

# Transactional Module

School Readiness Module for Tribal Children of Odisha under the  
Flagship Program- Anwasha



**DEPARTMENT OF ST & SC DEVELOPMENT, MINORITIES  
& BACKWARD CLASSES WELFARE  
GOVT. OF ODISHA**

## **TRANSACTIONAL MODULE:**

School Readiness Module for Tribal Children of Odisha under the Flagship Program- Anwasha

A team from the Bakul Foundation and Kalinga Institute of Social Sciences (KISS) has designed this workbook and the teaching module with the following features:

- Experiential Learning through varied activities.
- Emphasising on **3R** methodology – Repetition, Recapitulation and Reinforcement.
- Implementation of joyful learning concepts.

### **Mentor & Guide:**

Prof. (Dr.) A. B. Ota,  
Advisor-cum-Director & Special Secretary  
SCSTRTI, Govt. of Odisha.

### **Authors:**

Ms. Sumana Ghosh, Educationist, Teacher trainer, Former Principal of St. Xavier's High School, Khandagiri, Odisha.

Dr. Sushree Sangita Mohanty, Dy. Director of Multilingual Education Project at Kalinga Institute of Social Sciences, Bhubaneswar, Odisha.

Ms. Sabita Patnaik, Founder Principal of KIDZZ Bloomingdale's, Project Coordinator 'Gulechi', Chief Advisor at 'Bugin Ha' Shiksha Kendra, Bhubaneswar, Odisha.

### **Design & Layout:**

Mr. Raghunath Nayak, DIGANTA, Bhubaneswar

ISBN No-

### **Coordinators:**

Mr. Sujit Mahapatra, Founder, Bakul Foundation, Bhubaneswar Odisha.

Mr. Prakash Kumar Sahoo, State Lead at Akshara Foundation, Odisha.

### **Advisors:**

Ms. Vimaljit Dua, Former Principal, Ruchika Pre-School.

Dr. Amiya Patnaik, Former Executive Director (HRD&Admn), NALCO

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## Foreword

The School Readiness Program (SRP) under the flagship program ANWESHA is a farsighted initiative of the SC ST department, Government of Odisha, for children living in districts having a large tribal population.

The purpose of this SRP is to prepare children who have not had any formal pre- primary schooling and desiring admission into private English medium schools in Grade-I, to be school ready with a standard level of literacy and numeracy, enabled by tutors trained specifically for this purpose. The program will prepare these delicate minds to face lesser challenges in the learning and adjustment process thus enabling a smooth transition to primary school.

This module is an experimental edition. A group of educationists, researcher and practitioners has carefully prepared this module. I would like the teachers to carefully read through the 'OBJECTIVES' and 'A NOTE FOR THE TEACHER' provided for them in this module and do accordingly. I also want the inspecting officials to go through the book and supervise the classes accordingly. The module are carefully built along with a workbook (MO BOOK). The teacher should use the workbooks following the teaching methods given in this module to facilitate a learner -centred approach.

I am sure this new approach will help our learners to achieve all essential skills & development - Pre-primary skills, cognitive development, gross motor development, fine motor development and socio-emotional development. I thank the authors and coordinators for their sincere efforts in preparing the excellent materials.

Your valuable suggestions & feedback for the improvement of the book are welcome.

**Ranjana Chopra (IAS)**

Principal Secretary

Department of ST & SC Development, Minorities &  
Backward Classes Welfare, Govt. Of Odisha

## **Director's Message**

The right to education encompasses the right of every child to receive a wholesome education for their intellectual, physical, social and emotional development. The ANWESHA program has been envisioned with this ideal in mind so that no child is left behind for dearth of available opportunities. To make this project successful, a new School Readiness Program has been developed by a group of educationists that will prepare these very young children who have never been exposed to a formal learning environment and are about to enter Class 1 in private English medium schools. I am very hopeful that the outcome of this module will be very positive with more confident children and those who will be at par with the children from formal schooling backgrounds.

My best wishes for the success of this new program, the teachers who will make it possible and the young, enthusiastic learners.

I am thankful to all the members who have helped in the development of this School Readiness Program and the creators of 'MO BOOK'.

**Ms. Guha Poonam Tapaskumar, IAS**

Director (ST) cum CEO OTDS  
Department of ST & SC Development, Minorities  
& Backward Classes Welfare  
Govt. Of odisha

## Preface

Teaching new language to young children is a difficult task because they are used to their Mother Tongue. This situation is more prominent among the children of schools run by the department. However, with proper design and using different teaching techniques the transition could be possible.

