and move from one end to the other end, one by one in the beginning..
- The educator will ensure that each child can do this balancing.

Note:

- Stretching of hands can be done till the children learn to balance on the log.
- The log can /should be kept in such a place that is frequented by children during the break time or while moving from one activity to the other.

Subject : FMS	No. of Periods : 2	Fortnight : 3
Topic:Cutting the shapes drawn		

Learning Outcomes:

- Will enhance the ability to use scissors.
- Will enhance precision in cutting along the edges of the shape.

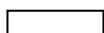
Teaching Aids:

- Coloured A4 size paper.

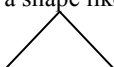
Teaching Methodology:

Period 1

- The educator will give one A 4 size paper to each child.
- She will then tell them to fold the paper into half and then again into half, so that the children will have 4 portions, she will also demonstrate while instructing.
- The educator will instruct that now on each $\frac{1}{4}$ portion of the A 4 size paper the child will draw a shape like



Rectangle



Triangle



Circle



Square

- Now the educator will give scissors to each and ask them to cut along the edge of the shape drawn and will ensure that each child does it correctly. She will ask them to write their names behind each shape. Although they are learning to write the alphabet it has been observed that children write their name on their own during last quarter of Jkg.

Period 2

- The educator will give fevicol or any glue and will ask the children to paste it in their respective drawing books.

Subject : Circle time	No. of Periods : 3	Fortnight : 3
Topic: How to behave when ma'am is not there.		

Learning Outcomes:

- Will know how to maintain discipline and do their work quietly when ma'am is not around them.

Teaching Aids: None

Teaching Methodology:

- Educator will question them like: 1.What should we do when ma'am goes out for a minute? 2. Can we shout and disturb other classes? 3. Can we play with the puzzles or do our work silently? etc.
- Then when she gets the answers, she makes it as a set of rules that should be followed throughout the year.
- These rules should be brushed up every day for a minute in the beginning of the year for one month, and then once in a while throughout the year.
- Then children will do their work without any reminders when the educator goes out for a minute.

Note:

- When set of rules are framed like this in the beginning of the year children will follow and the educator will not have problem in managing the class for the whole year.

Subject : Circle time	No. of Periods : 3	Fortnight : 3
Topic: How to go for other activities without disturbing other classes		

Learning Outcomes:

- Will learn how to move from one place to other place in a group but quietly.
- Will develop the awareness of not disturbing others in their work.

Teaching Aids: None

Teaching Methodology:

- The educator will ask few questions and get answers for: **1.**Where do we have our clay work? **2.** Will all the classes have the clay work at the same time? **3.** So can we disturb other classes while we go for clay work? And gets the answers from the children. In the same way the educator will ask questions to children, related to the activities like Block room, Music class, Dance, Video etc. and get the answers.
- Then the awareness of being sensitive and not to disturb other classes is made clear to everyone.

Note:

- These things have to be reminded or revised very often so that these values get embedded in their mind and will remember even when they go to higher classes.

Subject : Circle time	No. of Periods : 4	Fortnight : 3
Topic: Following instructions.		

Learning Outcomes:

- Listening skill improves.
- Will learn to follow multiple instructions with concentration.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children to sit in a circle and give the instruction to a particular child.
- Remove your shoes and keep it in a line near the wall. Go and wash your hands and come back.
- The child will do as per the instruction given. (If the child does not/is not able to follow, the educator will repeat the instruction again)

E.g.

1. Remove your shoes and go to the block room and get me the wooden pyramid. You have to climb the stairs from your left side and get down from your right side.
2. After finishing your worksheet sharpen your pencil and keep it in the pencil holder. Then help Yash in doing his worksheet.
3. Draw a big picture in this sheet for ‘Picasso’. After finishing you can use ‘oil pastels’ and poster colours to colour it. After using the poster colours clean the bowl and the brushes and put it back in the shelf.

Note:

- By the end of the year every child will be able to follow four-five sentences at a time.
- The instruction should be simple and clear as per their level.

Subject : Rhymes and Songs	No. of Periods : 6	Fortnight : 3
Topic: ढंगली मारी (G) / Poketo (J)		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book -
 1. ढंगली मारी (Gujarati) (Pg.37)
 2. Poketo (Japanese) (Pg.44)

Teaching Methodology: Refer to Fortnight 1

Note: Revise all earlier rhymes before a new one is introduced.

Subject : English	No. of Periods : 8	Fortnight : 3
Topic: Writing of L l, I i, T t, H h, O o		

Learning Outcomes:

- Will be able to write the letters with correct strokes

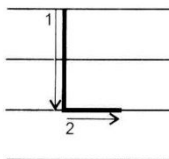
Teaching Aids:

- Black board, chalk, 4 line note book

Teaching Methodology:

- If the educator is teaching how to write capital L, then first she will write the words starting with L on the board with the help of the children i.e. the children will give the words and she will write on the board. For e.g.
L for – Lion Light Lock Lamp Lollypop Lips
- Then the whole class will repeat the words starting with letter L.
- Then the educator will teach how to write the letter L in 4 lines.
- Put your pencil on the first line, take it down to the 3rd line in a standing line and then make a sleeping line without lifting your hand.

Capital L is made in 1 stroke

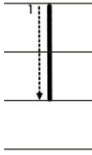


Note:

- All the alphabets will be introduced in the same manner except the stroke formation will be different.
- Capital and small letters will be done simultaneously in 2 periods. For the other letters stroke, please follow as instructed.

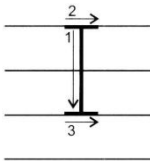
Letter small l :

- Put the pencil on the 1st line and take it down to the 3rd line in a straight standing line. Small 'l' is formed.



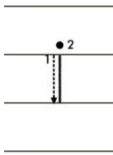
Letter I:

- The educator will put the chalk on the 1st line and take it down to the 3rd line, to make a standing line and then lift her hand. Then make a sleeping line from left to right in the first line and a second sleeping line on 3rd line.



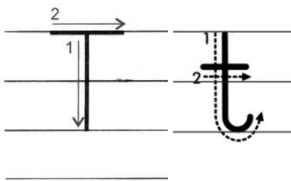
Letter I:

- The educator will start from the 2nd line and will take it down straight to the 3rd line and will then lift her hand. Then put a dot between the first line and the second line.



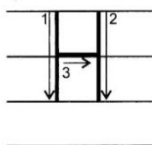
Capital T:

- The educator will start from the 1st line and will take it down to the 3rd line in a straight line and lift her hand. Then come to 1st line and make a sleeping line from left to right. Capital T is made in 2 strokes.



Capital H:

- The educator will start from the 1st line and make a standing line from the first line to the third line, then lift her hand to make another standing line at a little distance away. Then she will make a sleeping line on the second line joining the two standing lines. Capital H is made in 3 strokes.

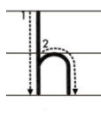


Small h:

- The educator will start from the 1st line and take the pencil down to the 3rd line, come up to the 2nd line, turn and go down touching the 3rd line.

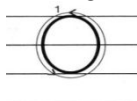
Note:

- While making “h”, you will not lift your hand. “h” is done in one stroke.



Capital O:

- The educator will start from the 1st line and take the pencil in anti-clockwise direction touching the 3rd line and come back to the starting point.

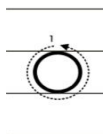


Note:

- Capital O is done in one stroke, without lifting the hand

Small o:

- The educator will start small ‘o’ from the 2nd line and come back to the starting point it will be made as done in Capital O.



Note:

- Just like Capital O, small ‘o’ will be done in one stroke, without lifting the hand.

Subject : Maths	No. of Periods : 4	Fortnight :3
Topic:Comparison: Tall and short		

Learning Outcomes:

- Will be aware of the concept of tall and short when two things are compared.

Teaching Aids:

- Common objects like two pencils, two crayons, two twigs, two pens (each pair of different sizes) Worksheet - 2

Teaching Methodology:

Period 1

- The educator will take the children out in the garden and show different plants trees and flowers.
- After a few minutes the educator will show two particular plants of different sizes and say “we are going to compare these two plants.”
- Discuss: What is the meaning of compare? – assessing the similarity (size, order, shape) of two similar things.
- “Now these two plants are of the same kind – What is similar, that we can see, in these plants?”
- The educator will wait and listen to the various answers with patience and ask “Say about the height and size of the two plants.”
- She will be able to get the answer that one plant is short and other one is tall from the children.
- Yes “Tall and short” we can say when you compare the height of two similar things like pencils, chalks, twigs etc.
- She will allow the children to explore more similar plants and trees which are tall and short.

Period 2

- The educator will do the revision of how things are compared to find tall and short.
- She will keep the objects in front of them all will sit in a circle.
- She will call out to a child and ask her to say which is tall and short.
- She will give chance to a few children.
- She will then draw the objects on the board and call each child to say which object is tall and which is short.
- She will ensure that each child gets the chance so that each child is clear about the concept.
- Then the children are made to do the worksheet

Subject : Maths	No. of Periods : 2	Fortnight :3
Topic:Activity : tall and short		

Learning Outcomes:

- Will enhance the understanding of the terms - tall and short.

Teaching Aids: None

Teaching Methodology:

- Make the children sit in a circle and the educator will tell “We will play a game and will first call two children.”
- Call one child who is tall and one who is short.
- Ask to the children “who is taller of these two?” or “Who is the shorter of these two?”
- Once the children have answered tell them for e.g. “Mahesh is taller than Meena and Meena is shorter than Mahesh”.
- Ask the children to name persons they know who are tall and short.

Subject : Maths	No. of Periods : 2	Fortnight :3
Topic:Writing the number 1.		

Learning Outcomes:

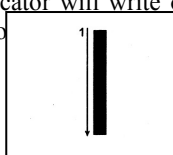
- Will be able to write the number one by following the proper stroke.

Teaching Aids:

- Board
- Chalk

Teaching Methodology:

- The pattern writing of different strokes has been done in language [Patterns / - \ etc.] in 4 line note book.
- So the educator will write on the board and explain that “We should start from the top to bottom till the blue line without lifting the pencil”



- She will also explain that numbers will always be written vertically that is from top to bottom
- Once one column is over we will go to the next column and so on

Note: Vikas book is followed for writing the numbers. Only one page is done in one day.

Subject : Story Telling	No. of Periods : 6	Fortnight :3
Topic:Alibaba and Forty Thieves		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures:
Ali Baba & forty thieves

Teaching Methodology: Refer to Fortnight 1.

Extended activity: Refer to Fortnight 1.

Note:

- Uses simple sentences and remember children love listening to the same story again and again. Enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.

4. Ali Baba and the Forty Thieves

Once upon a time, there lived a woodcutter named Ali Baba. He was very poor. Every day, he would go deep into the forest to chop wood. One day, as he was copping wood behind a mountain, he heard the sound of horses galloping.

Peeping curiously, Ali Baba saw forty men riding on horses coming that side. They were thieves. They stopped at the foot of the mountain, and their chief walked towards a huge rock. “OPEN SESAME!” he called out, stretching out his hands.

There was a loud noise. And the rock started moving to one side. Behind the rock was an opening in the mountain. “Oh, a cave!” Ali Baba wondered. The forty thieves got down from their horses and carried some sacks into the cave.

When all the thieves got inside, the door closed. After a while, the door opened, the forty thieves came out and rode away. Ali Baba slowly went up to rock door. “OPEN SESAME!” he called out. And to his joy, the rock-door opened.

Ali Baba walked into the cave. There he saw treasure. Gold coins, gems and jewels glittered all around. Ali Baba was wonder- struck. He hurriedly collected a sackful from the treasure. Then he came to the rock- door.

“OPEN SESAME!” Ali Baba called out, and the door opened. He ran home, crying, “See, what I got! We are no more poor.” “Let’s weigh it,” said his wife, “I’ll get scales from your brother Cassim’s wife.” Now Cassim’s wife becomes suspicious.

So, she applied glue to the base of the scales. When Ali Baba’s wife weighed the coins, one of them got stuck in it. And when she returned the scales to Cassim’s wife, the suspicious woman understood everything. “Gold coins!” she wondered.

As soon as Cassim heard everything from his wife, he went to Ali Baba in the morning, the greedy Cassim ran to the cave. He stood in front of the door and cried out, “OPEN SESAME!” The rock- door slid open.

Cassim went inside and the rock- door closed behind him. And then he found himself amidst the huge treasure. “Hahaha!” the greedy fellow laughed of joy. He collected as many gold coins and jewels as his big sacks could hold.

Then Cassim rushed towards the mouth of the cave. “OPENS KHZAM!” he called out. Cassim again called out, “OPEN SAJANE!” But the rock didn’t move. In his excitement, Cassim had forgotten the password.

And then suddenly the thieves arrived. As soon as they saw Cassim, they caught him by the throat. And in a fit of rage, the thieves put Cassim to death. Later, Ali Baba came there searching for his brother. But he could only be sad.

Subject :Science & Geo	No. of Periods : 2	Fortnight :3
Topic:Soluble and insoluble – Experiment		

Learning Outcomes:

- Will enhance and create awareness of soluble and insoluble solvents.

Teaching Aids:

- Soluble solvents – salt, sugar, water colour, milk
- A glass beaker
- Insoluble solvents – pebble, sand, leaves, oil, sand.

Teaching Methodology:

- The educator will begin the concept of soluble & insoluble solvents by giving a demo.
- First, she will collect the soluble & insoluble solvents and big glass beaker with water.
- She will start with the experiment by first putting salt in the water and will stir it in front of the children. As the salt dissolves she will ask them what they can see. This mixing of salt is called ‘dissolving’. The educator will lay stress on the term dissolve. “So, you see that the salt has dissolved in the water.”
- Then she will take sugar and go about in the same way. After taking the soluble solvents, the educator will move to insoluble solvents.
- Put a pebble and stir it and will ask the children – ‘Now see, has the pebble dissolved? See Ma’am is stirring but is it dissolving? The answer is ‘No’. ‘So, the pebble does not dissolve as it is insoluble’.
- Then she will put oil in the water and go about in the same manner.

Note:

- The educator must also encourage the children to go home and do the experiment with the permission of their mother.
- They can also surprise their parents by making lemonade, provided somebody cuts the lemon, for them.

Experiment :Soluble & Insoluble

This experiment works quite well with rock salt (so big lumps) and water to demonstrate soluble and say un-cooked coarse ground rice or a small grained rice to demonstrate insoluble. They can taste a little of the salty solution to see it is salty.

Then have a mixture of the two, pour into water and stir for a few minutes. Use a sieve to filter and recover the rice. Then allow them to taste the liquid (filtrate) which is salty. You can also demonstrate that you can recover the salt by allowing a small amount of the solution to evaporate overnight.

Subject :Science & Geo	No. of Periods : 2	Fortnight :3
Topic:Living and non-living things		

Learning Outcomes:

- Will enhance knowledge & awareness of living & non-living things.

Teaching Aids:

- Living objects found in the open
- Non-livingobjects: Table, chairs, pencil
- Worksheet -58

Teaching Methodology:

Period 1

- The educator will start the concept by taking the whole class out. She will take a deep breath and will ask the whole class to breathe. We are taking in/inhaling air. Now she will ask the class to walk, jump, run, etc.
- After the class has settled down, she will show a pencil to the children. Now we will ask the pencil to breathe. Will the pencil breathe? Will the pencil run & walk? The answer is 'No' because it is a non-living thing.
- So, now the educator will explain that things that can breathe in air, move around, grow are living things. For eg – boy, girl, friends – all human beings can breathe. All birds & animals are also living things. Plants are also living things as they also breathe and grow.
- She will explain that the things which cannot breathe and move around are called non-living things. For e.g. table, chair, pencil, blackboard, eraser.

Period 2

- The educator will begin by revising what are living & non-living things and ask children to give examples.
- She will explain the worksheet – where the children are asked to put a tick (✓) against the living things and cross (X) against the non-living things.

Subject : Block Room	No. of Periods : 3	Fortnight :3
Topic:Knobbed Blocks		

Learning Outcomes:

- Will help to develop the grip of hand which helps later in writing, as it develops the three finger grip of the child.
- Will help in increasing the power of the eye by distinguishing things (visual discrimination)
- Will stimulate the reasoning power by applying itself to error and correction

Teaching Aids:

- 4 different stands together with cylinders, belonging to them. The cylinders look like ordinary receptacle for weights belonging to a balance. There is a graduated difference within the cylinders embedded.
 - In the first block, the cylinders are all of the same diameter, but differ in height.
 - In the second block, the cylinders are of equal height, but the diameter varies.
 - In the third block, the cylinders diminish in all three dimensions.
 - The fourth block, cylinders differ in three dimensions but height and section in opposite directions vary.

Teaching Methodology:

- The educator will demonstrate – she will take the first cylinder block, remove all the cylinders and keep it on the floor in standing position. Then she will put them back one by one through trial and error method.
- She will also feel the circumference of the cylinder and the circumference of the hole in the block to help her to guess the right match. She will not talk while demonstrating.
- The children will try to take out the cylinders and arrange them back in their appropriate place. If the child makes an error, she can make out on her own through visual discrimination, as one of the cylinders will remain a little up or either goes a little down. Thus it is self-corrective.

Subject : Block Room	No. of Periods : 3	Fortnight :3
Topic:Knobless Cylinders		

Learning Outcomes:

- Will observe and compare the different series with each other
- Will help to get clear understanding of the different dimensions.

Teaching Aids:

- Four boxes (Red, yellow, green and blue) each with a set of 10 cylinders of the same size as the cylinder blocks.

Teaching Methodology:

Red Box - Procedure: 1

- The educator will bring the child near the shelf, show her the red box and make her to bring it to the table.
- Remove all the cylinders and place them randomly to the left of the box and place the lid back on box.
- Pick up the thickest cylinder and very quietly place it the left of the table.
- Keep the red cylinders from thickest to thinnest.
- Make sure they are lined up all having the same center point. Then each child should observe the cylinders lined up from every side.
- Then mix up the cylinder and ask each child to grade / arrange them.
- Show the children how to put the cylinders back into the box by placing the thickest to the thinnest back in the box.
- Then each child can work individually on one box at a time: the red box, the yellow box or the blue box.

The Red and Green Boxes:

Procedure: 2

- Take out the red and green box, grade the red as in procedure:1
- Take out all the green cylinders and have the child grade them from shortest to tallest directly in front of the red cylinders.
- Ask child to look and observe it from all directions
- Arrange the red cylinders in reverse and in front of the green cylinders and now compare them in the other direction.
- Arrange / superimpose one over the other but always keeping the one with the larger base on the bottom.

The Red and Yellow Boxes:

Procedure: 3

- Repeat as in procedure 2. Keep it orderly but allow the child to explore.

The Green and Yellow Boxes:

Procedure: 4

- Grade the green and then the yellow cylinders in the same manner as in the above presentation. Allow the child to explore.

The Red and Blue Boxes:

Procedure: 5

- Have the child grade the red cylinders.
- Then grade the blue from tallest to shortest and directly in front of the red.
- Explore by superimposing

The Green and Blue Boxes:

Procedure 6:

- Grade the green cylinders and then the blue cylinders in the same manner as above.
- Allow the child to explore

The Yellow and Blue Boxes:**Procedure: 7**

- Grade the yellow and then the blue cylinders in the same manner as above
- Allow the child to explore.

Three Boxes at a time:**Procedure: 8**

- Have the child begin by grading each of the three boxes and then exploring as he had done using two boxes

Four Boxes at a time:**Procedure: 9**

- Grade all four of the cylinder sets individually and then explore.

Note:

- No language is given with this material. The child should correct the error by herself.

Subject : PLS	No. of Periods : 2	Fortnight :3
Topic:Using of Toilet and flushing Routine practice		

Learning Outcomes:

- Will create awareness of proper use of water- Should not waste water
- Will learn to open and close taps/flush.
- Will create a sense of hygiene -flushing after every use.

Teaching Aids:

- Toilet.

Teaching Methodology:

- Refer Fortnight 1
- It is very important to inculcate the right and proper use of the toilet at such a young age thus this topic will be done a few times in the beginning of the year.

Note:

- As it is an important routine practice, the children will do this activity daily and educator will observe it for a week, after that once in a while when she knows the child has gone for washing hands or has gone for using the toilet, she should ask “ Have you closed the tap?” “Did you flush?”-This reinforcement helps to turn this into a regular practice.

Subject : Art & Craft	No. of Periods : 4	Fortnight :3
Topic:String Painting		

Learning Outcomes:

- Will develop creativity along with fine motor skills.

Teaching Aids:

- A-4 size paper
- Powder colour & water
- String

Teaching Methodology:

- The educator will explain how to do this painting.
- She will mix the powder colour with water and make a smooth paste.
- Fold the A-4 size paper into half and then keep it open.
- Then take a string one foot long and will dip it into the diluted colour.
- Now put the coloured string on one half of A-4 size paper either in a spiral way or any design.
- Leave one end of the string out of the edge of the paper.
- Now close the folded paper,press it lightly with the left hand and pull the free end of the string. Slowly pull out the whole string.
- This will make a beautiful print on both sides of the paper.
- Drawing Book page no 4. to be done this fortnight.

Note: Get 3 children at a time to do the string painting - while they are doing other can do page no 4.

Subject : Hindi	No. of Periods : 2	Fortnight :3
Topic: वर्णमाला 'उ' 'ऊ'		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

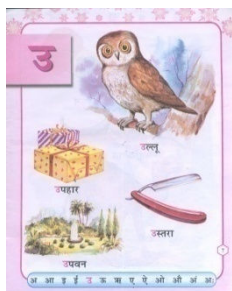
Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'उ'
- अब वह 'उ' से शुरू होने वाले शब्द बतायेंगी और बोर्ड पर चित्र बनायेंगी।
उदाहरण: 'उ' से उल्लू, उपवन।
- अंत में शिक्षिका छात्रों को 'उ' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'ऊ'
- अब वह 'ऊ' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ऊ' से ऊन, ऊँठ, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'ऊ' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लिये कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लिये कहेंगी।



Subject :Saturday Visit	Fortnight :3
Topic:Gujarat Vidhyapith	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of the various tribes of Gujarat.

Teaching Aids:

- TribalMuseum

Teaching Methodology:Refer to Saturday VisitFortnight1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 3 –
Activity Picture reading



Fortnight : 3 –
Block room – Cylinder Blocks



Fortnight : 3 –
Block room – Knobless Cylinders



Fortnight : 3 – GMS – Log

Subject : GMS	No. of Periods : 1	Fortnight :4
Topic:Running softly on toes		

Learning Outcomes:

- Will help in the development of muscular strength and balancing skill.

Teaching Aids: None

Teaching Methodology:

- The educator will demonstrate first. She will stand on her toes and show how to balance.
- Then she will show how to walk on toes and later to run on toes.
- She will ask the children to follow and do as demonstrated.
- She will ensure that each child can balance her body on toes properly before they walk or run.

Extended activity:

- After the children learn this activity a race can be conducted.

Note:

- Initially the activity should be done with two three children separately, so that each child is able to do the activity properly.

Subject : GMS	No. of Periods : 1	Fortnight :4
Topic:Hopping		

Learning Outcomes:

- The children will develop controlled movement of leg and feet.
- Will even help to gain body control and balance.

Teaching Aids: None

Teaching Methodology:

- The educator will take the children to the garden.
- She will make 4 rows with equal number of children in each row and the children will stand with one arm distance.
- Now the educator will demonstrate and instruct the children to follow.
- She will lift one leg and hop from one place to another.
- The children will follow the same & since they have mastered jumping on one leg they will enjoy hopping. Encourage them to move ahead, backward, sideways, randomly.

Extended activity:

- The educator can make children do this activity in their free play.

Subject : FMS	No. of Periods : 2	Fortnight :4
Topic:Transferring water from bowl to bottle using a cup		

Learning Outcomes:

- Will help in the development of finger muscles.
- Will help in the development of eye-hand coordination.
- Will help in enhancing concentration & balance.

Teaching Aids:

- Bowl
- Cup,
- Water
- Bottle.

Teaching Methodology:

- The educator will first give a demo, as to how the water is to be transferred from the bowl to the bottle using a cup.
- First take water in a bowl.
- Take water in the cup from the bowl and pour it into the bottle, slowly without spilling a drop of water.
- This activity will be done till the water in the bowl is transferred into the bottle or till the bottle is full.
- Then the educator will ask the children one by one to do this activity by first filling water in the bowl.

Note:

- This activity is to be done with a lot of concentration, so it will be done consecutively over 5 days, as only 4 children will be doing it in one day.
- The child who is doing this activity will have to take care of the following things.
 - Not to spill a single drop of water throughout the whole activity.
 - To execute it with utmost dedication and concentration.
 - When she comes to the end of this activity, she will empty the bottle and keep the materials ready for the next child. The last child will put it back on the rack from where it was taken.

Subject : Circle Time	No. of Periods : 4	Fortnight :4
Topic:A talk about the importance of time		

Learning Outcomes:

- Will inculcate punctuality
- Will know about the importance of time.
- Will learn to use time wisely

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle.
- She will ask few questions like. 1. What time does your school bus reach your stop? 2. At what time do you leave the house? etc.
- Then she will explain- If you reach the bus stop at 8.15 am when your bus timing is 8.10 am, will you be able to board the bus? No. Leave your home Early i.e. around 7.50 am and reach 5 minutes before, so you won't miss the bus.
- She will question the children so on and make each child realize how important it is to do things on time even in our daily routine.

Subject : Circle Time	No. of Periods : 6	Fortnight :4
Topic: Courtesy words		

Learning Outcomes:

- Will learn to greet and share with peers and elders.
- Will learn to be polite while requesting for something or while owning up for one's mistake.

Teaching Aids: None**Teaching Methodology:****Period 1**

- The educator will make the children sit in a circle and ask them "what do you say when you see your ma'am at the bus stop?"
- Then she will ask them "what do you say when you board the bus? What do you say when you go to bed? What do you have to say when you want to enter your class when a class is going on?"
- When she gets the answers like 'Bye- Bye', 'Good Night', 'Excuse me', 'May I come in' she will explain when and how to use these words. Then she will say few more like 'Hello', 'Good Afternoon', 'Good Evening' are also used for greeting others.

Period 2 & 3

- The educator will revise the words that are used for greeting
- Then the educator will ask the children "If you stamp another children's foot while walking by mistake, if you hurt/hit another child when you are taking out your bag from the shelf- what you have to say to them? Say "I am sorry"
- She will explain 'sorry' should be said only when you do it unknowingly and should feel for your mistake.
- Then the educator will ask "when you want an eraser from your friend how are you supposed to ask her? And listen to the various answers and say the word "Please" should be used for taking something from others.
- Then she asks "when you return back the eraser, what are you supposed to say to your friend? Thank you.
- Explain when you want to take something/ any help from others you have to be polite and use the word PLEASE.

- And when you return/receive the help you should thank them politely saying THANK YOU.
- Revise the words like good morning, Good Afternoon, Sorry, Thank You, Good Evening, Good Night, Hello, Bye- Bye, Please, Sorry, Welcome, Excuse Me by giving various examples.

Note:

- Educator has to make them understand the value of these words and that it should be remembered throughout their life.
- These words can be revised practically among the children by enacting them out. Eg:
 - Give one child a ball and make another child to stand near her and teach her how to get the ball
 - Ask the child to return the ball and teach her what he has to say while returning.

Subject : Rhymes & Songs	No. of Periods : 6	Fortnight : 4
Topic: गीनती (H)/Rainbow Colours/ Do Your Best		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book-
 1. गीनती (Pg.32)(Hindi)
 2. Rainbow Colours (Pg.20)
 3. Do Your Best (Pg.7)

Teaching Methodology: Refer to Fortnight 1

Extended activities: Refer to Fortnight 1

Note: Revise all earlier rhymes before a new one is introduced.

Subject : English	No. of Periods : 8	Fortnight :4
Topic:Writing Y y,C c, X x, U u, F f.		

Learning Outcomes:

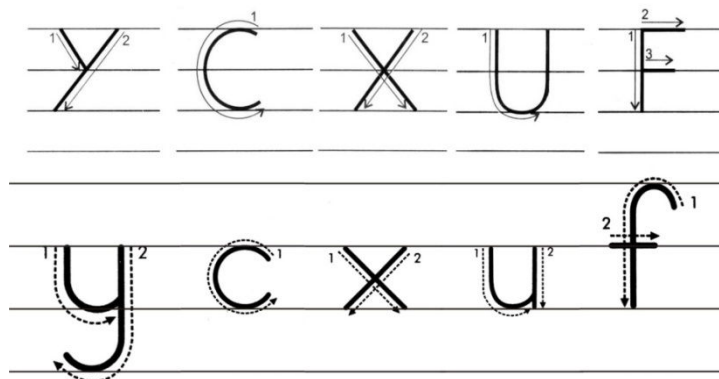
- Will be able to write the letters with correct strokes.

Teaching Aids:

- Black board, chalk, 4 line note book

Teaching Methodology:Refer Fortnight 3

Strokes:



Subject : Maths	No. of Periods : 3	Fortnight :4
Topic:Introduction of More and Less		

Learning Outcomes:

- Will enhance children's ability to understand the terms "More than" and "Less than" for number quantity.

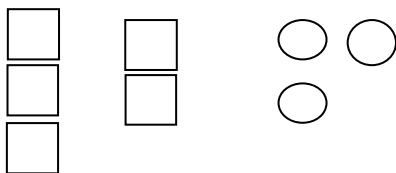
Teaching Aids:

- 8- 10 cut-outs of two to three shapes, twigs, stones etc. Worksheet 4and 6.

Teaching Methodology:

Period 1

- Make the children sit in a semi-circle. Tell the children "Watch me carefully and then answer my questions." Place the shapes as follows:



- Ask the children "How many squares are there?" – 5
- "How many circles are there?"- 3 "which set has more?"
- Let the children answer .Then tell them "The set 5 is more than set 3.And we say that 5 is more than 3.

- Allow the children to collect twigs, stones, leaves etc., allow them to make two sets and compare and understand the concept of more and less.

Period 2

- After doing the revision of the previous day's concept, the teacher will draw two sets to compare and call each child to say which set has more and which set has less and also the number.
- Then the worksheets are done (one on each day).

Subject : Maths	No. of Periods : 2	Fortnight :4
Topic:Introduction of full, half, quarter		

Learning Outcomes:

- Will enhance the ability to understand the concepts of full, half and quarter.

Teaching Aids:

- Three transparent disposable glasses, grains, sand and water.

Teaching Methodology:

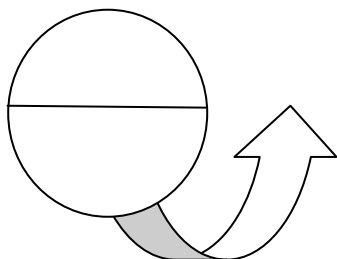
Period 1

- Make the children sit in a circle. Tell to the children "today I have an interesting activity for you. Watch me carefully"
- Keep the three glasses in front of you. Pour water in one glass up to the brim and ask the children "how much water is there in this glass?"
- The children can answer "The glass is full".
- Pour water till half of the second glass and ask the children "How much water is there in the second glass?"
- Children may answer the second glass has little water.
- Compare the second glass with the first glass and explain. "In the first glass the water is 'full' and in the second glass water is 'half'".
- Fill $\frac{1}{4}$ of water in the third glass and ask the children "How much water is there in the third glass?"
- Children may say 'third glass has very little water'. The educator should say it is $\frac{1}{4}$ or quarter. Or it is $\frac{1}{2}$ of $\frac{1}{2}$ -see (compare with $\frac{1}{2}$ filled glass)
- Now the educator should keep all the three glasses together and show them full, half and quarter.
- Children can be given some grains or sand to do the activity as we did with the water.

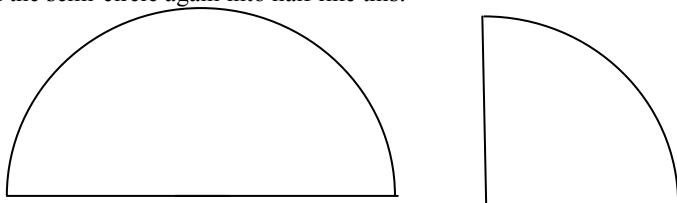
Period 2

- **Extended activity:**

- Children will be given a circle cut out of paper and ask them the shape. They will say it is a full circle.
- Fold the circle like this:



- It becomes half a circle or semi-circle.
- Fold the semi-circle again into half like this:



- It becomes $\frac{1}{4}$ or quarter – Full, half and quarter circle.
Full half and quarter can be shown by cutting an apple into half and then quarter in front of the children.
- The black board can also be used to draw a circle, semi/half and quarter.

Subject : Maths	No. of Periods : 3	Fortnight :4
Topic:Writing Number 4 and 7		

Learning Outcomes:

- Will learn to write numbers with proper stroke.

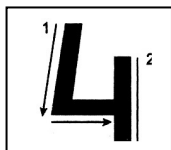
Teaching Aids:

- Black board, Chalk, worksheet no - 8,9,16 and 17.

Teaching Methodology:

- As the children have learnt to write the patterns of slanting (\diagup \diagdown) and sleeping (—) the educator will show how to write number 4 using these patterns for writing. The educator will first write on the board like this:
- “L” shape should be written first without lifting the pencil (follow the direction of the arrow).Then lift the pencil and write the standing line in

between the sleeping line. “4” is a two stroke number Stroke 1 & 2 is continuous.



- Educator will remind again that the numbers should be written vertically.
- After the number “4” the number “7” will be introduced the same manner.
- “7” is single stroke number without lifting the hand and is written as follows:



Note:

- As standing, sleeping and slanting lines fall in the same pattern children are taught to write the numbers with this pattern - thus we begin with the numbers -1, 4, and 7

Subject : Story Telling	No. of Periods : 6	Fortnight :4
Topic:1. The Leopard and the Hare 2. The Rabbits and the Frogs.		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. The Leopard and the Hare
 2. The Rabbits and the Frogs.

Teaching Methodology:Refer to Story Telling Fortnight 1

Extended activity: Refer to Fortnight 1

Note:

- Use simple sentences and remembers children love listening to the same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.

The Leopard and the Hare

Hundreds of years ago, there was a leopard. He lived in the most dense part of the forest, away from the hustle and bustle of normal life. Whenever the leopard felt hungry, he would come out of his house to hunt and kill other animals. After filling his belly, he would again retreat into his peaceful domain.

One early morning, the leopard was wandering in the forest in search of food. Suddenly, He spotted a prey. It was a hare taking a cool nap in his hammock. The cunning leopard approached stealthily.

The hare was unaware of the danger. But luck was on his side. Just when the leopard was about to pounce on him, there was a rustling sound behind the bushes. ‘What’s that?’ thought the leopard.’ May be a bigger prey!’ He turned around to find out. Meanwhile, the hare woke up by the sound of crumbling dry leaves under the leopard’s feet.

The leopard was indeed right. It was a bigger prey a deer, his mouth watered at the thought of having a heavy breakfast.

The clever deer at once sensed danger and started running for his life. The leopard was overpowered by greed! He spared the hare and went after the deer.

The deer ran fast ...as fast as he could .The leopard chase him close behind. But the deer was the swifter of the two. He dodged through the bushes and plants and soon left the leopard miles behind. When the deer became sure that the leopard could not catch him, he paused and took a deep sigh of relief.

The leopard was not at all ready to give up. But when he realized that the deer had disappeared in the thick forest he had no other option but to curse his own stupidity.

The leopard became sad. Suddenly, he got reminded of the hare. He turned around and started for the place where the hare had been sleeping, visualizing his target.

The leopard reached the spot. But lo! The hare was nowhere to be seen. He had already taken to his heels and saved his precious life!

The leopard was very disappointed. He had paid a heavy price for being greedy. That day, he learnt a lesson that a bird in hand is better than two in the bush.

The Rabbits and the Frogs

Once upon a time, in a forest there lived some rabbits. They lived in burrows hidden in the bushes. The whole day they would hop and play, searching for food. But at the slightest strange sound, they all would run back into their burrows. “Beware of the hunters!” their chief would warn. “We are too tiny to stand against an attack.” One morning the rabbits were basking in the sun outside their burrows. Suddenly, there came a jackal. ‘Yumm, delicious food!’ thought the jackal. He hid behind the tree, waiting for the right moment to attack. Just then one of the rabbits spotted the jackal. “Eeeek!” he shrieked. “A hunter is lurking out there!” he whispered into the ears of his chief. The chief alerted them to run for their lives. And soon there was a panic among the rabbits. They darted away helter-skelter.

Somehow, they managed to save themselves. However, fear had become a way of life for the poor rabbits. One day, they held a meeting to find a permanent solution.

The chief said, “Friends! Our life is always in great peril. We don’t know when the fierce, bigger animals will attack us and eat us up. We can never enjoy freedom and peace. We are too weak to defend ourselves. So, what’s the use of leading a timid life? Let’s all jump into that big pond and end our lives.”

All the rabbits agreed with their chief. They decided to jump into the pond since weakling creatures like them had no rights to live. So they thought and ran towards the nearby big pond. But it so happened that some frogs were playing near the pond. The sight of the approaching hares made them recoil in fear.

Soon more rabbits come rushing to the pond. “Beware all of you,” gasped the chief of the frogs, “Get back to the pond and snap it up.” For a brief moment, the frogs gaped at them with round eyes. Meanwhile, sensing the danger, the frogs dived headlong into the pond. When the rabbits saw the frightened frogs, they were quite surprised. Their, chief, at once, ordered that none of them should jump into the pond.

The sight of the scared frogs became an eye opener to the rabbit chief. He said, “All these days, we thought that we’re the only weakling guys. There are more weaklings than us. So, it tells a lesson that none is superior and none is inferior. Everyone has one’s own potentiality. Life has ups and downs. So, let’s take life as it comes and live happily.”

Subject :Science & Geo	No. of Periods : 4	Fortnight :4
Topic:Seasons - Rainy season		

Learning Outcomes:

- Will make them aware of the climatic condition, food, clothes, diseases

Teaching Aids:

- Black board, pictures

Teaching Methodology:

Period 1

- The educator will take the children outside and will ask them to close their eyes & feel the air. Then she will ask them to open their eyes and will ask
 - How did you feel?
 - Touch the plant & tell?
 - How is the ground – is it wet or dry?
 - How is the sky –cloudy
 - As this topic will be done during the rains, it will be easy for the children to understand the climatic condition

Period 2

- The educator will repeat the previous day's work and will move on to the type of clothes. She will ask the children if Rahul does not bring umbrella/raincoat to school, then what will happen. These clothes protect us from getting wet. The educator will try to extract answers from the children and will make the class more interactive.
- The educator will talk about gumboots, umbrella, wind sheeter, raincoat and she will draw on the board and will also show these things.

Period 3

- The educator will talk about the type of food we eat in rainy season and the diseases related to rainy season if we eat unhygienic food. She will lay stress on washing of hands and will talk about the eye disease – conjunctivitis which is infectious, a disease common during this season. She will also instruct the children not to play in the puddle of stagnant water as it is dirty and has lot of germs and is a breeding ground of mosquitoes..

Note:

- Related activity will be done where the class will be divided into three groups and each group will be given different topic like climatic condition, clothes we wear during rainy season & food we eat. They will be asked to bring pictures from home and will stick in the class.

Experiment:

How can you measure rainfall?

The educator tells children that:

Rainfall is measured with an instrument called a rain gauge. Since rain starts and stops in different places at various times, the rain gauge should be kept in one place and checked at the same time each day. Doing this will give a good idea of the pattern of rainfall in a certain area.

Then the educator explains - how to make a rain gauge:

- Make a scale on the side of the jar using the water proof pen. Put the funnel in the jar and tape them together.
- Put the jar out in the open take care that it is not near a roof edge or a tree or plant.
- Let rain water collect in the jar. Decide how many days you will wait before checking your rain gauge. When the time is up, look at the level of water in the jar to see how much rain fell during that period. Do this experiment for a month, each time for the same number of days.
- Do this activity at school.
- Allow children to express what they have observed. Once you get all the observation explain what the experiment reveals.



Subject : Block Room	No. of Periods : 3	Fortnight : 4
Topic: Construction building set		

Learning Outcomes:

- Will develop motor skills.
- Will stimulate the child for logical thinking.
- Will develop eye-hand co-ordination.
- Will develop child's imagination, thus making her more creative and self-confident.
- Will develop team spirit and thus the child learns to respect others work and feelings.

Teaching Aids:

- Set consists of various brightly coloured pieces of wood of different shapes and sizes (small & big, thick & thin).

Teaching Methodology:

- The educator will take material in a tray and will display it. She will then do colour identification showing the different pieces. Similarly, revision of some shapes like cuboids, rectangle, square, triangle, etc. will be done. Simple exercises like matching of shapes or colours will be demonstrated. Some attractive designs and creations will be demonstrated. She will ask the children to put up more pieces in the same patterns.
- After 2-3 demonstrations of various creations, the children should be allowed to create their own imaginative structure. This exercise should be given individually. They may be allowed to make and unmake on their own. This will enrich them with pleasure and satisfaction.
- Gradually the educator gives the set in groups of 2-3 children. The team work by them will bring out creativity in a unique way.

Subject : Block Room	No. of Periods : 3	Fortnight :4
Topic:Luna		

Learning Outcomes:

- Revision of colours and few shapes can be done.
- Will help in the development of finger muscles.
- Will learn to explore and become creative.

Teaching Aids:

- It consists of crescent moon shaped pieces of different shape and size. There are three colors repeated in the same order (5 each) i.e. Blue, green and yellow.

Teaching Methodology:

- The educator will take the pieces from the box one by one and mix them up and display in front of the children. First, sort out the three colors then three circles have to be made. While sorting they will know the three shades of colour. Secondly different patterns and designs can be made using all the fifteen pieces.
- Allow the child to perform individually and each child should learn to be independent and bring out her creativity.

Subject : PLS	No. of Periods : 2	Fortnight :4
Topic:Wearing a T- shirt		

Learning Outcomes:

- The child will become independent.
- Will learn how to wear a T-shirt.