This transactional module has been developed on the basic tenets of learning – the 3 R's – namely, Repetition, Recapitulation and Reinforcement where all three are of supreme importance in the case of children's learning. Additionally, the teaching process will be supplemented by joyful activities like singing, rhymes, coloring, storytelling, role play, games and audio visual time, inside and outside the classroom. While drawing up the objectives for this module, the authors focused on some non-negotiable concepts that had to be imparted to children. They are:

- Ability to introduce themselves (basically own name, parents' names, the village or town they belong to)
- Following simple instructions in English to know and follow the daily routine.
- Communicating needs, likes and dislikes and problems.
- Good manners and hygiene.
- Concepts for their cognitive development, like basic colors, shapes, parts of the body, fruits, vegetables, flowers, days of the week and months, etc.
- Basic numeracy- numbers up to 10 in writing and orally up to 20.
- Basic literacy- phonic skills and writing alphabets, writing and forming three letter words (CVC) reading a few sight words and short sentences.
- Reciting a few rhymes in English and Odia.
- Basic addition of single digit numbers through representational objects.
- Road safety.
- Good touch, bad touch.

In order to achieve the above-mentioned goals, by means of the workbook and other activities, a multipronged approach has been adopted, whereby all the stakeholders in the hostel, like the tutors, caretakers, CCA will have a role to play, however small it may be. This is to keep the children in a stimulating environment.

The project objective is also to train the Anwasha tutors to equip them with the skills required for successfully executing this transactional module. And we hope the trained tutors will be eager to introduce methods that children will be comfortable with and at the same time yield the desired results.

**Prof. (Dr.) A. B. Ota,**  
Advisor-cum-Director & Special Secretary  
SCSTRTI, Govt. of Odisha.

## A NOTE FOR THE TEACHER

Dear Teacher,

Mo Book is, in all likelihood, the first book the child will be working with ever. You are, therefore, in many ways, the first formal teacher of the child, and you are the main person responsible for initiating the child at a tender age into formal learning and ensuring that the child develops an interest in learning and actually learns.

1. For learning to happen, as you would know the very first requirement is to create an environment conducive to learning. Given the challenge of the child being away from home and familiar environment, it is extremely important to **make the child feel comfortable in her/his new environment**, away from home. Learning can happen only when the child feels ‘at home’.
2. It is strongly recommended that the transaction between you and the child does not happen only in classroom settings but as much as possible in informal settings such as the playground and dining hall, even while engaged in other activities. A lot of learning can happen and often more effectively without the child feeling that he is being taught.
3. The child will want to learn if the **learning is fun**. Hence, you must continuously try to give the child a joyful learning experience. This can happen through abundant and effective use of games, song, dance and drama both by tutor and the children. In fact, **all the activities in the workbook and outside of it are meant for pleasure** and are aimed at achieving a holistic development of the child. They must be conducted in a joyful and disciplined atmosphere, with the active involvement of children.
4. The child will also want to learn if the child feels **safe in the environment** and does not feel threatened by other students or adults. It is important for the child to feel absolutely safe with the tutor and to trust the tutor. Otherwise, the child would not be open to learning. **It is most helpful when the child sees the tutor really as a FRIEND**. When the child trusts you and confides in you, you will know better the factors that are hampering the child’s learning.
5. **The child should also have NO FEAR while learning** - fear of making mistakes, fear of being laughed at, fear of humiliation and fear of the English language as well. Hence, wherever possible, questions should be posed to a group and

not an individual. If the group answers correctly, it is the individual child's achievement but if it fails to answer correctly, it is the group's failure, not the child's.

6. Once we have created an interest in the child to learn, it is important to increase the appetite of the child for learning. This can happen when we constantly motivate the child and ensure that the child does not feel demotivated or humiliated. **Praise and appreciation for their efforts and every little progress** is, therefore, very important to let them experience the joy of achievement, and that will motivate them. It is not the fault of the children that unlike his other fellow students, they did not have exposure to English in their earlier environment or could not go through a few years of pre-schooling. In fact, the tribal children should be told how there are certain areas of knowledge and skills in which they are better than other children.
7. Keeping these things in mind, we have aimed to introduce the English language to the children in a graded manner. It is also important that the words are used again and again in the same or different contexts and words for familiar objects are used regularly. **Repetition without making it boring will help in learning.**
8. And lastly, use all the teaching aids given in the kit to make your interactions with the children more meaningful and make **every object around you, a teaching aid.**
9. All the rhymes, stories and activities have been chosen keeping in mind the cognitive and emotional development of the child. But you are free to substitute them as per the needs of the class. **A teacher needs to use her imagination and creativity all the time to make learning a fun experience.**

Regarding the teaching of the English alphabet, as you are going to see, **we have laid a lot of emphasis on phonics.** Language is nothing but sounds used meaningfully. **If a child's base in phonics is strong, it will not only help her to read better and faster but also to spell better.** When you go through the workbook, you will notice that the vowel sounds have been introduced first. This is because every word requires one or more vowels to be formed. So, they need to be practiced well first after which the consonants are taken up. **When the child learns to write, the child must be encouraged to form the letters correctly, as per the directions, having the correct grip of the pencil.** This must be done under your strict supervision.

“The secret of good teaching is to regard the child’s intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination.”

-Maria Montessori

**In your Class-**

- Does the child show interest?
- Does the child find enjoyment?
- Is the child safe?

**Remember-**

- To smile often.
- To *Repeat*, **Repeat** and **REPEAT**
- Entertainment is key to education.
- everything can be a teaching aid.

Your valuable feedback regarding this workbook is most welcome.

**Authors**



## **ANWESHA TEACHING LEARNING MATERIALS**

1. Instruction Manual for Teachers
2. Student's Workbooks in 2 parts
3. Story charts, Concept posters
4. Alphabet flashcards
5. Phonics cards
6. Sight words
7. Sandpaper letters
8. Number flash cards
9. Ice cream sticks
10. Coloured Square & circle counters
11. Clay dough Pots -
12. Chart papers, coloured paper
13. Boxes of crayons, sketch pens
14. Big bottles of Poster colours, brushes and plastic bowls
15. Pencils, erasers and scales
16. Fevicol tubes
17. 4 coloured balls
18. Children's Scissors -12
19. Big dice 3"x3" -1
20. Good Habits game on Flex (Snakes and ladders type )
21. Maps of India and Odisha

Transactional Module				
Duration	Domains	Themes	General Objectives & Key concept	Expected Learning outcomes
3 months	<ul style="list-style-type: none"> <li>Pre-Primary Skills</li> <li>Cognitive Development</li> <li>Gross Motor Development</li> <li>Fine Motor Development</li> <li>Socio Emotional Development</li> </ul>	<ul style="list-style-type: none"> <li>Me, My family &amp; My environment- I, II</li> <li>Plants and Animal around me- I &amp; II</li> <li>I play with Numbers and letters</li> <li>I know my numbers-I</li> <li>I know my numbers-I</li> <li>I know the vowel Sounds</li> <li>I learn to write alphabets</li> <li>I can write small words</li> <li>I begin to read and add</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of self</li> <li>Development of positive self concept</li> <li>Self regulation</li> <li>Development of healthy habits, hygiene, sanitation and awareness for self protection.</li> </ul> <p><b>Sensory Development</b></p> <ul style="list-style-type: none"> <li>* Sight            * Sound</li> <li>* Touch           * Smell</li> <li>* Taste</li> </ul> <p><b>Cognitive skills:</b></p> <ul style="list-style-type: none"> <li>* Observation    * Pattern Making</li> <li>* Identification   * Sequential</li> </ul> <p>Thinking</p> <ul style="list-style-type: none"> <li>* Memory           * Critical Thinking,</li> <li>* Matching        * Problem solving</li> <li>* Classification   * Creative thinking</li> <li>* Reasoning       * Curiosity</li> <li>* Experimentation * Exploration</li> </ul> <p>* Development of pro social behavior like caring, sharing co-operation/team bonding, compassion and respect for others feeling and rights.</p> <ul style="list-style-type: none"> <li>* Development of gross motor skills (walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking)</li> <li>* Fine motor skills and eye hand</li> </ul>	<ul style="list-style-type: none"> <li>Begins to state some physical characteristics, about self</li> <li>Communicates immediate needs and follows hygiene and healthy eating habits</li> <li>Identifies own name when printed in familiar script (with hint)</li> <li>Uses all senses to observe and explore the environment</li> <li>Identifies close family members</li> <li>Helps other children, cares and shares belongings with them.</li> <li>Identifies and names common objects, sounds, people, pictures, animals, birds, events etc</li> <li>Compares and classifies on the basis of any one category</li> <li>Follows/reproduces a simple pattern</li> <li>Demonstrates awareness and sensitivity towards environmental concerns</li> <li>Waits for their turn while playing or during activities and follows simple rules</li> <li>Makes choices and expresses preferences</li> <li>Expresses joy while working and playing with other children</li> <li>Expresses joy on achievement</li> <li>Exhibits gross motor coordination in play/ routine activities like walking, running, jumping, climbing, dancing etc.</li> <li>Explores and participates in music, dance and creative movements</li> <li>Recites and repeats small poems, action songs and participates in music and rhythmic activities</li> <li>Explores and manipulates larger /thicker colouring,</li> </ul>