Teaching Aids: T-Shirt

Teaching Methodology:

- The educator will give a demo by calling out a child and will show how a child should wear a T- Shirt.
- She will make her wear one on herself so she should choose a child who has worn a slip.
- If there are buttons on the T-Shirt, first the child should open the buttons.
- Then bring her T- Shirt over her head, put her left hand in and right hand and slide her T –Shirt through her neck and pull it down.
- The educator will ask all the children to take out their T- Shirt and they will get ready by holding the T –Shirt in their hand.
- When the educator will say “start” they will all start the activity. She will make sure that all are able to wear it correctly.
- If any child is having difficulty, then she will guide and give her more practice.
- She will also encourage to wear their own T – Shirt at home also on their own.

Note:

- Do not make a child remove all her clothes in front of the class.
- The demonstration should be done with a T-shirt worn on the vest the child is wearing so the teacher should ask every child to wear a vest/slip the day before. Also should inform about it to the mothers during Mother's workshop.

Subject : Art & craft	No. of Periods : 4	Fortnight :4
Topic:Paper folding - Tulip flower		

Learning Outcomes:

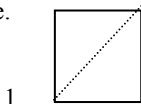
- Will develop concentration and fine motor skills.

Teaching Aids:

- Origami paper.
- Poster colour.

Teaching Methodology:

- The educator will take one origami paper and fold it diagonally to form a triangle.



- Then turn the open part upward and fold the opposite two corners in triangular shape to form a tulip flower.



- At last stick the flower on paper and draw its stalk and leaves.

Extended activity:

- The educator will explain about the required climatic condition to grow Tulip flower in large scale.
- Drawing Book page 1 will be done.

Subject : Hindi	No. of Periods : 2	Fortnight :4
Topic: वर्णमाला 'ऋ' 'ए' 'ऐ'		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

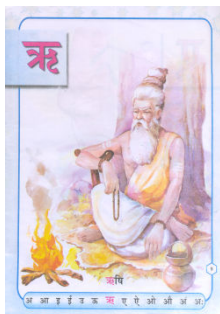
Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'ऋ' 'ए'
- अब वह ऋ से और ए से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ऋ' से ऋषि, और बोर्ड पर चित्र बनायेंगी।
उदाहरण: 'ए' से एड़ी, एक, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'ऋ' से और 'ए' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लिये कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लिये कहेंगी।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'ऐ'
- अब वह 'ऐ' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ऐ' से ऐनक, ऐरावत, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'ऐ' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लिये कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लिये कहेंगी।



Subject :Saturday Visit	Fortnight :4
Topic:KiteMuseum	

Learning Outcomes:

- Refer to Saturday VisitFortnight1
- Will make the children aware of kites of olden days, about kite flying in and outside India.
- Museum-Will make the children aware of Ahmedabad culture.

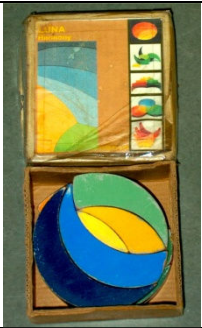
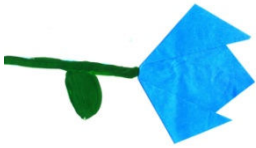

Teaching Aids:Kite Museum

Teaching Methodology:Refer to Saturday VisitFortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight

	<p>Fortnight : 4 – Block room – Luna</p>
	<p>Fortnight : 4 – Art & Craft – tulip-Flower</p>
	<p>Fortnight : 4 Block room – Construction Building Set</p>

Subject : GMS	No. of Periods : 1	Fortnight : 5
Topic:Dribbling a ball		

Learning Outcomes:

- Will develop muscular strength, learn to bounce and dribble.
- To develop eye-hand co-ordination.

Teaching Aids:

- Basket ball

Teaching Methodology:

- The educator will demonstrate how to dribble the ball using only the palm.
- Then she will give a chance to each child to dribble the ball slowly using the palm.
- Once all of them have got a chance to dribble slowly the educator will dribble a little faster
- Then the children will learn to dribble the ball quickly, and to have control to dribble for a longer time.

Extended activity:

- The children can be taught to dribble the ball by walking and covering a short distance. Then they can be encouraged to dribble the ball by running fast.

Note:

- This activity should be done with a basketball and on a plain ground.
- This activity will be carried out in the next week also in outdoor free play.
- Explain what is dribbling-it is to move the ball forward with repeated slight touches or bounces.

Subject : GMS	No. of Periods : 1	Fortnight : 5
Topic:Walking backward on toes and heels		

Learning Outcomes:

- Will develop muscular strength and balancing skills.
- Will enhance self-control and also develop confidence to walk backwards.

Teaching Aids:None

Teaching Methodology:

- As the children have already learnt to balance and walk/run on toes forward, the teacher will demonstrate how to walk backwards on toes.
- Demonstrate how to balance oneself on heels, then to walk slowly backwards on heels.
- Children will do the activity as demonstrated by the teacher.
- The educator should try to ensure that the children do not look back while moving backwards. She should motivate them to walk/run at least a few steps backwards without looking on their heels.

Subject : FMS	No. of Periods : 2	Fortnight : 5
Topic:Pattern making on paper using toothpicks & pasting		

Learning Outcomes:

- Will enhance the children's fine motor skills.
- Will enhance their creativity.

Teaching Aids:

- A4 size paper
- Crayons.
- Tooth picks.
- Fevicol.

Teaching Methodology:

Period 1

- The educator will give a demo – explaining how it is to be done.
- First take an A-4 Size paper and draw a sun or a hut (it depends on the children as to what object they want –the educator can give a choice.)
- Colour it with colours of your choice.
- On the outlines of the hut / the sun, the toothpicks are stuck. First apply fevicol with the tip of the finger on the toothpick and place it as desired.
- After the demonstration is over the teacher will give A 4 size paper to all and ask the children to draw and colour.

Period 2

- The educator will make groups of 5 children and will distribute the toothpicks and fevicol among the five groups.
- They will stick the toothpicks as demonstrated and complete the work.

Note:

- The children will bring toothpicks from their homes. Note for the same to be sent three days before the activity.
- The educator should ask children to use little fevicol so that their work gets a good finishing.
- She should encourage them to put up a neat and tidy work.

Subject : Circle Time	No. of Periods : 10	Fortnight : 5
Topic:A talk on Independence Day and Freedom fighters		

Learning Outcomes:

- Will know that India was ruled by the Britishers before our independence.
- Will know how and when we got freedom.
- Will know about few personalities who fought for our freedom.

Teaching Aids:

- Photographs of Gandhiji, Mangal Pandey, Lala Lajpat Rai, Rani Lakshmi Bai, Bhagat Singh and Subhash Chandra Bose

Teaching Methodology:**Period-1 and 2**

- The educator will make the children sit in a circle
- She will ask them “What is Independence Day and why do we celebrate Independence Day?” and should listen with interest to what they say.
- Then the educator will tell the story of our Independence.
- She will explain how Britishers came and settled in our country.
- They liked this place and started taking one place after the other under their control slowly the whole of India came under the control of British people and they brought new rules and started ruling us.
- People like Gandhiji, Nehruji, Ram Laxmi Bai and many people realised that India should get freedom from the British who were Foreigners. Then so many people like Lala Lajpat Rai, Mangal Pandey, Subhash Chandra Bose, and Bhagat Singh joined our freedom movement.
- Finally on August 15th 1947, after a long struggle India got freedom at mid night from the Britishers.
- So we celebrate August 15th as our Independence Day and should pay tribute to all the people who fought for our freedom.
- On August 15th the Prime Minister hoists the flag at Red fort in Delhi.

Period 3 and 4

- The educator will revise about Independence and its values.
- She will give information about few freedom fighters like Lala Lajpat Rai, Subhash Chandra Bose, Bhagat Singh, Rani Laxmi Bai.(Information's attached).She will share about one freedom fighter every day.

Extended activity:

- The educator can talk about the flag and its colours, what does each colour mean. Saffron- courage, White-peace, Green- prosperity.
- Who wrote our National Anthem? Shri Rabindranath Tagore.
- The educator can allot a few freedom fighters names to the children and parents can prepare them to talk about the freedom fighter and they can share the information in the class.
- This topic will be carried out in the next week also.

Reference Material:**Gandhiji:**

He was born on October 2, 1869 at Porbandar Gujarat. His father's name was Karamchand and Mother's name was Putaliba.

He was the man who made India's freedom movement a mass movement. The most unique thing about his struggle was that it was completely non- violent. After finishing his early education at Rajkot, he sailed to England to study Law. He went to South Africa where he started the 'satyagraha movement'. When he returned to India he took up the leadership of India's freedom struggle. His untiring and consistent efforts finally achieved India's

Independence on August 15, 1947. On January 30, 1948 Gandhiji was assassinated by Nathuram Godse.

Seeing his great work, he was awarded the title 'Mahatma' and called the father of the Nation.

Mangal Pandey:

Mangal Pandey was very humble and always gave importance to his duty while serving the British Government as a soldier. He was a brave and the first soldier in the British army who challenged the British rule directly.

Later he was captured by the British and hanged. Thus the name of Mangal Pandey becomes an emblem of revolt against British rule.

Lala Lajpat Rai:

Lala Lajpat Rai was born at Dhudike in Ferozepur district on January 28, 1865. He is also known as the 'lion of Punjab'. He took law as a profession

He was a thinker, writer, orator and a passionate fighter for the revival of the ancient Indian culture and values. He came under the influence of Swami Dayanand and joined the Arya Samaj.

In contrast to Gandhiji's view, he believed independence could not be gained through non-violence.

He was actively involved in the partition of Bengal with Bal Gangadhar Tilak who had the same views. These three opposed the Britishers and promoted the awareness among people for freedom. These trios were popularly known as Lal, Bal and Pal. Lala Lajpat was brutally beaten while protesting against the Simon Commission due to which he died on November 17, 1928.

Rani Lakshmbai:

Rani Lakshmbai was born on November 19, 1835 in Varanasi. Her childhood name was Manu Bai. Her father worked for Baji Rao. After the death of her mother Bhagirathi Devi, she came to Bithur with her father. In Bithur she learnt horse riding and martial arts along with Peshwa's sons – Nana Saheb and Rao Saheb. She was married to Raja Gangadhar Rao of Jhansi and gave birth to a child who died after three months. Later Maharaja Gangadhar Rao adopted a five – year old child, Damodar Rao. After the death of Gangadhar Rao, the British annexed the state on the plea that the state did not have any successor of Rao.

Rani of Jhansi started preparations to teach a lesson to the British. She got an opportunity when the sepoy regiment stationed at Jhansi. She fought with great skill and bravery against the British. But she died in the battlefield fighting against the British.

Bhagat Singh:

Bhagat Singh was born at Katyanpu, Punjab on May 23, 1907 in a reputed Sikh family of freedom fighters. His father Kishan Singh was also a freedom fighter. He completed his primary education in Bengal and he left the school because of the disturbances that was seen across India. On the call of Gandhi he joined the non – cooperation movement.

He joined congress but he decided to get independence with armed revolution. He was a National Hero who gave a new way to the revolutionary movement

in India. He found ‘Naujawan Bharat Sabha’ in Punjab. His anger arose when he came to know about the lathi charge and the death of Lala Lajpat Rai. He fought against British Generals and the Government got annoyed with his work – sowing the seeds of independence among the common people. On March 23, 1931 Bhagat Singh, together with Rajguru and Sukhdev, was hanged by the British Government. But even today he remains as a real hero in the history freedom fighters.

Subhash Chandra Bose:

Subhash Chandra Bose was popularly known as ‘Netaji’. He was born on January 23, 1897 in Orissa. He had his primary education in Cuttack and later in the Presidency College in Kolkata. He appeared for Indian Civil Service examination and got the fourth place, but refused to serve the British Government. He wanted to drive the British out of India and under the influence of Gandhiji, joined the Indian National Congress. During the freedom struggle, he was imprisoned several times for his revolutionary activities. He was twice elected as the President of the Indian National Congress.

He did not agree with Gandhiji on following ‘Ahimsa’ for achieving freedom. Gandhi and Nehru did not help and agree for forming an army for fighting. So he went to Germany and got help from the ruler Hitler and organised Indian National Army. He coined the Slogan “Give me blood and I will give you freedom”. And till his end he fought for our freedom. He died in an air accident in 1945 and in 1992; the Indian Government conferred him the title of Bharat Ratna.

Subject : Rhymes & Songs	No. of Periods : 6	Fortnight : 5
Topic: Our National Flag / Mary Had A Little Lamb / सारे जहाँ से अच्छा (H)		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book - 1. Our National Flag (Pg.15)
- 2. Mary Had A Little Lamb (Pg.23)
- 3. सारे जहाँ से अच्छा (attached)

Teaching Methodology: Refer to Fortnight 1

Extended activities: Refer to Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.

सारे जहाँ से अच्छा

सारे जहाँ से अच्छा हिन्दोस्तां हमारा,
हम बुलबुलें हैं इसकी ये गुलसितां हमारा हमारा
सारे.

परखत वो सबसे ऊँचा, हमसाया आसमां का,
वो संतरी हमारा, वो पासवाँ हमारा हमारा ।
सारे.

गोदी में खेलती हैं, जिसकी हज़ारों नदियाँ,
गुलशन हैं जिनके दम से, रसके जिना हमारा हमारा ।
सारे.

मज़हब नहीं सिखाता, आपस में बैर रखना,
हिन्दी हैं हम, हिन्दी हैं हम, हिन्दी हैं हम
वतन है हिन्दोस्तां हमारा हमारा ।

सारे.....

Subject : English	No. of Periods : 8	Fortnight : 5
Topic: Writing of E e, Z z, J j, K k, V v		

Learning Outcomes:

- Refer to lesson plan Fortnight 3
- Will learn to follow and give instructions.

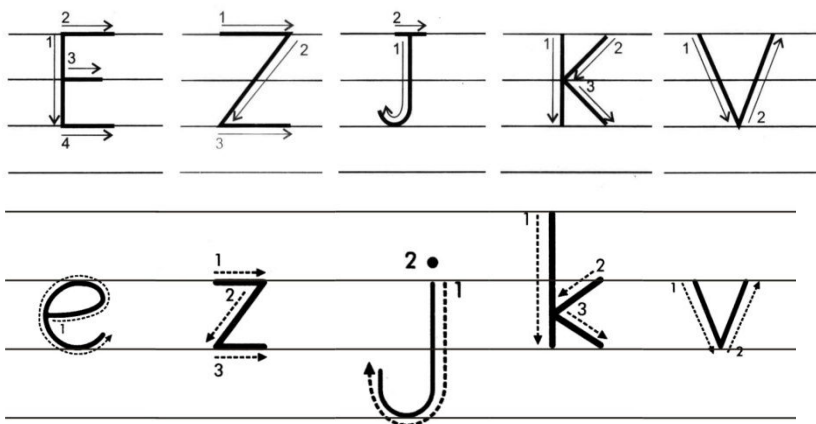
Teaching Aids:

- Same as Fortnight 3

Teaching Methodology:

- Refer to lesson plan Fortnight 3

Strokes



Subject : Maths	No. of Periods : 4	Fortnight : 5
Topic: Introduction of odd one out		

Learning Outcomes:

- Will enhance the children's ability to classify objects having similar characteristics.

Teaching Aids:

- Pen, Pencil, Eraser, Bowl, Twig, Leaf, Grass, Black board, Chalk, Paper, Worksheet no -5, 3 and 8.

Teaching Methodology:

- The educator will make the children sit in a circle. Spread the objects - pen, pencil, eraser and bowl. Ask the children "Which one is different in this group"? The children may say bowl/pen/pencil/eraser.
- Listen to them with patience and then explain- "The bowl is different or odd in this group. Why? pen, pencil and eraser are used for writing."

- Place a twig, leaf, grass, stone -ask the children and get the answers.
- Like this take some common objects in the class and do this activity till the concept becomes clear.

Extended activity:

- Some objects like cup, umbrella, cloud, rain can be drawn on the board.
- Children can be called out to find the odd object and circle. It will be cup, for umbrella, cloud and rains are similar.
- Once the concept is clear the children will do the worksheet no. – 5&6.

Subject : Maths	No. of Periods : 8	Fortnight : 5
Topic: Writing numbers 9 and 10		

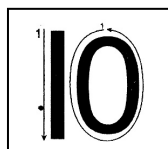
Learning Outcomes:

- Will enhance the ability to write the numbers 9 and 10 by following the stroke.

Teaching Aids: Board and chalk

Teaching Methodology:

- The educator follows the same methods of teaching to write the numbers as done before.(Refer writing numbers 1, 4 and 7)
- Number 9 is written in this way 9 (Single stroke)
- Number 10 is written in this way 10 (Two strokes 1 and 0)



Note:

- Make children write with chalk on the board / slate before making them write in the book.

Subject : Story telling	No. of Periods : 6	Fortnight : 5
Topic:Krishna and Kalia		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash card / puppets related to the characters in the story.
- The story book with big pictures.
- Krishna & Kalia-Story Book

Teaching Methodology: Refer to Fortnight 1

Extended activity: Refer to Fortnight 1

Note:

- Use simple sentences and remembers children love listening to the same story again and again; enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.

Krishna and Kaliya

On the banks of the river Yamuna, there once was a beautiful village named Gokul. Lord Krishna, as a child, lived here with his foster parents, Nanda and Yashoda. Everyone in Gokul adored Krishna. He was very intelligent and brave. Krishna and his friends would often go playing near the river. They would climb up the trees and run around the rocks. Life in Gokul was quite peaceful until one day a many headed serpent named Kaliya made his way into the river. He began to live there and spread his venom in the water. Kaliya was extremely poisonous; just a drop of his venom could kill. So far, the river had been the main source of water for the people of Gokul. But now Kaliya had polluted it. Life became extremely difficult without water but no one dared to drive Kaliya away from there. People feared even going near the river, let alone using its water. Mothers were extra careful not to let their children wander that side. But one day little Krishna and his friends stole their way to Yamuna “Ah our favourite spot!” they sighed of joy. They began to play with a ball. Suddenly, the ball slipped from a boy’s hand and went bouncing into the river. Krishna’s friends were frightened. But Krishna was not. “Don’t worry, friends!” he said. “I’ll get the ball from the river.” “No!” cried the boys. “Kaliya lives there!” “So what?” said Krishna. “He can’t stop me from entering into the river. Nothing will happen to me,” Krishna said and dived into the river. His friends were terribly frightened; they ran to Nanda and told him all that had happened. Meanwhile, Krishna reached the bottom of the river where Kaliya was resting. Suddenly Kaliya opened up his eyes and hissed, “Who’s there?” Krishna stood firm in front of Kaliya. “How dare you come here?” Kaliya fumed. “Don’t you know this river is mine?” “You’ve usurped it from us,” said Krishna, “and that’s not right!” “So you will tell me what’s right and what’s not-” hissed Kaliya, raised his hood in anger. He threw his fans at Krishna. At this, Krishna swiftly turned around and jumped into Kaliya’s head. Thumping his tiny feet, he then began to dance. Kaliya writhed in pain, and he left each step of Krishna like a giant rock crushing his head. “Spare me please,” Kaliya begged. “Only if you leave this place forever,” said Krishna. Kaliya promised to do so. Krishna then stopped his dance. As he emerged from the river, standing upon Kaliya’s hood people were filled with awe and surprise. Kaliya asked their forgiveness and left the place forever. The river was once again fresh and pure. The villagers thanked and praised Krishna.

Subject : Science& Geo	No. of Periods : 2	Fortnight : 5
Topic: Water – uses and sources		

Learning Outcomes:

- Will create awareness about the importance of water
- Will enhance the knowledge about the various sources of water

Teaching Aids: None

Teaching Methodology:

Period 1

- The educator will begin by bringing the classes' attention to the importance of water. She will ask the children "Should we waste water? "How does water come to our house?"
- She will wait, till she gets some responses.
- Then she will begin with the sources of water & will ask from where do we get water. The main source of water is rainfall. She will then go on to explain the water cycle with the help of a diagram.

Period 2

- She will do a quick recap of Period:1
- She would go on to explain that rainwater gets collected in rivers, ponds, lakes & sea
- Snow melts from the mountains and the water flows into the river
- After explaining the sources of water the educator will ask the children about how we use water. She will try to get maximum answers from the children. She may need to give hints and motivate them.
- She will also discuss on ways of saving water.

Subject : Sci & Geo	No. of Periods : 2	Fortnight : 5
Topic: Senses – sight		

Learning Outcomes:

- Will learn how important our eye sight is, to understand the concept of far and near and the role our eyes play.

Teaching Aids: Objects around us - far and near

Teaching Methodology:

Period 1

- The educator will take the class outside in the lawn and will ask them to close their eyes. She will then ask them "Can you see? Now with your eyes closed, walk without banging into each other."
- "Is it possible to walk with our eyes closed? Can you see the bird flying? Can you see the big neem tree? No. This shows that we see things with our eyes. Eyes are one of the most vital parts of our body."

- The educator will go on to say how we should take care and protect our eyes as eyes are the most sensitive and we must not put or poke sharp objects in our eyes.

Period 2

- The educator will take the whole class outside and will point at a distant tree. How big does the tree look? Does it look big? No. It looks small. But the tree which is near looks very big. This tells us that objects which are near us look big but the objects which are far look small.
- She will take few more examples.
- Related Worksheet No. 33 (English workbook): in which the objects which remain on the ground like hut, tree, etc. to be drawn on the ground and objects which are far i.e. seen in sky like kite, sun to be drawn up in the sky.

Subject : Block Room	No. of Periods : 6	Fortnight : 5
Topic: Vipella 1		

Learning Outcomes:

- Will help to develop imagination and creativity in children and gives infinite possibilities to their imagination.
- Revision of shapes, counting etc.

Teaching Aids:

- Wooden blocks of rectangle-12 pieces, square-8 pieces. Red, blue, green and yellow coloured blocks i.e., rectangle-3 and square-2 of each colour.

Teaching Methodology:

- The teacher will make the children sit in a circle and she will demonstrate.
- She will show the shapes, square and the rectangle. She will show the corners, edges and surfaces of square and rectangles.
- She will also count and show the number of rectangles and square, she will also show that two squares make one rectangles.(concept of fraction)
- She will use the blocks and make some buildings, sofas, chairs etc. and demonstrate.
- The children will observe and will come out with their endless patterns and creations.

Note:

- The educator will also show how to wind up i.e.,keep the three blue rectangles and two blue squares at one corner, then red, yellow and green blocks in the other three corners.

Subject : PLS	No. of Periods : 2	Fortnight : 5
Topic: Cleaning puzzles		

Learning Outcomes:

- Will help them to be systematic and organized.
- Will enhance child's ability to classify and sort out the puzzles

Teaching Aids:

- Variety of puzzles (Wooden, plastic and paper) in the class room
- A big box

Teaching Methodology:

Period 1 & 2

- The educator will sit along with children and talk about the importance of cleanliness to arrange the thing systematically in whatever groups it belongs to.
- She will then make a group of 7 each (total 3 groups)
- Then she will ask each group to collect a particular puzzle i.e. group 1- wooden puzzles, group 2-plastic puzzles, group 3-paper puzzles.
- Then she will ask the group to take the puzzles out of the box.
- She will give them a dry rag and ask them to wipe each piece.
- Then she will guide them to clean the box in which the puzzles are kept.
- They will then put the puzzles back in the box in a nice, organized manner.

Period 3 & 4 (next week)

- This week they will clean the rest of the puzzles.
- This time the educator will refrain from giving any instructions. She will observe and allow children to work on their own.
- She will pitch in only if it is very necessary.

Subject : Art & craft	No. of Periods : 4	Fortnight : 5
Topic: Flag making		

Learning Outcomes:

- Will develop fine motor skills.
- Children will be aware about the sequence as well as significance of colour in the Indian Flag and to know the number of spokes in the Asoka Chakra

Teaching Aids:

- Crayons
- A4 size paper

Teaching Methodology:

Period 1 and 2

- First the educator will show the National Flag to the children and explain the sequence of the colours as well as no. of spokes in the Ashoka chakra.
- She will also explain what each colour stands for.
- Then she will take $\frac{1}{2}$ A4 size paper and will draw the two horizontal lines of equal length and equal distance to form three rectangles.
- After drawing rectangles she will fill the upper one with saffron colour and lower one with dark green colour.
- Lastly she will draw the Ashoka chakra with dark blue colour with 24 spokes.
- She will then give the children $\frac{1}{2}$ A4 size paper and allow them to do as demonstrated.

Period 3 and 4 (next week)

- The children will be given another $\frac{1}{2}$ A4 size paper.
- This time they have to make the flag without any instructions, on their own, more neatly and nicely than what they did last week.
- Drawing Book page – 11.

Subject : Hindi	No. of Periods : 2	Fortnight : 5
Topic: वर्ण माला ओ औ		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'ओ'
- अब वह अ से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ओ' से ओस, ओट, ओखली, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'ओ' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कहेंगी।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'औ'

- अब वह 'औ' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'औ' से औरत, औषधि, औजार, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'औ' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कहेंगी।



Subject : Saturday visit	Fortnight : 5
Topic: Railway Station	

Learning Outcomes:

- Refer to Saturday VisitFortnight1
- Will make the children aware of Goods and Passengers train, how to go in for a reservation for traveling, show them how to buy a train ticket.

Teaching Aids:

- Railway Station

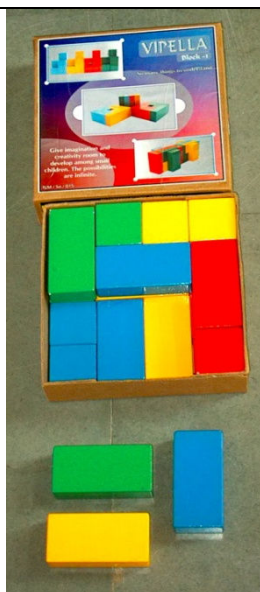
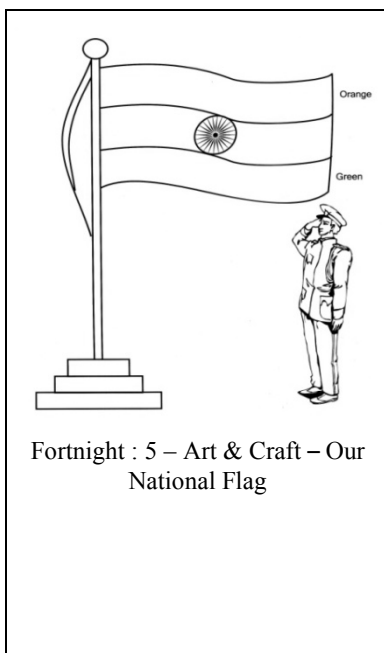
Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 5 – Block room – Vipella Block

Subject : GMS	No. of Periods : 1	Fortnight : 6
Topic: Aiming and throwing a ball in the basket		

Learning Outcomes:

- Will develop eye hand co-ordination, improve concentration and develop finger muscles.

Teaching Aids:

- Basket Ball and Basket Ball ring.

Teaching Methodology:

- The children already know how to dribble a basketball. They can be given some time to practice.
- Then the educator will demonstrate how to dribble and come near the basket, stand, and aim and throw the ball into the basket.
- Then each child will be given a chance to do as demonstrated by the educator.

Extended activity:

- Once the children learn to aim and throw in the basket. They can be divided in 3-4 groups and a healthy competition can be conducted between the groups.

Note:

- The basket should be at a level that these little children can aim - at around 5 ft. from the ground.

Subject : GMS	No. of Periods : 1	Fortnight : 6
Topic: Hoopla		

Learning Outcomes:

- Will help to make co-ordinated movements.
- Will help them to make controlled body movements.

Teaching Aids:

- Hoopla

Teaching Methodology:

- The educator will demonstrate how to rotate the hoopla around the hand first then the wrist.
- Then the children will try as demonstrated.
- Once they have mastered rotating it on their hand and wrist they can be encouraged to rotate it around their waist and knee.

Extended activity:

- It can be added as a dance sequence set on a rhythmic music.

Note:

- The children can be motivated by making children of higher classes demonstrate in front of them.
- Children will take time to learn this. So hooplas should be made available to children to practice during free play or in the break to master this activity.

Subject : FMS	No. of Periods : 2	Fortnight : 6
Topic: Transferring water from bowl to bowl using a filler		

Learning Outcomes:

- Will help in the development of finger muscles.
- Will help in the development of eye hand co-ordination.
- Will help in enhancing concentration and balance.

Teaching Aids:

- 2 bowls – one will have water.
- Filler (ink dropper)

Teaching Methodology:

- The educator will show how to hold the filler with the help of the fingertips of the thumb and index finger
- To begin this activity
Step 1- First take water in a bowl.
Step 2- Then press the filler into water and release so that the water gushes into the filler.
Step 3- Then hold the filler softly over second bowl which is empty and press the filler and release the water into the second bowl. Allow the child to continue doing so till around 1/4th of the second bowl has filled.
Step 4- Then make the child empty the second bowl and keep it ready for the next child.

Note:

- This activity is to be done with lot of concentration, so it will be done consecutively over 5 days, as only 4 children will be doing it in one day.
- The child who is doing this activity will have to take care of the following things. Not to spill a single drop of water throughout the whole activity. If spilt will clean it with a sponge. To execute it with utmost dedication and concentration. When she comes to the end of this activity, she will empty the bowl and keep the materials ready for the next child.

Subject : Circle Time	No. of Periods : 2	Fortnight : 6
Topic: A Talk on Rakshabandhan		

Learning Outcomes:

- Will know and learn how the festival is celebrated

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle and share about the festival
- She will ask “who all know about Raksha Bandhan? Who all celebrate this festival?” and listens to the various answers.

- Then she will share that “Raksha Bandhan” is celebrated in India.
- It is celebrated during the month of Sawan on “purnima” ie. Full moon day in the Hindu month of Sawan (sometime in August)
- It is the symbol of the special relationship between brother and sister.
- The sister ties a rakhi on the right wrist of her brother and gives him some sweet.
- By tying the rakhi, she shows her deep love and affection for her brother.
- She prays for the well-being and long life
- The brothers, in return, promise to protect their sister from any danger. They also give gifts or money to their sister.
- To celebrate the festival a drama can be enacted in the assembly.

Subject : Circle Time	No. of Periods : 6	Fortnight : 6
Topic: Prime Ministers - names in chronological order		

Learning Outcomes:

- Will be aware of the names of the Prime Ministers of India in chronological order.

Teaching Aids:

- Board.
- Chart and soft board.(Write the names their photos and display)

Teaching Methodology:

- The educator will make the children to sit in a circle.
- She will put a question to them, who is a Prime Minister?
- She will listen to all the answers patiently and will explain to them Prime Minister means a leader of a country.
- She will then tell that in India we have had many Prime Ministers so far and now it is the thirteenth Prime Minister.
- She will then tell the names in order and explain who was our 1st Prime Minister? Who is the present Prime Minister? Who was the first woman Prime Minister? etc.
 - Jawaharlal Nehru (1st Prime minister).
 - Gulzari Lal Nanda.
 - Lal Bahadur Shastri.
 - Indira Gandhi.
 - Moraji Desai.
 - Charan Singh
 - Indira Gandhi. (1st Woman Prime Minister)
 - Rajiv Gandhi.
 - V.P.Singh
 - Chandra Sekhar.
 - P.V.Narasimha Rao.
 - Atal Bihari Vajpayee
 - H.D.Deve Gowda.
 - I.K.Gujral.
 - Atal Bihari Vajpayee.
 - Dr.Manmohan Singh
- She will also tell them who is a President and what is the present President’s name.

Subject : Rhymes & Songs	No. of Periods : 6	Fortnight : 6
Topic: Basant(H)/ अंतर मंतर (G)		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book - 1. Basant(Pg. 31) (Hindi)
2. अंतर मंतर (Pg.38) (Gujarati)

Teaching Methodology: - Refer to Fortnight 1

Extended activities: - Refer to Fortnight 1

Note:

- Revise all earlier rhymes before a new one is introduced.

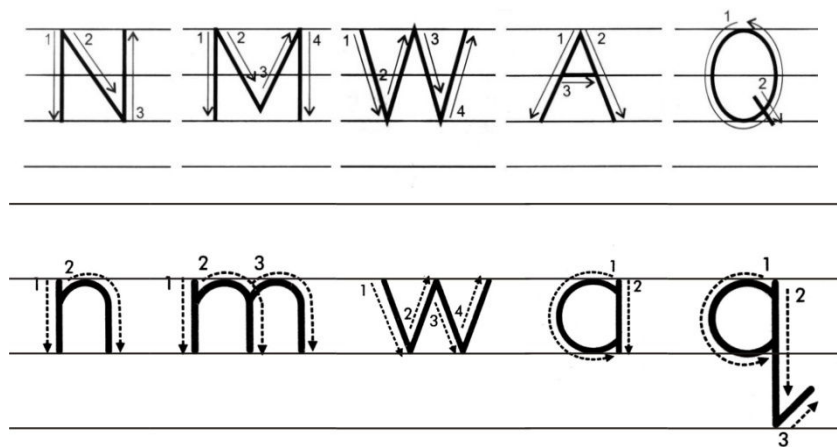
Subject : English	No. of Periods : 8	Fortnight : 6
Topic: Writing N n, M m, W w, Q q, A a		

Learning Outcomes: Refer to Fortnight3

Teaching Aids: Same as Fortnight3

Teaching Methodology: Refer Fortnight3

Strokes:



Subject : Maths	No. of Periods : 8	Fortnight : 6
Topic: Writing Numbers 2, 3		

Learning Outcomes:

- Ability to write the numbers 2 and 3 by following the proper stroke.

Teaching Aids:

- Black board, Chalk and worksheet no - 4,5,6 and 7

Teaching Methodology:

- The educator will follow the same method of teaching to write the numbers as done before.
- Refer writing numbers 1, 4 and 7 -Fortnight 4.
- Number “2” is a single stroke number.
- Number “3” is a single stroke number.



Subject : Story Telling	No. of Periods : 6	Fortnight : 6
Topic: 1.Bheema meets Hanuman 2. The Village Mouse and The City Mouse		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. Bheema meets Hanuman
 2. The Village Mouse and the City Mouse

Teaching Methodology: Refer to Fortnight 1.

Extended activity: Refer to Fortnight 1.

Note:-

- Uses simple sentences and remember children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.

Bheema meets Hanuman

Bheema was the second of the Pandavas, the five righteous princes who fought the great Mahabharata war against their evil cousins, the Kauravas. The Pandavas were born off celestial blessings. Bheema, the strongest, was born of Lord Vayu. As he grew up, he was trained in warfare and martial arts. Mace was his favourite weapon and there was no one who could defeat him at that. Bheema performed many heroic exploits. But gradually he became very vain and overconfident. Once, it so happened that the Pandavas were defeated in a game of dice with the Kauravas, and were exiled. The five brothers, along with their wife Draupadi, left their palace and began to live in a small hut in the Himalayan forests. One day, sitting outside her hut, Draupadi saw a beautiful flower. It had a sweet fragrance that amazed Draupadi. She at once picked up the flower and went to Bheema. "Please get me some more of these flowers," Draupadi urged. Bheema knew that the flower in question grew only in a remote part of the forest and that it was very difficult to reach there. But he didn't want to disappoint his wife. So he picked up his mace and started on the narrow, winding path. There were rocks and bushes on either side of the path. Bheema walked fast but carefully. When he reached a dense part of the forest, the path became even narrower. Suddenly, Bheema saw a monkey sitting across the path. Bheema snapped his fingers and shouted at the monkey, "Hey! move aside," But the monkey didn't budge. "Can't you hear me, you foolish monkey? Bheema cried. "You are hindering my way." The monkey still didn't move Bheema was enraged. "Move aside or shall I throw you out of my way?" he roared. At this, he monkey said, "O brother! As you can see I am old and weak, not able to move myself. Why don't you lift my tail and keep it aside?" "Well, I think must do that!" Bheema said vainly. So, Bheema grabbed the monkey's tail and tried to lift it. But it appeared to be very heavy. Bheema applied all his strength, but to his shock and surprise, he was not even able to shake the tail, let alone lift it. Bheema's vanity broke into pieces. "Please tell me who you are," he asked. The monkey smiled and said, "Didn't you hear me call you 'Brother'? I am Hanuman like you I too was born of Lord Vayu," Bheema fell in Hanuman's feet, asking forgiveness. He had realized his mistake. Hanuman then enlarged his size. Bheema was humble before the huge cosmic form. He vowed never to misuse his might again. Taking blessings from Hanuman, Bheema went in his way.

The Village Mouse and The City Mouse

Once upon a time, there lived a country mouse. One day, he invited the town mouse, his friend, from the city. The country mouse served lunch to his tired friend. He gave him the tastiest of nuts and corns to eat. The town mouse was surprised at what the country mouse ate. He invited the country mouse, to see the wonders of the city. The country mouse went with his friend. He was shocked to see so many people staying together in the city. Here, the mice had to walk carefully. They somehow managed to save themselves from the big wheels of a

carriage. Later, the town mouse took him to his beautiful house. The country mouse was pleased and went in.

They came to a huge table. The town mouse climbed onto the table and invited the country mouse, to do so. Both started eating the different kinds of fruits, cheese, breads, nuts and other delicacies kept on the table.

Just as they began to eat they heard someone opening the door to the room. The mice jumped off the table and hid under it. Both of them were scared and started shivering. Then appeared a big cat, which spotted them. The cat started chasing them. The mice ran as fast as they could and entered their hole.

After sometime, the town mouse came out. Seeing no one around, he said, "Now we can eat whatever we want to." "Thanks", said country mouse, "But I want to go home." The town mouse was surprised and asked, "Don't you want to eat the tasty food?"

The country mouse was tired. He said to his friend that he would prefer a safe place and a happy life. Saying so, he went back home.

Subject :Science & Geo	No. of Periods : 2	Fortnight : 6
Topic: Germination		

Learning Outcomes:

- Will be aware of how a plant grows.

Teaching Aids:

- Trees and plants around us.
- Seeds - Kidney beans (*Rajma*), *Moong*.

Teaching Methodology:

- The educator will show a small shrub and will ask questions like "was this shrub as big as this always?" "Was it very small ever?" she will wait for the answers.
- She will then go on to explain that all plants grow from seed. With the help of an illustrated diagram, she will explain the process of germination. A plant grows from a seed in the presence of sunlight and water.
- To enrich the concept of germination – the educator can also teach poems like **एक छोटा बीज**
- They will also sow *rajma* or *moong* in small pot and watch them germinate.

एक छोटा बीज....

एक छोटा बीज ज़मी के अन्दर था
आँख बंद करके वो सोया रहता था
टूफूर टूफूर बारीश जब बीज पे गीरती थी
सरक ते सरक ते सरक ते वो सरक ता चला गया
एक समय आया सूरज ने प्रकाश डाला
प्रकाश की किरणें बोली बोहोत सोलीया

बीज ने ली अंगड़ायी फीर वो उठ गया
इधर उधर देख के वो नाच ने लगा
आज ये पौध वक्ष में बदल गया
आस पास गाँव में वो छांव देने लगा
हाँ हाँ छांव देने लगा हाँ हाँ छांव देने लगा

Subject :Science & Geo	No. of Periods : 1	Fortnight : 6
Topic: Senses – hearing		

Learning Outcomes:

- Will be aware of the importance of ears

Teaching Aids:

- A box of musical instruments-rattles, *manjiras*, drums, bells etc.

Teaching Methodology:

Period 1

- The educator will take all the children out of the classroom to the lawn. She will instruct them to sit in a circle and to close their eyes.
- Then she will ask them to listen to the sound of nature, the tweeting of the birds, the sound of footsteps, the sound of the garden scissors used by the gardener etc.
- Then she will ask them to open to their eyes and will ask “what did you hear?”
- She will explain and talk about the importance of our ears. She will also tell them that we should take care of ears and prevent putting sharp or pointed objects in ears.
- The educator will keep the musical instrument box ready. She will play each instrument once and will tell the names of each instrument.
- Then she will ask them to close their eyes and will play the instrument one by one. She will ask them to guess the name of the instrument.
- Then she will ask them to open their eyes and will ask them about the sounds of the instruments they have heard.
- She will listen patiently.

Subject :Science & Geo	No. of Periods : 1	Fortnight : 6
Topic:1.Silence game - Passing the bell without making noise 2.Experiment: Sweating of plants		

Learning Outcomes:

- Makes children alert.

Teaching Aids: Bell

Teaching Methodology:

- The educator will sit in the circle with children. She will explain that they have to pass the bell without ringing.
- Next she will pass the bell clock wise and it will come back to her.
- Same way she will continue the game 2 to 3times. If anybody rings the bell that child will be out.

Experiment:

Did You Know that Plants Perspire Too?

When we get hot we sweat to lower our body temperature. Plants also sweat but not because they are hot.

They sweat to get rid of water they have no use for.

When people sweat it is called perspiration; when plants sweat it is called transpiration.



Collect a plant's transpiration

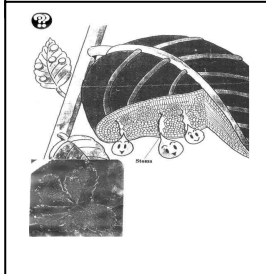
Take the children to a nearby plant. Put a plastic bag over any branch of the plant. Allow it to be there for a day. When you observe it the next day you will notice that the bag has clouded up with water.

This is the transpiration from the plant



How do the leaves lose water?

A leaf has many tiny holes, each one called a stoma. The plant gets rid of the water it does not need through these little holes. They are far too small to be seen with the naked eye. Most of them are on the undersides of leaves.



Subject : Block Room	No. of Periods : 6	Fortnight : 6
Topic: Basket		

Learning Outcomes:-

- Will develop reasoning and logical skills.
- Will develop concentration and creative ideas.
- Will learn to share the ideas among the peer group.
- Will develop finger muscles and eye hand co-ordination.