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coordination lacing tearing, pasting  
scribbling, drawing, coloring printing,  
moulding, paper folding etc)

- stamping and scribbling tools ( for easy to hold)
- Remembers and recalls 2-3 objects seen at a time.
  - Participates in the activities and takes initiative

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<b>3 months</b>	<ul style="list-style-type: none"> <li>• Pre-Primary Skills</li> <li>• Cognitive Development</li> <li>• Gross Motor Development</li> <li>• Fine Motor Development</li> <li>• Socio Emotional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Me, My family &amp; My environment- I, II</li> <li>• Plants and Animal around me- I &amp; II</li> <li>• I play with Numbers and letters</li> <li>• I know my numbers- I</li> <li>• I know my numbers- I</li> <li>• I know the vowel Sounds</li> <li>• I learn to write alphabets</li> <li>• I can write small words</li> <li>• I begin to read and add</li> </ul>	<p><b>Concept Formation:</b></p> <ul style="list-style-type: none"> <li>* Colors, Shapes, Distance, Measurement Size, Length, Weight, Height, Time</li> <li>* Spatial Sense</li> <li>* One to one Correspondence</li> </ul> <p><b>Talking and Listening</b></p> <ul style="list-style-type: none"> <li>* Attention span and Listening</li> <li>* Creative Self Expression and Conversation</li> <li>* Language and creative thinking</li> <li>* Vocabulary</li> <li>* Phonic</li> </ul> <p><b>Emergence of Reading:-</b></p> <ul style="list-style-type: none"> <li>* Pre- Primary Skills:</li> <li>* Beginning to enjoy picture books and Meaning Making</li> <li>* Started holding books to read in correct way. *</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>* Letter Perception / Recognition</li> <li>* Recognition of letters and their sounds</li> <li>* Pictorial comprehension</li> </ul> <p><b>Emergence of Writing</b></p> <ul style="list-style-type: none"> <li>* Pre-writing activities: Tracing of dots and stroke making</li> <li>* Eye Hand Coordination</li> <li>* Use of appropriate tools</li> <li>* Mark making / Scribbling &amp; coloring</li> <li>* Introduction of finer motor strengthening exercises like- clay modeling, paper tearing, paper crumpling, tearing, pasting, paper folding.</li> <li>* Basic writing skills - Alphabet writing, number writing, number-names writing (optional)</li> <li>* writing of Two and three letter words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises common dangers and hazardous objects and places and keeps distance.</li> <li>• Asks many "what" and "why" questions.</li> <li>• Shows awareness of print in the classroom, and Anwesha settings (e.g., recognizes favourite biscuit/toffee, chocolate wrapper, pictures, etc.) .</li> <li>• Displays the use of prewriting / emergent skills (scribbling, stamping, finger. painting, using thicker crayons, markers/brushes etc.) for variety of purposes.</li> <li>• Identifies the Jig-saw puzzle part of a picture of a familiar object.</li> <li>• Solves simple day to day problems by themselves or with adult support.</li> <li>• Expresses curiosity about the immediate surroundings and asks related questions.</li> <li>• Identifies, names of basic colours, shapes.</li> <li>• Compares two objects on the basis of observable properties for example - heavy/ light, Tall/short, more/less, big/ small, hot/cold.</li> <li>• Handling of books ( eg. ,identifies front and back cover of the book) and shows an interest and explores a range of age appropriate texts such as picture books, alphabet books, story books, rhyme books and posters.</li> <li>• Shows ability to understand relationship such as part and whole, odd one out, association.</li> <li>• Expresses emotions through verbal and non-verbal modes (gestures, drawing etc.).</li> <li>• Maintains distance from strangers and is aware about good touch and bad touch.</li> <li>• Begins to use active listening skills and communicates immediate needs clearly..</li> <li>• Makes eye contact, and shows gestures and facial expression appropriately when communicating with others.</li> <li>• Follows one or two simple oral instructions.</li> <li>• Participates in conversations, stories and shares immediate experiences.</li> <li>• Uses appropriate vocabulary for some common and familiar objects and pictures. (e.g., tells his/her name, names of friends, common objects and pictures )</li> </ul>
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### Transactional Module

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- They will also learn about people who help us, public places, seasons, importance of sun, air & water and distinguishing facial expression.

## **A few suggestions to keep in mind while carrying out the activities with the children-**

- These indoor and outdoor activities are for pleasure only, so they must be conducted in a joyful atmosphere making sure the children are in a good mood and cooperative.
- While implementing the activities, teacher can use her creativity and imagination and substitute materials as per availability and even change the language to make the child comfortable.
- Rhymes and activities can be substituted but keeping in mind that they have been selected here with the purpose of the child's cognitive or emotional development.
- As these activities are aimed to achieve a holistic development of the child, they need to be conducted in a free and happy atmosphere but within the parameters of discipline. Children must be appreciated and reinforced for every effort they make however small it may be.
- While carrying out a sitting activity, the teacher must make sure that she sits on the floor/ mat or at a table facing the children at their eye level.
- Limit the use of "No!". This only de-motivates the child. The teacher must be firm with the child without raising the voice.
- While carrying out activities with pictures or gestures, one must remember to speak to the children as much as possible, in their mother tongue if required, but always translating it in English.

Daily Routine			
Morning Rituals (Wake-up to Breakfast)	Dining Time (Both Lunch & Dinner)	Free Time (Audio-Visual Time)	Bed Time
<p><b>Role of Caretaker during the morning time:</b> Caretaker needs to say loudly basic words during the early morning so that students will get familiar with morning rituals &amp; daily routine. The instructions should be in MT and the key words should be in English.</p> <ul style="list-style-type: none"> <li>• Time to (MT) Get Up (English)/ Caretaker may put a wake up song in background (English)</li> <li>• Get ready, wake up kids: Good morning! Time to rise and shine.</li> <li>• First make your (MT) bed (English).</li> <li>• Time to go to the washroom.</li> <li>• Wash your face.</li> <li>• Brush your teeth.</li> <li>• Do your toilet.</li> <li>• Take bath</li> <li>• Get dressed</li> <li>• Do your hair</li> <li>• Time for breakfast</li> <li>• Pack your bag</li> <li>• All ready for class</li> </ul>	<p><b>Tutor/caretaker will instruct the students to follow the basic eating habits and maintain the basic manners at eating-place. Such as:</b></p> <ul style="list-style-type: none"> <li>• <b>Children should</b> wash their hands before and after every meal.</li> <li>• Start <b>eating</b> when everyone else does or when given the okay to start.</li> <li>• <b>Kids should learn</b> to take small bites and not stuff their mouth.</li> <li>• Mouth <b>should</b> be closed while chewing the <b>food</b>. And they must not talk while eating.</li> <li>• Develop the habit of asking their table companions to pass any food item.</li> <li>• Complaining about food or wasting it is very inappropriate.</li> <li>• When a child finishes the meal, encourage him to ask to be excused.</li> <li>• And lastly, children should learn to be thankful for the food.</li> </ul>	<p><b>Evening audiovisual entertainment time-</b></p> <ul style="list-style-type: none"> <li>• Teachers are asked to showcase the animated rhymes and stories given in the kit.</li> <li>• The concept should be connected with the weekly theme.</li> <li>• Teacher should not expect the child would sing or dance but can be encouraged to do so.</li> <li>• rhymes/ cartoons, short stories on family, shapes and body parts. This can be alternated with storytelling, dancing, free drawing, coloring etc..</li> <li>• This is the free time, where child will enjoy and get familiar with the new environment.</li> </ul>	<p><b>Bed Time-</b></p> <ul style="list-style-type: none"> <li>• Keep regular sleep and wake-up times, even on weekends.</li> <li>• Brush teeth, go to the toilet.</li> <li>• Quiet time in the bedroom with bedtime story or quiet chat or prayer.</li> <li>• Goodnight and lights out.</li> </ul>

- N.B.
- All these instructions should be bilingual- Mother Tongue (MT) and English. The instruction should gradually change over to English only, once children get familiar with the words.
- Initially children are not expected to repeat any of the words clearly. This daily routine will continue every day.