Teaching Aids:-

62 wooden pieces (cylinders thickness of $2\frac{3}{4}$ " diameter x $5\frac{1}{2}$ " and $1\frac{3}{8}$ " Diameter x $5\frac{1}{2}$ " of 2 and 4 in numbers respectively , Ramp $2\frac{3}{4}$ "x $5\frac{1}{2}$ " x $1\frac{3}{8}$ " of 2 in numbers, curve $2\frac{3}{4}$ " x $5\frac{1}{2}$ " x $1\frac{3}{8}$ " of 4 in number, Arch $2\frac{3}{4}$ " x $5\frac{1}{2}$ " x $1\frac{3}{8}$ " of 2 in numbers, pillar $1\frac{3}{8}$ " x $5\frac{1}{2}$ " x $1\frac{3}{8}$ " of 8 in numbers, Triangle $2\frac{3}{4}$ " x $5\frac{1}{2}$ " x $1\frac{3}{8}$ " of 8 in numbers, triangle of $2\frac{3}{4}$ " x $2\frac{3}{4}$ " x $1\frac{3}{8}$ " of 8 in numbers, Rectangle $2\frac{3}{4}$ " x 11 " x $1\frac{3}{8}$ " of 8 in numbers, rectangle of $2\frac{3}{4}$ " x $5\frac{1}{2}$ " x $1\frac{3}{8}$ " of 8 in numbers and square of $2\frac{3}{4}$ " x $2\frac{3}{4}$ " x $1\frac{3}{8}$ " of 8 in numbers. Total-62 wooden Blocks)

Teaching Methodology:-

- The teacher will make the children sit in a circle and will demonstrate.
- The educator will show the different shapes of the blocks and will revise the shapes. She will also name the shapes they have not learnt before like curve, ramp etc.
- Then she can construct towers, houses, bridges, zoo, school etc. using the different shapes of the blocks.
- She will show how to arrange the blocks in the basket and keep it in its place.
- Then the children will do as demonstrated and they come out with various amazing structures.
- The educator will then show them how to wind up and arrange the basket.

Note:

- The educator should call 2-3 children separately for 5-10 minutes during each block room period and teach them how to arrange.
- In the beginning itself if the arranging is taught the children and educator will not waste time while winding up.

Subject : PLS	No. of Periods : 2	Fortnight : 6
Topic: Buttoning a raincoat		

Learning Outcomes:

- Will make the child independent and self-reliant.

Teaching Aids: Raincoat**Teaching methodology:****Period 1**

- Educator will ask the children to bring a raincoat from home
- She will take her own raincoat and wear it and demonstrate how to hold the button of the raincoat and put it in the hole opposite to it.
- All the children will follow the same – they will wear and try buttoning.
- The educator will observe them.

Note:

- This activity is to be done in the rainy season children carry their raincoat to school every day and will need to help themselves quite often.

Subject : Art & Craft	No. of Periods : 2	Fortnight : 6
Topic: Rakhi making		

Learning Outcomes:

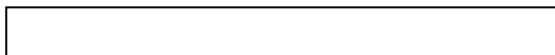
- Will develop creativity along with fine motor skill.

Teaching Aids:

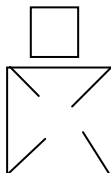
- Different types of multicoloured papers. (Origami, Glossy, Velvet, Chart etc.)
- Woollen threads.
- Accessories like beads, sticks, glitters etc.,

Teaching Methodology:

- First the educator will take a long strip of paper with equal width.



- Then fold the strip to form squares.
- Take out one square and slit diagonally from four sides



- Then fold each slit alternatively and paste all the corners in the center to form floral impression.
- Stick accessories and decorate with glitter.
- Paste the woollen threads at the back.
- **Extended activity:**
- The educator can get children to make rakhi of their choice. She may give them various materials to do so .
- Before making rakhi the educator will explain the significance of it and when this festival celebrated.

Subject : Art & Craft	No. of Periods : 2	Fortnight : 6
Topic: Carving or scrapping techniques		

Learning Outcomes:

- Will help in the development of creativity along with fine motor skills.
- Will help the children to know more about different lines and colour combinations.

Teaching Aids:

- ½ A4 size paper
- Drawing Book page- 16.
- Pencil
- Crayon

Teaching Methodology:

- Ask the children to draw a scenery on the ½ A4 size paper given to them.
- Now they should colour the drawn diagram with yellow crayon.
- The educator will also simultaneously do one paper on her own.
- After filling she will colour green over the yellow with green crayon especially on the canopy of the tree and with the brown crayon on the trunk.
- Then she will draw /carve scribble lines, straight lines and wavy lines to give the texture of the tree.
- She will also ask the children to do the same along with her on their paper.

Note:

- The educator should not emphasize on perfection but always encourage them to explore their creativity.

Subject : Hindi	No. of Periods : 2	Fortnight : 6
Topic: वर्णमाला अं अः		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह है 'अं'
- अब वह 'अं' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'अं' से अंगूर, अंगूठी, अंडा, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'अं' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लिये कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लिये कहेंगी।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह है 'अः'
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।



Subject : Saturday visit	Fortnight : 6
Topic: Iscon Temple	

Learning Outcomes:

- Refer to Saturday Visit Fortnight1
- They will be aware of a different form of Lord Krishna.

Teaching Aids:

- Iscon Temple




Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight

 <p>Fortnight : 6 – Block room – Basket</p>	 <p>Fortnight : 6 – Art & Craft – Rakhi Making</p>
 <p>Fortnight : 7 – Science & Geography – Germination</p>	

Subject : GMS	No. of Periods : 2	Fortnight : 7
Topic: Skipping		

Learning Outcomes:

- Will develop muscular strength.
- Will develop concentration and eye-hand and leg co-ordination.

Teaching Aids:

- Skipping rope

Teaching Methodology:

- The educator will make the children stand at one arm distance in a straight line-say around 5 children in each line.
- The educator will demonstrate how to hold the skipping rope and how to bring the rope in front by swinging it slowly from back to front and how to pass it under the feet again and swing it from back to front.
- She will then demonstrate how to skip.
- She will demonstrate skipping by standing at one place.
- The children will follow and do as demonstrated.

Extended activity:

- Once they learn to skip standing at one place, they can be taught skipping race- i.e. is to skip and run.
- Two children can hold the skipping rope at the two ends and swing the skipping rope, the third child skip.

Note:

- Skipping rope size should be taken care of i.e. smaller skipping rope should be used suitable for their height.

Subject : FMS	No. of Periods : 2	Fortnight : 7
Topic: Beading small beads.		

Learning Outcomes:

- It will enhance eye – hand coordination.
- It will develop finger and palm muscles.
- It will develop concentration level.

Teaching Aids:

- Bowl
- Beads
- Big bowl (6 big bowls) 2 per child.
- String (thin enough to pass through the hole of the bead)

Teaching Methodology:

- The children will sit in a circle with the educator.
- The educator will demonstrate.
- She will first take beads in a bowl along with the string.
- Then she will show how to hold the bead and pass the string through its hole.
- She will continue the activity till all the beads from the bowl are strung.
- She will ask the children to do the activity by taking turns.

Note:

- The educator may also encourage the children to make bracelets, necklaces etc. with the beads.

Subject : Circle Time	No. of Periods : 3	Fortnight : 7
Topic: A talk on Teachers' day		

Learning Outcomes:

- Will know when and why Teachers' day is celebrated.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle and explain why Teachers day is celebrated.
- She will first say – Long ago children use to call teachers “Guru” and now we call as “Sir or Madam”.
- Teachers guide us and show the right path in our life.
- We should always be thankful to them.
- To express our gratitude we celebrate Teachers' day in India.
- We celebrate on September 5th, every year and it is dedicated to Dr.Sarvepalli Radhakrishnan.-who was a teacher, he was also our first Prime Minister.
- He was one of the greatest scholars and Teachers of all times. He believed that “Teachers should be the best minds in our country.” On this day, we gratefully remember the great educationalist and also honour all the teachers who have made our life more knowledgeable.

Subject : Circle Time	No. of Periods : 3	Fortnight : 7
Topic: A talk on Ganesh Chaturthi		

Learning Outcomes:

- Will know about the festival and the way it is celebrated.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle and she will share about this festival.
- Ganesh is the elephant – headed God of wisdom. He is worshiped by the Hindus before starting any good work.
- Ganesh statue is brought home on Ganesh chaturthi.
- It is placed carefully on a decorated platform which is called as sthapanam.
- There will be great deal of activity for ten days.
- His favourite food – steamed rice, flour modaks stuffed with coconut and gur will be prepared and offered during Pooja.
- Aartis are sung especially in the evening.
- After ten days Ganesh statue is immersed in the sea on Anant Chaturdashi day.

Note:

- The story of Ganesh and how he got his elephant head can be narrated.

Subject : Circle Time	No. of Periods : 2	Fortnight : 7
Topic: How to behave when you go for shopping with parents		

Learning Outcomes:

- Will learn how to behave in public and some basic values like being alert, listening to elders, etc.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle and start sharing about shopping and how to behave in public while shopping with parents.
- She will ask “Who all go for shopping with your parents?” and listen to the children for their different and various answers.
- She will then ask “How should you behave in a mall/shop when you go for shopping with your parents?”
- She will listen and then share the following
- “When you go to a shop, the first thing you should remember is you should always be with or near your mummy and papa. There will be many attractive things in a mall, but you should not forget to be with your parents and keep moving to see the various toys, books, dresses, etc. If some stranger talks to you and tells you your mamma is calling you/ mamma told me to take you home, you should not listen and go with them. If you like a beautiful toy and due to some reason (price, age, etc.), mamma is telling “No”, you should not throw tantrums by shouting, crying, rolling on the floor, etc.
- In case you move away from your parents and you are not able to find them, go to the bill counter and say to the uncle that you are not able to find your parents. Then they will announce and you will be able to find your Mummy and Papa. You should always remember your mother’s and father’s mobile number and your address for your safety.

Note:

- The educator can narrate an imaginary story about a boy who behaves badly while shopping and then relate and ask questions and make the things clear to the children.

Subject : Circle Time	No. of Periods : 2	Fortnight : 7
Topic: A talk on literacy day		

Learning Outcomes:

- Will know who is a literate person and why literacy is important.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle and talk about who is a literate person and why literacy is important.
- A literate person is one who can understand and read and write short statement relevant to routine life she will tell a story with two characters one who has not been to school and the other one who has. And through this story she will point out the following points.
- Literacy is not just about educating, it is a unique and powerful tool to remove poverty and a strong means for social and human progress.
- Hence literacy is considered as an effective way to enlighten a society and arm it to face the challenges of life in a stronger and efficient way, raise the level of personal living, create and assist change in the society. September 8th is an important as this day is proclaimed for disseminating literacy awareness.

Subject : Rhymes and Songs	No. of Periods : 6	Fortnight : 7
Topic: Ten Little Fingers / आसावा सुन्दर(M)		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book- 1. Ten Little Fingers (Pg.21)
2. आसावा सुन्दर (Marathi) (Pg. 48)

Teaching Methodology: Refer to Fortnight 1.

Extended activities: Refer to Fortnight 1.

Note:

- Revise all earlier rhymes before a new one is introduced.

Subject : English	No. of Periods : 7	Fortnight : 7
Topic: Writing P p, R r, D d, B b, G g, S s		

Learning Outcomes:

- Refer to Fortnight 3

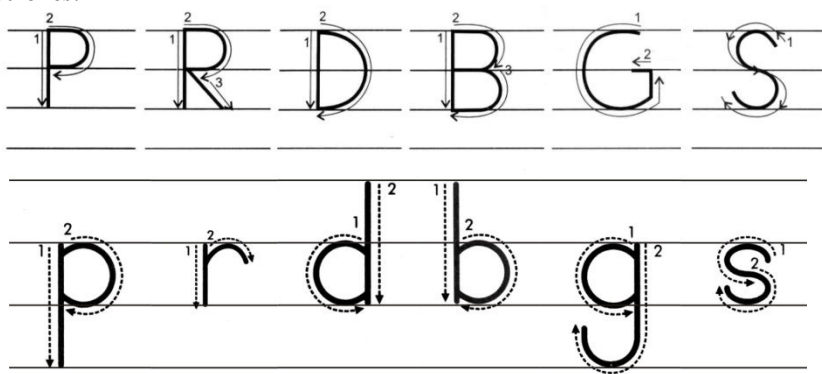
Teaching Aids

- Same as Fortnight 3

Teaching Methodology

- Refer Fortnight 3

Strokes:



Note: Related activity-Memory game will be done.

Subject : English	No. of Periods : 1	Fortnight : 7
Topic: Activity : Memory Game		

Learning Outcomes:

- Will increase vocabulary and develop the ability to associate words with objects.

Teaching Aids:

- The things available in the class room.

Teaching Methodology:

- Put six to eight items on the table. Ask children to identify them. Then ask the children to close their eyes and take any one item from the table and hide it properly. Ask the children to say which one is not there. Proceed to other items in the same manner.

Extended activity:

- They can say 2 to 3 sentences on each item.
- For example:
 - Stapler - This is a stapler.
 - Ma'am uses it to pin the papers together.
 - My father also has one.
 - It is very useful.

Subject : Maths	No. of Periods : 2	Fortnight : 7
Topic: Introduction of number names 0- 5 (Orally)		

Learning Outcomes:

- Will learn the number names i.e., spellings of numbers from 0 – 5

Teaching Aids:

- Black board, Chalk

Teaching Methodology:

- The educator will ask the children to look at the board and she will draw a cup or a pencil (any one object) and ask them to count.
- They will say “1”, she will write the number “1” on the board.
- She will explain that each word or a number has a spelling (like the name of every child).
- 1 – One (She will write on the board like this and show them while writing she will spell the words).
- She will also ask the children “How many nose do you have? – One. How many mouths do you have? – One .She will ask them to spell the number.
- She will ask them to repeat 2- 3 times by looking at the spelling on the board.
- She will then ask the children to close their eyes and try to spell. (Only one number name will be introduced in a day).
- The same method is followed for other number names till “5” (2- Two, 3-Three, 4-Four and 5-Five).

Subject : Maths	No. of Periods : 3	Fortnight : 7
Topic: Writing numbers 5, 6and 8		

Learning Outcomes:

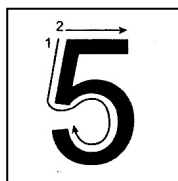
- Will enhance the ability to write the numbers 5, 6, and 8 by following the proper stroke.

Teaching Aids:

- Black board, Chalk and Book, Page-10, 11, 14,15,18,19.

Teaching Methodology:

- The educator will follow the same method to teach the numbers as done before. (Refer writing 1, 7 and 4).
- Number “5” is a two stroke number.
- Number “6” is a single stroke number.
- Number “8” is a single stroke number.



Note:

- Number “8” is written after writing the alphabet “S” in language.

Subject : Maths	No. of Periods : 3	Fortnight : 7
Topic: Introduction of Heavy and Light		

Learning Outcomes:

- Will help them to understand the concept of heavy and light

Teaching Aids:

- Leaves, Twigs, Sand, Chalks, Pencils, Coins, Marbles, feather, Twigs etc., handmade weighing scale and Worksheet-7.

Teaching Methodology:

Period 1

- Make the children sit in a circle. Place all the materials in front of them. Tell the children “Today we will be weighing the objects to find out which object is heavy and which object is light”.
- First she will call out one child and make her stretch her hands and close her eyes. She will then place a leaf in one hand and a pebble in another hand. She will ask the child to feel and say which object is heavy and which object is light. (Estimation).
- The child may say that leaf is heavy and pebble is light. The child must be given chance to weigh various things and realize the concept of heavy and light.
- She will give chance to each child by giving the objects for estimating the heavier and the lighter object.

Period 2

- The educator will do the revision of the previous day’s lesson with one or two children.
- She will then give a handmade weighing scale to one child. She will then ask the child to keep a marble in one side and a feather on the other side of the balance.
- She will ask the child to observe. The child will observe that one side goes downwards and the other side goes upwards.
- She will call another child to change the objects and observe. The observation will be the same.
- She will then explain that the plate where the heavy object is placed, that side will go downwards and the plate where lighter object is kept that side will go upwards.
- The educator will allow each child to do with different objects and make the concept clear and interesting.
- She will then make them to do the worksheet.(Math worksheet- 7)

Note:

- The weighing scale can be made with two lids (from disposable box), Jute thread and a thin bamboo stick.

Subject : Story Telling	No. of Periods : 6	Fortnight : 7
Topic: Story of Ganesha		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures:
Story of Ganesha

Teaching Methodology: Refer to Fortnight 1.

Extended activity: Refer to Fortnight 1.

Note:

- Use simple sentences and remembers children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?” always.

Little Ganesh

Ganesh and Karthikeya were the sons of Lord Shiva and Goddess Parvathi. They all lived up on the snowy Mount Kailash. Ganesh, the elder son, had an elephant's head. The two boys were loved by all. Ganesh and Karthikeya loved to play pranks just like other young boys. But they never harmed anyone. Everyone in the heavens and on earth loved the two brothers. One day, Brahma, who was looking at the brothers playing, suddenly, had a doubt.

“Who is the wiser of the two brothers?” he wondered. “I am the God of Creation but I don't know the answer because Ganesh and Karthikeya are divine children,” thought Brahma. “But I will find the answer. Narada can go to Mount Kailash and find the answer for me,” thought Brahma again with a smile. Narada, the mischievous sage was Brahma's son. Brahma told Narada, “Go and find out who is the wiser of the two brothers. Don't return until you have found the answer.” Narada was excited. “Aha! My father wants me to go to Mount Kailash and test the brothers. This is going to be fun!” thought Narada. Narada hurried to Mount Kailash and was welcomed by Lord Shiva and Goddess Parvathi. “I came here to give you a gift, Lord Shiva,” said Narada. “A gift? What is it?” asked Lord Shiva eagerly. “A gift interests everyone, even the gods,” thought Narada with a smile. Narada showed him a golden mango and said, “This is a magical mango. It is the fruit of knowledge and whoever eats it will become wise. But it cannot be cut into pieces. So, only one person can eat it.” “In that case, let

Parvathi eat it because I will never eat anything without sharing it with my wife,” said Lord Shiva. “But, my lord,” said Goddess Parvathi, “I will not eat the mango if you don’t. We can give it to one of our sons instead.” Narada was happy. His plan was working. He quickly asked, “But you have two sons. To whom will you give the mango?” While the three of them were trying to decide whom to give the fruit to, Ganesh and Karthikeya walked up to them. They saw the beautiful golden mango Narada held in his hand. “Is that mango for us?” asked Karthikeya. “It is a magical mango and only one of you can eat it,” answered their mother. The brothers immediately began to quarrel. “I want the mango.” “No, give it to me.” Narada stepped in again and said, “I will give the fruit to the one who circles the world thrice and gets back here first.” Karthikeya was very happy to hear this. He mounted his peacock and set out immediately. “My peacock is very fast. Ganesh rides a mouse. There is no way that he will win,” thought Karthikeya. Ganesh was worried. He too knew that he would not be able to circle the world and get back on time. But he quickly thought of a plan. “My parents make up my whole world. So, I will circle them thrice and win the contest,” said Ganesh. He walked around his parents with folded hands. Narada gave the magical mango to Ganesh. “There is no doubt that Ganesh is wiser of the two. He deserves this reward,” said Narada with a smile.

Subject :Science & Geo	No. of Periods : 2	Fortnight : 7
Topic: Parts of plants		

Learning Outcomes:

- They will know the different parts of the plant and their functions.

Teaching Aids:

- Black Board
- Worksheet no. 54

Teaching Methodology:

- As germination is already done, so she will briefly revise it.
- Children will be taken out and shown different plants and their parts.
- Then the teacher will draw a plant on the board and label its parts.
- She will explain the function of roots, leaf, stem and flower.
- Worksheet No. 54 will be discussed and done.

Subject :Science & Geo	No. of Periods : 2	Fortnight : 7
Topic: Floating and sinking (Experiment)		

Learning Outcomes:

- Will learn the concept of floating and sinking.

Teaching Aids:

- Heavy objects: stone, key
- A big glass trough
- Light objects: quill, leaf, paper.

Teaching Methodology:

- The educator will collect the heavy and light objects and a big glass container filled with water.
- She will start with the light objects like quill, leaf, paper, etc.; she will put all these one by one in water, all these objects will float. She will emphasize on the word 'float'.
- Then she will take the heavy objects like stone, key, coin, etc. and put them in the water. As these objects are heavy they will sink. She will again emphasize on the word 'sink'.
- Then the educator will explain the concept of floating and sinking by explaining heavy objects sink and light objects float.
- She will ask why they think it happens and allow them to answer.
- The educator will make the children repeat the objects which sink and which float.

Note:

- The educator must also encourage the children to go home and do the experiment with various vegetables like, potato, onions, tomato, etc. and give their observation of float and sink by drawing it on a paper.
- Related worksheet will also be done.

Subject : Block Room	No. of Periods : 6	Fortnight : 7
Topic: Vipella-2		

Learning Outcomes:

- Will develop finger muscles.

Teaching Aids:

- 8 pieces of wooden blocks in the shape of semi-circle inverted on inverted 'v' i.e., red, blue, green and yellow of 2 each.

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate the procedure.
- She will take out the eight pieces and place it in front of the children.
- She will show the two equal segments of each pair and also some patterns and make creative designs.
- Then the children will follow the procedure and also how to arrange the box while winding up.

Subject : PLS	No. of Periods : 2	Fortnight : 7
Topic: Combing hair		

Learning Outcomes:

- Will make children independent
- Will enhance the sense of responsibility to take care of one self.

Teaching Aids:

- Comb (Labelled comb which each child will bring from home)

Teaching Methodology:

- The educator will sit on a chair and will make children sit in a semicircle in front of her.
- She will give a demonstration of how to comb hair and will tell the children to comb their hair.
- She will allow each child to stand in front of the mirror to comb.
- She will ensure each child tries her best to groom herself.

Note:

- A note for bringing the comb to be sent at least 2 days before the activity.

Subject : Art & Craft	No. of Periods : 4	Fortnight : 7
Topic: Jute flower making		

Learning Outcomes:

- Will develop fine motor skill and creativity.

Teaching Aids:

- Jute String.
- Origami Paper.
- Glue/Fevicol.
- Paint Brush.

Teaching Methodology:

- The educator will first demonstrate in front of children.
- Cut the jute string in equal lengths say around 6".
- Take A-4 size paper and spread glue with the paint brush.
- Arrange the measured jute string in a spiral way.
- Cut the origami paper to the shape of a stick and leaf and stick them in such a way to get a flower.

Subject : Hindi	No. of Periods : 2	Fortnight : 7
Topic: वर्णमाला - व्यंजन 'क' 'ख'		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह है 'क'
- अब वह 'क' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'क' से कमल, कछुआ, कबूतर, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'क' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह है 'ख'
- अब वह 'ख' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ख' से खरगोश, खरबूजा, खरल, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'ख' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।



Subject : Saturday visit	Fortnight : 7
Topic: Balvatika	

Learning Outcomes:

- Refer to Saturday Visit Fortnight1
- Will make the children aware of different types of mirror.

Teaching Aids:

- Balvatika – a place with different types of mirror (convex and concave) as the main attraction

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



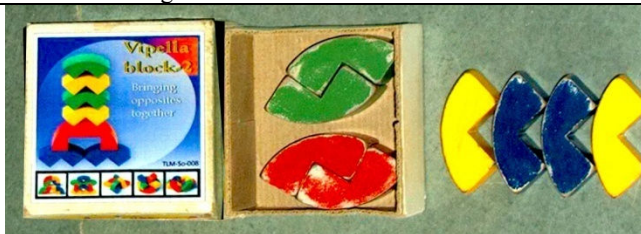
Fortnight : 7 – English – Activity memory game



Fortnight : 7 – FMS – Beading



Fortnight : 7 Jute Flower – Art & Craft



Fortnight : 7 – Block room – Vipella Block

Subject : GMS	No. of Periods : 2	Fortnight : 8
Topic: Rock climbing		

Learning Outcomes:

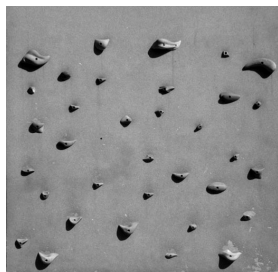
- Will develop muscular strength and balancing while climbing heights.
- Will develop concentration and hand and leg co-ordination.
- Will develop finger muscle and grip which will help in writing.

Teaching Aids:

- A rock climbing wall

Teaching Methodology:

- The educator will make the children to stand around the sand pit.
- Then the educator will demonstrate how to keep one leg on the rock and the hands should be stretched to hold two rocks above her height. Then take the other leg and keep it above the first leg on another rock. Then she will keep moving upwards by moving both the hands and legs simultaneously until she reaches the top.
- Then the children will do as demonstrated.



Note:

- There may be few children who will find it difficult to climb. Each child should be given her own time and freedom to do this activity.

Subject : FMS	No. of Periods : 2	Fortnight : 8
Topic: Transferring water from bowl to bowl using spoon		

Learning Outcome:

- Will help in the development of finger muscles.
- Will help in the development of eye hand coordination.
- Will help in enhancing concentration and balance.

Teaching Aids:

- Two bowls- one will have water.
- A spoon.
- A Sponge

Teaching Methodology:

- The educator will first give a demo, as to how the water is transferred from the first bowl to the second bowl using a spoon.
- Step 1: Take water in first bowl.
- Step 2: With the help of a spoon take water from the first bowl.
- Step 3: Put it in the second bowl, without spilling a drop of water. If any drop of water is spilt then it should be dabbed with a sponge.

- Repeat step 2 & step3, till the water from the first bowl is transferred to second bowl, till the first bowl is empty.
- The educator will empty the second bowl and will keep it back in the shelf from where she took it.
- Then she will ask one child to do this activity by filling the first bowl.

Note:

- This activity is to be done with a lot of concentration, so it will be done consecutively over 5 days, as only 4 children will be doing it in one day. The child who will be doing this activity will have to take care of following things
- Not to spill a single drop of water throughout the whole activity. If spilt will dab it with a sponge.
- To execute it with utmost dedication and concentration.
- When she comes to the end of this activity, she will empty the bowl and keep the materials back on the shelf, ready for the next child.

Subject : Circle Time	No. of Periods : 10	Fortnight : 8
Topic: How to behave when guests come to meet		

Learning Outcomes:

- Will learn to behave politely and to respect and welcome the guests when they come home.
- Will learn some basic etiquettes of serving water, snacks, etc.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle and start asking few questions.
- She will ask “Who is a Guest?” and listen to various answers and explain the meaning of the guest.
- Guest is a person who does not stay with the family. Like a neighbour, uncle, aunt, etc. who stays away from you and meet you or comes home on some occasions.
- Again she will ask a question “When a guest comes to your home, what will you do?” and listen to the answers.
- Then the educator will explain the following things when some guest comes home. “You have to welcome and greet them. When they sit and talk, you should not disturb them. When your mother serves water or snacks, you should not try to grab and eat from their plate. If some small children have come, then you should share your toys and books with them. And you can help your mother in serving and clearing up what was served. And the guests also will think what a good boy Shyam is?” All these things will be discussed by the educator
- She will explain and then ask simple questions related to the good manners she explained.

Note:

- The educator can make the concept clear by making the children enact - give them the role of a child, her parents and some relatives/friends, etc.

Subject : Rhymes and Songs	No. of Periods : 6	Fortnight : 8
Topic: Ship / ફેર ફુદડી (G)		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book- 1. Ship (Pg. 6)
2. ફેર ફુદડી (Gujarati)(Pg.41)

Teaching Methodology: Refer to Fortnight 1.

Note: Revise all earlier rhymes before a new one is introduced.

Subject : English	No. of Periods : 8	Fortnight : 8
Topic: 1 Activity : spell the word seeing the picture		

Learning Outcomes:

- Will help in building vocabulary
- Will help in the formation of words

Teaching Aids:

- Pictures of cat, dog, cow, hen
- Objects like pin, pen, cup, mug, rod
- Worksheet-4,5,6,7,8,14(for all worksheets refer to workbook in Annexure3)

Teaching Methodology:

Period 1

- The educator will show the picture of a cat and seeing the picture they have to spell the word: E.g. –CAT the children have already learnt 3 lettered words in Jkg.
- Then she will show other picture like
 - dog – D O G
 - hen – H E N
- As the children will spell she will write on the board.
- She will ensure that all the children pay attention and are repeating the word.

Period 2

- The educator will show object like a cup, pin.
- Like this the educator will take more objects and involve all the children in spelling the words.

Note:

- The educator needs to ensure that all the children repeat the words loudly. Related worksheet to 3 letters words will be done.

Subject : Maths	No. of Periods : 3	Fortnight : 8
Topic: Introduction of number names 6-10 (orally)		

Learning Outcomes:

- Will learn the number names i.e. spellings of numbers from 6-10.

Teaching Aids:

- Board, chalk and fingers. Worksheet - 13 and 14.

Teaching Methodology:

- It will be done the same way how the number names from 0-5 were done. Refer Fortnight 7
- Once the number names are clear i.e. the spellings, then the worksheets are done.

Worksheets: 1. matching the Number to the number name.
2. Count the object and the number name is matched.

Subject : Maths	No. of Periods : 2	Fortnight : 8
Topic: Before and After Number (11-20)		

- Refer to Fortnight 7

Subject : Maths	No. of Periods : 3	Fortnight : 8
Topic: Smaller and bigger numbers (1-10) Worksheet 21 and 22		

Learning Outcomes:

- Will enhance the child's ability to know which number is smaller or bigger when two numbers are compared

TeachingAids:

- Beads, pebbles, pencils. Worksheet 21 and 22.

TeachingMethodology:

Period 1

- The educator will give few beads in bowl and give it to the children.
- She will say one number say 2 – the children have to take two beads and arrange in this way on the table/floor



- She will say another number say 4, the children have to place 4 beads next to the 2 beads leaving little gap. i.e.



- She will ask them which side has more beads. They will say second/right side has more beads. She will ask them to count and say the numbers i.e. one number is 2 and another number is 4.
- So number '4' is bigger than number '2' / 4 is greater than 2
- The educator will give more such numbers and make the concept of bigger/greater number clear.

Period2

- The educator will do the same way as done in the bigger numbers.
- She will ask them to compare two sides and ask "Which has lesser quantity?"
- She will ask them to count and say the numbers. Suppose 4 and 2. Children would say 2 is smaller. So number 2 is smaller than number 4.
- The educator will give more practice and make the concept of smaller number clear.
- She will then give the worksheets to be done.

Subject : Story Telling	No. of Periods : 6	Fortnight : 8
Topic: Jatayu, the Brave Bird		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
Jatayu, the Brave Bird

Teaching Methodology: Refer to Fortnight 1

Extended activity: Refer to Fortnight 1

Note:

- Use simple sentences and remembers children love listening to same story again and again. Enact it as if you are saying it for the first time. All stories need not have a moral-so do not stress on the question "So what did you learn?" always

Jatayu, the Brave Bird

Once upon a time, there was a beautiful forest named Panchvati. It was situated on the bank of the river Godavari. In the tall trees of Panchavati, there lived Jatayu, the king of vultures. He was very huge and mighty. His eyes were tiny but sharp. Jatayu was a friend of the great King Dasharatha of Ayodhya. Once owing to bad circumstances, Dashratha had to exile his eldest son, Rama. When Rama left for the forest, his wife Sita and brother Lakshmana also accompanied him. Wandering in search of a peaceful place, Rama, Sita and Lakshmana arrived in Panchavati. They liked the serene environment and decided to spend their days of exile there. One day, Jatayu happened to see Rama. He at once recognized Rama and flew to him. "I am Jatayu, Your father's friend!" Jatayu introduced himself. Rama bowed to him with respect; Then Jatayu asked, "What are you doing here, son?" Rama narrated all that had happened. By now, Lakshmana and Sita also came there. Sita was amazed at Jatayu's size. Such huge bird!" she exclaimed. Jatayu smiled and blessed her. "Though I am old," he said, "I will help you in every possible way I can, dear children!" Days flew by. One day, Jatayu was resting in a tall tree. Suddenly, he heard a faint cry, "Help....O Rama.....Lakshmana.....help!" As he looked up, he saw a flying chariot moving towards the South. The cry seemed to come from the chariot. Jatayu at once unfolded his huge wings and took off towards the flying chariot. He heard the cry again, "Help! Help!" This time it was clear. "That's Sita!" thought Jatayu. He hurried towards the chariot, which was speeding up. As Jatayu neared the chariot, he saw Sita being forcibly carried away by a demon. He was Ravana the evil demon- king of Lanka. Ravana had abducted Sita while Rama and lakshmana were away. "Poor Sita, I must save her," thought Jatayu. Flapping his strong wings, Jatayu hovered above Ravana's head, and cried, "Stop, O cruel demon! I won't let you take her away!" "Hahahaha!" Ravana laughed, flashing his sword at Jatayu. "You can't stop me, O old bird! Just lay off." "Then take this," cried Jatayu, as he began to peck at Ravana's head with his sharp beak. "Aaaaaa!" Ravana cried of pain. He attacked Jatayu with his sword. Jatayu was badly wounded but he didn't give up. He scratched Ravana all over his body. But soon the old bird was fatally wounded as Ravana chopped off his wings. Though Jatayu couldn't save Sita, he gave Rama the most important clue that Sita was taken to the south. His sacrifice didn't go in vain and later Rama rescued Sita.

Subject :Science & Geo	No. of Periods : 4	Fortnight : 8
Topic: Fruits - one and many seeds.		

Learning Outcomes:

- Will help them in understanding about fruits with one and many seeds
- Enhance their observation power.

Teaching Aids:

- Seasonal fruits like apple, pomegranate, chickoo, strawberry.
- Worksheet No:55,56

Teaching Methodology:**Period 1**

- The educator will bring seasonal fruits which has one and many seeds. She will cut the fruits and show the children. For eg. – An apple has more than one seed and a strawberry has seeds on the outer covering.
- The educator will draw few fruits to show the seed likes banana, watermelon guava etc.

Period 2

- The educator will revise the fruits which have one seed and the fruits which have many seeds with the help of pictures. She can also draw on the blackboard.
- Related worksheet will be done where the children are asked to colour the fruits which has many seeds.

Period 3

- A related worksheet will also be done where the children are asked to match fruits to its trees. In this, the educator will help by drawing on the blackboard the trees or plants with its fruits.

Subject : Block Room	No. of Periods : 6	Fortnight : 8
Topic: Crazy blocks		

Learning Outcomes:

- Will learn to build a stable tower, building fancy items of their own imagination.
- Will enhance curiosity and will try to explore more as the grooves in each piece fits firmly on the other.

Teaching Aids:

- 16 Pieces of blocks of red, blue, yellow and green 4 pieces each of each colour.

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take each block of red, blue, green and yellow from the box and keep it softly on the floor.
- She will then count and show that there are 4 pieces of red, blue, green and yellow.
- She will make some patterns like tower to play and come up with various designs with them. Then teach them how to arrange it in the box while winding up.

Note:

- Educator can also use this crazy blocks while teaching Maths concepts, counting, addition, and subtraction.

Subject : PLS	No. of Periods : 2	Fortnight : 8
Topic: Brushing teeth		

Learning Outcomes:

- Children will learn the importance of hygiene.

Teaching Aids:

- Toothbrush
- Toothpaste

Teaching Methodology:

Period 1

- The educator will ask the children to bring their own tooth brushes and she will bring the tooth paste.
- She will take them to the wash basin for this activity.
- She will then demonstrate how to brush. First the children will wet their brush and apply a small amount of toothpaste.
- Then she will instruct them to move the brush up and down on the front teeth and in the same way move the brush thoroughly in and out of the mouth. Then rinse the mouth thoroughly.
- Then she will call 2 children at a time and take them to brush their teeth according to the instruction.

Note:

- The educator will instruct them to move the brush softly and not to use too much of pressure while brushing. A note for bringing the toothbrush to be sent atleast 2 days in advance.

Subject : Art & Craft	No. of Periods : 2	Fortnight : 8
Topic: Make an aeroplane with coloured paper		

Learning Outcomes:

- Will develop fine motor skill
- Will enhance eye-hand co-ordination

Teaching Aids:

- Coloured paper
- Pencil
- Glue
- Drawing book page- 19.

Teaching Methodology:

- The educator will first demonstrate by drawing the outline of an aeroplane on the coloured paper.
- Before drawing on paper, she will explain how to get the accurate shape of the plane and then draw on the board.
- After drawing on the paper, she will show them how to tear the edge of the aeroplane very carefully and then she will stick it in the sketch book.
- Now educator will distribute all the aids to the children and guide them to get the aeroplane done.
- Complete Pg.19

Subject : Art & Craft	No. of Periods : 2	Fortnight : 8
Topic: Indian crown		

Learning Outcomes:

- Will develop creativity along with fine motor skill.

Teaching Aids:

- Any feather preferably pigeon's feather.
- Strip of white chart paper.
- Crayons.
- Glue.

Teaching Methodology:

- Before demonstrating, the teacher will explain what a crown is and who used to wear this type of crown.
- Encourage the children to collect the feathers.
- Draw a design on one side of the white strip of paper and colour it properly.
- Spread glue on the other side of the strip.
- Place the feather at certain distances and stick the feathers.
- The Indian crown is ready.

Note:

- Any coloured chart paper can be used

Subject : Hindi	No. of Periods : 2	Fortnight : 8
Topic: वर्णमाला व्यंजन- 'ग' 'घ' 'ङ'		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह है 'ग'
- अब वह 'ग' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ग' से गधा, गदा, गमला, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'ग' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लिये कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लिये कहेंगी।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'घ'
- अब वह 'घ' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'घ' से घर, घड़ी, घड़ा, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'घ' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।



Subject :Saturday Visit

Fortnight : 8

Topic:Post office

Learning Outcomes:

- Refer to Saturday Visit Fortnight1
- Will make the children aware of how the sorting of letters is done, how they are sent to different places, what the different coloured post boxes are for etc.
- The children will learn how to buy a post-card.

Teaching Aids:

- Post Office

Teaching Methodology:

- Refer to Saturday VisitFortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 8 –
Block room Crazy Block



Fortnight : 8 –
Art & Craft – IndianCrown

Subject : GMS	No. of Periods : 2	Fortnight : 9
Topic: Net climbing		

Learning Outcomes:

- Will develop muscular strength and finger muscles that will help the children to get a firm grip in writing, drawing and doing other practical things.
- Will develop eye - hand and leg co-ordination.



Teaching Aids:

- A big and strong rope-net tied between trees or between two strong poles above a sand pit.

Teaching Methodology:

- The educator will make the children stand around the sand pit.
- Then the educator will demonstrate by putting one leg between the gap in the net and the hands should be stretched to hold the net above the height she is standing.
- Then she will move the other leg and keep it above the first leg alternatively between the gaps in the net.
- Then she will move upwards and reach the top.
- She will then come down the net the same way as she climbed up - climbing down using alternate movements.
- Then each child will climb the net and come down as demonstrated by the educator.

Note:

- There may be a few children who will find it difficult to climb.
- Each child should be given her own time and freedom to be this activity.

Subject : FMS	No. of Periods : 2	Fortnight : 9
Topic: Plucking weeds.		

Learning Outcomes:

- Will strengthen their finger muscles.
- Will educate them that growing of weeds is harmful to the parent plant.

Teaching Aids:

- Lawn.

Teaching Methodology:

- The educator will explain what weeds are and why we should remove them.
- The educator will give them a demo by pulling the weeds off its roots, using both her thumb and index finger.
- She will need to give it a strong tug to remove it.
- Then she will ask the children to do it.

Note:

- This activity will be done more during rainy seasons, as there will be abundance of weeds during this season.

Subject : Circle Time	No. of Periods : 4	Fortnight : 9
Topic: Traffic signal		

Learning Outcomes:

- Will be aware of the signals and the rules to be followed on the road.

Teaching Aids:

- A model of a Traffic signal.

Teaching Methodology:

- The educator will make the children sit in a circle and will show the model of the traffic signal.
- She will then ask “Have you seen something like this somewhere?” - “Yes. On the road on the cross roads. How many lights are there? - Red, yellow and green, three lights.
- What does red light stand for? - Red light means we have to stopwait and give way to others to go.
- What does Yellow light stand for? - Yellow light means weshould get ready and wait for the green signal to go.
- What does green light stand for? - Green light is for telling us to proceed.
- We have to follow these traffic rules in order to avoid traffic jamsand accidents.
- When we go out with our parents and you should tell them tofollow the traffic rules.
- A project on traffic signals will be given to the children to make rules clear to them. Project can be a model/drawing /a chart.

Note:

- An activity can be done like this:
 - The educator will make the children become some vehicles.
 - Three children with red shirt, yellow shirt and green shirt should be made as traffic signal. When the red raises hand, all the vehicles i.e. children should stop, when yellow raises hand, they should get ready and when green raises hand, they should move.

Subject : Circle Time	No. of Periods : 3	Fortnight : 9
Topic: Safety on road		

Learning Outcomes:

- Will be aware of the rules for walking on the road and rules for crossing the road

Teaching Aids:

- Model of Traffic signal, Board and chalk.

Teaching Methodology:

- The educator will make the children sit in a circle and explain the rules.

- Rules for walking are – Always walk on the footpath, never play games on the footpath. If your toy or ball drops from your hand on to the road, never run suddenly across the road. Stray dogs and puppies look sweet. But do not touch or pat them. If a stray dog bites you, it is very dangerous, for they may have some disease.
- Rules for crossing the road:
- Cross the road only at a zebra crossing. Cross only when the traffic light is green. The golden rule for crossing – Look right, Look left, then right again. If the road is clear, cross the road. Walk quickly, but do not run. You may trip and fall and get hurt.

Note:

- The teacher should ask questions like - Where should we walk on the road? What is the golden rule for crossing? etc. to make the rules clear.