**Week-1**  
**Theme- ME, MY FAMILY & MY ENVIRONMENT- I**

Weekly Objectives	Activities	Learning Outcome
<ul style="list-style-type: none"> <li>• Self -Introduction</li> <li>• To know classmates</li> <li>• Parts of the body</li> <li>• To recognize immediate environment with help from adults</li> <li>• Learn new concepts</li> <li>- Color- Red</li> <li>- Shape- Circle</li> <li>- Times of the Day</li> </ul>	<ul style="list-style-type: none"> <li>• Total 6 Activities (day-wise descriptions are given below)</li> <li>• Activities given are only the samples and teacher may use other similar activities to achieve the learning outcomes.</li> <li>• N.B.- Teacher should remember not to confuse or over burden children by introducing too many new activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The child will be able to follow the Daily Routine.</li> <li>• The child will be able to introduce self (very basic- first in MT and then in English).</li> <li>• The child will be able to recognize the immediate environment (e.g.- Anwasha Hostel and its immediate surroundings)</li> <li>• <b>New Concepts-</b> <ul style="list-style-type: none"> <li>○ <b>Color- Red</b></li> <li>○ <b>Shape- Circle</b></li> <li>○ <b>Body Parts</b></li> </ul> </li> </ul>

**N.B. Everyday morning rituals and mealtime responsibilities need to be taken care of by Caretaker/matron, tutor & CCA as per the instruction.**

Days	Time	Goals	Activities	Method of Teaching
Day-1	Classroom Time	<ul style="list-style-type: none"> <li>• Familiarization</li> <li>• Knowing the classmates</li> <li>• Development of Listening &amp; speaking skills</li> </ul> Washing up after outdoor activity	<b>Activity 1: Circle time: Prayer</b>	<b>Teacher's Role:</b> <ul style="list-style-type: none"> <li>•Bringing the children and seating them in a circle. First, the teacher will tell them about the day &amp; date, for e.g.-‘Today is Monday, 3rd April...’</li> <li>•Tell the children that they are going to say a prayer to thank God for everything that they are given.</li> <li>•Teacher will tell children to join their hands and repeat after her.</li> </ul> <b>Prayer: Thank you God for the food we eat...</b> <b>Then she says- ‘Good Morning’</b> Children are encouraged to repeat this.  <b>N.B.</b> Children are not expected to repeat any words intelligibly. This listening exercise will continue everyday.
			<b>Activity- 2: Self-Introduction</b>	Teacher addresses the children in their MT, as it is their first day. But here the word ‘name’ must be said in English. <ul style="list-style-type: none"> <li>•Teacher says: ‘now children, I want to be friends with you. But I don’t know your names. I want to know everyone’s names. My name is ‘A’. What is your name?’</li> <li>•Teacher asks the child on her right. She encourages each one to tell his/her name in this manner and ask the child on the right what his/her name is.</li> <li>•This goes on till it reaches the teacher again and teacher says, ‘Now tell me, what is my name?’ Those who remember will say ‘A’.</li> </ul> <b>N.B.</b> This is the first step of self-introduction. This will be repeated everyday, with a new feature added, like the name of their village, parents, siblings and gender. At the end of this day they know the word ‘name’.