Subject : Circle Time	No. of Periods : 3	Fortnight : 9
Topic: How to behave when you go to your friend's house or guest's house		

Learning Outcomes:

- Will learn to be polite and give respect to people when you visit someone's house
- Will learn some basic values like- have patience, sharing, socializing, etc.

Teaching Aids: None

Teaching Methodology:

- The teacher will make the children sit in a circle and revise the meaning of Guest and the things that should be remembered when guests come home.
- Then she will tell “You are a guest who is going to visit your friend/uncle who stays nearby. What you should do in their house?” She will listen to the various answers and then start explaining.
- She will explain the following things that should be remembered always – “When you enter the house, greet them by saying “Hello!” with a smiling face. If any elders i.e. if Grandparents are there, go near them and say “Namaste” humbly. Then sit nicely without running or disturbing others. When some snacks is offered, don't grab it. Take them slowly and eat. If any toy is offered for playing, handle it with care and give back without any damage. If a child is not willing to share, you will take it easy, and you can do something else. When elders are talking, don't interrupt and disturb them. And when you leave, say ‘bye’. These things should be remembered always even when you grow up.”

Note:

- The educator can narrate an imaginary story of a child who doesn't behave well when visiting someone or can be enacted by giving the role of a child, parents, guests, etc. to make the children understand the values and that should be followed always.

Subject : Rhymes and Songs	No. of Periods : 6	Fortnight : 9
Topic: एक शरीर में कितने दो (H) / Revision		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

Rhyme Book- 1. एक शरीर में कितने दो (Hindi) (Pg.36)
2. Revision (All the Rhymes done so far)

Teaching Methodology: Refer to Fortnight 1.

Extended activities: Refer to Fortnight 1.

Subject : English	No. of Periods : 8	Fortnight : 9
Topic: Writing capital and small letters in Note book /Activity picture or object reading/ Yes or No		

Learning Outcomes:

- Will be able to write the capital and small letters in the notebook.
- Will help them in the formation of words

Teaching Aids:

- Black Board
- Worksheet no:36

Teaching Methodology:

- This exercise is going to be a repetition as the children have just finished with the formation of both capital & small letters with correct strokes in the workbook. So they will write in the lined notebook.
- Related picture reading activity will be done. The educator will show the pictures and will motivate the children to come up with few sentences. Related picture reading activity will be done. The educator will show the pictures and will motivate the children to come up with few sentences.
For eg: 1. Dog 2. Rose

Picture 1

- It is a dog.
- It is black in colour.
- It has four legs.

Picture 2

- It is a Rose flower.
- It is red in colour.
- It has a nice smell.

Introduction of Yes/No

- The educator will teach the concept of Yes/No with objects first. For e.g. she will hold a pencil and will ask the students –
1. Is it an elephant?

Answer will be 'No' it is not an elephant. Then she will show a chair and ask

2. Is it a chair? (Showing a chair)

Answer will be 'Yes' it is chair. The educator will take few more objects and will continue in the same manner. Till the concept of 'Yes/No' is clear.

- After the concept is understood, the related worksheet will be done.

Subject : Maths	No. of Periods : 5	Fortnight : 9
Topic: Writing numbers 11-15		

Learning Outcomes:

- Will enhance their ability to write the numbers 11, 12, 13, 14 and 15

Teaching Aids:

- Board and chalk.

Teaching Methodology:

- The educator follows the same method of teaching to write numbers as done before. [Refer writing numbers 1, 4 and 7]
- Number 11 is written in this way 11 (two stroke)
- Number 12 is written in this way 12 (two stroke)
- Number 13 is written in this way 13 (two stroke)
- Number 14 is written in this way 14 (two stroke)
- Number 15 is written in this way 15 (two stroke)

Subject : Maths	No. of Periods : 3	Fortnight : 9
Topic: Activity - Logical thinking		

Learning Outcomes:

- Will enhance children's ability to form patterns and understand them as repetitions of a particular arrangement

Teaching Aids:

- Cut-outs of the shapes & circle, triangle, twigs, pebble, etc. Worksheet – 9, 10 and 20

Teaching Methodology:

- Make the children sit in a circle, spread the objects in front of the children and allow the children to name the shapes and the objects.
- She will then say "Watch me, I am going to make some patterns out of them" e.g. ○ △ ○ △ _____
- She will say "I have made a pattern of a circle and a triangle and again a circle, triangle Who will continue the pattern?" Allow the children to make/continue with your pattern.
- She will introduce other patterns e.g. ◐ ○ □ ◐ ○ □ ◐

- Once they do with objects, the educator can make the children to do on the board.
- Once they are clear with the concept, the worksheets are given
 - 1st – Worksheet 20 – They have to fill the patterns and fill the missing numbers
 - 2nd – Worksheet 9 – They have to complete the pattern thinking logically
 - 3rd – Worksheet 10 – They have to think and do counting and circle the correct number.

Subject : Story Telling	No. of Periods : 6	Fortnight : 9
Topic: Sindbad the Sailor		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures: Sinbad the sailor

Teaching Methodology: Refer to Fortnight 1

Extended activity: Refer to Fortnight 1

Note: Use simple sentences and remember children love listening to the same story again and again. Enact it as if you are saying it for the first time. All stories need not have a moral-so do not stress on the question “So what did you learn?”

Sindbad the Sailor

A long time ago, there lived a young man named Sindbad. He was a merchant by profession. So, he had to go on voyages to sell his wares. Sindbad had travelled to many faraway lands and had many adventures during these voyages. On one such voyage, Sindbad was carrying loads of dates to the East. Unfortunately, there was a tempest and the cargo was lost in the violent waves. However, Sindbad managed to swim to the shore and survived.

Getting exhausted, he lay numb on the shore. After a few hours when he came back to his senses, he began to walk towards the land. At some distance, Sindbad saw some white boulders. They looked round, smooth and huge. “Let me go near and see,” he thought. Just as he touched one of the boulders, he saw a huge eagle perching near it. Sindbad then realized he was in the land of the giant birds. And the boulders were actually the eggs of the huge eagles. “It isn’t safe to stay here, he thought, But how do I escape?” Suddenly, the brave voyager had an idea. Crawling behind the bushes and eggs, he came near an eagle. Then with his waistband Sindbad tied himself to an eagle’s leg.

After a while, the eagle took off in the sky. Sindbad was thrilled to fly at such a great height. They crossed many landscapes and rivers. Finally they reached a valley. As the bird began to fly down, Sindbad prepared to untie himself from her leg. The eagle made a smooth landing. Sindbad quickly jumped off her leg. He saw diamonds and precious gems glittering all around. Sindbad was amazed. “If I am not mistaken, I am in the valley of diamonds he thought”. Suddenly, he saw a piece of meat fall in front of him. And then a huge bird swooped upon the piece of meat and flew away, picking it up in its claws. When Sindbad saw this, he was reminded of the story of this valley that he had heard. The people living around

that valley used to throw meat into the valley so that the gems could get stuck on them. Later when the birds would carry the meat to their nests, the people would take away the gems and leave the meat for the birds. Sindbad quickly collected some gems and diamonds. Just then he saw a huge eagle perched near him. I shouldn't miss the opportunity, he thought. And so he swiftly fastened himself to the bird's leg. Soon, he took off in the sky with the bird. After a long flight the bird landed in a village. Sindbad quickly untied himself. The people of the village were thrilled to meet Sindbad, the sailor. They honoured him. He amused them with his adventurous stories and then again proceed on his voyage.

Subject :Science & Geo	No. of Periods : 2	Fortnight : 9
Topic: Pollution – Air, Water, Noise		

Learning Outcomes:

- Will create awareness of different types of pollution causes and prevention of pollution

Teaching Aids: None

Teaching Methodology:

- The educator will question the children. “Have you seen smoke being emitted from an auto rickshaw, a bus, from a factory. This smoke dirties the air we breathe in and is called pollution.”
- “Have you seen people throwing garbage in water, wrappers in water? They are polluting the water.” She will also explain that as water is very essential for us people should keep the water in the sea, river & lake clean.
- When people honk too much or play loud music they are causing noise pollution.
- She will explain that in order to maintain harmony in the environment, people must keep their surroundings clean else diseases like bronchitis, typhoid may spread.

Subject :Science & Geo	No. of Periods : 2	Fortnight : 9
Topic: Senses – Touch		

Learning Outcomes:

- Will make the children aware of the feel of various surfaces like soft, hard, rough, smooth, etc. when touched.

Teaching Aids:

- Wool, cotton, sand paper, a steel glass, rocks, paper, etc.

Teaching Methodology:

- The educator will briefly explain that various objects have different surfaces and our finger tips are very sensitive and it carries the message/signal to our brain, which tells us about the type of surface. She will make them touch and feel and will also tell them what is hard, soft, rough, smooth.

- She will ask the children to close their eyes and will take one surface at a time to the children and will ask them to identify the surface. She will make sure that they don't open their eyes. In this way, they will be able to experience various surfaces.
- She should patiently allow the children to guess and identify the surfaces. She should allow them then to verify it.

Subject : Block room	No. of Periods : 3	Fortnight : 9
Topic: Froebel Gift 3		

Learning Outcomes:

- Will help in the development of finger muscles.
- Will learn that a cube has six faces, twelve edges and eight corners.

Teaching Aids: 8 pieces of wooden cubes

1Mat, pattern sheets (Pg.683 & 684).

Teaching Methodology:

Period1

- The educator will make the children sit around the table
- She will take the mat, Gift box and the pattern sheets and show them. [Patterns sheets and Mat format attached at the back]
- She will first show the children how to open and close the box.
- Slide the lid and take out the lid, turn it upside down (i.e. label facing down), now cover the box.
- She will then invert the box, invert the box by holding the lid with fingers, on the mat (in one corner of the mat)
- She will now slide out the lid slowly and keep it aside. She will now lift the box upwards slowly and keep it aside. The 8 pieces will be there in the form of a cube on the mat.
- She will then count the cubes and place them next to each other in a line on the mat.
- She will then count the faces, edges and corners of the cube. (6, 12 and 8 respectively) and show them.
- Then she will put back all the cubes in the form of a cube in one corner of the mat.
- She will put the box over the cube and then show them how to wind up.
- Hold the box in the left hand and with the right hand lift the mat slightly so that all the cubes go inside the box.
- Then she will show and tell them to follow this method of opening and closing always.

Period2

- She will take the mat and the sheets and also the box and open it according to the procedure.

- She will start with the cube (she will use only the thumb, index and middle finger to move the cubes) and progress one cube at a time – changing and evolving a design. Once the design is made, the child will make the cube again at the corner of the mat. This will promote the logical and orderly ideas in a child's mind.
- She will show few patterns and then tell the children to work with the Gift.
- The educator should follow the child's invention and not tell what to do with the cubes.
- If she feels the child is not clear then she should again demonstrate.

Note:

- Few classes should be taken only for opening and closing of the box.
- While working with the gift, they have to use only the thumb, pointer and the middle finger (Tripod grip)
- The educator can initially make the children keep the left hand at the back and tell them to use only the right hand finger that is used for writing or vice-versa depending on which hand the child is comfortable with.

Subject : Block room	No. of Periods : 3	Fortnight : 9
Topic: Gradus		

Learning Outcomes:

- Children will come out with their own imagination and creative designs.
- Will help in increasing concentration and eye hand co-ordination.
- Will help in cognitive potential, motivates and educates intellectual skills.

Teaching Aids:

- Gradus-22 pieces
- Red hollow block -2 pieces, blue hollow -2 pieces, green hollow block-2 pieces, yellow hollow block – 1pieces, blue, red, green big rods 2 each, blue, red, green, small rods 2 each and green two small cubes.

Teaching Methodology:

- The children will be made to sit in a circle.
- The educator will take out the gradus and place it in front of her.
- She will take out each block and show them the number of pieces in the box.
- She will then make a simple design and show them.
- She will also demonstrate to the children how to arrange the blocks back in the box and put it back in the shelf.
- She will then give it to the children to come out with their own patterns.

Note:

- No language is given with this material.

Subject : PLS	No. of Periods : 2	Fortnight : 9
Topic: Folding a napkin		

Learning Outcomes:

- Children will learn to fold a napkin.
- Will develop fine motor skills.

Teaching Aids:

- Napkin - the napkin used on the dining table.

Teaching Methodology:

- The educator will ask the children to bring a napkin.
- The children will sit in a circle with the educator.
- Children already know how to fold a small napkin
- The educator will demonstrate how to fold a napkin, she will fold it into half and then again into half and again into half. Each fold will be either vertical or horizontal.
- And after that each child will try to fold their own napkin.

Note:

- The educator will keep their labeled napkin in the class room for a week. Whenever the children will have time they will practice folding their napkin

Subject : Art & Craft	No. of Periods : 2	Fortnight : 9
Topic: Diwali card making		

Learning Outcomes:

- Will develop sensitivity along with creativity

Teaching Aids:

- Any type of hard paper e.g. chart paper, mount paper
- Origami paper • Glue • Crayon

Teaching Methodology:

- Before making a card, the teacher will explain the purpose –to send greetings and wishes to our near and dear ones.
- First take a chart paper and cut as per the required size and fold it into half, vertically.
- Draw a “Diya” with the crayons (or any design related to Diwali)
- Draw a flower on the origami paper and cut it out.
- Paste the flower on the card.
- Write the greetings inside the card. Now give all the materials to the children –allow them to create their own design on the card.
- Note: As they have just learnt to write the alphabet – they may just write ‘Happy Diwali’ instead of long greetings. It is important that the whole card is solely made by the children.

Subject : Art & Craft	No. of Periods : 1	Fortnight : 9
Topic: Complete the pattern		

Learning Outcomes:

- Will enhance their ability to complete an incomplete picture.

Teaching Aids:

- Crayon
- Drawing Book page – 6.
- Traced picture of tortoise

Teaching Methodology:

- The educator will first tell the story of “The Hare and the Tortoise” to the children.
- She will conduct a question answer session.
- She will show them the picture of a tortoise.
- Then the educator will take an outline of a tortoise and explain how to draw the patterns on the shell by using crayons and make the tortoise colourful.
- Then she will give the books and the crayons to them and ask them to do the same.

Extended activity:

- The educator will call them one by one and ask them to tell any story related to the tortoise which will develop their vocabulary and imagination.

Subject : Art & Craft	No. of Periods : 1	Fortnight : 9
Topic: Colour the alphabet		

Learning Outcomes:

- Will develop the finger muscles
- Will know the colour combination.
- Will learn with fun.

Teaching Aids:

- Drawing book page - 5
- Crayon box

Teaching Methodology:

- Before doing this activity, the children should know to write all letters of the alphabet
- The educator will first explain how to write each alphabet in a given space with the black or grey crayon and fill the hollows in the letter with different colours to make the page colourful.
- She will explain verbally. Later on, she will demonstrate on the board.
- Lastly, she will distribute the book and ask them to do.

Subject : Hindi	No. of Periods : 2	Fortnight : 9
Topic: वर्णमाला व्यंजन - 'च' 'छ' 'ज' 'झ' 'ञ'		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड वर्णमाला का चार्ट

Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह है 'च'
- अब वह 'च' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'च' से चटाई, चम्मच, चरखा, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'च' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लिये कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लिये कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह है 'छ'
- अब वह 'छ' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'छ' से छाता, छड़ी, छत, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'छ' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लिये कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लिये कहेंगी।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह है 'ज'
- अब वह 'ज' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ज' से जल, जहाज, जलेबी, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'ज' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कही।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लिये कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लिये कही।
- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह है 'झ'
- अब वह 'झ' से शुरू होने वाले शब्द बतायेंगी, और बोर्ड पर चित्र बनायेंगी।
उदाहरण: 'झ' से झरोखा, झबला, झरना, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'झ' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।

- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कही।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कही।
- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
- उदाहरण: यह हैं 'ज'।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।



Subject :Saturday Visit	Fortnight : 9
Topic: Gandhi Ashram	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of the place where Gandhiji lived when he was in Ahmedabad and life of Gandhiji.

Teaching Aids:

- Gandhi Ashram - Ahmedabad

Teaching Methodology:

- Refer to Saturday VisitFortnight 1

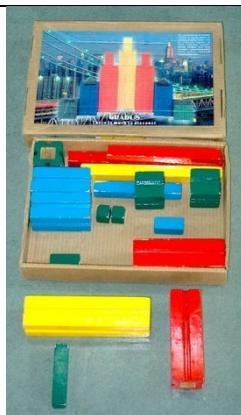
Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight :9 –
Block room Froebel's Gift No. 3



Fortnight : 9 –
Block room – Gradus



Fortnight :9 –
Circle Time – Traffic Signal



Fortnight : 9 –
Science & Geography –
Senses Touch



Fortnight :9 – Sensorial Tablet

Subject : GMS	No. of Periods : 1	Fortnight: 10
Topic: Catching a bouncing ball		

Learning Outcomes:

- Will develop finger muscles that will help in writing, drawing and doing other practical skills.

Teaching Aids: Basket Ball

Teaching Methodology:

- The educator will make the children stand in a circle.
- The educator will bounce the ball with such a force (against the floor) that it bounces back.
- The educator will catch the bouncing ball and demonstrates how to catch a bouncing ball.
- Then the children will do as demonstrated.
- The teacher will throw the ball against the floor in such a way that the ball bounces to a child. She will do so till each child gets a chance to catch a bounced ball.
- Every child will get to bounce the ball so that other children and the teacher can catch it.

Extended activity: Once the children learn to catch the bounced ball the educator can dodge and throw the ball to any child. Children enjoy and learn to be alert through such activities.

Subject : GMS	No. of Periods : 1	Fortnight : 10
Topic: Twisting turning and bending		

Learning Outcomes:

- Will help in the development of muscular strength of the waist or hip and thigh and calf muscles.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children stand in a circle.
- She will keep her hands on the waist and demonstrate twisting and turning, by fixing her leg on the ground and turning her upper body to the left or the right.
- Then the children will do as demonstrated by the educator. She will then demonstrate how to bend down and touch the feet or the ground without bending the knees.
- Then the children will do as demonstrated.

Note:

- The educator can spend two minutes on such activities everyday which will be a sort of warm up exercise before the day begins.
- The educator should observe that the children don't bend their knees while bending their body.

Subject : FMS	No. of Periods : 2	Fortnight : 10
Topic: Opening and closing caps and lids		

Learning Outcomes:

- Will help in the development of fine motor movements, strengthening of wrist, independence, concentration & understanding of anticlockwise and clockwise movement.

Teaching Aids:

- Water bottles and jars having different types of lids.

Teaching Methodology:

- To explain the opening & closing of lids of bottles & jars the educator will first explain clockwise and anticlockwise movement.
- The educator will first keep bottles and jars having different types of lids ready.
- Then she will ask the children to sit in a circle.
- She will then take a bottle and give a demo of how to open the lid, place your right hand on the lid and apply little pressure on it and turn it in the anticlockwise direction keep rotating it till it comes to the top and it opens.
- For closing the lid, the educator will move the lid in clockwise direction, till the lid gets tightened.
- Educator will demonstrate in the same way on different types of bottles & jars.
- Then she will give chance to each child to open and close the lid. If any child makes mistake then she should allow her to try she learns.

Subject : Circle Time	No. of Periods : 3	Fortnight : 10
Topic: A talk on Diwali		

Learning Outcomes:

- Will be aware of the festival and its importance.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle and discuss about the festival.
- She will ask “Why we celebrate Diwali?” and listen to the various answers.
- Then, she will narrate the story of ‘Ramayana’ where Rama was the prince of Ayodhya. His father Dhasaratha was the king. The king had to send Rama, his wife Sita and his brother Laxman to the forest for fourteen years to keep up a promise that was given to Queen Kaikayi, who was his second wife. There they met Hanuman who helped Rama in rescuing Sita from the clutches of Ravana, a bad king. After 14 years, they came back to Ayodhya and on that day the people of Ayodhya decorated their houses with ‘Diyas’ to welcome them back home and this day we celebrate as Diwali.

- So people clean their houses put 'Rangoli' in front of their house and decorate the house and street with 'Diyas'. They also burst crackers and exchange sweets and greetings and good wishes with their friends, neighbours and relatives. Since we decorate our place with 'Diyas', Diwali is also called as "Festival of Lights". [We should now explain to them bursting of crackers should be avoided. We should tell them the birds and animals get scared of the sound, it even creates air pollution and noise pollution. We can also talk to them about not wasting money on bursting crackers]

Note:

- During this week, stories like 'Jatayu the Brave Bird', Ramayana, etc. Can be narrated.

Subject : Circle Time	No. of Periods : 2	Fortnight : 10
Topic: Cleanliness in home and at school		

Learning Outcomes:

- Will be aware of cleanliness

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle.
- She will ask "What do you first do as you get up in the morning?" - Brush your teeth.
 - "What do you do after drinking milk?" - Rinse and wipe your mouth
 - "What do you do before getting ready to school?" - Take a bath, wear neat and clean clothes, comb your hair, wear neat socks and polished shoes/floater's."
- "Why do we do all these things - to keep ourselves clean?"
- "Why do we clean and arrange the tables and chairs as we come to the class?" - To keep our class room clean.
- "Why do we do 'kar seva'?" - To keep our school premises clean.
- "Why do we clean the runners and puzzles?" - To keep our toys clean"
- We do all these things to keep our class room and school clean. So, we should always keep ourselves and our surroundings clean.

Note:

Good Moral Values and good habits can be shared. Examples

- Wash your hands after playing.
- Wash your hands before and after eating.
- Do not spit around roads and walls.
- Throw the waste only in the dustbin.
- Put back the puzzles and toys back in its place.
- You should brush your teeth before going to bed too.
- You should help your parents in keeping your home clean.
- You should help your ma'am and keep your classroom neat and tidy.

Subject : Circle Time	No. of Periods : 3	Fortnight : 10
Topic: Diwali cleaning		

Learning Outcomes:

- Will learn to clean their belongings and keeping them in the proper place.
- Will learn to keep back the things in the same place after using.

Teaching Aids:

- Broom, a cloth for dusting and dust pan.

Teaching Methodology:

- The teacher will make them sit in a circle and start discussing about how to keep things clean at home and school.
- She will ask “What should we do as Diwali is arriving?” and listen to the answers.
- She will then explain the following things:
- As we decorate our house, your room, your toys, your study table, and on Diwali day it is believed the almighty visits our home, so we have to keep our house, school and surroundings clean. In school also, you should clean your tables, chairs, bookshelves, etc. and keep both the school and your home clean and welcome the festival in a happy and joyful mood.
- Then she will question them with the things that she has explained to make them aware and remember the things that should be followed throughout their life in welcoming Diwali – ‘The festival of lights’.

Note:

- Stories related to Diwali, story about Rama and the story of Ramayana and small stories can be narrated to the children.

Subject : Circle Time	No. of Periods : 2	Fortnight : 10
Topic: How to help in cleaning		

Learning Outcomes:

- Will learn to lend a helping hand to mother at home and also ma’am at school.
- Will help in enhancing the sense of responsibility.

Teaching Aids:

- Broom, a cloth for dusting, dust bin and dust pan. [Sometimes some detergent for cleaning some toys or puzzles]

Teaching Methodology:

- The teacher will make the children sit in a circle and start discussing with the children about lending a helping hand to mother and ma’am
- She will then ask “Have your mother started cleaning your house for Diwali?” She will then listen to the various answers.

- Then she will say “Mother has to clean the full house, isn’t it? She will become tired by cleaning, cooking, sending you to school, etc. So, you help a little by cleaning your study table, your toys, helping mother in keeping things out in sun, etc. Your small help to your mother will bring so much happiness and she will praise you for learning such a good habit (helping others). Your house will also become clean and tidy quickly. In school, don’t you think your classroom, your chair; table, puzzles, etc. should be cleaned as well. So, you should help ma’am in making your class neat and tidy. So, you should sort out all the puzzles and keep in proper boxes, clean the runners, your table and chairs in soap water, clean your book shelves and make your class also neat. Your help to ma’am also means a lot. Without your help ma’am cannot clean the class and so keep it neat.”
- Then she will remind them to help their mother at home.

Note:

- Children should be given some responsibility and also make them feel good by treating them like an adult.

Subject : Rhymes and Songs	No. of Periods : 6	Fortnight : 10
Topic: पाँच चकलीयो (G) / पिन्जरा (H)/ पंज कुरवी (T)		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- **Rhyme Book :**
 1. पाँच चकलीयो (Gujarati) (Pg.39)
 2. पिन्जरा (Hindi) (Pg. 33)
 3. पंज कुरवी (Tamil) (Pg.46)

Teaching Methodology: Refer to Fortnight 1

Note: Revise all earlier rhymes before a new one is introduced.

Subject : English	No. of Periods : 8	Fortnight : 10
Topic: Writing A-Z, a-z / Activity : Flash cards (big words)		

Learning Outcomes:

- Will learn order and sequencing.
- Will learn to write in four line notebook.

Teaching Aids:

- Black board
- Worksheet – 1,2

Teaching Methodology:**Period 1**

- The educator will first write the order on the board.
- Then the children will copy from the board, in their notebook

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

Period 2

- In the same way, the educator will do the small letters.

Period 3

- To see how much the children have learnt about sequencing. She will ask them to write capital A-Z.

Period 4

- In the same way, children will write small a-z on their own.
- Do worksheet 1 and 2

Extendedactivity: Bigger words using flash card

For eg: 'Carpenter' will be read by breaking the word Car / penter. 'Woodpecker' will be read by breaking it like wood / peckerand so on the reading of bigger words will be done.

Subject : Maths	No. of Periods : 2	Fortnight : 10
Topic: Writing numbers 1-10 in note book		

Learning Outcomes:

- Will learn how to write numbers in Tens and units.
- Will learn copy writing

Teaching Aids: Board, chalk, Notebook and pencil

Teaching Methodology:

- The educator will draw the pink line on the board and explain that this is margin and we should only write the date before the margin.
- She will write T-Tens, O-Ones and check if children follow the method that the educator is showing.
- She will write 1, 2, 3 Under ones and when it comes to 10, it should be written as

11.2.13	T	O			
		1			
		2			
	1	0			

- If some children are not able to do, they can be asked to do again in the next page.

Subject : Maths	No. of Periods : 4	Fortnight : 10
Topic: Writing numbers 16-20		

Learning Outcomes:

- Will enhance the ability to write the numbers from 16 to 20 following proper strokes

Teaching Aids:

- Board and chalk

Teaching Methodology:

- The educator follows the same method of teaching to write the numbers as done before. (Refer writing of number 1, 4 and 7)
- Number 16 is written in this method 16 (2 strokes)
- Number 17 is written in this method 17 (2 strokes)
- Number 18 is written in this method 18 (2 strokes)
- Number 19 is written in this method 19 (2 strokes)
- Number 20 is written in this method 20 (2 strokes)

Subject : Maths	No. of Periods : 2	Fortnight : 10
Topic: Revision – After, Before, Between, Missing numbers (0-20)		

Learning Outcomes:

- Will enhance the knowledge of numbers which comes After, Before, Between and Missing numbers

Teaching Aids:

- Pencil, eraser, twigs, etc.,
- Worksheet – 19, 20
- Book Pages 41-44

Teaching Methodology:

- It will be done as it was done with numbers from 0 to 10.
- Refer fortnight 1 – Before, After, Between and Missing numbers – they had done it on the board now they will do in the worksheet.
- Worksheet 20 – They have to fill the pattern and fill the missing numbers.

Subject : Story Telling	No. of Periods : 6	Fortnight : 10
Topic: The Peacock and the Crane		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards or puppets related to the characters in the story.
- The story book with big pictures.
The Peacock and the Crane

Teaching Methodology: Refer to Fortnight 1

Extended activity: Refer to Fortnight 1

Note:

- Use simple sentences and remembers children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not always stress on the question “So what did you learn?” always

The Peacock and the Crane

Many, many years ago, there was a peacock. He had made his home in a thicket in the forest. The peacock was very beautiful to look at. And this was the reason for his haughtiness. ‘I know I’m the loveliest creature in the world,’ he would think and never passed a day without praising his own beauty.

So arrogant was the peacock that he often made fun of the other animals. Day by day, he was becoming more and ruder towards the others.

One morning, the peacock was taking a walk outside his house. His long feathers swayed as he took gentle steps. Deep inside his mind, he was admiring himself. Close to the peacock’s house, there was a pond. It so happened that a crane landed on the bank of the pond to drink water. The peacock was a few steps away at that time. He saw the crane, but the crane did not notice the peacock. So thirsty was the crane that he straightaway waded into the water and started quenching his thirst.

Walking slowly, the peacock came to the pond and perched near the crane. He was expecting that the crane would look at him and admire his beauty.

But the crane did not take notice of the peacock. He was busy filling his belly. Now the peacock could not hold back anymore. He called out to the crane.

The crane turned towards the peacock. “You should feel honoured that the world’s most beautiful creature is talking to you,” the peacock creaked. But the crane kept quiet. “I can see that you are dumb too?” mocked the peacock. Still the crane did not respond. Now the peacock flew into a rage. “How dare the peacock ignore me?” he snarled.

To tease the crane, the peacock spread his gorgeous tail and started dancing. As he shook his colorful feathers, he sang in merriment.

Then the peacock glanced at the crane out of the corner of his eyes. For all this time, the crane had been silent, but now he decided to teach a lesson to the vain peacock.

Suddenly, the crane spread his wings and fluttered his feathers. The next moment, he took off into the sky. As the crane flew high, he asked a question to the peacock, ‘can you fly like me?’

And the peacock had no reply. He realized that his wings were of no good. They could not take him to places. His vanity was shattered. After this, he never boasted about his beauty.

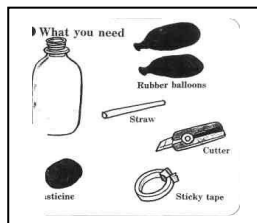
Subject :Science & Geo	No. of Periods : 4	Fortnight : 10
Topic: Revision		

- Revision of all topics from Fortnight 1 to Fortnight 9

Experiment:

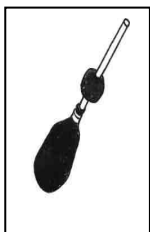
How Do People Breathe?

The educator will explain when people breathe, their lungs must grow bigger to take in fresh air and then smaller to push used air out again. The lungs do not get bigger and smaller on their own. There are special muscles that help them. Beneath the lungs is some muscular tissue called the diaphragm that does a lot of the work. The muscles between the ribs are also important.



Make a model of the lungs

- Use the cutter to cut the plastic bottle in a half. Use the cutter carefully.



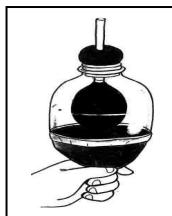
- Tie a balloon to the end of the straw and wrap Plasticine around the straw as shown.

- Put the straw in the top of half of the bottle and use the Plasticine to seal the opening. Cut open another balloon and stretch it over the bottom of the bottle. You now have a model of a lung in the chest

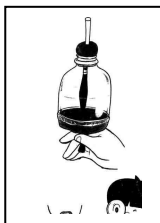


Watch the action of the lungs

- Using this model, you can see how the lungs move when you breathe.
- If you pull the balloon on the bottle, the balloon inside the bottle gets bigger. That is what the lungs do when you breathe in.
- When you let go of the balloon at the bottom of the bottle, the balloon inside gets smaller. That is what your lungs do when you breathe out.



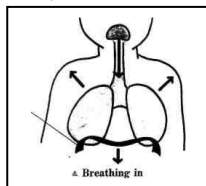
• Breathing out



The motion of the lungs

In the model, the balloon stretched across the bottom of the bottle acts like the diaphragm.

When the diaphragm moves downward, it makes the lungs get bigger and take in air. Then the lungs get smaller and push out the air. That is how people breathe.



Subject : Block Room	No. of Periods : 6	Fortnight : 10
Topic: Pyramid		

Learning Outcomes:

- Will help in enhancing Logical Thinking – Logical and analytical skills will be developed.

Teaching Aids:

- Wooden pieces 4 in number as shown in photo and a triangle (equilateral) inset tray for fitting the blocks and making a pyramid.

Teaching Methodology:

- The teacher will make the children sit in a circle and demonstrate.
- She will show that there are two triangular shapes in each wooden block.
- Then she will show that the triangle of two blocks should be matched and kept in the inset tray.
- Then she will show the space in the inset which is in a triangular shape.
- Then she will take the third piece and match the similar triangular side to the triangle.
- She will show again a triangle shape in the third piece that was kept in the inset.
- She will take the fourth piece and match the triangle to the triangle of the third piece.
- Then she will show that all the pieces are used and the shape you see is pyramid.
- She will then allow the child to try out to make a pyramid using the 4 wooden blocks.

Subject : PLS	No. of Periods : 2	Fortnight : 10
Topic: Wearing shoes and socks		

Learning Outcomes:

- Will make children independent

Teaching Aids:

- Lacing shoes
- Socks

Teaching Methodology:

- The educator will first sit with the children in a circle and give demonstration of wearing socks and shoes and how to tie the lace.
- She will guide the children to do the activity.

Note:

- This activity will be carried out in the winter months.
- Two days before the activity the educator will send a note to the parents to make children wear laced shoes and socks while coming to the school for one week.

Subject : Art & Craft	No. of Periods : 1	Fortnight : 10
Topic: Patterns		

Learning Outcomes:

- Will enhance the concept of different lines

Teaching Aids:

- Book page:14
- Crayons

Teaching Methodology:

- The educator first draws different patterns on the board and ask the children about each pattern – slanting, standing, zig-zag etc.
- Then she will show them the traced picture of a bucket and hoe in the book and will ask them to draw different patterns on each segment with crayons.
- She will distribute their books and ask them to do as per the instructions given.

Subject : Art & Craft	No. of Periods : 1	Fortnight : 10
Topic: Overlapping Technique		

Learning Outcomes:

- Will know about colour combination

Teaching Aids:

- Book page:15
- Crayon

Teaching Methodology:

- Before starting this painting, the educator will first explain which are the colours used as base colour and utility of the base colour. Then through the questionnaire session, she will confirm whether they have clear concept of all colours. After this, she will take the traced picture of vegetables and fill with a light colour and show them.
- Then she will take the original colour of the vegetable and colour overlapping on the light colour to get a wonderful effect and show them.
- After demonstration, she will give the teaching aids and ask them to do the same and will ask them about each vegetable.

Subject : Art & Craft	No. of Periods : 2	Fortnight : 10
Topic: Collage		

Learning Outcomes:

- Will develop fine motor skills as well as creativity

Teaching Aids:

- Newspaper and magazine
- Pencil
- Glue
- Drawing Book page:18

Teaching Methodology:

- The educator will first explain how to tear the piece of a newspaper and a colourful page of the magazine into small pieces and keep them separately in a bowl.
- Then draw a square on the paper and inside the square, draw a diamond
- Lastly, she will stick all colourful pieces inside the diamond and the newspaper pieces around it in the square and show it to the children
- After completion, the educator will distribute the teaching aid and the children will start doing as per the demonstration

Note:

- The educator should not interfere while they do the activity this may hinder their creativity

Subject : Hindi	No. of Periods : 2	Fortnight : 10
Topic: वर्णमाला व्यंजन - 'ट' 'ठ' 'ड' 'ढ' 'ण'		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह है 'ट'
- अब वह 'ट' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ट' से टोकरी, टमाटर, टहनी, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'ट' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लिये कही।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लिये कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लिये कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लिये कही।
- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह है 'ठ'
- अब वह 'ठ' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ठ' से ठप्पा, ठठेरा, ठग, और बोर्ड पर चित्र बनायेंगी।

Subject :Saturday Visit	Fortnight : 10
Topic: Traffic park	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of traffic rules and regulation.

Teaching Aids:

- TrafficPark

Teaching Methodology:

- Refer to Saturday VisitFortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children

Teaching Learning Materials Used In this Fortnight



Fortnight : 10 –
English – Flash card big words

Subject : GMS	No. of Periods : 2	Fortnight : 11
Topic: Climbing a rope ladder		

Learning Outcomes:

- Will develop fine and gross motor skill.
- Will develop concentration, eye - hand and leg coordination that will help the children in writing and other practical things.

Teaching Aids:

- A rope ladder tied to a big tree over a sandpit.

Teaching Methodology:

- The educator will make the children to stand around the sandpit.
- The children already know how to do rock climbing and net climbing. So they will find it easy to climb the ladder.
- The educator need not demonstrate but should give a chance to the children to try how to go about
- Then each child will wait for her chance and climb the rope ladder.

Note:

- The educator should be near the children and take care that each child does this activity with concentration.
- Since the ladder is hanging children feel scared in the beginning but with motivation they will be able to overcome this fear.

Subject : FMS	No. of Periods : 2	Fortnight : 11
Topic: Buffer Week		

Learning Outcomes:

- Revision of Fortnight 1 till Fortnight 10

Subject : Circle Time	No. of Periods : 8	Fortnight : 11
Topic: Buffer Week		

- This week some revision on values, habits, festivals etc. can be do

Subject : Circle Time	No. of Periods : 2	Fortnight : 11
Topic: A talk on Children's Day		

Learning Outcomes:

- Will be aware about the purpose- why and when we celebrate Children's Day.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle and discuss about Children's Day.
- The educator will ask "When is Children's Day?" and listen to the various answers.
- She will then say "You all celebrate your Birthday every year, in the same way 14th November is celebrated as Children's Day."
- We celebrate Children's Day, because it is the birthday of Jawaharlal Nehru's who was our Prime Minister and he loved children. He loved children so much and even children used to call him "Chacha Nehru" He had a red rose pinned on his coat always. One day one child gave him a red rose and Nehru put it on his coat and from that day he started liking rose and made it as a habit to pin a red rose on his coat. So to remember him and his good deeds and his love for children, we celebrate Nov 14th as Children's Day.

Subject : Rhymes and Songs	No. of Periods : 6	Fortnight : 11
Topic: Revision / One Thing At A Time		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book: 1. Revision (All rhymes done so far)
2. One Thing at a Time (Pg. 22)

Teaching Methodology: Refer to Fortnight 1

Note: Revise all earlier rhymes before a new one is introduced.

Subject : English	No. of Periods : 8	Fortnight : 11
Topic: Introduction of vowels		

Learning Outcomes:

- Will be aware that 'an' is used before vowels, words beginning with the sounds of - a, e, i, o, u

Teaching Aids:

- Board, Chalk, Worksheet 46

Teaching Methodology:

- The educator will make the children to sit in a circle and make them to do the actions for a, e, i, o, u.

- For a she will make them to make the sound of a
- For e she will ask them to show their teeth e
- For i she will make them to point oneself.
- For o she will make them to do 'oh' with surprise.
- For u she will ask to point the opposite person and say u
- I.e. a e i o u, and that before the objects beginning with these letter we put 'an' and all the other alphabet we put 'a'.
- She will make them to do this actions to make it clear that these 5 letters are called vowels a, e, i, o, u.
- She will draw few objects on the board for e.g.
An apple ___ orange ___ ball
- She will call few children to write where we should write 'a' or 'an'
- She will again remind them we have to see the starting letter of a word and write 'an' or 'a'
- For apple it starts with 'a', so we will write 'an' and so on.
- Then related worksheet-46 is given to do.

Note:

- Worksheet 15 and 16 will also be done where a or an is given before the object but they have to fill in the missing letter in the word.

Subject : Maths	No. of Periods : 8	Fortnight : 11
Topic: Introduction of Long and Short		

Learning Outcomes:

- Will enhance comparison concept of long and short.

Teaching Aids:

- String, ribbons, paper or card board strips, sticks, pencils, crayons, rope-each pair one long and one short.
- Worksheet1

Teaching Methodology:

- Make the children sit in a circle and keep the objects in front of them.
- The educator will take a long string and show it to the children. The children will say it is a string.
- She will hold that in her hand and take the short string and keep it near the other string.
- They will say it is a short string.
- The educator will say yes, when we compare two things we can say which is long and which is short.
- The educator will allow the children to take out two things from the objects and ask them to compare and say which one is long and which one is short.
- Thus the concept is made clear and then the teacher will draw some objects on the board and ensure that each child is clear with the concept.
- Then she gives the worksheet to be done.

Extended activity:

- The children can be called one by one, ask the child to close the eyes, feel the object and pick up the right objects (suppose ribbon the child should have 2 ribbons not one ribbon and one string) They should say the name of the object also which one is long and which one is short.

Subject : Story Telling	No. of Periods : 6	Fortnight : 11
Topic: Buffer week		

Learning Outcomes:

- Revision of Fortnight 1 till Fortnight 10

Subject :Science & Geo	No. of Periods : 4	Fortnight : 11
Topic: Domestic and wild animals. Their food and uses of domestic animals		

Learning Outcomes:

- Will help them to understand the difference between domestic and wild animals
- Will learn about the uses of domestic animals to human beings.

Teaching Aids:

- Pictures
- Blackboard
- Worksheet 59

Teaching Methodology:**Period 1&2**

- The educator will ask the children “Who has a pet dog or cat?” Then she will name few more animals like camel, cow, horse, and rabbit and will say that these animals live near our home/surroundings, so they are called domestic animals.
- She will explain that big animals like tiger, snake, and deer cannot be kept near our home surroundings but they stay in the jungle, hence they are wild animals.
- The educator will go on to explain how domestic animals are useful to us and help us in doing our work.
- Then the educator will start talking about the food habits like,” What food do you eat when you are hungry?”
- Each child will share things like roti, idli, rice etc.
- She will explain, similarly each animal will have its own food habits.
- Some animals eat other animals by hunting.
- Domestic animals will eat grass, horse gram, vegetables, milk etc.

Note:

- When the children are taken for a visit to Kanakaria Zoo the educator talks about different kinds of animal and explains in detail their food, shelter etc.

Period 3&4

Uses of Domestic animals:

- Educator will ask few questions like; do you drink milk in the morning?
“Where do you get the milk? - Cow, buffalo, goat.
- Have you seen bullock cart and camel cart?
- What do they carry?-loads.
- What does the dog do in the night?-barks and guards the house.
- Have you seen cat chasing rat?-they chase away the mice from the house.
- She will explain that all the domestic animals help us and are useful to us in one way or the other.

Subject : Block Room	No. of Periods : 6	Fortnight : 11
Topic: Froebel Gift 4		

Learning Outcomes:

- Will help in the development of finger muscles.
- Will learn about the six faces twelve edges and eight corners of each cube.
- Sorting, counting, fractions (parts of whole) can be learnt

Teaching Aids: 8 wooden cuboids, 2 inches by 1 inch by $\frac{1}{2}$ inch in size, Mat

Teaching Methodology:

Period 1

- The educator will make the children sit around the table
- She will take the mat, Gift box and the pattern sheets and show them.
[Patterns sheets and Mat format attached 683 & 684]
- She will first show the children how to open and close the box.
- Slide the lid and take out the lid, turn it upside down (i.e. label facing down), now cover the box.
- She will then invert the box, invert the box by holding the lid with fingers, on the mat (in one corner of the mat)
- She will now slide out the lid slowly and keep it aside. She will now lift the box upwards slowly and keep it aside. The 8 pieces will be there in the form of a cube on the mat.
- She will then count the cubes and place them next to each other in a line on the mat.
- She will then count the faces, edges and corners of the cube. (6, 12 and 8 respectively) and show them.
- Then she will put back all the cubes in the form of a cube in one corner of the mat.
- She will put the box over the cube and then show them how to wind up.
- Hold the box in the left hand and with the right hand lift the mat slightly so that all the cubes go inside the box.
- Then she will show and tell them to follow this method of opening and closing always.

Period 2

- She will take the mat and the sheets and also the box and open it according to the procedure.
- She will start with the cube (she will use only the thumb, index and middle finger to move the cubes) and progress one cube at a time – changing and evolving a design. Once the design is made, the child will make the cube again at the corner of the mat. This will promote the logical and orderly ideas in a child's mind.
- She will show few patterns and then tell the children to work with the Gift.
- The educator should follow the child's invention and not tell what to do with the cubes.

Note:

- Few classes should be taken only for opening and closing of the box.
- While working with the gift, they have to use only the thumb, pointer and the middle finger (Tripod grip)
- The educator can initially make the children to keep the left hand at the back and tell them to use only the right hand finger that is used for writing or vice-versa depending on which hand the child is comfortable with.

Subject : PLS	No. of Periods : 2	Fortnight : 11
Topic: Buttoning and Lacing board		

Learning Outcomes:

- Will make the children independent and self-reliant
- It will develop their eye – hand coordination and fine motor skill.

Teaching Aids: Buttoning board

Teaching Methodology:

- The educator will sit with the children in a circle and she will show them the buttoning board and give demonstration of how to open the button and close it.
- Then she will pass the buttoning board to each child for the activity.

Extended activity: She will keep the buttoning board at a reachable height of children. So that they can do this activity during their free time.

Note: If the educator feels that any particular child needs more practice then she will ask her to repeat the activity.

Subject : Art & Craft	No. of Periods : 4	Fortnight : 11
Topic: Buffer Week		

The educator can complete and pending art/craft activity or else give various material and glue to the children to create anything they like.

Subject : Hindi	No. of Periods : 2	Fortnight : 11
Topic: वर्णमाला व्यंजन - 'त' 'थ' 'द' 'ध' 'न'		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'त'
- अब वह 'त' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'त' से तरबूज, तलवार, तराजू, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'त' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'थ'
- अब वह 'थ' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'थ' से थन, थरमस, थाली, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'थ' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कही।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कही।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
- उदाहरण: यह हैं 'द'
- अब वह 'द' से शुरू होने वाले शब्द बतायेंगी।
- उदाहरण: 'द' से दवात, दरवाज़ा, दर्जी, और बोर्ड पर चित्र बनायेंगी।

- अंत में शिक्षिका छात्रों को 'द' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'ध'
- अब वह 'ध' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ध' से धनुष, ध्वज, धोबी।
- अंत में शिक्षिका छात्रों को 'ध' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'न'
- अब वह 'न' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'न' से नयन, नल, नदी।
- अंत में शिक्षिका छात्रों को 'न' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।



Subject :Saturday Visit	No. of Periods : 6	Fortnight : 11
Topic: Aquarium		

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of different varieties of fish.

Teaching Aids:

- Aquarium

Teaching Methodology: Refer to Saturday Visit Fortnight 1

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 11 –
PLS – Buttoning



Fortnight : 11 – Science & Geography
– Domestic & Wild Animal



Sequencing



Fortnight : 11
Block room – Froebel's Gift No. 4



Fortnight : 11 –
PLS – Activity



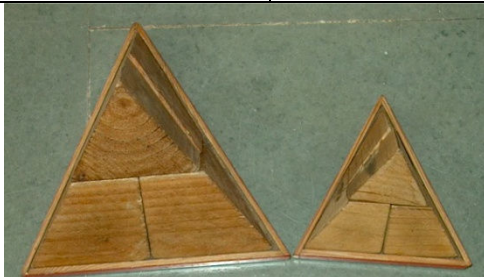
Fortnight : 11 –
PLS – Activity



Fortnight : 11 –
PLS – Activity



Fortnight : 11 –
PLS – Activity



Fortnight : 11 – Pyramid Puzzle

Subject : GMS	No. of Periods : 2	Fortnight : 12
Topic: Crawling through the tunnel using elbows		

Learning Outcomes:

- Will help in the development of hand muscles, leg muscles and flexibility of body muscles.

Teaching Aids:

- A big cement pipe, open on both the ends, like a tunnel.

Teaching Methodology:

- The educator will make the children stand in a line in front of the tunnel.
- The educator will demonstrate by crawling through the tunnel entering from one end of the pipe & coming out through the other end of the pipe.
- Then children will follow & do as demonstrated.

Note:

- There may be one or two children who will find it difficult & scared but educator must ensure & motivate them.

Subject : FMS	No. of Periods : 2	Fortnight : 12
Topic: Tearing paper into small pieces		

Learning Outcomes:

- Will help in the development of fine motor movements, strengthening the finger muscles.

Teaching Aids:

- Any newspaper or magazine.

Teaching Methodology:

- The educator will first give a demo, how paper can be torn into small bits, using thumb and index finger of both hands
- Then she will give a sheet of paper to each child and will ask them to tear it into small bits and to keep it in a bowl.

Note:

- The fan should be switched off till the entire activity gets over.
- With the bits of paper torn from this activity an art activity can also be done, like collage making.

Subject : Circle Time	No. of Periods : 10	Fortnight : 12
Topic: Talk on 'How you spent your Diwali vacation'		

Learning Outcomes:

- Will learn to recollect and share.
- Will help them to improve their vocabulary.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle.
- She will ask "How did you spend your Diwali vacation? You should say 5 sentences in English about your vacation."
- She will then ensure that each child share few things about their vacation.

Note: Refer Fortnight 1

Subject : Rhymes and Songs	No. of Periods : 6	Fortnight : 12
Topic: मेरा घोड़ा (G) / सीख (H)		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book-1. मेरा घोड़ा (Gujarati) (Pg.40)
- 2. सीख (Hindi) (Pg.29)

Teaching Methodology: Refer to Fortnight 1.

Note: Revise all earlier rhymes before a new one is introduced.

Subject : English	No. of Periods : 8	Fortnight : 12
Topic: Revision and Opposites		

Learning Outcomes:

- Will learn the opposite words

Teaching Aids:

- Objects
- Word pictures, picture puzzles
- Black board
- Worksheets 27, 28,29,30,31,32,33,34.

Teaching Methodology:

- The educator will start by giving a visual demo by showing objects like
- Small pencil x big pencil
- Short scale x long scale
- By comparing 2 children's hair-long x short.
- Then she will draw and show the comparison.
- Related worksheets are attached with proper instruction

Subject : Maths	No. of Periods : 1	Fortnight : 12
Topic: Revision		

- Revision of all the concepts, writing numbers, greater number, smaller number, counting with beads with greater number etc. and if any pending work-it will be done.

Subject : Maths	No. of Periods : 5	Fortnight : 12
Topic: Number line Addition		

Learning Outcomes:

- Will learn the basic fundamental of addition.

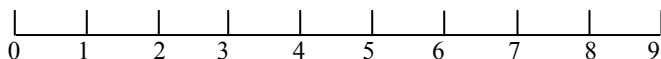
TeachingAids:

- Number line painted on the floor state board, chalk, worksheet-23, 24, 25, and 26.

Teaching Methodology:

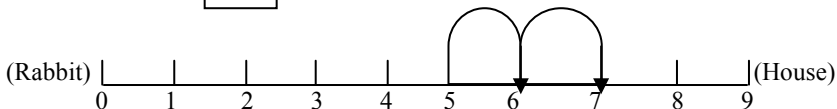
Period 1

- The educator will first introduce the symbol/sign of addition is, + she will explain when you see this sign (+) you have to count the things together. You can see this between objects in worksheet or between numbers which means putting numbers together or put something with something else.
- Eg: In our class we are 10 girls and 10 boys, how to know how many children are there in our class altogether? We add i.e. 10 girls + 10 boys which is 20 children in our class.
- Look at these numbers $5+2=$ To find out the number we will use a line which is called number line.



- Now she will tell a story and make them understand the concept.(This is important for the number line concept)

$$5 + 2 = \boxed{} \quad (5\text{-standing position, } 2\text{-no. of jumps})$$



- What is the first number '5'. The rabbit will stand on number 5 and he has to take 2 jumps (2 is the 2nd number) to reach his friend's house. The educator will count the number of jumps. i.e. 1 jump, 2 jumps so on till he has reached number 7.
- She will give more example with different combination of numbers (it should not exceed 9 i.e. no two digit number)
- The educator will also give chance to the children to do it.

Period 2

- She will take the children out near the number line and make them sit in a line.
- She will write the number on the slate and show them eg $4 + 1 = \boxed{}$
- One child will be called forward to show how to go about in the number line and what number should come in the box.
- The child will remember the rabbit's story and will stand on number '4' on the number line and will take/jump one jump and will reach number '5' the number '5' should be written in the box.
- Each child should get a chance on the number line.

Period 3

- They will be given the worksheet to do to.
- Each day one worksheet will be.
- There may be few children who are still confused, the educator should take out some extra time for such children and help them to know about the concept.

Subject : Maths	No. of Periods : 2	Fortnight : 12
Topic: Activity - Addition sums - Orally		

Learning Outcomes:

- Will learn to do calculation mentally by grouping things.
- Will improve their listening skills.

Teaching Aids:

- None.(May be children can use their fingers initially)

Teaching Methodology:

Period 1

- The educator will make them to sit in a circle or in their place (no materials/objects should be there that will distract them)
- She will say "You eat 2 rotis, your father eats 4 rotis. How many rotis should your mother make for you and your father?"
- She will tell them to count and take out two fingers in one hand the 2 rotis you eat. Count and take out fingers in both the hands-1, 2, 3,4,5,6.
- So your mother will have to make 6 rotis for both of you.
- She will give more examples like this which will be more interesting as well as it will make the concept of calculating mentally improve.

Period 2

- Now she will tell them to think/count mentally without using fingers.
- She will give more examples and make the children to try and create interest for such things.

Note:

- There may be some children who will take time to do mentally. Do allow them to use fingers for calculating, don't discourage them.
- Such sums can be done every day before beginning an activity or between some activities when you feel they are getting bored.

Subject :Story Telling	No. of Periods : 6	Fortnight : 12
Topic: Kagdo ane Kothimbdu (G)		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards or puppets related to the characters in the story.
- The story book with big pictures- Kagdo ane Kothimbdu (a story in Gujarati)

Teaching Methodology: Refer to Fortnight 1

Extended activity: Refer to Fortnight 1

Note:

- Use simple sentences and remembers children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not always stress on the question “So what did you learn?”

Kothimbdu

This story is about a crow that has a dirty beak. Then he sees a Kothimbdu (Pumpkin) and he wants to eat it, as he is hungry. So *Kothimbdu* asks the crow to go and clean his beak then he goes to the well to clean his beak. Then the well says go and get a pot in which he can fill water.

So, he goes to the potter to get a pot. The potter asked for mud to make a pot. Then the crow goes to the field to get mud. The field asks the crow to get something by which it can dig the mud.

So, the crow goes to the deer and asked for his horn. The deer is hungry. So, he says first give me some grass to eat, then I will give you my horn. So, the crow goes to the grass. The grass says to get a sickle to cut it.

So, the crows go to the blacksmith makes a sickle and the crow carries the sickle in its beak and takes it to the grass. He cuts the grass with sickle give it to the deer to eat.

The deer gives its horn to him. He goes back to the field to dig mud with the sickle. He carries mud to the potter. The potter makes a pot. Finally the crow carries it to the well. He fills water in the pot and washes his beak with the clean beak he goes to Kothimbdu (pumpkin) to eat and satisfied his hunger.

Subject :Science & Geo	No. of Periods : 4	Fortnight : 12
Topic:Solar System		

Learning Outcomes:

- Will learn about our solar system- Names of planets and distinct characteristics

Teaching Aids:

- Picture of the solar system

Teaching Methodology:

- The educator will briefly talk about the universe, the sun and our planet: Earth.
- She will ask the question like ‘do you know which planet we are living on?’. She will draw the solar system on the board and will explain.
- She will also emphasize on the fact why we can live on Earth only and not on any other planet because the earth has water and its distance from the sun is just right, neither too close nor too far and the air has oxygen in it which is very important for us.
- She will make them repeat the names of the planets in sequence

Subject : Block Room	No. of Periods : 3	Fortnight : 12
Topic: Diavo		

Learning Outcomes:

- Will learn and develop extraordinary architectural possibilities.
- Will develop creative and imaginary ideas.

Teaching Aids:

- Diavos (A box which consists of 4 pieces of a $\frac{3}{4}$ hut shaped blocks)
- Red colour
- Blue colour

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take the pieces and keep the pieces in front of the children.
- She will make some patterns and then she will show how to wind up.
- The children will make the same patterns and also their own patterns.
- The teacher should ensure that each child learns how to wind up the box.

Subject : Block Room	No. of Periods : 3	Fortnight : 12
Topic: Rainbow		

Learning Outcomes:

- Will learn about the rainbow colours and can try and make their own rainbow. VIBGYOR
- Will know early Mathematical concepts-counting, addition, subtraction etc.

Teaching Aids: 9 arches of Rainbow colours which can fit in each perfectly

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take the box and take out the arches and place it in front of the children.
- She will count and show number of arches and keep the arches one above the other and the balance point.
- Then she will make some patterns with different colours.
- She will count and show the children how to wind up.
- Children will then make some patterns like flower, bridge etc. and try to bring out their creativity.

Subject :PLS	No. of Periods : 2	Fortnight : 12
Topic: Cleaning the classroom		

Learning Outcomes:

- Will make the children understand the importance of cleanliness of their surroundings

Teaching Aids:

- Two brooms
- 5 small sized buckets-
(which is easy for the child to carry)
- Soap water
- Clean water
- 10 mops

Teaching Methodology:

- The educator will first sit with the children in a circle and tell them that they are going to clean the class room
- She will show them how to use the broom and the mop - dip it in the water and squeeze out the excess water and then mop from one side to another.
- Then she will divide the children in group of 4 (total 5 group).One group will clean the table, one group will clean the door, one group will clean the floor and another two groups will clean the windows.
- She tells the children to dust the tables, runners, door and windows. After this she will tell 2 children to broom the class.
- After dusting she will instruct the children to clean the tables, runners, windows and doors (up to their reachable height with soap water using mop)
- Then she will make children to change the mop and take clean water to clean the same.

- Then she will tell 4 children at a time to mop the class room in four different quarters of the room.

Note:

- You will need share time for this activity. Children enjoy doing such activities so do not wind up half way. Allow them to complete the task.

Subject : Art & Craft	No. of Periods : 1	Fortnight : 12
Topic: Draw concentric circle		

Learning Outcome:

- Will develop concentration

Teaching Aids:

- Crayon
- Drawing Book (Pg. 7)

Teaching Methodology:

- The educator will first explain and draw a dot on the board. Then she will take different coloured chalks and draw concentric circles around the dot.
- She will distribute the drawing book and ask the children to do as demonstrated.
- The educator should encourage them to draw the circles as round as possible.

Subject : Art & Craft	No. of Periods : 1	Fortnight : 12
Topic: Overlapping circle		

Learning Outcome:

- Will develop creativity

Teaching Aids:

- Crayon
- Drawing Book page -8

Teaching Methodology:

- The educator will explain how to draw a circle on the board.
- Then she will draw different sizes of circle which overlap one another then fill each part with different colored chalk which will create any shape.
- After completion she will distribute the drawing book and ask the children to draw as per their wish and at the end they have to share what they can make out of their painting to the class.

Subject : Art & Craft	No. of Periods : 1	Fortnight : 12
Topic:Design on the pot		

Learning Outcomes:

- Will develop creativity

Teaching Aids:

- 2 inch thick sponge
- Powder colour
- Cutter
- A-4 size paper

Teaching Methodology:

- The educator will first draw a pot on the board and with continuous irregular lines she will make a wave pattern on the pot very carefully.
- Then fill the empty spaces inside the pattern with different colours and make the pot look very artistic.
- Then she will distribute the materials and ask the children to do as she did.

Extended activity: The educator will ask the children to bring ceramic or earthen pot and make a decorative article with the help of this art.

Subject : Art & Craft	No. of Periods : 1	Fortnight : 12
Topic:Sponge dabbing		

Learning Outcome:

- Will develop fine motor skills

Teaching Aids:

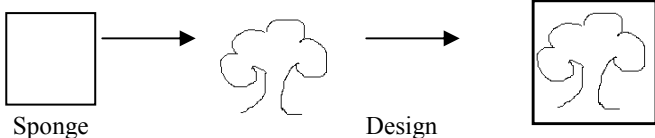
- 2 inch thick sponge
- Powder colour
- Cutter
- A4 size paper

Teaching Methodology:

1. Before starting the activity the educator will cut the sponge according to the shape/design the class desires. Then she will mix the powder colour with water.
2. After that she will dip the shaped sponge in the dilute colour.
3. Then she will dab it on the paper to get the design.

Extended activity:

- While doing the activity she will explain to get the proper design dab very delicately. This delicacy depends on the fine motor skill thus enhances fine motor skills.



Subject :Hindi	No. of Periods : 2	Fortnight : 12
Topic:Buffer week		

- Revision of all letters from Fortnight 1 to Fortnight 11.

Subject :Saturday Visit	Fortnight : 12
Topic: Gurudwara	

Learning Outcomes:

- Refer to Saturday visit Fortnight 1
- Place of worship-Will make the children aware about where the Sikh community goes to worship.

Teaching Aids:

- Gurudwara

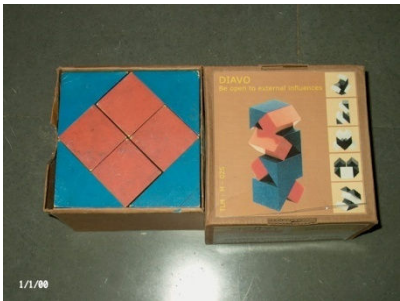
Teaching Methodology:

- Refer to Saturday Visit Fortnight1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 12 –
– Block Room – Diavo



Fortnight : 12 –
Block Room – Rainbow



Fortnight : 12 –
English – Opposites



Fortnight : 12 –
GMS – Tunnel

Subject :GMS	No. of Periods : 2	Fortnight : 13
Topic:Buffer week		

- This period can be used for revision of all the activities done so far.

Subject :FMS	No. of Periods : 2	Fortnight : 13
Topic:Fastening safety pins		

Learning Outcomes:

- Will develop fine motor skill and eye hand co-ordination.
- Will learn to operate the safety pin.

Teaching Aids:

- Big Safety pins
- Handkerchief

Teaching Methodology:

- The educator will demonstrate by first opening the safety pin by pressing gently on the pointed side of the safety pin.
- Then the pointed edge is to be pierced into the handkerchief/i-card and then pin it onto the dress of one child.
- Press gently to close it. She will make it clear that they should be very careful while doing this activity as the safety pin can also prick their finger and they may get hurt.
- Then she will ask the children to take out their handkerchief/i-card and safety pins and will guide and observe them.

Note:

- Handkerchief & a safety pin will be brought by the child from home.
- Note should be send two days before. Educator should also tell children not take out the safety pins before or after the activity.

Subject :Circle Time	No. of Periods : 10	Fortnight : 13
Topic:A talk on Sports Day		

Learning Outcomes:

- Will know about various sports played across the world.
- Will give the children the message that taking part in an event is more important than winning.
- To create awareness that physical exercise is very important to have a fit and healthy body.

Teaching Aids: Worksheet 51

Teaching Methodology:

- The educator will make the children sit in a circle.
- She will talk about sports day and the events that each child will take part in.
- She will also give instructions and the rules like 1. don't change your track, listen to the whistle and then start, 2. touch the finishing line, 3. don't look at others during your event etc.
- She will also ask the children "which is your favorite sport?" and listen to their answers.
- She will then talk about some common sports like Hockey, Cricket, Football, Tennis, some traditional games for eg about Kho-kho, Kabbadi. She can also talk about any one game in detail for eg: Cricket
- It is played with bat and ball. A cricket match is played between two teams in each team there are eleven players.
- A cricket match is played on a cricket field.
- One team will bat and the other team will bowl and field, trying to dismiss the one who is batting (Batsman) and so on.
- Like this she will share little information about few more sports.

Subject :Rhymes and Songs	No. of Periods : 6	Fortnight : 13
Topic:Yankee Doodle / মাটীর পুতুল (B) / Revision		

Learning Outcomes:

- Children will be able to recite a rhyme on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book-
 1. Yankee Doodle (Pg. 12)
 2. মাটীর পুতুল (Bengali) (Pg.47)
 3. Revision (all rhymes done so far)

Teaching Methodology: Refer to Fortnight 1

Note: Revise all earlier rhymes before a new one is introduced.

Subject :English	No. of Periods : 8	Fortnight : 13
Topic: 1.Reading Exercise. 2.Reading Sight words and Assembly words 3.Writing two lettered sight words		

Learning Outcomes:

- Will help in enhancing and inculcating reading habits – will help them to read newspaper, short stories etc.

Teaching Aids:

- Blackboard
- Worksheet: 38, 39, 40, 41, 42, 43

Teaching Methodology:

- The educator will start the reading exercise by first taking 2 letter words like am, at, in, on, slowly graduating to 3 letter words like jam, pin, rat and make sentences and asked them to read aloud.
- Eg: I am a girl.
I am a boy.
The pin is in the tin.
Look at the sun.
- The two letter sight words & assembly words are attached here with.

Sight words	
am	do
at	my
as	by
an	up
so	us
no	in
go	it
he	if
we	is
me	on
be	or
to	of

Assembly words	
School	Good afternoon
Eklavya	Good Evening
Welcome	Good Night
Thank you	Seasons
Sorry	Summer
Please	Monsoon / Rainy season
Excuse me	winter
Table	Mother
Chair	Father
Eraser	Sister
Pencil	Grandfather
Locker, Runner	Uncle
Napkin	Aunt
Window	Festival
Door	Diwali
Toilet	Christmas
Good morning	Rakshabandhan

- The educator will write two letter sight words on the board and the children will copy it from the board in their 4 line note book.

Subject : Maths	No. of Periods : 8	Fortnight : 13
Topic: Addition sums in note book		

Learning Outcomes:

- Will learn to calculate simple sums in the note book.

Teaching Aids:

- Black board, Chalk, Note Book, Pencil and Eraser.

Teaching Methodology:

- The educator will do the revision of addition sums on the board. (Sums are done in the math worksheet).
- She will give the note book where she should have written the sums in before hand.
- Example:

	1.		T	O					
				4	O	O	O	O	
		+		2	O	O			
				6					
	2.		T	O					
				5	O	O	O	O	O
		+		3	O	O	O		
				8					



This arrow indicates the margin. Only date should be written before the margin.

- Children will have to draw balls as done in front of each number and count the balls together and write the answer.

Note:

- In a page 4 sums should be written.
- After some practice the educator can instruct and the children will be able to copy down the sums on their own.
- Write 20 – 30 (book)
- Write 1 to 30 in note book
- Worksheet no 27, 28, 29

Subject : Story Telling	No. of Periods : 6	Fortnight : 13
Topic: Buffer week		

- Revision of Fortnight 1 - 12

Subject : Science & Geo	No. of Periods : 3	Fortnight : 13
Topic: Winter season		

Learning Outcomes:

- Will make them aware of the climatic condition, food, clothes & diseases

Teaching Aids:

- Board, pictures

Teaching Methodology:

Period 1

- The educator will take the children outside & will ask them to close their eyes and feel the cold air. Then she will ask them to open their eyes and will ask
- -How did you feel? - How is the ground – is it wet or dry?
- As this topic will be done during the winter season, it will be easy for the children to understand the climatic condition.

Period 2

- The educator will repeat the previous day's work and will move on to the type of clothes.
- She will call out the children who are wearing jackets, sweaters, pullovers, jacket with hoods, will also points to a Ma'am with a shawl. Like this there are a variety of woolen clothes to keep our body warm.
- The educator will draw it on the Board.

Period 3

- The educator will talk about the type of food we eat in winter season. She will also talk about the variety of fruits and vegetables available in winter season. She will also talk about the common problem which small children will face in winter that is cough & cold.

Extended activity:

- Related group activity will be done where the class will be divided into four groups and each group will be given different topic like climatic condition, clothes we wear in winter season, fruits & vegetables & food we eat. They will be asked to bring pictures from home and will stick in the class

Subject : Science & Geo	No. of Periods : 1	Fortnight : 13
Topic: Sense – Taste - salty, sweet, bitter, sour		

Learning Outcomes:

- Will enhance and make the children taste the different tastes.

Teaching Aids:

- Salty food like – Monaco biscuits, cheese
- Sweet food – Sugar, Jaggery
- Bitter food – neem leaves, bitter gourd
- Sour food – Tamarind, lemon

Teaching Methodology:

- The educator will explain the function of the tongue. One of the important function is that the tongue tells us the taste of the food. She will explain that our tongue has small taste buds which help us to identify the taste of the food.
- She will collect various food items of four different tastes and will make the children taste it one by one. She will begin with salty items and will ask the children its taste. She will go on in the same manner with other food items also.
- She will then make a child close her eyes-taste one of the 4 items and ask her to say what the taste was. Similarly she will give chance to all the children.

Subject : Block Room	No. of Periods : 6	Fortnight : 13
Topic: A True Experience of Art and Form		

Learning Outcomes:

- Will develop, motivate and encourage one's own imagination and intellectual skills
- Will sharpen intelligence and indirectly creates interest for mathematics and its uses

Teaching Aids: Green and yellow Arch-1 each, yellow, red, white, blue triangle-1 each, red, yellow, blue, white thin square slabs-1 each, blue, green cuboids -1 each, red, green, white-1 cube each, yellow cylinder-1, yellow, green thick rectangle slab-1 each, red, blue thin rectangle slab-1 each and curve- 1(21 pieces).

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate.
- She will take out all the blocks and place it on the table in front of the children without making noise.
- She will show them the different shapes, which will be a sort of revision of shapes and also knowing new shapes.

- Then she will start making some patterns/designs like ship, houses, bridges etc and demonstrate.
- Then she will show how to put back all the block pieces in the box and keep it back in its place.
- Then the children will start doing as demonstrated and they will also come out with their own imagination and creativity.

Note: The educator should ensure that each child knows how to arrange the box.

Subject : PLS	No. of Periods : 2	Fortnight : 13
Topic: Watering the plants		

Learning Outcomes:

- Will help them to take care of plants and to be sensitive towards plants
- Will give them exposure about nature.

Teaching Aids:

- One Sprinkler (of small size which a child is able to carry easily), Water

Teaching Methodology:

Period 1

- The educator will sit in a circle along with children and explain why watering of a plant is necessary
- She will tell them as we need air, water and food to survive and grow in the same way a plant needs water and sunlight to grow and survive.

Period 2

- Educator will take the children to the garden.
- Then she will give an empty sprinkler to any child and ask her to fill it with water from a near-by tap.
- Then she will demonstrate how to sprinkle the water on the plants.
- Then each child of the class will get a chance to use the sprinkler.
- At the same time she will also tell them that they should not dump the water in the base of the plant with a bucket of water or a pipe for small plants, nor for a tree.
- If a child shows interest to water a tree the educator will allow her. She will ask her to fill a bucket (small size) and guide her how to pour water slowly at the base of the tree.

Note:

- If a child shows interest in the activity she can do it in the morning and evening at home, even as soon as she comes to school before the class begins she can be allotted 5 min. of her outdoor free- play for watering the plants.

Subject : Art & Craft	No. of Periods : 4	Fortnight : 13
Topic: Christmas Socks		

Learning Outcomes:

- Will develop creativity.

Teaching Aids:

- Red marble paper.
- Cotton.
- Glue.
- Scissor.

Teaching Methodology:

- Distribute the marble paper
- Ask them to fold it half vertically
- Draw the shape of the socks and cut the edge with the scissor
- Decorate the socks by sticking the cotton with glue and other decorative material
- Now glue the open end carefully. The children will make this along with the educator.

Note:

- The educators should briefly explain how these decorative socks can be used during Christmas.

Subject : Hindi	No. of Periods/week : 2	Fortnight : 13
Topic: वर्णमाला व्यंजन 'प' 'फ' 'ब' 'भ'		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'प'
- अब वह 'प' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'प' से पतंग, परी, पलंग, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'प' से शुरू होने वाले शब्द बताने के लिए उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'फ'
- अब वह 'फ' से शुरू होने वाले शब्द बतायेंगी।

उदाहरण: 'फ' से फल, फरसा, फण, और बोर्ड पर चित्र बनायेंगी।

- अंत में शिक्षिका छात्रों को 'फ' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'ब'
- अब वह 'ब' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ब' से बकरी, बतख, बस, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'ब' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
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- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'भ'
- अब वह 'भ' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'भ' से भगत, भालू, भेड़, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'भ' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।



Subject :Saturday Visit	Fortnight : 13
Topic: Sundervan	

Learning Outcomes:

- Refer to Saturday VisitFortnight1
- Will make the children aware of various farm animals and different types of snakes.

Teaching Aids:

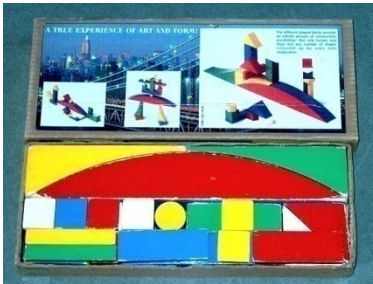
- Sundervan - A small wildlife sanctuary with all types of fowls – hen, ducks, swans, turkey etc and a snake park

Teaching Methodology: Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight

	<p>Fortnight : 13 – Block room – A True Experience of Art and Form</p>
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Subject : GMS	No. of Periods : 2	Fortnight : 14
Topic: Jumping over a hurdle		

Learning Outcomes:

- Will help in the development of muscular strength and coordinated movements of the arms and legs.
- Will learn to be alert and cross or jump over the hurdle that comes in one's way.

Teaching Aids:

- **Any of the following:**
 - a raised pipe, some stick, cones etc. can be used as a hurdle.

Teaching Methodology:

- The educator will make the children stand in a line and then she will demonstrate.
- The educator will keep only one object - a cone or a stick at a distance.
- She will come back to the place where she was standing.
- She will demonstrate how to run and jump over the hurdle and cover a few meters.
- The children will follow and do as demonstrated.

Extended activity:

- Fix a starting point and an ending point approximately 50 metre in the beginning.
- Keep three objects one after the other at equal distance between the fixed points.
- The children will have to stand at the starting point and then run and jump over the hurdles.
- Then a race can be conducted by running and jumping over the hurdles and reach the finishing line.

Extended activity:

- An event similar to this activity can be conducted on the Sports Day.

Subject : FMS	No. of Periods : 2	Fortnight : 14
Topic: Punching paper		

Learning Outcomes:

- Will help in the development of fine motor movements, strengthening the palm muscles, application of strength.

Teaching Aids:

- Papers
- Punching machine

Teaching Methodology:

- First the educator will fold an A4 size paper into half, to get the mid-point on it, so that she can punch the paper properly else holes at incorrect distance will be made. She will then open it.
- The educator will insert the left side of the paper into the punching machine, she should ensure that the folded line is in aligned with the pointer on the punching machine.
- Keep the punching machine on the table and press it with your palm.(The educator can also demonstrate by holding the punching machine in her hands.)
- Then the educator will give A-4 size paper to each child, a punching machine and will observe.

Note:

- If any child is unable to do it, she will explain again by demonstrating.

Subject : Circle Time	No. of Periods : 5	Fortnight : 14
Topic: Buffer week		

Learning Outcome:

- Will help them in the ability to recall what has been learnt earlier.

Teaching Aids: None**Teaching Methodology:**

- After coming back from the Christmas break the values, habits, etc whatever has been done earlier will be revised.
- Children can also share their experiences and feelings in a group.

Subject : Circle Time	No. of Periods : 5	Fortnight : 14
Topic: National Symbols		

Learning Outcomes:

- Will learn about the national flag, emblem, flower etc.

Teaching Aids:

- Some pictures, board and chalk worksheet 57

Teaching Methodology:

- The educator will make the children sit in a circle
- Then she will ask, “Which is our national flower?” and will wait for the answers.
- She may give clue and get the answer and finally she tells “Our national flower is the lotus”.

- Like this she will ask few more questions like-
 1. How many colours are there in our national flag?-3
 2. Which is our National Emblem?- Ashoka pillar
 3. What do you see on our National Emblem? - four headed lion and Ashoka Chakra
 4. Which is our National Bird? - Peacock
 5. Which is our National Animal? - Tiger
 6. Which is our National Anthem? - Jana Gana Mana
 7. Who wrote Jana Gana Mana ? - Rabindranath Tagore
 8. Which is our National Game? - Hockey
 9. Which is our National Song? - Vande Mataram
 10. Which is our National Language? - Hindi

Note:

- She can write and draw on the board and explain these things
- This should be revised again after 2 - 3 days, So that they remember them well.

Subject : Rhymes and Songs	No. of Periods : 6	Fortnight : 14
Topic: Two Little Keys / इन्द्रधनुष (H) /Revision		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book -
 1. Two Little Keys (Pg.5)
 2. इन्द्रधनुष (Hindi) (Pg.28)

Teaching Methodology: Refer to Fortnight 1

Note: Revise all earlier rhymes before a new one is introduced

Subject : English	No. of Periods : 6	Fortnight : 14
Topic: Revision – Two lettered words / Writing in Notebook		

Learning Outcomes:

- Will enhance reading and writing

Teaching Aids:Blackboard

Teaching Methodology:

- The teacher will write the two letter sight words on the blackboard and will ask each child to read it.
- She will then write 2 letter sight words on the board, and will ask the children to copy down from the board.

Subject : English	No. of Periods : 2	Fortnight : 14
Topic: Activity : Group Talk		

Learning Outcomes:

- To encourage conversation.

Teaching Aids: None

Teaching Methodology:

- Let the children sit in a semi circle. Initiate conversation around a selected theme e.g., a farm that belongs to uncle x, which has many mangoes and bananas. Leave the conversation open for children to speak. While they talk write down all the new words on the Black Board. (Make a special note about unusual conversation). Example names of all fruits, vegetables, plants and other things they mention about the farm. After the conversation the teacher can read out the words to the children. Leave it on the Black board to see and read.

Subject : Maths	No. of Periods : 4	Fortnight : 14
Topic: Revision of all pre-math concepts		

- The educator will do the revision of all the concepts – far and near, heavy and light, tall and short, more and less etc.,

Subject : Maths	No. of Periods : 4	Fortnight : 14
Topic: Writing numbers 31- 40		

Learning Outcomes:

- Will learn to write the numbers by following the proper stroke.

Teaching Aids:

- Black board, Chalk and book Page -. 52, 56

Teaching Methodology:

- The educator follows the same method of teaching to write the numbers as done before.(Refer writing 1-10)
- As they know the strokes 1 – 9 well children can write these numbers well.
- The educator should remind them that both the numbers should be in the same square e.g. 31, both 3 and 1 should be in the same square.

Subject : Story Telling	No. of Periods : 6	Fortnight : 14
Topic: 1.The wolf in sheep's clothing 2. The Monkey and the Bell		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards or puppets related to the characters in the story.
 - The story book with big pictures.
1. The wolf in sheep's clothing
 2. The monkey and the bell

Teaching Methodology: Refer to Fortnight 1

Extended activity: Refer to Fortnight 1

Note:

- Use simple sentences and remembers children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not always stress on the question "So what did you learn?"

The Wolf in Sheep's Clothing

A long time ago, there was a wolf. In the heart of a dense forest he had made his home. The wolf used to hunt down smaller animals for food. But due to old age, he was not able to chase and pin down his prey. Often, he had to miss the prey and go hungry. Gradually, the wolf was becoming weaker and weaker. On the outskirts of the forest, there was a pasture. Every day, a shepherd used to bring his herd of sheep to the pasture for grazing.

One day, the wolf was wandering in search of food. At that time, the sheep were busy grazing in the pasture. Suddenly, the wolf spotted the herd from a distance. The wolf was delighted. He looked around. And to his luck, the shepherd was in a deep sleep under the cool shade of a tree. 'Hmm! It's a good opportunity. I can solve my food problem forever,' thought the wolf. He gingerly moved towards the herd. There was a thicket nearby. The wolf crouched behind it and waited.

The sheep were so engrossed in grazing that they didn't notice the wolf eyeing them. As soon as a sheep came close, the wolf pounced upon him.

The wolf caught the sheep and instantly ate him up. Now the skin of the sheep was left out. The wicked wolf wore the skin joined the flock of sheep.

The sheep could not identify the wolf. After some time, the shepherd led the flock back to the farm. The wolf mingled with the sheep and walked beside them, taking gentle steps. The innocent sheep talked among themselves. "Ah, nice graze!" said one of them. "Indeed! I had my full!" said another. But the wolf kept him mouth shut.

The wolf started living in the farm with the sheep. He was happy at the success of his plan. In the night, when the shepherd slept, the wolf used to kill a sheep and eat him up.

The wolf spent his days in merriment. No one could identify him in the sheep's clothing. As time passed by, he became healthy and fat.

One day, there was a feast at the shepherd's house. So he came to the farm to take a fat sheep to slaughter. And as luck would have it, he chose the chubbiest sheep, and that was the cunning wolf.

As soon as the shepherd realised the whole matter, he flew into a rage. With his thick stick, he gave a sound thrashing to the wicked wolf. His mask tore, the wolf ran into the forest, limping.

2. The Monkey and the Bell

Once upon a time, there was a small village where the villagers were quite pious. They had built a temple on the outskirts of the village. At the entrance of the temple, there hung a silver bell. For quite some time, a thief had been eyeing the bell. One night, he stole the precious bell and ran into the nearby forest.

Deep inside the forest, there were many wild animals. But the thief did not know this. Running as fast as he could, he came to the densest part of the forest. And there... he was attacked by some ferocious animals. Luckily, the thief managed to escape. But in his panic, he dropped the bell in the forest. The next morning, the news of the theft spread like fire.

In the night, some people heard the ringing of the temple bell. They were started. The bell would ring once...and then stop...and then again once...and then stop!

In the morning, the people of the village were shocked and confused. There was a rumour that the temple-god is going to punish the villagers!

All around, there was chaos and panic. People apprehended some calamity. "Last night, the temple- God was warning us. Tonight, he will definitely send some trouble," people talked. All this while, a young boy thought, 'I shall find out the truth tonight or else these people will go on cooking stories.'

So the brave boy decided to keep awake that night. He sat on a tree outside his house and waited. When it was midnight, he heard a faint ring of the bell.

The boy strained his ears. He felt that the ring was coming from the forest. And when he heard the second ring, he was sure about it. He, at once, ran towards the forest.

The brave boy did not feel frightened at all. He moved deep into the forest. The bell would ring once...and then stop! Then again once... and then stop! The boy kept swaying to his left and right, trying to locate the bell. And, at last, he found it. There, upon a tree, was a monkey holding the bell in his hands, jumping from one branch to another!

The boy slowly moved toward the tree where the monkey was sitting. Then he took out some peanuts from his pocket and showed it to the monkey.

As soon as the monkey saw the peanuts, he snapped at them, throwing away the bell. The clever boy was already alert. He threw away the peanuts towards the monkey and picked up the bell.

Holding the bell carefully, the boy ran out of the forest as fast as he could. When he reached the village, he gathered the villagers and narrated all that had happened in the village. "And we were getting scared over a silly thing!" the villagers laughed. They were very happy to get their auspicious bell back. They all praised the boy for his wisdom and courage.

Subject :Science & Geo	No. of Periods : 2	Fortnight : 14
Topic: Sense – Smell		

Learning Outcomes:

- Children will be learn to smell different types of good and bad smell.

Teaching Aids:

- Vaseline, Vicks vapourab, perfume, vinegar, cowdung, talcum powder

Teaching Methodology:

- The educator will begin by attracting the children’s attention by smelling and saying “Oh! WoW! What a pleasant & good smell is coming. She keeps pretending. The whole class joins her in smelling.
- Now everybody is using their nose to smell. Then she brings forward the teaching aid mentioned and takes it to each child one by one for smelling.
- She begins with talcum powder and she explains “Wow! What a pleasant and soothing smell”. Then she takes cowdung to each child. “Oh No! What a bad smell.” With the help of facial expression, the pleasant and the unpleasant smell can be expressed.
- She will then make a child close her eyes - smell one of the 4 items and ask her to say what the smell was. Similarly she will give chance to all the children.

Subject :Science & Geo	No. of Periods : 2	Fortnight : 14
Topic: Helpers – enact		

Learning Outcomes:

- Will help in getting acquainted to different professions and their job.

Teaching Aids:

- Broom, kitchen knife, garden scissors, water can, vegetables in a basket

Teaching Methodology:

- The educator will begin by showing the equipments like a broom – She will then ask, “Who uses a broom?”
A sweeper.
She will then show a basket full of vegetables –
She will then ask, “Who sells vegetables?”
A vegetable vendor/grocer
Like this she will introduce other helpers as well.
Then she will ask “Are they helping us?”
“Yes, they help us.” So they are known as helpers.
- The educator will ask the same question as – “Who are helpers?”
The people who help us.
She will ask them to name a few and will write on the board.

- She will show more pictures of helpers who help us in our daily life like the driver uncle, the conductor uncle, the housekeeping aunty. Even their Ma'am is also a helper. The educator will give a fortnight's time and will ask the children to dress up as helpers and enact a little.

Period 2 Activity - enacting as helpers

- The children will come dressed as helpers. And will say in 2-3 sentences – Who they are? And how do they help the society?

Subject : Block Room	No. of Periods : 6	Fortnight : 14
Topic: Cella		

Learning Outcomes:

- Will develop concentration and eye-hand co-ordination.
- Will enhance their power of creativity and imagination- by coming up with some extra ordinary pattern

Teaching Aids:

- Small cube and 8 blues pieces of blocks of varying sizes from big to small which can fit in each piece.

Teaching Methodology:

- The educator will make the children sit in a circle and demonstrate how to go about
- She will take out the blocks from the box and keep it in front of the children.
- She will make the patterns like the shells (blocks) fit one into another and make a chamber, make a staircase, theatre etc.
- She will then give the children to explore and come out with unique and different patterns.
- She should teach them how to arrange the blocks back in the box.

Subject : PLS	No. of Periods : 2	Fortnight : 14
Topic: Table setting		

Learning Outcomes:

- Will learn how to set the dinner table.
- Will learn the importance of table setting.

Teaching Aids:

- Napkin
- Plate and bowl
- Spoon and fork

Teaching Methodology:

- Educator will ask the children to bring a plate, bowl, fork, spoon and napkin from home.
- She will demonstrate how to keep the napkin on the table and the plate on the napkin and then bowl in the plate. She will keep the spoon on the right side of the plate and fork on the left side.
- The children will follow the same procedure step by step.
- The educator will observe them and guide them.

Note:

- She can revise some important task habits, like-
 1. Do not make a noise with your spoon and fork.
 2. The spoon, fork and knife together is called cutlery.
 3. Do not make noise while chewing.
 4. Do not spill food outside your plate.
 5. Get up only when all sitting at the table have finished.

Subject : Art & Craft	No. of Periods : 4	Fortnight : 14
Topic: Paper folding – Kite making		

Learning Outcomes:

- Will develop fine motor skills.
- Children will be aware of the Utrayan festival.

Teaching Aids:

- Origami Paper.
- A-4 size paper.
- Fevicol.

Teaching Methodology:

- The educator will give origami paper to the children.
- She will demonstrate how to hold the paper and fold it diagonally; exactly into half from the centre and a triangle will be formed.
- Now she will make a half inch fold along the open edges of the triangle
- Then she will fold the triangle into half again only to mark the midpoint.
- Once midpoint is marked, she will open the triangle and turn the folded part down
- She will keep the hypotenuse – the longer side up and again fold both ends of the triangle, from the midpoint, from both sides to form a diamond shape with a tail as that of a kite.
- Children will also follow the same.
- They will then decorate as per their wish.

Subject : Hindi	No. of Periods : 2	Fortnight : 14
Topic: वर्णमाला व्यंजन - 'म' 'य' 'र' 'ल'		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

Teaching Methodology:

Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'म'
- अब वह 'म' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'म' से मछली, मटर, माला, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'म' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।
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उदाहरण: यह हैं 'य'
- अब वह 'य' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'य' से याक, यज्ञ, यन्त्र, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'य' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
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Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'र'
- अब वह 'र' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'र' से रथ, रस, रेल, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'र' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'ल'
- अब वह 'ल' से शुरू होने वाले शब्द बतायेंगी।

उदाहरण: 'ल' से लडका, लोमड़ी, लट्ठू, और बोर्ड पर चित्र बनायेंगी।

- अंत में शिक्षिका छात्रों को 'ल' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।



Subject :Saturday Visit

Fortnight : 14

Topic:Church

Learning Outcomes:

- Refer to Saturday VisitFortnight1
- Place of worship-Will make the children aware about where the Christian community goes to worship.

Teaching Aids:

- Church

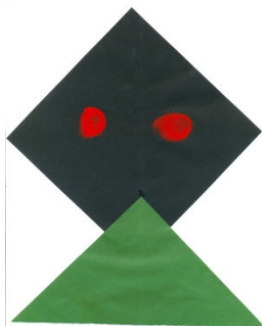
Teaching Methodology:

- Refer to Saturday Visit Fortnight1

Teaching Learning Materials Used In this Fortnight



Fortnight : 14 –
Block room – Cella



Fortnight : 14 –
Art & Craft – Kite Making

Subject : GMS	No. of Periods : 2	Fortnight : 15
Topic: Revision		

- Some difficult activities or the activities that needs more practice can be done during this fortnight.

Subject : FMS	No. of Periods : 1	Fortnight : 15
Topic: Opening and closing a lock		

Learning Outcomes:

- Will help in the development of fine motor movements, understanding of clockwise and anticlockwise movement, strengthening of finger and wrist muscles.
- Will make them independent and confident.

Teaching Aids: 5 Locks and keys

Teaching Methodology:

- The educator will give a demo of opening a lock.
- First put the key in the lock and turn the key in clockwise direction and the lock opens.
- To close a lock, place the loop of the lock in place then the key has to be turned in anticlockwise direction.
- Then she gives 5 closed locks to 5 children and will ask them to open it.
- Then the opened locks to other 5 children and ask them to lock it again.

Note: 5 children will do this activity at a time.

Subject : FMS	No. of Periods : 1	Fortnight : 15
Topic: Palm tracing		

Learning Outcomes:

- Will help in the development of fine motor movements, precision of tracing along your hand, maintaining balance.

Teaching Aids: Drawing book & pencil.

Teaching Methodology:

- First the educator will give a demo using the black board.
- She will place her left hand on the black board will trace the outline of her palm, with her right hand without moving her left hand. After tracing, she will lift her palm.
- Then she will give their drawing books and will ask them to trace. Some of them may stand and trace it.

Note:

- While they are tracing with their right hand, they should not lift their left hand.
- The children who write with left hand will place their right palm and trace it with their left hand.

Subject : Circle Time	No. of Periods : 2	Fortnight : 15
Topic: A talk on Republic Day		

Learning Outcomes:

- Will know why and when we celebrate Republic day.

Teaching Aids: None**Teaching Methodology:**

- The educator will make the children sit in a circle and revise / questions about Independence Day.
- She will then start talking about Republic Day.
- “We got freedom on August 15th 1947 and some leaders thought that people should follow and have some rules framed for law and order in the country.
- So they made a committee and set few rules that each citizen should follow.
- These rules are put in a book called the “constitution”.
- This was officially introduced on January 26th, 1950.
- The day the constitution was introduced that day is celebrated as Republic Day.
- Each citizen should respect and follow all the rules that are in the Constitution.
- The educator will take the children to the SeniorSchool and show them the photo of the members who made the constitution.

Extended activity:

- The educator can talk about Flag, Colours, Spokes in the Chakra etc.

Subject : Circle Time	No. of Periods : 5	Fortnight : 15
Topic: Names Of the Presidents in a chronological order		

Learning Outcomes:

- Will make them aware of names and people who had been our Presidents in chronological order.

Teaching Aids:

- Black Board, Chalk, Soft Board (Write the names and display).

Teaching Methodology:

- The educator will make the children sit in a circle.
- She will put a question to them “Who is a President?”
- She will listen patiently to all the answers and will explain to them the role of the President, the power a president has during emergency.
- We have had 13 Presidents so far and we have Pratibha Patil as our 12th President now.
- She will also explain who our 1st President was and who was the first woman President.

- | | |
|--|--|
| 1. Dr. Rajendra Prasad (1 st President) | 8. R.Venkataraman |
| 2. Dr.Sarvapalli Radhakrishnan | 9. Shankar Dyal Sharma |
| 3. Zakir Hussian | 10.K.R.Narayanan |
| 4. V.V.Giri | 11.Dr.A.P.J.Abdul Kalam |
| 5. Farkhruddin Ali Ahmed | 12. Pratibha Patil (1st Woman President) |
| 6. Neelam Sanjiva Reddy | 13. Pranab Mukherjee |
| 7. Giani Zail Singh | |

Subject : Rhymes and Songs	No. of Periods : 6	Fortnight : 15
Topic:वर्णमाला (S) / पतंग (H) / बुनबुन(J) / हस्ति हस्ति (S) / प्रकृति(H)		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book-
 1. वर्णमाला (Sanskrit) (Pg. 43)
 2. पतंग (Hindi) (Pg. 34)
 3. बुनबुन (Japanese) (Pg. 45)
 4. हस्ति हस्ति (Sanskrit) (Pg.42)
 5. प्रकृति (Hindi)

Teaching Methodology: Refer to Fortnight 1

Note:Revise all earlier rhymes before a new one is introduced.

Subject : English	No. of Periods : 4	Fortnight : 15
Topic: Reading three lettered sight words		

Learning Outcomes:

- Will enhance reading habit
- Will help them to read a bigger words

Teaching Aids:

- Blackboard

Teaching Methodology:

- The 3 letter sight words will be done in the same way as 2 letter sight words.
- Refer Fortnight 13

Subject : English	No. of Periods : 2	Fortnight : 15
Topic: Writing three lettered sight words		

Learning Outcomes:

- Will help them to write.
- Will help them to read.
- Worksheet- 3,8,9,10,11,12,13

Teaching Aids:

- Blackboard

Teaching Methodology:

- The educator will write the three letter sight words on the board – for eg. **she**
- Then she will give few examples about how to use it – like:
 - She is a girl.
 - She is wearing a nice dress.

- Like this the educator will do more 3 lettered words, giving appropriate examples.

Note:

- The 3 letter sight words are attached herewith.

3 letter sight words

1	the	13	has
2	she	14	who
3	for	15	why
4	his	16	was
5	her	17	all
6	him	18	may
7	and	19	can
8	had	20	did
9	are	21	got
10	but	22	get
11	not	23	let
12	you	24	too

Subject : English	No. of Periods : 1	Fortnight : 15
Topic: Action play		

Learning Outcomes:

- Will promote non- verbal communication.

Teaching Aids: None

Teaching Methodology:

- The activities should be conducted with actions and gestures. Before the activity children should be told about the procedure i.e., (The teacher will do the actions and the children have to recognize it).Join your hands example Namaste and children to identify the action or show the action of an aeroplane moving on the runway and then slowly flying high.
- Various actions can be included for this activity like:
- Facial expressions of bitter, spicy, sweet, taste, stomach ache.
- Feelings-boredom, angry, hungry, thirsty, sad.
- Actions – aeroplane, train (without noise), pulling cycle on the stand.
- Actions of animals (Peculiarities) - snake, horse, elephant.

Subject : Maths	No. of Periods : 3	Fortnight : 15
Topic: Subtraction on number line		

Learning Outcomes:

- Will learn the fundamentals of subtraction

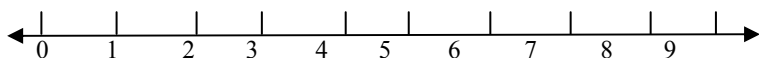
Teaching Aids:

- Number line painted on the floor slate board, chalk, worksheet- 30,31,32,33

Teaching Methodology:

Period 1

- The educator will first introduce the symbol/sign of subtraction i.e. “she will explain when you see this sign (-) you have to take away from that group, you can see the numbers after this sign in the worksheets which means take a number away from another number.
- E.g.:
- Your mother gave you 5 biscuits and you have eaten 2 biscuits how many biscuits will be left? $5 \text{ biscuits} - 2 \text{ biscuits} = 3$ i.e. 3 biscuits will be left with you. $5 - 2 = \boxed{}$
- Now look at these numbers $6 - 2 = \boxed{}$. To find out the number we will use the number line as we did for addition on number line. (Refer worksheets – 30 – 33).



- The rabbit is in his friend's house and wants to go “back” to his house.
- Now look at the first number – 6, the rabbit will have to stand on number 6.

- The second number is “2”; the rabbit will have to take 2 jumps backward to reach his house i.e., 4. Thus he has reached house. We have to write “4” in the box.
- She will give more examples and should not exceed number “9” i.e., no two digits number.
- The educator will also give chance to children to do it on the black board to make the concept clear.

Period 2

- The educator will do it practically on the number line with each child.
- (Refer to period: 2 in addition on number line fortnight: 12. The child should jump backward instead of jumping forward)

Period 3

- Refer period 3 in addition on number line fortnight: 12.

Subject : Maths	No. of Periods : 2	Fortnight : 15
Topic: Oral subtraction sums		

Learning Outcomes:

- Will learn to do calculation mentally.
- Will improve their listening skills.

Teaching Aids:

- None (Initially fingers can be used for calculation).

Teaching Methodology:

Period 1

- The educator will make the children sit in a circle or at a table without any distraction.
- She will say for example: You are having 5 pencils; your mother is telling you to give away 2 pencils to your brother. How many pencils will you have?
- Count and open five fingers, fold or take away 2 fingers (2 pencils you are giving away to your brother).
- Now count and see how many fingers are there, 3. You will have 3 pencils left with you.
- She will give some more examples like this and make the concept clear.

Period 2

- Refer period 2 inFortnight 12 (Instead of addition, subtraction examples should be given).

Note:

- Encourage children to do these sums mentally, they should visualise the objects & number named and do the operation mentally.

Subject : Maths	No. of Periods : 3	Fortnight : 15
Topic: Introduction of subtraction sums		

Learning Outcomes:

- Will learn to calculate simple subtraction sums.

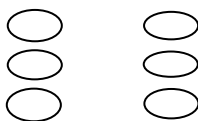
Teaching Aids:

- Beads, Bowl, Black board, chalk, Note book, Worksheets - 34 to 38.

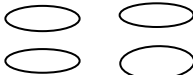
Teaching Methodology:

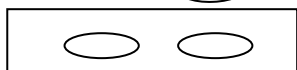
Period 1

- The educator will give each child a bowl with beads.
- She will say one number suppose, 6. Children will have to take six beads one after another and keep it on the table this way:



- She will say another number suppose, 2. Children will have to take away 2 beads from the six beads.

- i.e., 



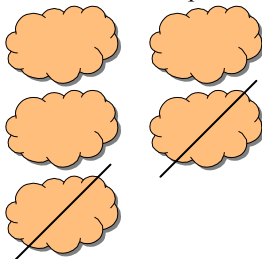
(Take away or remove 2 beads).

- She will explain that from a big group we took away some beads and 4 beads are left out.
- She will do this activity with various combinations not exceeding 9 i.e., no two digits numbers.

Period 2

- The educator will draw objects on the board and explain.
- Example:

$$\begin{array}{r} 5 \\ - 2 \\ \hline 3 \end{array}$$

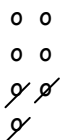


- She will ask the children to see the sign, - (minus) which means take away or we have to cross two clouds. Take away 2 from 5.
- We have to see the second number and take away that many objects.
- She will then give worksheet 34 to be done.

Period3

- The educator will now write only the numbers i.e., Subtraction sums.
- Example:

$$\begin{array}{r} 7 \\ - 3 \\ \hline 4 \end{array}$$



- She will explain “What is the first number? - 7. So we will draw 7 circles in front of 7.
- What is the number below the first number? – 3. And now seeing the second number i.e. 3 we have to cut 3 circles from 7 circles.
- Count and write the remaining circles in the blank.
- She will call few children and give them practice to do such sums on the black board.

Period4

- She will give worksheets to be done. (1 worksheet per day)

Subject : Story Telling	No. of Periods : 3	Fortnight : 15
Topic: 1. The Monkey Advisor 2. The Owl and The Grasshopper		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards / puppets related to the characters in the story.
- The story book with big pictures.
 1. The monkey advisor
 2. The owl & the grasshopper

Teaching Methodology: Refer to Fortnight 1

Extended activity: Refer to Fortnight 1

Note:

- Use simple sentences and remembers children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “ So what did you learn?” always.

The Owl and the Grasshopper

It was a winter morning. All the tree and plant in the forest were covered with snow. Everywhere, it looked damp and dull. There had been a steady snowfall the previous night and the entire forest appeared to be white. Even the animals of the forest seemed to be ducking inside their houses. There was a gloomy silence all around.

The rabbits too preferred to stay inside their burrows, the jackal inside his cave. Not a single animal had the heart to venture out in the cold. “Don’t play in the open today. Better be here, tucked inside your blanket,” the mother rabbit told her naughty child. Soon the whole forest seemed lifeless.

The owl, too, crouched in his cozy home in the hollow of a huge tree. He curled his wings and fell asleep.

But out in the snow, a grasshopper was enjoying the chillness. He hopped and jumped and perched on the branch of a tree.

The owl was sleeping peacefully in his house. When he heard the grasshopper chirping, he felt annoyed. ‘Who is making this noise in such a calm weather?’ he thought. The owl peeped out of his house and saw the grasshopper. “Eh! Noisy creature. What are you doing in this? Get back home,” said the owl.

But the grasshopper was in no mood to be quite. For him, the cold weather seemed to be pleasant. He was more active than ever.

The owl was surprise to see the grasshopper making merry when all the others were shivering with cold. He called out to him and asked him to keep quit.

“It may be fun for you, but it’s a nuisance to others,” said the owl. “Better stop this noise and go back home.” Saying this, the owl again pulled himself inside his blanket and slept. But the grasshopper didn’t pay any heed to the owl’s request. “Tra...la...la...la...” he continued. And this time, his song was even louder! The owl became very angry. He was already annoyed by the damp winter. And now, the grasshopper was adding woes to it. He once again warned the grasshopper. But when the foolish creature did not stop his song, the angry owl swooped upon him. He caught the grasshopper claws.

And that was that! In an instant, the owl ate up the grasshopper. “This is for ignoring me!” he grinned. Then flying back to his cozy home, the owl pulled up his blanket and once again crouched in his bed. “Snooor...” buzzed the owl’s nose as he slept peacefully. And the whole forest plunged into silence as before.

The Monkey Advisor

Once upon a time, there lived a poet. He was very quiet and gentle. Often, he would wander deep into the forests in search of peace and tranquility. There he would write his poems, sitting away from the hustle and bustle of the city.

One day, the poet unknowingly ventured into the domain of a fierce demon. He sat under a tree and had just begun to write a poem, the demon arrived there and growled, "Who dares enter into my land?" Getting frightened, the poet stood up.

He tried to explain to the demon why he was there but the demon didn't listen to him and with his powers turned the poet into a monkey. Now he was a monkey – poet. The monkey –poet fled for his life and hid himself on a ship which had just set sail.

In some days, the ship reached Baghdad. The monkey-poet jumped out of the ship and went wandering into the streets. At one place, he heard the sultan's men making an announcement that the sultan was on the lookout for a chief advisor.

"Good opportunity!" thought the monkey-poet. He quickly wrote a letter to the sultan. When the sultan read it, he was quite impressed. "Who is this writer?" the sultan asked. "A monkey, my lord!" replied the minister. The sultan was amazed.

He ordered the monkey to be brought in the court. In no time, the monkey-poet was there. To test him, the sultan asked him to rewrite the letter. And the monkey-poet had just been waiting for this. He quickly re-wrote the whole letter.

When the sultan saw the letter, he couldn't believe his eyes. The sultan, who was known for his wisdom, instantly understood it was no ordinary monkey. So, he called for his daughter who was also an excellent magician.

"That's why I've called you, O daughter!" said the sultan. "Please use your magical power, and find out who he is." The princess raised her hand and began to chant some verses. A bright light encircled the monkey-poet as he sat quietly.

Suddenly, the princess said, "This monkey is actually a human being, and is presently under the spell of a demon." Then without wasting time, she chanted some more verses and broke the demon's spell. And there stood the poet in his original form.

The poet thanked the princess. The sultan was happy, too. "You are indeed very wise and talented, O poet," said the sultan. Then he declared the poet as his chief advisor. The poet efficiently served in the sultan's court for many years to come.

Subject :Science & Geo	No. of Periods : 4	Fortnight : 15
Topic: Modes of Transportation – Airways, Roadways, Railways		

Learning Outcomes:

- Will make them aware of different types of modes of transportation.

Teaching Aids:

- Model of scooter, car, cycle
- Pictures
- Worksheet 64

Teaching Methodology:

Period 1

- The educator will ask how their parents go to office, shopping, friend's house. As they come up with their answer, she will write on the board. For e.g. car, scooter, bus. She will then explain that these vehicles run on road, so they are known as roadways.
- Then she will ask if you want to go to your grandfather's house or go for a vacation – how will you go? Children will come up with answers like aeroplane, train.
- The educator will explain that aeroplane goes up in the air so it is airway transportation. She will tell the children about other vehicles which fly in the sky like helicopter, space shuttle. She will also show pictures of air transportation.
- The educator will also explain about the vehicles which use water as the medium like boat, ship, submarine are called waterways transport.
- The educator will also explain about rail transport like trains which is used by large number of people.
- She will also talk about the purpose behind using various transport discussing the time taken and the cost.

Period 2

- Related worksheet no. 64 will be done where the children will be asked to colour the vehicles which move on land and air.

Subject : Block Room	No. of Periods : 6	Fortnight : 15
Topic: L -Angle		

Learning Outcomes:

- Will develop eye hand co-ordination.
- Ability to balance an object will be enhanced.

Teaching Aids:

- Wooden Angles – 8 pieces of different sizes, cube-1 and stand - 1

Teaching Methodology:

- The teacher will make the children sit in a circle and demonstrate.
- She will take the box and place it on the table and show the angles of different sizes, cube and the stand.
- She will place the angle on the floor without making noise.
- She will make and show different patterns using the L- Angle game

Eg:

- Keep the stand as a base and arrange the angle one above the other according to the size of the angles (may be from big to small).
- Make a square using 2 angles and make a small square and the rest inside the other smaller angle according to the sizes.
- And teacher will show how to wind up and the method to arrange back the angles and cube and stand in the box.
- Then the children will do as demonstrated.

Subject : PLS	No. of Periods : 2	Fortnight : 15
Topic: Proper use of dustbin		

Learning Outcomes:

- Will learn the importance of cleanliness and will keep the surrounding clean

Teaching Aids:

- Dustbin

Teaching Methodology:

- The educator will sit with the children in a circle
- She will talk to them about the importance of cleanliness and about keeping the surroundings clean
- She will explain that whenever they do any craft activity they should throw the extra unwanted pieces in the dustbin
- She will also instruct them to throw the foil paper in their lunch box in the dustbin
- Even if they see any litter when they go out they should pick it up and throw it in the dustbin
- She will also tell them whenever they eat packed food item, ice-cream etc they should throw the wrappers, cup, ice- cream stick in the dustbin.

Extended activity:

- The educator and children can sing the following rhyme together:
 1. Bits of paper, bits paper lying on the floor, lying on the floor
Makes the place untidy (2)
Pick them up (2)
Throw them in the dustbin (2)
 2. Foil paper, ice-cream packets lying on the floor.....
 3. They can keep adding different names of littered items and sing the song.

Note:

- The educator should be consistent with the children.
- She should see that the children follow the rule and make proper use of dustbin in their day to day life

Subject : Art & Craft	No. of Periods : 4	Fortnight : 15
Topic: Disposable glass - flower making		

Learning Outcomes:

- Will develop creativity - A creative use of disposable glass.

Teaching Aids:

- Disposable glass.
- Ice-cream Stick.
- Fevicol.
- Fevicyl/Glitter.
- A4 size paper

Teaching Methodology:

- Take the glass and cut from top to the bottom - 5-6 cuts vertically
- Flatten the glass and stick on the paper with fevicol
- Children can stick their photo in the middle of the flower.
- Then draw the stalk and leaves and colour them.

Subject : Hindi	No. of Periods : 2	Fortnight : 15
Topic: Buffer week		

Learning Outcomes:

- All the letters will be revised that are done so far.

Subject : Saturday Visit	Fortnight : 15
Topic: Kankaria Zoo (Birds section)	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of different types of birds.

Teaching Aids:

- Zoo (Birds Section)

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 15 – Art & Craft –
Flower Making



Fortnight : 15 – Block room –
L-angle Game

Subject :GMS	No. of Periods : 2	Fortnight : 16
Topic: Throwing the ball over the head		

Learning Outcomes:

- Will help in the development of finger muscles that will help in doing all practical things.
- Will help in the development of eye-hand co-ordination.

Teaching Aids:A big ball

Teaching Methodology:

- The educator will make the children stand in a straight line facing the area where the ball has to be thrown.
- The educator will make a child stand in front of her. She will take the ball with both the hands and take it above her head by stretching her hands.
- Then she will throw the ball over the head of the child and demonstrate.
- She will demonstrate it two to three times.
- She can call two children at a time and ask them to do the same.

Subject : FMS	No. of Periods : 2	Fortnight : 16
Topic: Stapling two small papers		

Learning Outcomes:

- Will enhance their finger controll.
- Will learn to apply pressure with the thumb.

Teaching Aids:

- A stapler
- 2 small papers

Teaching Methodology:

- The educator will first give a demo of how to hold the paper in the left hand and with a stapler in the right hand. Now keep the stapler at 45 degree on the paper and press it.
- The educator will call each child one by one and will give 2 small papers and a stapler.
- She will see that she is keeping the stapler in the correct position and will ask the child to press it.

Note: This activity will be done by one child at a time so that the teacher can ensure the have learnt the proper method.

Subject : Circle Time	No. of Periods : 2	Fortnight : 16
Topic: If I were a bird		

Learning Outcomes:

- Will learn to improve the child's imagination and vocabulary.
- Will learn to frame simple sentences to converse in English.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children sit in a circle.
- She will ask "What will you do if you become a bird?"
- Now think and you have to share two sentences about "If I were a bird ..."
- Example: If I were a bird I will fly up in the sky.
 - I will stay in a nest on a tree.
 - I will eat fruits and insects.
- Children will listen and start sharing about their thoughts.
- It will be very interesting to listen to their imaginations.

Extended activity:

- Some other topics like this can be done. For example: If I was a coin, if I was a bus and so on.

Subject : Circle Time	No. of Periods : 4	Fortnight : 16
Topic: Arranging themselves in an alphabetical order		

Learning Outcomes:

- Will learn to know the alphabets in sequence.
- Will learn to be alert and know the names of their friends in alphabetical order.

Teaching Aids: Black Board, Chalk

Teaching Methodology:

- The educator will ask the children to sit in a circle.
- She will then ask the children to say the alphabets in the sequence (A – Z).
- She will ask the children to stand in a line in alphabetical order.
- Example: You have to arrange yourselves alphabet wise all children who's name starts with A will stand and write their name on the board then make them stand in line, do the same for the rest of the alphabet.
- Arnav, Ansi, Bijit, Janmay, Krish etc.,

Note:

- After the educator does the first few, she should allow the rest of the children to arrange themselves in the order, she shouldn't interrupt when they make a mistake, once they are done she can write the rest of the names on the board and allow them to realise where they went wrong.

Subject : Circle Time	No. of Periods : 4	Fortnight : 16
Topic: Sharing two qualities about your friends		

Learning Outcomes:

- Will improve vocabulary, framing sentences
- Will help them think positively about a friend and share her quality.

Teaching Aids: None

Teaching Methodology:

- The educator will make the children stand in a circle.
- She will ask each one “Who is your best friend?”
- Share two qualities about your friend.
- She will give 2-3 sentences as example:
- My friend’s name is Kavitha. I like her helping nature. She likes playing in the garden.
- Children will listen and start sharing about their best friend and about their qualities as well.

Subject : Rhymes and Songs	No. of Periods : 6	Fortnight : 16
Topic: Ten Small Rats /Miss Molly /Three Little Cats /Eencey Weencey Spider		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book-
 1. Ten small Rats (Pg. 24)
 2. Miss Molly (Pg. 25)
 3. Three Little cats (Pg.18)
 4. Eencey Weencey spider (Pg.19)

Teaching Methodology: Refer to Fortnight 1

Note: Revise all earlier rhymes before a new one is introduced.

Subject : English	No. of Periods : 2	Fortnight : 16
Topic: Sight words – Four lettered words		

Learning Outcomes:

- Will enhance & inculcate reading habit
- Will learn to write.

Teaching Aids:

- Blackboard

Teaching Methodology:

- The four letter sight words will be done just as 3 lettered sight words (Refer Fortnight15)

Words	
with	than
this	your
were	could
being	would
when	shall
what	where
that	whose
from	whom
have	those
they	these
more	there
then	
their	

Subject : English	No. of Periods : 2	Fortnight : 16
Topic: a-z words		

Learning Outcomes:

- Will enhance reading and writing of alphabet from a to z.

Teaching Aids:

- Blackboard
- Worksheet 22 to 25

Teaching Methodology:

- The educator will draw on the board a tree.
- Then she will write t is for _____ (tree,axe,van)
- She will read the word- is't' for axe, van, or tree.
- She will try to get the answer from the children yes, t is for tree.
- Related worksheets are attached where the picture is drawn and they have to choose the correct word from the bracket for e.g. a is for (tree,axe,van)
- The children are supposed to find the word starting with an alphabet and will fill in the correct word.
- The educator will write 2-4 examples on the board and will ask the children to complete the worksheets
(Worksheets are attached herewith)

Subject : English	No. of Periods : 2	Fortnight : 16
Topic: Rhyming words		

Learning Outcomes:

- Will learn the rhyming words

Teaching Aids:

- Blackboard
- Worksheet 38, 39, 40, 41, 42

Teaching Methodology:

Period 1

- Educator will say few words like bat, rat, cat, mat, sat/ mug, rug, jug, bug, tug and write the same on the board.
- Then she will question them. ‘How does each word sound?’ They sound rhyming-“yes”
- She will give them the chance to come up with words like these. (They may take time but they will learn slowly)

Period 2 Worksheet 17

- The educator will begin by writing more rhyming words on the board and she will also tell the children to give more rhyming words.
- Then she will explain the rhyming words worksheet-where the picture is given and they have to circle the rhyming word related to the picture.



O B H O T

H O T

- After giving a couple more examples, the educator will ask the children to do it.

Note:

- The related worksheets on rhyming words will also be done after the educator explains it with one or two examples.

Subject : English	No. of Periods : 1	Fortnight : 16
Topic: Activity do what I say		

Learning Outcomes:

- Will learn to follow one to three level simple instructions.

Teaching Aids: None

Teaching Methodology:

Give simple one level instruction like sit down, stand up, jump, clap etc. The children will have to do as per the instructions given. Once the children can follow one level instructions proceed to two and three level instructions like-

- Two level instructions:
 - Stand up and open the door.
 - Sit down and clap your hands.
- Three level instructions:
 - Pick up the card, put it on the table, and clap.
 - Bring the chair, sit on it, and sing a song.
 - Pick up the card, put it on the table and clap.
 - Go outside, get three pebbles and give it to your friend.
 - Begin with simple instructions and move up to complex instructions.

Subject : English	No. of Periods : 1	Fortnight : 16
Topic: Copying sentences in notebook		

Learning Outcomes:

- Will learn how to frame sentences.
- Will write sentences with correct full stops and commas.

Teaching Methodology:

- The educator will explain that a sentence always starts with a capital letter and ends with a full stop.
- The educator will write first sentence on the board and the children will copy. She should ensure that the children are copying it correctly. In the same way, the other sentences will be also written.

Extended activities:Analyzing Stories Page: 9

Note: The children will be given regular practice of writing 5 sentences everyday for a week. Then they will be given 8 sentences to write.

Subject : Maths	No. of Periods : 2	Fortnight : 16
Topic: Writing number names 0 – 10 in note book		

Learning Outcomes:

- Will give the practice to write and also the spellings of the numbers.

Teaching Aids:

- Black Board, Chalk, Note Book, Pencil and Eraser.

Teaching Methodology:

- The educator will write on the board as follows:

		T	O						
			1	-	O	n	e		
			2	-	T	w	o		
			3	-	T	h	r	e	e

↑ (Margin)

- Then she will ask the children to copy from the board. She will ensure that all the students are copying correctly.

Subject : Maths	No. of Periods : 2	Fortnight : 16
Topic: Writing numbers 41 - 50		

Learning Outcomes:

- Will learn to write the numbers by following proper stroke.

Teaching Aids:

- Black board ,Chalk ,Book Page 59 - 63

Teaching Methodology:

- Refer to Fortnight 13 - writing numbers 20 - 30.

Subject : Maths	No. of Periods : 4	Fortnight : 16
Topic: Writing numbers 1 – 50 in note Book		

Learning Outcomes:

- Will learn to write numbers in note book in tens and units.
- Will learn to copy from the black board.

Teaching Aids:

- Black Board, Chalk, Notebook, Pencil and Eraser.

Teaching Methodology:

- Children are now aware of how to write in the note book.
- Refer Fortnight 13 (Writing 1 – 30 in note book).

Subject : Story Telling	No. of Periods : 6	Fortnight : 16
Topic: 1. Face to face with a demon 2. The good neighbour		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards or puppets related to the characters in the story.
- The story book with big pictures.
 1. Face to face with a demon
 2. The good neighbour

Teaching Methodology: Refer to Fortnight 1

Extended activity: Refer to Fortnight 1

Note:

- Use simple sentences and remembers children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “So what did you learn?”

The Good Neighbour

Long ago, there lived two neighbours, Kalim and Fahim. Kalim was very sincere and hardworking, and so was quite wealthy. But Fahim always shirked his work, and so earned very little to survive. Of late, he had become jealous of Kalim. As the days passed Fahim’s jealousy took the form of hatred and then he even began to plot against Kalim. One day, Kalim realized that Fahim was breeding man; he decided to shift to some other place.

So, Kalim went to a far off land and settled there as a preacher of goodwill. Soon, people began to flock around him to listen to his words of wisdom. They declared him the holiest man in the surrounding. Kalim’s fame spread far and wide.

Soon, Kalim’s popularity reached the ears of Fahim. Now, his jealousy knew no bounds. Getting restless, he decided to go and see for himself. The next day, Fahim went to meet Kalim. The kind- hearted Kalim was happy to see his neighbour.

But the evil- minded Fahim had some other plans, though he pretended to be nice. After talking for a while, they came out in the garden. Fahim saw a well in the distance. As soon as they came near the well, Fahim pushed Kalim into it.

Luckily, Kalim did not get hurt. He went hurling deeper and deeper, until he reached another kingdom inside the well. A man recognized him as the holiest man in the surrounding and took him to the sultan. The sultan was overjoyed.

The sultan then led Kalim into a chamber where the princess lay unconscious. With his magical healing powers, Kalim was able to cure the princess. As soon as the princess opened her eyes, there was joy and celebration in the kingdom.

Getting overwhelmed, the sultan made Kalim his wazir. Kalim now started living in the palace. Some years later, he visited his old kingdom. On the way, he saw a beggar. When close, he recognized him as his envious neighbour.

“O Fahim, didn’t you recognize me?” Kalim asked. Fahim looked up. “Kalim!” he exclaimed, “But how is that possible? I had killed you!” “Yes” Kalim said, “But I am still alive, and have become the wazir of the neighbor kingdom.”

“You have been reduced to rags, only because of your jealousy, Fahim!” said Kalim. Now, Fahim realized his mistake. He began to weep bitterly. “O Kalim, please forgive me!” he said, “I will become a good man...just like you!”

Kalim was a good neighbour and a kind-hearted man. He instantly forgave Fahim for his wickedness and embraced him with love and generosity. He also gave Fahim some money to start a new business. Fahim was never envious again.

Face To Face With a Demon

Long ago, there lived a poor trader. One evening, he was returning from the market. Feeling tired, he sat down under a tree. The trader was carrying a packet of dates under his waistband. He opened the packet and began to eat dates.

As the trader ate the pulp of the dates, he threw the seeds behind the tree under which he sat. Suddenly, the tree began to shake and the land began to tremble. The trader becomes terribly frightened. And then he heard a deafening noise.

The trader instantly sprang up and turned around. Right behind him was the scariest- looking creature. He was a demon. “How foolish man!” the demon shouted, “How dare you throw stones at me?” The trader’s throat choked of fear and shock.

But he mustered some courage and said, “Those were not stones...mere date seeds, O mighty demon! I am sorry if I hurt you!” “Don’t try to win over me with your sweet words!” yelled the demon, “Get ready to die! Hahahaha!”

The trader knew there was no escape for him. So, he said, “Alright, O demon! You can kill me. But before that won’t you grant me my last wish? I have heard that demons always keep their word.” “Hmm! What do you wish for?” asked the

demon. The trader said he wanted to go home now but would come back the next day.

The demon felt that the trader was an honest man. So, he said, “Alright, I grant you your last wish! You may go home. But remember, if you do not turn up tomorrow then I will surely destroy your beloved family.” The trader agreed and ran home.

Reaching home, the trader paid off all his debts. Then he told his wife all about the ferocious demon and how he had warned him that he would destroy all of them if the trader failed to return. After consoling his wife and son, he set off to see the demon.

When the demon saw the trader coming back to him, he said, “Good! You have kept your promise. Let me test you. I will stop the first three passersby and ask them about you. If they say you are a god human being, I will spare you.”

The demon was satisfied by these answers. He said to the trader, “Now I am sure you are a good man. I set you free. May you and your family live in peace!” And so saying, the demon disappeared. The trader happily went back home.

Subject :Science & Geo	No. of Periods : 4	Fortnight : 16
Topic: Means of communication		

Learning Outcomes:

- Will make them aware of the development of science & technology from the early days till the present day.
- Will make them aware of the usefulness and value of means of communication.

Teaching Aids: Pictures

Teaching Methodology:

- The educator will begin by enacting a skit – where she wants to invite her friend as it is her birthday, but her friend is living in Delhi. How will she call?
- Here the educator will make effort in extracting answer from the children. The answer which she gets may be telephone/mobile/email.
- Then the educator will share about the present day scenario where mobiles, internet, telephones are used. But in the early days, birds like the pigeons were used to send the messages. Gradually, messengers on horses and elephants were sent. Then people started writing letters, postcards, telegrams, etc. which the postman carried.
- She will also explain that the courier person bring our parcels and important letters. She will show the pictures of the various means of communication and will even show them a sample of postcard or inland letter.

Note:

- To understand the concept of communication the children will be taken to a post office, where they can see the postman and the working of a post office.

Subject : Block room	No. of Periods : 1	Fortnight : 16
Topic: Colour Tablets (primary and secondary)		

Learning Outcomes:

- Will provide the children with a key to orient themselves in the world of colour.
- Will develop the ability to distinguish colours.

Teaching Aids:

- A box containing colour tablets-6 tablets; a pair of each of the primary colours (red,yellow,blue). These are the most sharply contrasted colours.

Teaching Methodology:

- The educator will: Take the red, yellow and blue tablets (with their matching pair) out of the box with both hands.
- Place each tablet randomly on the table next to the box.
- Pick up the box replace the lid onto the box and place it behind her.
- Pick up the box replace the lid onto the box and place it behind her.
- Pick up one of the red tablets using her right thumb and index finger holding the “frame” part of the tablet.
- Place it near the top of the table and away from the other tablets.
- Then tell the children, “I am looking for one just like it”
- Choose the other red tablet and gently place it directly next to the first red tablet.
- Then pick up the yellow tablets and place it under the first red tablet.
- Ask the children “can you find the one just like it?”
- Match the yellow in the same way as the red.
- Place one of the blue tablets under the first yellow tablet.
- Match the blue tablet in the same way as the red.

Note:

- The educator will bring the children to the shelves and show the children how to carry the box and place it near the top right corner of a table. Make the children sit to her left side and she will sit with the box in front of her.

Subject : Block room	No. of Periods : 3	Fortnight : 16
Topic: Colour Tablets (secondary)		

Learning Outcomes:

- To provide the children with a key to orient themselves in the world of colours.
- To develop the ability to discriminate colours and know more colours along with primary colours.

Teaching Aids:

- A box containing pairs of 11 colours: grey, red, orange, yellow, green. Blue, violet, chestnut, (maroon), pink, black and white

Teaching Methodology:

- **The educator will:** Take the red, yellow, blue, green, orange and purple tablets (with their matching pair) out of the box with both hands and make it evident that she is not touching the coloured part.
- Place each tablet randomly on the table, next to the box
- Pick up one of the red tablets using her right thumb and index finger and hold the 'frame' part of the tablet
- Place it near the top of the table and away from the other tablets
- Then ask the child to place the one that looks just like it next to it.
- Have the child choose the next colour and place it directly under the first red tablet. Then the educator will find its match.
- Have the child choose another colour and then match it until all of the colours have been matched. (Show the child where to place the tablets in a column once the first column is done.)
- Take out the other colours and place them randomly on the table to the left of the box.
- Have the child match these colours as well
- When the child has finished working, have her replace the tablets back into the box and then replace the box back on the shelf.

Note:

- Mix up all the tablets and continue till the child has graded every two combinations possible.
- The box should be brought to the table as we did the primary colour tablets.
- Children should know all the primary colours by repeating the work in the presentation using other graded colours until they have done all of the 9 shades.

Subject : Block room	No. of Periods : 1	Fortnight : 16
Topic: Colour tablets. Common lesson plan		

Three period lessons for Naming

Primary colours:

Step 1: Choose one each of the primary colours. Name the colours clearly and repeat 2-4 times. Have closed his eyes and mix the colours.

Step 2: Ask the child to point to the colour you ask for. Ask the child to give you a specific colour. Ask the child to place a specific colour in a specific spot.

Step 3: Ask the child “what is this”? Ask the names of all the colours. Mix up the colours and ask again.

Secondary colours:

Step 1: Quickly check for understanding of the primary colours. Give the names of the new colours repeatedly.

Step 2: Check the child’s recognition of the names of the colours as done in step 2 in primary colours.

Step 3: Ask for the names of all of the colours more than once.
No 6: The child will be able to discriminate colours.

Subject : Block room	No. of Periods : 1	Fortnight : 16
Topic: Vivo		

Learning Outcomes:

- Will help in the development of cognitive skills
- Will enjoy to see the elements in the V - form which can be arranged in an extraordinarily abstract manner

Teaching Aids:

- V-shaped pieces of yellow, red and blue, 4 piece each. Total - 12 pieces.

Teaching Methodology:

- The educator will make the children to sit in a circle and demonstrate how to go about.
- The educator will make some patterns like cross roads, towers, standing networks etc
- Then she will show how to arrange the V- form block pieces in the box and put it in the self
- Then the children will do as demonstrated and create their own designs.

Note: No language is given with this material

Subject : PLS	No. of Periods : 2	Fortnight : 16
Topic: Turning the Pages		

Learning Outcomes:

- Will learn how to turn the pages without making noise.
- Will learn to handle the book properly.

Teaching Aids:

- Story Books or Rhyme Book or Worksheets.

Teaching Methodology:

- The educator will give a demo by holding the book straight and will take her hand down to the right hand top corner and flip a page with the help of thumb, index and middle finger.
- She will then give out rhyme books to all and will call out any number. For e.g., 23.
- Then turn to Page -.24.
- She will observe whether all are doing it correctly. When any child makes a noise while turning the paper she should stop and bring it their notice. Make them alert about the noise.

Note:

- This activity will be carried out everyday for a week and the educator must take care that all are doing it correctly.

Subject : Art & Craft	No. of Periods : 4	Fortnight : 16
Topic: Lantern making		

Learning Outcomes:

- Will develop creativity.
- Will develop fine motor skills.

Teaching Aids:

- Marble paper, chart paper, Glue, Scissor, Woollen thread.
- Book Pg. 10

Teaching Methodology:

- The educator will first explain and draw the picture of a lantern on the black board
- She will take a sheet of rectangular marble paper and fold it in half vertically. Then with the scissors she will give slits longitudinally of 2cm width, from the closed part, leaving 2cm from open end.
- Then she will open the sheet and show it to the children. After that she will make stripes of 2.5 cm width and 2 cm length. Then take the horizontal open end of the sheet and paste the stripes on it and decorate it with sequins, coloured paper etc.

- Lastly she will paste both the vertical open ends of the marble paper and tie the woollen thread for hanging.
- After making she will show them and give the aids, and guide them to make their lantern step by step by again demonstrating.
- Do Drawing Book page – 10

Note: Encourage the child to make this type of hand made articles during the festival and decorate their house.

Subject : Hindi	No. of Periods/week : 2	Fortnight : 16
Topic: वर्णमाला व्यंजन - 'व' 'श' 'ष'		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड वर्णमाला का चार्ट

Teaching Methodology:

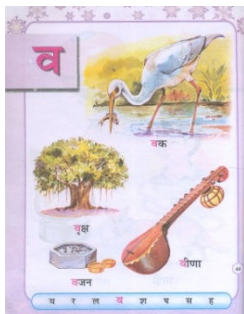
Period 1

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'व'
- अब वह 'व' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'व' से वन, वजन, वृक्ष, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'व' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'श'
- अब वह 'श' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'श' से शलगम, शोर, शेर, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'श' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
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- उदाहरण: यह हैं 'ष'
- अब वह 'ष' से शुरू होने वाले शब्द बतायेंगी।

- उदाहरण: 'ष' से षट्कोण, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'ष' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।



Subject :Saturday Visit	Fortnight : 16
Topic: Kankaria zoo (Animal Section)	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Visit will enhance social skills in children.
- Will enhance awareness about the outside world.
- Will make the children aware of different types of wild animals.

Teaching Aids:

- Zoo (Animal section)

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers. The educator should also be alert that strangers do not take photographs of the children.

Teaching Learning Materials Used In this Fortnight



Fortnight : 16 -
Block room - colour tablets



Fortnight : 16 -
Block room - VIVO

Subject : GMS	No. of Periods : 2	Fortnight : 17
Topic: Swinging on a rod / rope		

Learning Outcomes:

- Will help in the development of arm muscles and finger muscles, which will help in writing and doing other practical things.
- Will help in the development of balancing skills.

Teaching Aids:

- An iron rod or a thick rope tied to a tree at a height (height where children will be able to reach and hold the rod or the rope)

Teaching Methodology:

- The educator will make the children stand in front of the rod.
- The educator will ask for a volunteer and make the child hold the rod with both hands and swing to and fro.
- She can encourage the child to hold for one/ two minutes and create interest among the other children to do the same.
- Then each child will come and do as demonstrated.

Extended activity:

- Once children learn to balance and swing, allow them to hold on for a longer time. This will motivate the children to try and do the swinging better each time.

Note:

- The educator should highlight all safety rules.
 - While swinging ensure no other child is below you, also tell others not to come near the swinging child.
 - Tell the children - "Before you jump off, slow down and then jump off."

Subject : FMS	No. of Periods : 2	Fortnight : 17
Topic: Pattern making using small green beads		



Learning Outcomes:

- Will enhance their creativity

Teaching Aids:

- Small beads – preferable oblong in shape.
- Bowls

Teaching Methodology:

- The educator will first instruct that she is going to give them beads in a bowl & the children will have to make any pattern or patterns which they like-for eg :
eg- a square  -a rectangle 
- One set of beads can be shared by two children.

Note:

- They will have to do this activity on the floor – if they do it on the table the beads will roll off and the children will not be able to achieve what they want.
- As the beads are small- children need to be told to handle them carefully - not to put in the nose or ear and also what will happen if they do so.

Subject : Circle Time	No. of Periods :8	Fortnight : 17
Topic: Knowing the sounds of different instruments.		

Learning Outcomes:

- Will help to learn the different sounds produced by different musical instruments.

Teaching Aids:

- Bell, Drum, Flute, Rattle, Tambourine, Tabla etc.

Teaching Methodology:

- The educator will make the children to sit in a circle.
- She will show the different musical instruments and ask their names.
- She will listen patiently and say the name of each instrument and make them hear the sound that it produces.
- She will then pass it in a circle one by one, the instruments to the children and they will play it and the name of the instrument.
- She will make each child play each instrument.

Extended activity:

- The educator can blindfold the children, when she makes the sound of each instruments, they should name the instrument from the sound they hear.

Subject : Rhymes and Songs	No. of Periods : 6	Fortnight : 17
Topic: Balloon / Centipede / Do you know what we say? / मिठी बोली (H)		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book-
 1. Balloon (Pg.16)
 2. Centipede (Pg.17)
 3. Do you know what we say (Pg. 8)
 4. मिठी बोली (Hindi) (Pg. 30)

Teaching Methodology: Refer to Fortnight 1

Note: Revise all earlier rhymes before a new one is introduced

Subject : English	No. of Periods : 2	Fortnight : 17
Topic: Introduction of This and That		

Learning Outcomes:

- Will help to learn how to frame sentences with far & near objects.

Teaching Aids:

- Blackboard & pictures
- Worksheet no 35,26,27,44,45.

Teaching Methodology:

Period 1

- The educator will take the class out in the open and will show that if the tree is far then we use 'That' tree is very big. Then the educator will pick up a pebble and as it is so near and we can touch it then we use 'This' pebble is black in colour.
- In the same way the educator will take few more example like –

This leaf.....	That bird
This flower	That swing

Period 2

- The educator will begin by revising the concept of This/That. She will then draw objects near and far objects with an arrow. For eg.

This tree is very big. —————→



That ball is small. —————→



Note: Related worksheet will be done.

Subject : English	No. of Periods : 2	Fortnight : 17
Topic: Analyzing stories		

Learning Outcomes:

- Will encourage use of complete sentences.

Teaching Aids:

- Flash cards- picture story.

Teaching Methodology:

- Tell a story to children using any aid. Ask the children simple questions like Did you like the story? Why? Whom did you like best and why? Encourage children to make a story with the help of pictures, or a theme given by the teacher.

Note:

- Teacher can also initiate a story, and then ask children to complete it.

Subject : English	No. of Periods : 2	Fortnight : 17
Topic: Copying sentences in notebook		

Learning Outcomes:

- Will learn how to frame sentences.
- Will write sentences with correct full stops and commas.

Teaching Aids:

- Black Board and Chalk
- Worksheet – 44, 45

Teaching Methodology:

- The educator will explain that a sentence always starts with a capital letter and ends with a full stop.

- The educator will write first sentence on the board and the children will copy. She should ensure that the children are copying it correctly. In the same way, the other sentences will be also written.

Extended activities: Analyzing Stories

Note:

- The children will be given regular practice of writing 5 sentences everyday for a week.
- Then they will be given 8 sentences to write.

Subject : Maths	No. of Periods : 4	Fortnight : 17
Topic: Introduction of clock-o'clock and Half Past		

Learning Outcomes:

- Will develop or enhance the understanding of time to know how to read the clock.
- Will be aware of their daily routine timing e.g. They get up at 6 0'clock They come to school at half past 8. They go home at 1 0'clock.

Teaching Aids:

- Worksheet 40-44, Model of a clock, Real Clock, Board, Chalk.

Teaching Methodology:

Period 1

- The educator will make the children sit in a circle.
- She will show the clock and explain the big hand and small hand. Big hand tells the minutes and small hand tells the hour.
- She will keep the big hand in 12 and small hand on 4 and ask the time. They will know it is 4 'o' clock.(They will know this as it is already done in Jkg)
- She will revise this by asking the time, by moving the hands of the clock, to each child.
- Once they are clear with 'o'clock the educator gives the worksheets 40 and 41 to be done.

Period 2

- Once the 'o' clock is done the concept of half past is introduced.
- Educator will take the clock and explain that when the small hand comes between two numbers eg 1 and 2 the big hand comes down straight on 6 we call it as half past '1'. This means 30 minutes after 1 'o' clock, have gone by.
- She will move the hands and explain the half past till the children pick up the concept.
- She will then give them paper and ask them to draw a model of a clock ie
- She will then tell the time suppose, half past 11, children will have to draw the big hand and small hand according to the time said by educator.
- She will give worksheet 42 to be done.

Period 3

- She will give more practice by drawing the clock and give children the practice to draw the 'half past' - according to the time said by her.
- Then she gives the worksheets 43, 44 to be done.

Extended activity:

- A model of a clock can be given as a project and can be used when the clock is introduced. Question like this can be asked "1. What time do you get up?
2. What time do you go to bed?"
- Children have to move the big hand and the small hand and show the time.

Subject : Maths	No. of Periods : 4	Fortnight : 17
Topic: Subtraction sums in note book		

Learning Outcomes:

- Will learn to calculate simple sums in note book.

Teaching Aids:

- Board, chalk, note book, pencil and eraser.

Teaching Methodology:

- The educator will do the revision of subtraction sums on the board.
- She will give the note book, where she should have written the sums before hand.

Eg-

		T	O				
			4	0	0	0	0
		-	2				
			2				

Note:

- Children will have to draw 4 dots and take away 2 from the 4 dots drawn.
- 4 sums in one page should be written and after few days they will be able to copy down from the board on their own.

Subject : Story Telling	No. of Periods : 6	Fortnight : 17
Topic: Sue, Hayden and the Raft		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards or puppets related to the characters in the story.
- The story book with big pictures.
Sue, Hayden & the Raft

Teaching Methodology: Refer to Fortnight 1

Extended activity: Refer to Fortnight 1

Note:

- Use simple sentences and remembers children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not always stress on the question “So what did you learn?”

Sue, Hayden and the Raft

Sue and Hayden were friends. They loved adventure. One day, these two decided to make a small raft. “This way we can flow downstream with the river. Can’t we?” suggested Hayden.

Together they collected tree trunks and started building a raft. “Let’s tie up with a rope. It’ll stay secure that way,” said Sue. They tied the raft with a rope.

Sue and Hayden got onto the raft. “Yahoo! Let’s see where the river takes us,” chuckled Hayden. “We’re drifting at a great speed!” said Sue, emitting a cry of pleasure.

Unexpectedly the raft got stuck in between two rocks. “Oh no!” shouted Hayden. They were not able to break free. “Uh, oh!” puffed Hayden.

Then, what they saw electrified them. They saw a crocodile approaching! But, luckily the raft moved away from the rocks. “Wwhhhooo! Here we go again,” they laughed.

However, the danger was not yet over. The river was now flowing down to a waterfall. Hayden had a long rope. He made a lasso and threw it on to a rock.

To their relief, the rope caught the rock and the raft stopped abruptly. Then, rowing carefully Hayden took the raft back to the bank.

“Ah! We’re safely back on the land,” said Sue with a relief. “What an exciting adventure!” remarked Hayden. And the two friends walked back home, happily.

Subject :Science & Geo	No. of Periods : 4	Fortnight : 17
Topic: States of water (Experiment) , Kaleidoscope		

Learning Outcomes:

- Will know the different states of water

Teaching Aids:

- Ice
- Gas stove
- A vessel to boil water

Teaching Methodology:

Period 1

- The educator will explain that there are three states of water, namely ice (solid), water (liquid) and water vapour (gaseous)
- She will take water and will show that it is the liquid form of water. In front of the children, she will put it in the freezer to make it into ice.

Period 2

- The educator will take out the ice cubes and will show that ice is the solid form of water. She will explain what is “solid”.
- She will make every child hold the ice and they will touch and feel it.
- Then the educator will leave it for melting. The children will see how ice turns into water when it is taken out of the freezer.

Period 3

- The educator will show the gaseous form of water.
- She will take the children to the canteen and she will put a utensil containing water on the gas stove and will heat it. After sometime, the water starts boiling and evaporating into the air. When the water is boiling, steam can be seen which is the gaseous form of water.
- The educator will use the blackboard and draw the three forms of water.

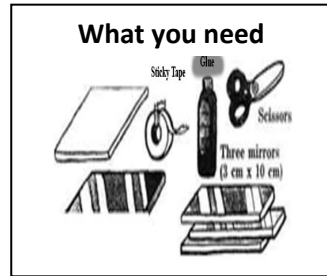
Note:

- The educator will encourage and motivate the children to go home and with the help of their mother, they can make ice, and also observe how it melts.

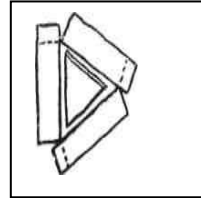
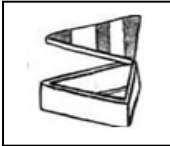
Experiment

Make a Kaleidoscope

- Before she starts the educator will explain that a kaleidoscope is a toy that uses mirrors to make all sorts of wonderful patterns. Look through the end of the kaleidoscope and turn it. Each time you turn it, you see a different pattern. If we use different-coloured plastic chips or beads to get the best effects.

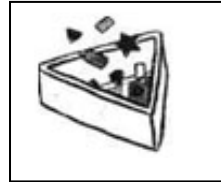
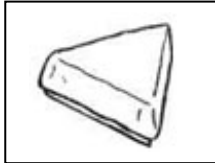


- She cuts three rectangles out of the cardboard as shown above. Glues the flaps so the rectangles form a triangle.



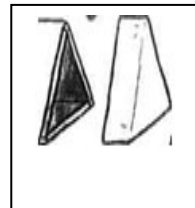
- Then she cuts out a piece of plastic to fit over one end of the cardboard triangle. Glue it on.

- Then turn the triangle upside down and put some plastic chips or beads inside.

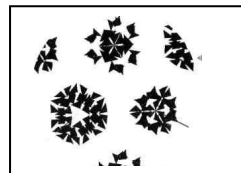


- Cover the other end of the triangle with tracing paper. Glue the tracing paper down on the triangle's sides.

- Again measuring carefully, cut another piece of cardboard and glue the three mirrors onto it. Fold this into a triangular tube with the mirrors on the inside. Tape the two sections together. The clear plastic on the triangle should face inside the long triangular tube. Now look into the open end of the tube. Turn the tube to make lots of beautiful patterns.



Patterns of a Kaleidoscope →



Subject : Block Room	No. of Periods : 6	Fortnight : 17
Topic: Babylon cubes		

Learning Outcomes:

- Will help in the development of cognitive skills.
- Will help in the development of thinking, reasoning and following directions.

Teaching Aids:

- Three dimensional pieces of blue, green, black, purple, red, yellow, white, brown, rust brown colour of each and 2 dices. Total pieces-11
- Dice – 2, with the coloured dots- dots are of the colours of the 3 dimensional pieces.

Teaching Methodology:

- The educator will make them sit in a circle and will demonstrate the method.
- She will show the different shapes of the pieces and the two dices.
- She has to throw the dices and see which colours come on both the die.(dice will have a circular colour sticker on each side of the dice. The colors will be that of the block pieces in the box)
- If it is yellow and red colour on the dice, the yellow colour and red colour block pieces should be removed and kept aside.
- Then with blue, green, black, purple, white, brown and rust brown pieces the educator will make a cube.
- Then she will repeat the procedure for 2-3 times
- Then the children will try to do as demonstrated
- The children will have to think and try to make the cube by fitting the pieces by different ways
- They have to think logically and do this to make a cube.

Note:

- The children will have to make a cuboid with the dices and the blocks and learn to put it in the box.

Subject : PLS	No. of Periods : 2	Fortnight : 16
Topic: Buffer week		

The educator should reinforce the PLS activities done till now, some practically and some by questioning to know whether they are clear about them

Subject : Art & Craft	No. of Periods : 2	Fortnight : 17
Topic: Japanese doll		

Learning Outcomes:

- Will develop creativity.

Teaching Aids:

- Paper plate, Marble paper, Stapler, White chart paper.

Teaching Methodology:

- The educator will fold the paper plate into half and then fold further to a quarter. And cut along the folds with the scissors to get 4 quarters.
- Then arrange the each quarter one above the other to form the frock.
- Cut the chart paper in circular manner and stick above the dress and draw eyes, nose, mouth, hair.
- At the end make a small Japanese fan with marble paper and stick on the side of the head.
- The educator will distribute the paper plate and children will follow the educator step by step.

Subject : Hindi	No. of Periods : 2	Fortnight : 17
Topic: वर्णमाला व्यंजन - 'स' 'ह' 'क्ष' 'त्र' 'ज्ञ'		

Learning Outcomes:

- वर्णमाला की पहचान (स्वर और व्यंजन)
- हिंदी वर्णों की पहचान और सही उच्चारण

Teaching Aids:

- ब्लैकबोर्ड
- वर्णमाला का चार्ट

Teaching Methodology:**Period 1**

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'स'
- अब वह 'स' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'स' से संतरा, सेब, सूरज, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'स' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं 'ह'
- अब वह 'ह' से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: 'ह' से हवाई जहाज, हल, हीरण, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को 'ह' से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।

Period 2

- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं ‘क्ष’
- अब वह ‘क्ष’ से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: ‘क्ष’ से क्षत्रिय, वृक्ष, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को ‘क्ष’ से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षरलिखेंगीऔर छात्रों को उस अक्षर की पहचान कर ने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं ‘त्र’
- अब वह ‘त्र’ से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: ‘त्र’ से त्रिशूल, त्रिकोण, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को ‘त्र’ से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर एक अक्षर लिखेंगी फिर उसका उच्चारण वह छात्रों को सिखायेंगी।
उदाहरण: यह हैं ‘ज्ञ’
- अब वह ‘ज्ञ’ से शुरू होने वाले शब्द बतायेंगी।
उदाहरण: ‘ज्ञ’ से ज्ञानी, यज्ञ, और बोर्ड पर चित्र बनायेंगी।
- अंत में शिक्षिका छात्रों को ‘ज्ञ’ से शुरू होने वाले शब्द बताने के लिये उत्साहित करेंगी।
- सारे शब्दों को ब्लैकबोर्ड पर लिखकर शिक्षिका छात्रों को उस के पीछे दोहराने के लियें कहेंगी।
- शिक्षिका ब्लैकबोर्ड पर अक्षर लिखेंगी और छात्रों को उस अक्षर की पहचान करने के लियें कहेंगी।
- शिक्षिका उस अक्षर से शुरू होने वाले शब्द छात्रों को कहने के लियें कहेंगी फिर ब्लैकबोर्ड पर लिखेंगी और सारे छात्रों को पीछे दोहराने के लियें कहेंगी।



Subject :Saturday Visit	Fortnight : 17
Topic: Eklavya nursery	

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1
- Will make the children aware of different varieties of plants and trees in the campus.


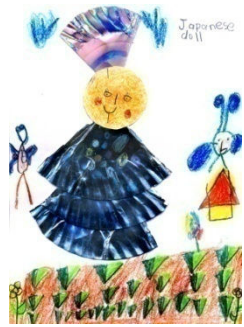
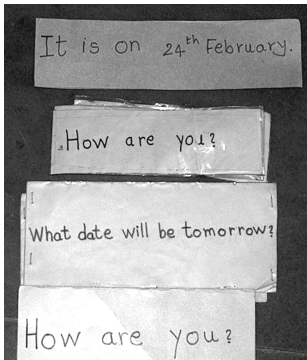

Teaching Aids:

- Eklavya School

Teaching Methodology:

- Refer to Saturday VisitFortnight 1

Teaching Learning Materials Used In this Fortnight

 <p>Fortnight : 17 – Block room – Babylon Cubes</p>	 <p>Fortnight : 17 – Art & Craft – Japanese-Doll</p>
 <p>Fortnight : 17 – English – Reading Sentences</p>	 <p>Fortnight : 17 – Maths – Clock</p>

Subject : GMS	No. of Periods : 2	Fortnight : 18
Topic: Coming down holding a rope		

Learning Outcomes:

- Will help in the development of muscular strength and to gain confidence to slide down from heights.

Teaching Aids:

- A rope tied to the open end of a Jungle gym.

Teaching Methodology:

- The educator will make the children stand in a line.
- The educator will climb the jungle gym to the end where the rope is.
- Then she will hold the rope and will also wind her legs around the rope and then slide herself down the rope by loosening and tightening her grip.
- As the children know how to climb the jungle gym each child will climb and come upto the rope and follow the procedure to slide down as shown by the educator.
- The educator should ensure that each child does this climbing and sliding.

Note:

- The educator must encourage the children and motivate them not to get scared /hesitate to come down from heights.

Subject : FMS	No. of Periods : 2	Fortnight : 18
Topic: Colouring		

Learning Outcomes:

- Will help in the development of Fine Motor Movements, concentration, confidence

Teaching Aids:

- Paper & pencil
- Crayons

Teaching Methodology:

Period 1

- The educator will give A 4 size paper to the children and will ask them to draw their favorite scenery or object.
- The educator will tell them that whatever they draw has to be big in size.

Period 2

- The educator will give crayons to the children and will ask them to colour with a lot of concentration, keeping the direction of the hand movement in mind.the should fill in the colour by moving the crayons in one particular direction whichever they choose.
- For eg:If the child is colouring horizontally then her hand movement will be from left to right in a horizontal manner, throughout her colouring .

Subject : FMS	No. of Periods : 2	Fortnight : 18
Topic: Putting 'U' clip on papers		

Learning Outcomes:

- Will help in the development of fine motor skill, enhances confidence in managing & handling paper and pin, strengthening of thumb & index finger.

Teaching Aids: Papers & u-clips

Teaching Methodology:

- The educator will first give a demo about how to bring the two papers together then put a u-clip on the top of the left side corner of the papers by slightly pushing and sliding the 'u' pin.
- Then the educator will give small papers and 'u' pin to each child do the activity. The educator should not interrupt but should observe and encourage.

Subject : Circle Time	No. of Periods : 10	Fortnight : 18
Topic:Revision- Talk about Toy making, convocation practice		

Revision:

- The educator will revise the topics done in the previous weeks.
- She will ask simple questions about the things discussed in the class.
- She can revise the difficult topics which are yet not clear to children and will do the pending work.

Convocation practice:

- Skg children from Preschool, graduate and go to Junior school. Since they are now moving to higher classes they take '*Sankalp*' for being good, to work hard to come up in life, to always be honest and to live in harmony with all. They get a beautiful Certificate. There will be a small programme for 30 minutes where the whole PreSchool participates. Children practice for this programme every day –their parents are invited to see this programme which is on the last day of school.
- **Toy Making:** This is an event where Skg children make some simple toys with some scientific logic behind each toy. The educator will teach them and guide them how to make the toys, two days before the toy making day.. Then it will be displayed and demonstrated where children from nursery, junior kg and classes 1 to 8 will eagerly come and see the toys made by the little toddlers. So the educator will orient them about this day.

Subject : Rhymes and Songs	No. of Periods : 6	Fortnight : 18
Topic: Train /Number Rhyme /Simple Simon /Jump or Jiggle.		

Learning Outcomes:

- Children will be able to recite rhymes on their own with action and expression.
- They will be aware of new words.
- Their comprehension level will improve.

Teaching Aids:

- Rhyme Book:
 1. Train (Pg. 14)
 2. Number Rhyme (Pg. 4)
 3. Simple Simon (Pg. 13)
 4. Jump or Jiggle (Pg. 3)

Teaching Methodology: Refer to Fortnight 1

Note: Revise all earlier rhymes before a new one is introduced.

Subject : English	No. of Periods : 4	Fortnight : 18
Topic: Writing names of animals, fruits, vegetables		

Learning Outcomes:

- Will enhance their ability of reading the bigger words
- Will learn the bigger words

Teaching Aids:

- Pictures (optional)
- Blackboard
- Worksheet 47, 48

Teaching Methodology:

- The educator will take Fruits as the topic and will list down names of 12 fruits like Orange, Apple, Banana, Grapes, Watermelon, Guava, Strawberry, Kiwi, Papaya, Custard apple
- She will allow them to talk on each fruit.
- The educator will ask the children to copy from the blackboard; first they will read and then copy.
- In this way other topics like animals, vegetables, days of the week, months, will be also covered.

Subject : English	No. of Periods : 4	Fortnight : 18
Topic: Writing sentences on my best friend, My school		

Learning Outcomes:

- Will learn how to frame and write sentences with correct full stops and commas.

Teaching Aids:

- Blackboard

Teaching Methodology:

- The educator will explain that a sentence always starts with a Capital letter and ends with a full stop. She also tells where a comma is put.
- She will frame a short and simple passage which has full stops and commas.
- She will then ask the children to copy.

Note:

- The children will first read and then copy. The educator should ensure that all children are copying it correctly.
- To write 5 lines on “My School”.
- The educator will ask the students to come up with sentences about their school for e.g. I study in EklavyaSchool. My school is very big. Gradually, the children will come up with some sentences which the educator will write on the board it.

Subject : Maths	No. of Periods : 2	Fortnight : 18
Topic: Introduction of more or less		

Learning Outcomes:

- Will enhance children’s ability to estimate and understand the concept of more/less when two quantities are compared.

Teaching Aids:

- 20-30 beads, small pebbles

Teaching Methodology:

- Make the children sit in semi-circle and do as it was done with lesser quantity but using more number of objects. [Refer Fortnight 4]
- Once they are clear allow the children to form their own group and compare and know who is having the bigger/more and small/fewer objects/number

Subject : Maths	No. of Periods : 4	Fortnight : 18
Topic: After, Before, between and missing numbers 0-50, Worksheet 45-50		

Learning Outcomes:

- Will enhance the knowledge of numbers - what comes after a number, before a number, between two numbers and missing numbers from 0-50.
- Will learn sequencing.

Teaching Aids:

- Pebbles, buttons, twigs, beads, board, chalk, Worksheets – 46, 47, 48, 49

Teaching Methodology:

Period 1

- The educator will make the children sit in a circle and do as it was done with smaller numbers i.e.0-10 (FN:8)
- She will then ask the children to do rote counting from 0-50 (both forward and backward). Children should be given more practice on backward counting which will be helpful for them in filling up the numbers

Period 2

- She will write the numbers on the board and call each child to do it on the board

e.g. 48 ____, 45 ____
 ____ 19, ____ 50
 40 ____ 42
 38 ____ 40
 32 ____ ____ 35 ____ ____ 38, etc.

- Then she will make the children to do one Worksheet

Period 3

- She may find that still some children are finding it difficult, so she will write some numbers written on a paper and make them do it. She will do the correction/help the children how to go about [those who find it difficult]

Period 4

- She will then give one worksheet for doing.
- She will again make the children do on the Board and then give the worksheet for doing.

Subject : Maths	No. of Periods : 2	Fortnight : 18
Topic: Worksheet – 45, 50		

Learning Outcomes:

- Will be aware of all the concepts in Maths that has been done so far.

Teaching Aids:

- Worksheets - 45, 50, 15, 16, 17, 39
- Blackboard

Teaching Methodology

- All the concepts - Addition, subtraction, comparison, logical reasoning. After numbers, Before numbers, between Numbers, missing numbers, etc. all are revised.
- Children are made to do the worksheets for revision as well as assessment purpose.
- Worksheet 45 - filling the numbers (missing, between, after, before) from 1-50
- Worksheet 50 - counting and writing the correct number of objects in the box.
- Worksheet 15, 16, 17 - Number names related Worksheet
- Worksheet 39 - Missing and between Numbers

Subject : Story Telling	No. of Periods : 6	Fortnight : 18
Topic: 1. Kathy and the Time Machine 2. The Clever Farmer		

Learning Outcomes:

- Children will be able to comprehend a story.
- Will know that there is a sequence in a story.
- Will be able to narrate the story.
- Will enhance their vocabulary.

Teaching Aids:

- Flash cards or puppets related to the characters in the story.
- The story book with big pictures.
 1. Kathy 7 the Time Machine
 2. The clever farmers

Teaching Methodology: Refer to Fortnight 1

Extended activity: Refer to Fortnight 1

Note:

- Use simple sentences and remembers children love listening to same story again and again enact it as if you are saying it for the first time.
- All stories need not have a moral-so do not stress on the question “ So what did you learn?” always.

The Clever Farmer

A very long time ago, there was a farmer. He lived in a small house. The farmer had a bull and an ass to assist in his day-to-day work. The bull was very hardworking. He would plough the field and help farmer in other farming works.

Whereas, the ass would carry the grains for sale to the market. He would also carry the farmer on their way back home. Since the ass’ work was limited to a certain period of time, he had become very lazy. He often found reasons to shirk his work.

By a divine blessing, the farmer had the power to understand the language of the animals. One day, as he was coming to give food to the ass and the bull, he heard them talking in a husky voice. So, he hid and began to listen to their talks.

The ass said to the bull, "I carry a little load to the market and enjoy the rest of the day. While you work so hard in the fields the whole day! I feel sorry for you. And above all, you get the same food and water as I do! Isn't that unjust?"

"You are right, friend," mooed the bull, "But what can what I do?" Why don't you enjoy leisure like me?" provoked the ass. "How?" asked the bull. "Pretend to be sick! Keep groaning all the time! And get up late in the morning," replied the ass.

The farmer, who had heard and understood everything, decided to teach a lesson to the crafty ass. So, he kept quit and pretended as if he knew nothing. The next morning, he came as usual to take the bull to the fields.

As soon as the bull saw the farmer, he began to moan, "Aaah... my legs are paining so much...I can't even move them!" Now, the farmer was prepared for all this. So, he patted the bull and said, "Don't worry dear bull! You take rest!"

Then the farmer turned towards the ass and said, "Get up, dear ass! Please come with me." And then he dragged the ass to the fields. That day, the ass had to plough the field, carry the heavy load and do all that the bull used to do every day.

In the evening, after the hard day's work, the ass returned to the farm. So exhausted he was that he couldn't walk properly. The bull said, "Thank you, friend. You gave me a nice idea. I shall pretend to be sick tomorrow too."

On hearing this, the ass cried, "No, no! No more of it, friend! Today, the farmer was very angry with you. I heard him talk to a butcher. He is planning to sell you to a butcher if you remain sick. Better get up early and get ready for the fields."

Hiding behind the wall, the clever farmer was overhearing the conversation between the ass and the bull. He knew that the ass had learnt a hard lesson. Then on, the ass was never lazy again. He became hardworking like the bull.

Kathy and the Time Machine

Kathy was on her way to school. She was very excited, because there was a magic show in the school that day. The school auditorium was packed. "Oh! All my friends are already there." Kathy chuckled.

Soon the show began. The magician came and bowed before the crowd, "Good morning to you all," he said. The magician started playing his tricks from a student's mouth. All the children applauded.

Next, the magician brought a funny looking gadget. He said, "This is a Time Machine. I want someone to come and get inside it."

“ I want to volunteer,” said Kathy, raising her hand. “Then come on!” called out the magician. Kathy nervously got inside the metal box. ‘This is going to be very adventurous,’ she thought.

The magician pressed some buttons. Kathy found herself spinning inside. When Kathy stepped out of the Time Machine, she found herself in ancient times. ‘These are real Knights,’ she thought in wonder. There were also many castles. “Wow!” said Kathy, beaming. Suddenly, a dragon attacked Kathy from behind. “Eeeeah! Someone helps,” cried Kathy.

Kathy quickly jumped into the Time Machine. ‘I had better get away from here,’ said Kathy to herself. This time, Kathy was sent to future. “Hey, the cars are flying!” exclaimed she. And she had a difficult time avoiding the flying cars. ‘I think I am not ready for future,’ decided Kathy and got into the Time Machine again. Now, when she stepped out, Kathy was back in her school. “Welcome her back!” said the magician. There was a loud applause. Kathy never had so much fun in her life.

Subject :Science & Geo	No. of Periods : 4	Fortnight : 18
Topic: Fuel and its uses , Experiment pinhole camera		

Learning Outcomes:

- Will create awareness
- Will enhance knowledge of different varieties of fuel.

Teaching Aids:

- Different fuels like coal, dried cow dung, petrol, kerosene, wood

Teaching Methodology:

Period 1

- The educator will arrange for the fuels mentioned. She will show the different fuels. For e.g. Coal. It is coal. It was used in the steam engine in olden days. It is used for cooking.
- She will then show dried cow-dung. She will give the information that it is easily available and the cheapest fuel. Also explain how it is made to be used as a fuel.
- As the educator is showing the various fuels with information, she will also make the children smell it.
- In the same manner, she will explain all the other fuels.

Period 2

- The educator will start the class by revising the various fuels with little information.
- Then she will ask the children about the various uses of the fuel and will write on the board.

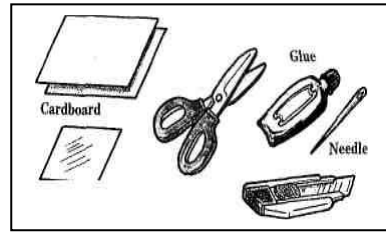
Note:

- The educator needs to create awareness among the children that their parents and others must use fuel wisely, as they are all limited resources.
- If it is not used wisely, there will soon be a scarcity of fuel.
- We must save petrol.
- We must also encourage car pooling.

Experiment:

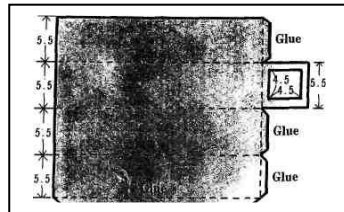
How Can You Make a Simple Camera?

- The educator will explain to the children the working of a camera she will explain that we see objects when light from them enters your eyes. That light comes either from the objects themselves or is reflected off them. In cameras the light enters a small hole and lands on film. That is how photographs are made. A pinhole camera works in a similar way, but it does not have film.

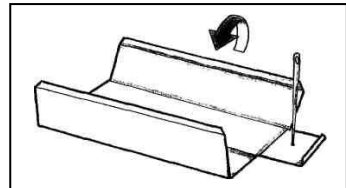


Make a pinhole camera

- Outer tube
- Inner tube {All measurements are in centimetres}

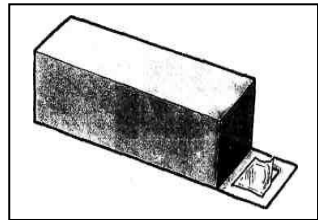


- Cut a sheet of cardboard into the shape on the left. In the middle of the end panel make a small hole with the needle. Glue the ends of the cardboard as shown in the diagram



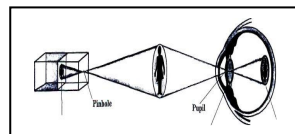
Make the inner tube in the same way you made the outer tube.

But instead of making a hole in the end panel, cut a square out of it. Cover this opening with tracing paper



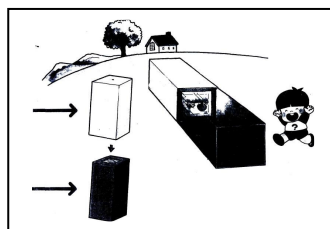
How this camera and the human eye work

- The pinhole camera and your eye work in similar ways. The pinhole is like the pupil—it is the hole through which light passes; the tracing paper is like the retina—the image



lands on this surface. When light enters the camera and the eye, it turns upside-down. So, ,upside-down.

- Fit the two tubes together and you have a pinhole camera.. Point the end with the pinhole at things and you will see their upside-down image on the tracing paper.You can make the image larger and smaller by sliding the inner tube in and out.



Subject : Block Room	No. of Periods : 6	Fortnight : 18
Topic: Arch and Key stone		

Learning Outcomes:

- Will help in the development and involvement of eye hand co-ordination and concentration.
- Will help in the development of multiple intelligences.

Teaching Aids:

- 31 pieces of wooden blocks which stand and different pieces used for building an arch.

Teaching Methodology:

- The educator will make the children sit in circle and demonstrate.
- She will take out all the pieces from the box and sort out all the shapes and make groups.
Eg- All rectangular pieces one group, small squares one group etc.
- She will take the stand and fix the arch block and stick for the support to build the arch.
- She will then fix the entire pieces of the arch.
(The model can be seen on the box and where the pieces have to be fixed to make arch)
- She will build the arch take out the stand and show the model of an arch.
- Then the teacher can ask the children to try and build an arch.

Note:

- Both the hands can be used and the child can hum or sing a song softly while making the model of an arch.

Subject : PLS	No. of Periods : 4	Fortnight : 18
Topic: Cleaning the classroom, arranging puzzles, removing soft board materials.		

Learning Outcomes:

- Will make the children understand the importance of cleanliness of their surroundings

Teaching Aids:

- Two brooms
- 5 small sized buckets
(Which is easy for the child to carry)
- Soap water
- Clean water
- 10 mops

Teaching Methodology:

- Refer to Fortnight 12.
- The educator should guide children to remove soft board pins at their height, to be careful while doing as they may prick their hands and hurt them.

Subject : Art & Craft	No. of Periods : 1	Fortnight : 18
Topic: Complete the picture		

Learning Outcomes:

- Will develop colour combinations.
- Will learn to draw different lines.

Teaching Aids:

- Crayon
- Drawing book page - 12 and 13.

Teaching Methodology:

- The educator will first draw the ship on the board and ask some related question. After getting the answer she will tell them how to draw the waves, smoke, anchor, mast, sail etc.
- Then she will drawing book and ask them to do as like.

Note: To make the period more interesting the educator will tell them to recite the poem “The ship” along with their drawing.

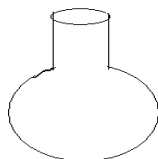
Subject : Art & Craft	No. of Periods : 1	Fortnight : 18
Topic: Independent Drawing		

Learning Outcomes:

- Will develop fine motor skill
- Will develop confidence as well as observation

Teaching Aids:

- Drawing book page – 20 and 21, Pencil



Teaching Methodology:

- For this independent drawing the educator will explain how to draw by observing the drawn picture. For eg she will start drawing on board by observing the given picture and explain where to give the curve without lifting the hand.
- Then she will distribute the drawing book and ask them to draw anything they can see around them. She can encourage them to keep the object in front of them.

•

Subject : Art & Craft	No. of Periods : 1	Fortnight : 18
Topic: Complete the picture		

Learning Outcomes:

- Will develop concentration and enhance colour scheme..
- Will learn to draw human figure.

Teaching Aids:

- Drawing book page - 22
- Crayon
- Pencil

Teaching Methodology:

- The educator will show the picture drawn on book to the children and ask them to see minutely and to locate the position where somethings are incomplete.
- Later on she will distribute the crayons and pencil to the children and ask them to complete as per instruction and colour as per their wish.

Subject : Art & Craft	No. of Periods : 1	Fortnight : 18
Topic: Draw independently		

Learning Outcomes:

- Will develop confidence.
- Will learn to draw human figure.

Teaching Aids:

- Drawing book page -23
- Crayon
- Pencil

Teaching Methodology:

- The educator will show them the picture drawn on book and ask them to complete the incomplete one by observing the given one.
- Then she will distribute the aid and ask them to draw as per instruction and complete it by colouring it properly.

Subject : Hindi	No. of Periods : 2	Fortnight : 18
Topic: Buffer week		

Learning Outcomes:

- Revision of all the letters and simple two letter words will be done.

Subject : Saturday Visit	No. of Periods : 2	Fortnight : 18
Topic: Tri Mandir, Sarkhej Roza		

Learning Outcomes:

- Refer to Saturday Visit Fortnight 1

Teaching Aids:

- Tri Mandir – A Hindu Temple
- Sarkhej Roza - Mosque

Teaching Methodology:

- Refer to Saturday Visit Fortnight 1

Note:

- The educator should be alert and also discourage children from talking to strangers.
- The educator should also be alert that strangers do not take photographs of the children.

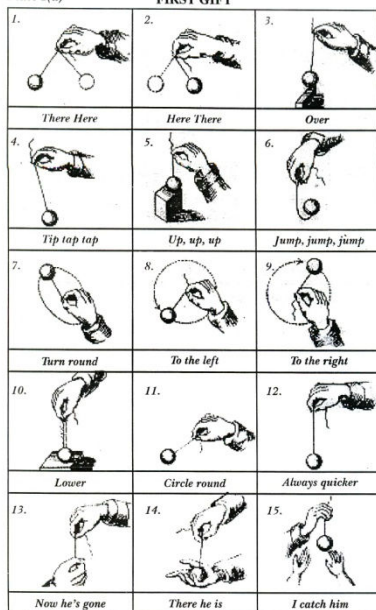
Teaching Learning Materials Used In this Fortnight

 <p>Fortnight : 18 – Block Room – Arch & Keystone</p>	 <p>Fortnight : 18 – English – Birds</p>
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Froebel Gifts-Pattern Sheets

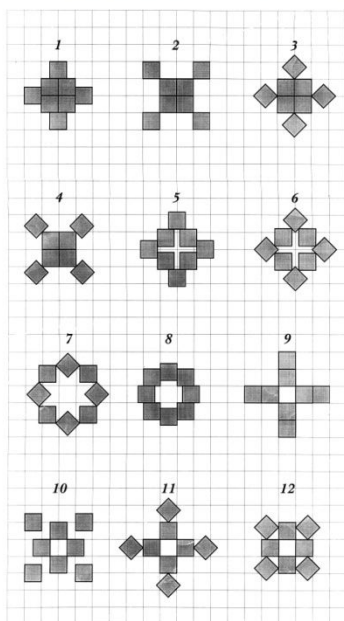
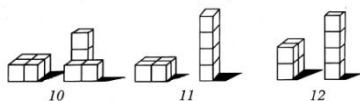
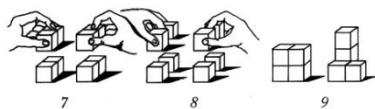
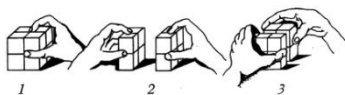
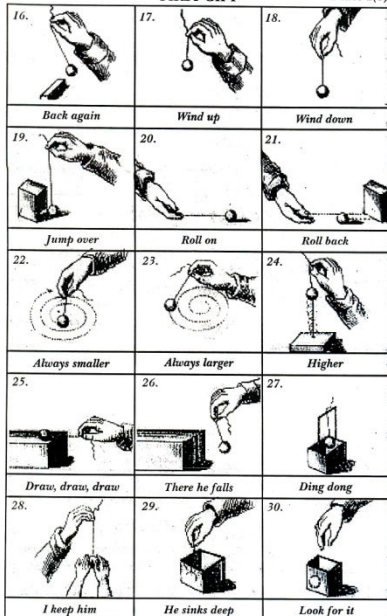
Plate I(a)

FIRST GIFT



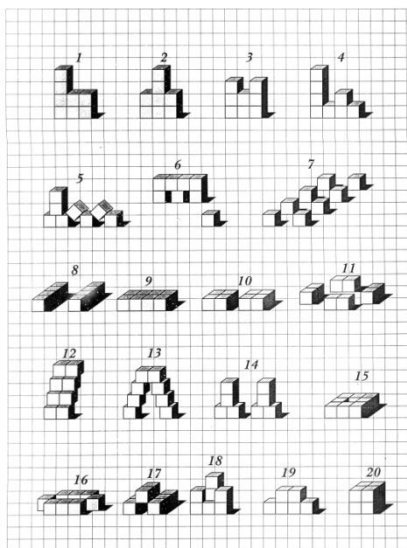
FIRST GIFT

Plate I(b)

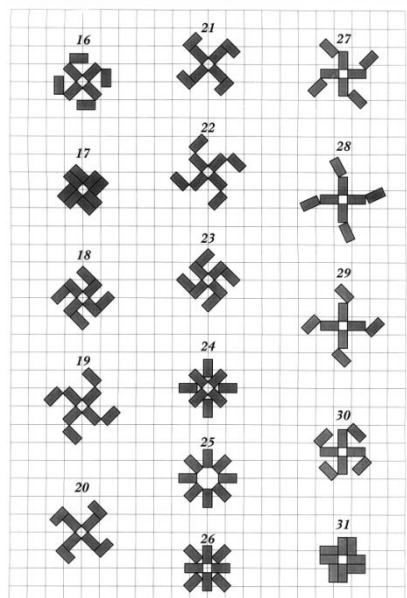


FROEBEL'S KINDERGARTEN : Hand exercises with the Third Gift

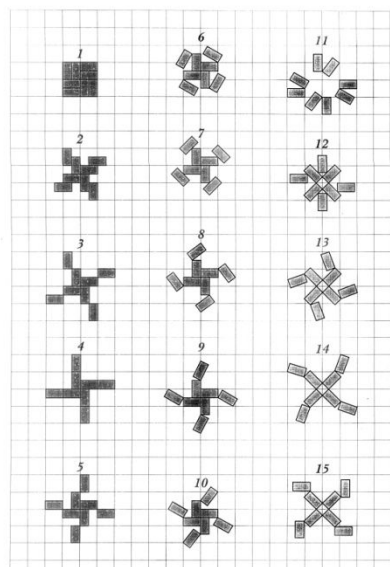
FROEBEL'S KINDERGARTEN : Beauty forms of the Third Gift



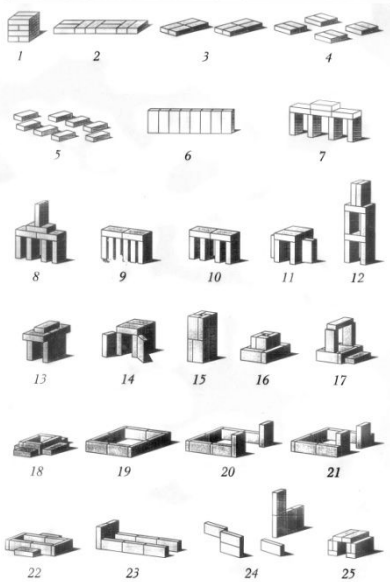
FROEBEL'S KINDERGARTEN : Knowledge & Nature Forms of the Third Gift



FROEBEL'S KINDERGARTEN : Pinwheeling beauty forms of the Fourth Gift. Sht. 2 of 2



FROEBEL'S KINDERGARTEN : Pinwheeling beauty forms of the Fourth Gift. Sht. 1 of 2



FROEBEL'S KINDERGARTEN : Knowledge & Nature Forms of the Fourth Gift

Reading Material

Young Children and how they Learn and Grow

We all know that the learning process of the child begins as soon as he is born. Some scientists even claim that this process actually begins at conception itself and continues during its term in the womb. Perhaps they may be right.

When one reads scriptures like the Mahabharata, which embodies the world of Knowledge, one comes across stories that carry the seed of this truth. The story of Abhimanyu is the most well-known example that immediately comes to the mind. Subhadra, Krishna's sister and Arjun's wife, is pregnant with their son. One day, restless and unable to sleep, Subhadra asks Krishna to tell her a story. Krishna recounts the story of a trapped young warrior fighting the "Chakravyuha", a difficult military formation. He stops mid-way and the child in the womb, asks him to continue. Whereupon Krishna chides him gently saying it is too young to know the answer right now! We all know what happened later in the Mahabharata story.

However, as far as our Preschool children are concerned, they come to us at a much more manageable period, between the ages of 3 and 6! During these years of their development, we need to remember the following important characteristics and plan activities and routine schedules keeping them in mind.

Let us know the Pre Schoolers:

- They are growing rapidly and are active all the time - mentally and physically.
- Their attention span is short. They do not like to sit in one place for a long time. They are very lovable and want affection. They are very sensitive - they will laugh or cry easily. They are very energetic and curious. Their absorption ability is very good.
- They like to learn simple, straight-forward things by participation.
- They like to memorise things they understand.
- They like repetition; it is necessary to establish firmly whatever they are learning.
- They remember interesting things and like to repeat them.
- They have a good sense of humour.
- They like to learn lessons outside classrooms and in informal situations.
- They remember difficult concepts with concrete objects like numbers, spellings, words, sentences by using simple teaching aids.
- They like to sing, paint, innovate, dramatize and dance.
- They eat well and like variety in the food offered.
- They copy elders and learn good or bad ways from copying them.
- They hold elders in great regard and obey instructions and orders if they are reasonable.
- They like orderliness and discipline.
- They want to know about their rights and the roles they are supposed to play very clearly.
- They understand reasons if properly explained and can often discipline themselves.
- They like to observe rules if they are reasonable and properly explained.
- They have a sizeable ego, which should be respected.
- They want respect and immediate appreciation when they do well.

- They love to listen to stories, and when able to read, they want to read fairy tales and simple books.
- They love to work with their hands - manipulating puppets, paper cutting, making sand cakes, etc.

The Play Way Method: Making Learning Enjoyable

As teachers, all of us have some idea about what children like and dislike by working with them, observing them, and teaching them. Even as adults, we enthusiastically finish a job we like, that we are interested in and we enjoy doing. That is because, the task doesn't appear to be a burden, is not tiresome or boring. When we plan schedules for children, we must use our brains and exercise our imagination to think of better ways of creating learners out of young children by preparing guidelines, instruction material, providing equipment, using out-of-school public places and surroundings within and outside the classroom to make lessons interesting, meaningful and enjoyable. This is called the Play Way Method.

During the time we were children in school, teaching the three Rs was easy because there were very small, basic things to be taught: reading, writing, arithmetic. These days, however, we have much more to teach and often teachers themselves find it tough to keep up with the expanding information available. This requires that we give serious thought to the method we select for teaching since it must, first and foremost, develop in the child a love for knowledge and learning.

Growth & Learning : Two sides of the same Coin

To grow physically, the child needs good nutrition, proper exercise and basic care. To grow emotionally, the child needs continuous appreciation of his efforts, a sense of security, and love and guidance from his elders. To grow mentally, the child needs challenges that will suitably tax his abilities. According to his age and maturity level, the child needs instructions, information and discipline to participate and grow up as a responsible member of Society.

Since as Preschool organisers /teachers, our main job is to impart information to the child, it is important that we ask ourselves the following questions:

What we have to impart is of interest to,

WHOM : who is our target group, what is their background, their age and levels of understanding,

WHAT: makes up the content of what we are about to impart,

WHY: will what we have to impart achieve our objectives, why do we need to impart these contents,

HOW : what are the methods we need to employ to impart the contents and what are the materials and resources we must use to make the contents interesting.

We must also not forget to build yardsticks with which to measure our success in achieving our goals - have the children really been able to internalise what we have imparted? How do we measure that? Success depends a great deal on whether the goals set were achievable in the first place, and if they were appropriate to the age, level of maturity and the background of the children who come to us.

Key Components of a Preschool

A child usually enters preschool with mixed reactions of wanting to explore a new world and yet not wanting to leave the comfort and security of the familiar home environment. The preschool child is on an important threshold of beginning formal learning and needs systematic introduction which is joyful, interesting and challenging. The preschool is greatly responsible for structuring an environment wherein the child learns and enjoys learning. If one carefully examines preschool programmes which have successfully catered to the child's growing and learning needs, one would realize that these consist of a matrix of components which are interlinked and meaningfully balanced. The child at the centre is profoundly affected by the teacher, the physical set-up or infrastructure of the preschool, and the parent. It is important to delineate the role of each component in order to plan and implement a quality preschool programme.

To elaborate, the child is the focus whose development and learning is the main function of the preschool. This can be facilitated by preschool teachers who offer a wide range of experiences and opportunities for promoting different areas of development. The physical infrastructure and resources provided to a teacher can greatly enhance the teacher's productivity. The parents support the school by creating a conducive environment at home.

Knowing the Child

The first and foremost requirement of the teacher, the school and the parent is to understand the needs, characteristics and abilities of their children. The rapid growth and development of children during three to six years of age and the understanding of the accompanying changes in their physical, social, language and cognitive abilities form the basis of any preschool programme.

The following profile of three, four and five-year olds aims to provide a general pen picture of children in these age groups in terms of their physical, mental, cognitive and language abilities.

It is extremely important to note that each teacher has to be sensitive to individual differences and pace of development of children when helping children grow and learn.

3 -year olds

Physically, the three-year old is independent in most routine activities like brushing teeth, taking bath, toilet management and eating. The child's large muscles have increased in strength and co-ordination, but lack agility. The ability to co-ordinate small muscles as well as eye-hand co-ordination increases.

The three-year old is a talkative child as language abilities increase during this period. The child's conversation is a collective monologue and the child may not express his/her thoughts in continuity with on-going conversation but will speak his/her thoughts irrespective of the topic of conversation. The child is verbal enough to express basic needs and ideas, and is extremely fond of listening to stories, songs and music. However, the attention span is limited, and children in this age group prefer to engage in a variety of activities for a brief period of time. The child enjoys participation in activities and assisting in small chores, constantly seeking adult attention approval, guidance and interaction. The child likes to play with peers but may not interact actively and generally indulges in parallel play.

4-year olds

At four, the child is more capable of managing himself and independently satisfying his physical needs. The child needs little assistance in eating, bowel control, moving, climbing, etc. The child uses proper language to interact with others, ask questions and make known feelings, needs, ideas. In fact, the four-year old can be very attention seeking, may show off given the opportunity, and may be aggressive and loud in making his presence felt. The child has developed a definite personality and can make his own decisions in daily chores. The child's gross motor movement is well co-ordinated. The child has better control over finer muscle movements and can hold chalks/crayons, blocks, pencils, etc. to draw and paint and use scissors for cutting. The four-year old child enjoys peer company. The child is rapidly learning to play co-operatively with playmates of his age. The child uses realistic props, using tools, utensils and enjoys dramatic play. This signifies development of larger attention span, and broader interests.

5-year olds

Generally, the five-year old child has good physical control. He can throw, jump, catch, skip, use scissors and crayons with precision. The child is ready to begin learning the 3 R's since he can also remember and understand the sequence of things, numbers and alphabets. The child's command over language is comprehensive and it is used to express feelings, ideas and complying with requests. Attention span has increased considerably and so has eye-hand as well as fine muscle co-ordination.

Thus, the five-year old is independent, dependable and self-assured. He likes to get constant approval and assurance from others. The child enjoys playing with same sex and age children. Play is sustained, co-operative and complex and may last from one day to another.

These characteristics and milestones provide an insight into the kind of programme and pedagogy that would be most appropriate for teaching preschool children. A programme and an environment which fulfils the child's need to know, explore, express and play would be most suitable and satisfying for children from three to six years of age. A teacher who is aware of children's characteristics and is sensitive to their needs can plan a developmentally appropriate preschool programme.

The physical environment and adult-child interaction pave the way in helping children grow and learn meaningfully. A creative, resourceful and involved teacher to a very great extent can substitute the limitations of the physical environment in school. The teacher is thus one of the deciding/crucial factors in the implementation of any programme.

(Extract from Getting Ready to School, Chetna)

COMMUNICATION

THE SIMPLE ACT OF COMMUNICATION BETWEEN PARENTS AND CHILD IS AN IMPORTANT ASPECT OF THE PARENTING PROCESS.

MUCH OF A CHILD'S GROWING YEARS ARE SPENT IN SYNCHRONISING THEIR COMMUNICATION THROUGH TOUCHING, PLAYING, TALKING AND LISTENING

Parents often say that their children don't listen to them. One of the most common reasons for miscommunication between parents and children is that parents often talk to their children as if they were little adults. But what most adults do not realize is that there are some important differences between how adults and children think and talk. In any case, kids are at a big disadvantage when talking with parents because parents are more powerful than they are. The parent is bigger than his child is, and the child is physically dependent on you for most things. The adult's thinking and talking skills are fully developed, while the child's are not. However, long before parents and children reach that stage, the communication base should be firmly in place.

The business of communication is an on-going process and begins early in a child's life. In fact, communication between the parent and child actually begins in the womb, when the child begins to move and the mother has a real sense that she is pregnant. At that point most thoughts are focused on the unborn child and so communication begins. Through loving touch, through the senses, through music, through the tone of voice...

I think that children have a power to imagine that is
Almost magical when compared to the adult
Imagination, and this is something irrevocable that a
Child loses when he or she becomes bound by logic.

- Joseph Weizenbaum

Many people do not recognize that the simple act of communication between parent and child is a very important aspect of the parenting process and a major weakness of many parents. Research on early brain development indicates that it is extremely important for parents to begin communicating with children from the day they are born, or even before. Talking, singing, reading to your baby and touching your baby are % all forms of communication. As children grow older, their ability to communicate and their knowledge of the rules of communication rapidly expand. However, somewhere down the line, parents may lose that communication channel as the child's verbal skills as well as his thinking skills grow.

Messages about love and security

Touch can be a positive, encouraging communication technique from birth through adulthood. When you are patting, cuddling, feeding your baby, you are communicating your love, as well as the feeling of security and comfort to your baby. Your baby cannot understand the meaning of words he hears, but he can

feel, interpret, and respond to your loving and caring for him. A parent who loves her (or his) baby will instinctively understand what their baby needs. Language is interwoven with situations, emotions, attitudes and responses of others, and all the milieu of circumstances that accompany a word or phrase.

Small children experience the world through the physical senses. A child this age will use two word combinations and he will use the word 'no' frequently, but more than words he will use gestures to express needs and desires. Your child may not be talking much, but he sure understands a lot more than you think. Babies listen. Children in this age group can clearly understand complex conversation long before most parents think they can.

Underlying messages

As early as 15 months, kids can quite correctly read the underlying message when their parents talk to them. They understand our tone - when we get angry, we speak in a louder voice, and our breathing is more rapid. By contrast, when we're happy, we tend to speak gently and softly and to move and breathe more slowly. Because your baby's conception of verbal language is limited, his impressions are based on tone and quality of voice. Soft, smooth voice quality is more comforting and soothing to babies than loud, startling, harsh voices. A small baby can sense their mother's emotional state by her tone of voice. An awareness of infant's sensitivity to these messages is gained by watching their body language. They are relaxed when they hear a calm, happy caregiver and tense and rigid when they hear an angry, frustrated, or scared one.

Why language is important

Language provides the mould out of which thinking develops as the two-year-old becomes more aware of him as being separate from the world. The young child is the centre of his universe, unaware of distinctions between inner and outer, self and other. Before the third year, children usually refer to themselves by what they hear such as "Nihal do it" or "Aditya batting". Their first spoken "I" corresponds to what popular psychology has called the 'Terrible Twos'. This stage can be better understood (and weathered) as a time that encompasses a first experience of self or individuality.

The toddler's chatter also provides an insight into his mind. The child at this stage cannot think to himself, so chattering continues even during solitary play. Every thought is a verbalized thought. Some researchers believe that this kind of thinking aloud aids a child in organizing his thoughts and in solving problems. With greater maturity will also come the ability to keep his thoughts to himself.

Expanding their verbal skills

As kids grow, they expand their word combinations and are able to speak in sentences. But mostly, kids communicate through relationships - with parents, teachers, and other children. How the adult makes the child feel is more important than what the adult says. Children are like blotting paper, they are very sensitive picking up all the non-verbal cues. They learn more from actions than

through words. To kids at this literal age, love is an action. It is a hug, a gentle pat, a kiss, a warm smile, calling them by name, loving eye contact, listening and repeating what the child said so he knows you are listening. Children learn best when they are in an environment where they are secure, where they are accepted and loved. And what can hinder a child from developing talents and confidence is pressure and punishment.

Understanding their minds

School-age children learn to communicate their own thoughts, as well as understand the viewpoints of others. They can understand words with multiple meanings; however, words describing what they have not experienced are not thoroughly understood. When eight-year-olds say, 'I'm bored', a phrase that angers most parents, they often mean that something is too hard, or too annoying or disturbing. My 10-year-old used it to describe his feelings when he had heard an argument between his dad and me. Many parents are upset that their child uses rude language, like 'what's your problem' when agitated. But parents need to understand that the child is not being offensive. He may simply mean 'why are you objecting to what I am doing.'

‘Let us make a special effort to stop communicating with
each other, so we can have some conversation.’

-Judith Martin

Adults use language in a very advanced way. The meaning of words is often understood within the context of the conversation and the situation. As a result, adults often use language in an indirect or roundabout way. They do this because it gets the point across without being too confrontational. When adults talk to each other they have the skills to follow the reasoning of the conversation and to interpret the meaning of indirect language.

Verbal communication extends beyond words. Audible sounds transfer meaning. In addition, tone or attitude communicates sometimes a different meaning than the words used. If the parent wants to be an effective communicator, what they don't need to do is send mixed messages. Parents should strive to make words and intended meanings match when communicating with their children. Children who are given mixed messages are confused and uncertain. Parents need to say what they mean without sarcasm. But do we do this? Mostly not. I am myself guilty of this, much to the bewilderment of my children.

Most children interpret language very literally. That is, they understand the words they hear in their literal meaning, not what was implied or meant. They have a hard time understanding the "hidden" meaning of indirect language or understanding the meaning of abstract words. They have an easier time understanding words that relate to things they can see, hear, feel, taste, or smell. This kind of language is called "concrete." And although, kids between the ages of seven to 10 are not as literal in their understanding and use of language, they will have a harder time talking about and understanding abstract ideas. The ability to understand abstract language begins about 12 years of age.

The Monosyllables Age

Where did you go?"

"Out"

"What did you do?"

"Nothing"

This classic exchange captures a central theme in adolescent development, a quest for independence that begins between age 11 to 13. Experts say that children this age must withdraw a little bit emotionally from their parents! It's really a developmental imperative. Parents get hurt by their children sometimes, when they are not telling them everything because the parent realizes it is a sign that her child is pulling away from her, and there is some pain in letting go.

Debate or Argument

Don't confuse readiness to debate with argumentativeness. The reason your adolescent is questioning your judgment and engaging you in endless, tiresome debate is that he's maturing intellectually. He recognizes flaws in your logic and inconsistencies in your principles and delights in pointing these out. They are looking for rationale behind a request. And when they feel its 'unreasonable', they will, like when most adults, respond with defiance. Young adolescents who are trying their new intellectual wings need a safe place to practice. Arguing with their parents over everyday issues (stealing, lying, staying out late) helps them discover and develop their own positions. If these pre-teens learning at home how to play devil's advocate, how to stand their ground when others oppose them, and how to lose an argument without losing face, they will be better prepared to deal with peer pressures and illegitimate demands by other adults.

The first step in communicating with your pre-teens is active listening, attentively. Stop whatever it is you're doing and give your pre-teen your full attention. And, don't jump in with advice, solutions, put downs, lectures or sermons. Your non-committal response allows your pre-teen to continue to explore her own thoughts and feelings. Pay attention to the message not the messenger.

There are many emotional 'triggers' that can stop parents from listening. Talking about boyfriends/girlfriends, sex or smoking can be difficult and, instead of listening, parents easily fall into the trap of lecturing and warning. Chances are, your pre-teen has heard the lecture and had the warning already. If the issue is minor, lightness in tone and demeanor goes a long way in building their confidence in you. What your child wants is information and advice about something that concerns him. When you feel angry, worried or anxious about what you are hearing, make a conscious effort to control your feelings and listen.

As you listen to your pre-teen, you may realize that you are never going to agree with him. But don't stop listening. Children's receptive communication skills are more advanced than their verbal communication skills. They understand more than people often expect, based on their verbal skills. Effective parents talk with their children, not to them. To engage children in conversation, parents need to ask open-ended questions and not judge what their children say.

Understanding each other

It is very common to hear teenagers say that adults don't understand them and it's very common to hear adults say that teenagers don't understand them. This kind of talk has been going on for years and years. But some families do manage to find the middle-ground, the dictionary so to speak, a working interface between the two ways of thinking - the parents' and their teenagers'.

A primary difference between adults and teenagers is that adults want to talk (use words) and kids want to act (do it). Adults want to "talk it over," "talk about it," "discuss it" and "meet about it," while kids want to do it. Now! Teenagers don't seem to understand talk as a form of action and commitment. Adolescents may experience 'adult talk' as a form of preaching or teaching, or as a type of military tactic designed to prevent or divert them from doing something. Many may experience 'adult talk' as a way to slow them down or confuse them.

Kids, like all of us, want from others support, encouragement, trust and confidence. Instead they often hear "don't" or "you shouldn't" or "you'll see" or "you'll be sorry!" They want to hear "You can do it, but let's talk about it first." The tension isn't between talk and action, because both are action. It is between encouragement and support, on one side, and the misguided attempt to control, on the other. Sometimes it is even simpler: it is just plain bad communication.

Why they speak the way they speak

Given the fact that they have a differing perception of the world around them from their adults, teenagers want to assert their independence from adults and identify with a unique culture. I think teens use slang as a way to be individuals, breaking away from the confines of the family and learning to be independent. When they use it in the group, it makes them feel a sort of camaraderie and togetherness, and gives them the all important privacy.

Another device is euphemism, where a person uses words such as "fudge" or "heck" instead of profanity. Another device is the use of tag questions and hedges, such as "This weather is terrible, isn't it?", "I kind of got angry." Another device is indirection when there is a reluctance to commit to something, for instance, "Oh! Sorry, I've got a doctor's appointment around that time." This is what is seen in larger terms as a 'fear of commitment', but essentially it's because they are still learning to process the concept of long-term implications'.

When asked, most teenagers gave the following reasons. We use slang because it's easier to say, it flows quicker than standard language. We use the slang for speed and usefulness and for a little humour in the day. We use slang to show our individuality. We use slang because we heard people talking like that and we liked the way it sounded. It enabled us to say things more creatively, sometimes even poetically. And yes, it made me stand apart from my parents. It was like building our own planet, with having only those on it that would understand me. But mostly, it wasn't a conscious decision. Teenage language use develops naturally and effortlessly.

We cannot learn from one another until we stop
shouting at one another — until we speak quietly
enough so that our words can be heard as well as our voices.

- Richard Milhous Nixon

Avoiding a breakdown in communication

It is important to be aware of the messages you are sending both by word and by action. Parents' anxiety over teen behaviour can convey an attitude of annoyance and distrust. Teens are particularly sensitive to the latter: the accusation that "You don't trust me!" ranks a close second to "You just don't understand!" Constant negative messages from parents can lead to hostility, indifference and withdrawal in teenagers. To be helpful, direct criticism at the event or behaviour, not at your child's personality.

Privacy is sometimes necessary for good communication. Space should be available for private conversations away from friends, siblings, and visitors. This becomes especially important when you are communicating with adolescents. There may be sensitive topics adolescents will not want to discuss with parents present, or will only want to discuss with one parent. And timing is essential. Recognizing the right time to communicate is a skill many parents have to learn. The time will be more productive and the information better received if the child has a chance to make an emotional transition.

Parents - just think about this...

- If a child is doing something that disturbs an adult, we expect the child not to do it. We've been taught that adults are doing important things, and children are doing unimportant things.
- Ordering and preaching is a big part of the role that our culture has defined for adults in their relationship with children.
- When we talk of kids being 'disciplined', we mean that they follow what others say or want. When we talk of an adult being disciplined, we mean that they are following inner motivation to do something.

(Extract from Parenting Nov 2007)

Listening

'Definition of a bore: a person who talks when you wish him to listen'
Ambrose Bierce

INTRODUCTION

What is listening? What is . . . You cannot be serious! Listening is what we all do all the time! We listen to the radio; we listen to the TV; we listen to our children, our partners, our parents, our bosses, customers, colleagues. We spend our lives listening. Or do we?

I don't think we do - perhaps because I spend quite a lot of my time sorting out the mess which people make when they do not listen. So what are they doing all that time when their ears are open and other people are making noises at them?

I'll tell you what they are doing. They are thinking about what they are going to say when it is their turn to speak. They are wondering what is for lunch. They are remembering something they have to do before the weekend. They are hearing what is being said to them, but they are not really paying attention to it. And because they are not really paying attention, the other person is beginning to feel frustrated, and so tries harder, and therefore puts their point more strongly. Which makes the person who is supposed to be listening begin to resent this ear-bashing they are getting, and concentrate even harder on what they are going to say when they get the chance.

Why is simply listening and paying attention to people such a challenge? Perhaps it is because we are so bombarded by noise and distraction these days that we unconsciously filter out most of what comes at us. Our modern terror of silence means that we are losing the discipline and skill of giving our full attention to others. Remember the two simple exercises set in the first chapter, to help you ground and centre yourself- being still and keeping some kind of journal in which you note down what happens, and what you say to yourself? That is internal listening. Now we need to develop the habit and skill of listening outside ourselves: listening to others - especially to the others we find difficult.

WHY LISTENING IS IMPORTANT

There is something good which comes out of the lack of real listening. It means that when you do listen, really listen, to someone, the experience will be so novel and so special for them, you will have a friend for life. I know this, because as I was writing this book, a letter arrived from someone in America with whom I had one conversation two years ago. They were writing to recall that conversation and how much it had helped them on their way. What did I do to deserve such a letter? I listened.

The point was made more amusingly (and less piously -I don't usually include testimonials in my writing, but the timing seemed so perfect I could not resist it perhaps synchronicity should be another people skill) by a colleague. When he was first introduced to listening as a skill, he was quite sceptical about its alleged power. He found himself with half an hour before a meeting one evening, and decided to practice this so-called 'skill'.

He went into a pub, sat at the bar, and got into conversation with someone. He listened, deliberately contributing nothing to the conversation, merely summarizing, paraphrasing and feeding back what the other person said to him - the active listening skills I will describe in a moment. When he finally got up to leave the other person commented: 'Thank you. That is the most interesting conversation I have had for years'. As Colin had done nothing other than feed back what he had heard, it tells you how important it is for people to feel that they have been listened to.

Why is it so important? Because few people really feel listened to these days. And because people do not feel others listen to them, they seek other ways of getting attention. Kids scrawl on walls; adults get drunk; malcontent managers spread rumor and innuendo; mischievous politicians rouse their followers to riot or march. The failure to listen, and to be listened to, is at the heart of many modern discontents.

When people are listened to they feel they matter- that what they think and feel is important. That they are important. And when people feel important (not over-important), because that leads to a whole other set of problems: but important enough to warrant attention they feel responsible, and they act responsibly. This is why listening is important. It is also important for a number of more prosaic and less drastic reasons:

- Listening solves mutual problems: it is ridiculous to disagree with someone until you understand their point of view.
- Listening leads to cooperation: when people reckon they are important to you, they will be more inclined to respect you in return and cooperate with you.
- Listening helps your decision-making: by listening to the experience and ideas of others you improve your own judgment.
- Listening builds your own confidence: the more you understand others, the more likely you are to do and say things to which they will respond positively.
- Listening prevents conflict: talking before listening leads to the foot-in-mouth experiences we never forget. You have two ears and one mouth: take the hint.

HOW TO LISTEN PROPERLY

The skills I am about to describe go under the general banner heading of active listening. Active rather than passive, I suppose, though I would prefer to think that proper listening can only be active listening.

There are four foundations of active listening: think of this as the RASE process for raising the quality of dialogue:

- R - Responding to the content (the subject matter of what is being said)
- A - Acknowledging the feelings underlying what is said
- S - Showing you understand and accept what is said
- E - Encouraging further disclosure

Let's look at these in turn.

- Responding to the content

The way you do this is by paraphrasing the content. Focus on the main subject of what is being said, and feed it back to the speaker. For example, someone says:

'The atmosphere at work is deteriorating daily.'

Your paraphrased response could be:

'So the situation is getting increasingly serious.'

This simple restatement tells the speaker you have understood the main point, and that you support their perception of the situation. (Note: their perception -this is not about judging whether they are right or wrong.)

- Acknowledging the feelings

Then, you need to change your focus to the feelings behind what has been said:

'It sounds as if you are feeling very uncomfortable about what is going on.'

Acknowledging the emotional content of what is said -even if 'uncomfortable' is not quite the right word - lets them know their feelings are important and are being heard and understood.

- Showing you understand

The next step is to accept the legitimacy of those feelings, even if you do not agree with them:

I can see how much you dislike working in the office when there is this tension in the air.'

You will find an overlap here when you reach the chapter on empathy: how there is a difference between sympathy - agreeing with what is felt - and simply accepting the fact of it without endorsing or rejecting it.

Encouraging further disclosure

The final step in the RASE sequence is to get the person to tell you more by asking an open question (yes, that's the next chapter, 'Questioning'):

'Can you tell me a little more about what specifically is going on?'

You are now going for detail: I find that word 'specifically' one of the most useful in the language. Until you know something specifically, you don't really know anything. Now, before you get carried away and think these four steps are the key to making friends and jazzing up for life, please do not think that listening begins and ends here. These are merely the foundations. Nor should you show off how well you listen — if you overdo these it will seem-strained and unnatural to the

speaker - these tools have to be used with some delicacy and, more importantly, with real sincerity.

More active listening skills

So those are the foundations of proper listening, but there are a load more for you to practise.

1. **Shut up:** you cannot listen and talk at the same time (this is the hardest skill of all for some people to master).
2. **Be patient:** your gift of time and attention may be the most precious you ever make.
3. **Concentrate:** do not let your mind wander off on its own when the speaker says the same thing for the hundredth time. The content may be the same - but the small shifts in tone often tell you as much as the actual words.
4. **Leave your own feelings behind:** and please do not say I know how you feel because in most situations you won't and cannot know how another person feels.
5. **Remove all distractions:** find a time when you can be alone, turn off the telephone, lock the door. Listening requires 100 per cent of your attention.
6. **Look at the speaker:** their posture and gestures will tell you as much about how they feel as what they say.
You will also notice if what they are saying is not matched by –what their body is telling you — and it is the unconscious body movements which will be telling the truth.
7. **Make eye contact:** but do not stare them into submission.
8. **Don't argue:** either mentally or directly. You may want to put across some different ideas, but leave this until you have finished listening and then ask questions.
9. **Listen for their personality:** the more you can discover about people personally, their likes and dislikes, motivations, ambitions and values, the better you can respond to them.
10. **Question your assumptions:** avoid making instant judgments based on whether you like their hairstyle or their taste in clothes; or putting them into boxes and stereotypes based on class, race or gender. And be aware of your own prejudices and how they may interfere with your listening.

SKILL DEVELOPMENT

How do you learn to listen? Mostly, you learn to listen by doing it, enjoying the results, and learning to do it even better next time. There are also a couple of exercises you can do with others.

Exercise 1: Accurate listening: Get into a group of three people.

Person A: puts a controversial point of view (abortion, capital punishment, nuclear power, etc.; or something more fun like breeding penguins for food; turning motorways into organic vegetable gardens; making drug-taking compulsory) for about four minutes.

Person B: listens and, when A has finished, feeds back everything A has said. This is harder than it seems because your natural inclination is to be thinking all the time why A is quite wrong, not to say mad.

Person C: also listens, and when B has finished feeding back A's arguments, asks A how accurate B was, and then initiates discussion about what might have got in the way of B's listening or feeding back accurately

When that round is over, Person B becomes the speaker, Person C the listener and so on until everyone has had a turn in each role.

Exercise 2: Separating facts and feelings: People are always telling me that the facts are the key to every situation. In one sense they are right - until you have the facts you cannot make judgments or decisions. But the facts on their own are never enough, because people do not make judgments on facts alone, nor are they motivated by facts. People are moved and motivated by their feelings about the facts, their perceptions of the facts, their interpretations of the facts. Separate the facts from the feelings and you begin to understand much more about a situation. Get into a group of three people again.

Person A: talks for 3-5 minutes about something they really like or dislike doing: part of their job; something at home; some activity in which they have to take part on a regular basis.

Person B: listens for the facts in what the speaker says, while

Person C: listens for the feelings.

When Person A has finished, Person B summarizes the facts without mentioning the feelings, and Person C feeds back the feelings without mentioning the facts.

Person A then comments on the accuracy of the listening, and on what it is like to have facts and feelings separated in this way. The others comment on how easy or difficult they found it to make the separation.

The roles then change and the exercise is repeated until each person has experienced each role.

It is always important to listen well, and listening to those people we find difficult is both harder and more important: because it is so easy to dismiss what they are saying because of who they are. Of course, they are victims of the cycle they create - they are difficult, people stop listening, they become more difficult trying to force people to listen. And so on.

Listening to the facts and feelings separately is a particularly good exercise to help you keep calm when dealing with a difficult person. In fact, it can help you to understand why they are difficult, because listening for their feelings forces you to appreciate their real motivation.

Summary

- Respond to what people say by summarizing and paraphrasing
- Acknowledge their feelings
- Show you understand and accept what is said
- Encourage further disclosure

For even better listening:

- Shut up
- Be patient
- Concentrate
- Leave your own feelings behind
- Remove all distractions
- Make eye contact
- Don't argue
- Listen for their personality
- Question your assumptions

(Extract from Perfect People Skills, Andrew Floyer Acland)

Inspiration from 7 Principles of an Eagle

(Eagles were the symbol of almost all conquerors be it Caesar or Hitler, the reason is ... Read on!!)

1. Eagles fly alone at a high altitude and not with sparrows or mix with other smaller birds like geese. Birds of a feather flock together. No other bird goes to the height of the eagle. Eagles fly with eagles. Never in a flock. Even when Moses (Old Testament Bible) went to commune with God on the mountain, he left the crowd at the foothills.

Stay away from sparrows and ravens. Eagles fly with eagles.

2. Eagles have strong vision, which focuses up to 5 kilometers from the air. When an eagle sites prey- even a rodent from this distance, he narrows his focus on it and sets out to get it. No matter the obstacle, the eagle will not move his focus from the prey until he grabs it.

Have a vision and remain focused no matter what the obstacle and you will succeed.

3. Eagles do not eat dead things. He feeds on fresh prey. Vultures eat dead animals but not eagles.

Steer clear of outdated and old information. Do your research well always.

4. The Eagle is the only bird that loves the storm. When clouds gather, the eagles get excited. The eagle uses the wings of the storm to rise and is pushed up higher. Once it finds the wing of the storm, the eagle stops flapping and uses the pressure of the raging storm to soar die clouds and glide. This gives the eagle an opportunity to rest its wings. In the meantime all the other birds hide in the leaves and branches of the trees.

We can use the storms of our lives (obstacles, trouble, etc) to rise to greater heights. Achievers relish challenges and use them profitably.

5. The Eagle tests before it trusts. When a female eagle meets a male and they want to mate, she flies down to earth with the male pursuing her and she picks a twig. She flies back into the air with the male pursuing her. Once she has reached a height high enough for her, she lets the twig fall to the ground and watches it as it falls. The male chases after the twig. The faster it falls, the faster he chases until he reaches it and has to catch it before it falls to the ground then bring it back to the female eagle. The female eagle grabs the twig and flies to a much higher altitude pursued by the male until she perceives it high enough, and then drops the twig for the male to chase. This goes on for hours, with the height increasing until the female eagle is assured that the male eagle has mastered the art of picking the twig which shows commitment, then and only then, will she allow him to mate with her!

Whether in private life or in business, one should test commitment in people intended for partnership.

6. Eagles prepare for training. When about to lay eggs, the female and male eagle identify a place very high on a cliff where no predators can reach; the male flies to earth and picks thorns and lays them on the crevice of the cliff, then flies to earth again to collect twigs which he lays in the intended nest. He flies back to earth picks thorns and lays them on top of the twigs. He flies back to earth and picks soft grass to cover the thorns, and then flies back to pick rugs to put on the grass. When this first layering is complete the male eagle runs back to earth and picks more thorns, lays them on the nest; runs back to get grass and rugs and lays them on top of the thorns, then plucks his feathers to complete the nest. The thorns on the outside of the nest protect it from possible intruders. Both male and female eagles participate in raising the eagle family. She lays the eggs and protects them; he builds the nest and hunts. During the time of training the young ones to fly, the mother eagle throws the eaglets out of the nest and because they are scared, they jump into the nest again. Next, she throws them out and then takes off the soft layers of the nest, leaving the thorns bare. When the scared eaglets jump into the nest again, they are pricked by thorns. Shrieking and bleeding they jump out again this time wondering why the mother and father who love them so much are torturing them. Next, mother eagle pushes them off the cliff into the air. As they shriek in fear, father eagle flies out and picks them up on his back before they fall, and brings them back to the cliff. This goes on for sometime until they start flapping their wings. They get excited at this newfound knowledge that they can fly and not fall at such a fast rate. The father and mother eagle supports them with their wings. The preparation of the nest teaches us to prepare for changes;

The preparation for the family teaches us that active participation of both partners leads to success; The being pricked by the thorns tells us that sometimes being too comfortable where we are may result into our not experiencing life, not progressing and no learning at all. The thorns of life come to teach us that we need to grow, get out of the nest and love on. We may not know it but the seemingly comfortable and safe haven may have thorns; the people who love us do not let us languish in sloth but push us hard to grow and prosper. Even in their seemingly bad actions they have good intentions for us.

7. When the Eagle grows old, his feathers become weak and cannot take him as fast as he should. When he feels weak and about to die, he retires to a place far away in the rocks. While there, he plucks out every feather on his body until he is completely bare. He stays in this hiding place until he has grown new feathers, then he can come out.

We occasionally need to shed off old habits & items that burden us and add no value to our lives.

(Author Dr. Myles Monroe)

Must Read Books for Educators

Sr.No.	Name of the book	Author
1	Totto – Chan	Tetsuko Kuroyanagi
2	Divasvapna	Gijubhai Badheka
3	The Blackboard Book	Eleanor Watts
4	Helen Keller’s Teacher	Margaret Davidson
5	Maria Montessori: Her Life and Work	E.M.Standing
6	The Discovery of the Child	Maria Montessori
7	Secret of Childhood	Maria Montessori
8	How to Maximize your child’s Learning Ability	Dr. Lauren Bradway and Barbara Albers Hill
9	How To Talk So Kids Will Listen And Listen So Kids Will Talk	Adele Faber and Elaine Mazlish
10	Siblings without Rivalry	Adele Faber and Elaine Mazlish
11	Inventing Kindergarten	Norman Brosterman
12	Between Parent and Child	Haim G.Ginot

Abbreviations:

F – Fortnight
 H – Hindi
 G – Gujarati
 M – Marathi
 S – Sanskrit
 T – Tamil
 B – Bengali
 J – Japanese
 CT – Circle Time
 GMS – Gross Motor Skills
 FMS – Fine Motor Skills
 PLS – Practical Life Skills
 Sci & Geo – Science & Geography