Days	Time	Goals	Activities	Method of Teaching
	Outdoor Time		<b>Activity-3: Outdoor Activity with the ball.</b>	<p><b>Teacher's role:</b></p> <ul style="list-style-type: none"> <li>•Makes the children stand in a <b>straight-line</b> and says- let's go outside.</li> <li>•Teacher can have a ball (specifically red) and walk outside with the children.</li> <li>•To make the children stand in a circle, again, maintaining the word 'circle' in English.</li> <li>•The teacher will use the instruction in children's MT.</li> <li>•'I will throw the <b>red ball</b> at you and you have to tell your name'.</li> <li>•She throws the red ball at each child and they say their names.</li> <li>•Now teacher says- 'I will sing a song and you will do the action'.</li> </ul> <p><b>Rhyme- Head, shoulder, knees and toes....</b></p> <p><b>N.B.</b> Teacher's action -to show these parts of body such as- knees, toes, eyes and ears and mouth and nose, ...repeat the rhyme 3 times.</p> <p><b>Once outdoor time is over, children will be asked to make a line and come inside. Then Teacher tells them, 'Now children, we will wash our hands and feet.' This is to be repeated everyday..</b></p>
<b>Day- 2</b>	Classroom Time	<ul style="list-style-type: none"> <li>• Familiarization</li> <li>• Knowing the classmates</li> <li>• Development of Listening &amp; speaking skills</li> </ul>	Activity- 1 & 2 (repeat) Follow the worksheet activity- <ul style="list-style-type: none"> <li>• Colour the Circle.</li> <li>• Join the dots and colour.</li> </ul>	<p><b>Repeat the activity 1&amp;2 as given on day1</b></p> <p><b>-The colour red is introduced by showing various red colored objects.</b></p> <p><b>- follow the worksheet. Help the children to choose the red colour crayon and hold it correctly and then color</b></p>
	Outdoor Time	<ul style="list-style-type: none"> <li>• Developing gross motor skills</li> </ul>	Activity- 4 (Chuk Chuk Train)	<p><b>Draw a very big circle.</b></p> <p>Get the children to make a straight line with both hands on each other's shoulders. Tell them that they going to be a train going to different places. Keep a small green flag and a whistle ready and give it to the last child. Ask him/her to blow the whistle and wave the flag and then make the children move around in the drawn circle making the sound 'Chhuk chhuk chhuk chhuk' like a train. After 2 rounds, children will move to different places of the hostel for familiarisation.</p> <p>Once they come back to the playground again the teacher will make them stand in a circle and sing the rhyme- Head shoulder, knees &amp; toes with action.</p>

Days	Time	Goals	Activities	Method of Teaching
Day- 3	Classroom Time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Development of Listening &amp; speaking skills</li> </ul>	Activity- 1, 2 & 4 (repeat) Follow the worksheet activity- <ul style="list-style-type: none"> <li>• Colour the Apple</li> </ul>	<b>Repeat the activity as given in the day-1 &amp; 2. And follow the worksheet.</b> <b>Activity- 4 (Chuk Chuk Train) can repeat here as an indoor activity</b>
	Outdoor Time	<ul style="list-style-type: none"> <li>• Developing gross motor skills</li> </ul>	Outdoor Activity with the ball.	<b>Teacher's role:</b> <ul style="list-style-type: none"> <li>•Make the children stand in a <b>straight-line</b> and says- Let's go outside.</li> <li>•Teacher can have a ball (specifically red) and walk outside with the children.</li> <li>•To make the children stand in a circle, again, maintaining the word 'circle' in English.</li> <li>•The teacher will use the instruction in children's MT.</li> <li>•'I will throw the <b>red ball</b> at you and you have to tell your name'.</li> <li>•She throws the red ball at each child and they say their names.</li> <li>•Now teacher says- 'I will sing a song and you will do the action'.</li> </ul> <b>Rhyme- Head, shoulder, knees and toes....</b> <b>N.B.</b> Teacher's action to show these parts of body such as- knees, toes, eyes and ears and mouth and nose,. ...repeat the rhyme 3 times.
Day- 4	Classroom Time	<ul style="list-style-type: none"> <li>• Familiarization</li> <li>• Knowing the classmates</li> <li>• Development of Listening &amp; speaking skills</li> </ul>	Activity- 1 & 2 (repeat)  <b>Activity - 5- Rhyme- Head shoulder knees &amp; toes .</b>  Follow the worksheet activity- Color the ball with red or the child's choice	<b>Repeat the activity 1 &amp; 2 with new concept- village or town name or place they belong to.</b> <b>Teacher can also do the activity- 5: Teacher's role:</b> <ul style="list-style-type: none"> <li>•Make the children stand in a <b>circle or</b> semi-circle and maintaining the word 'circle' in English.</li> <li>•Before singing the rhyme the teacher will first show them her/his head (saying- This is my head) and ask the children to do the same.</li> <li>•Same way for shoulder, knees, toes, eyes, ears, mouth &amp; nose..</li> <li>•Initially the teacher will use the instruction in children's MT.</li> <li>•Now teacher says- 'I will sing a Rhyme- Head, shoulder, knees and toes.... and you will sing after me'.</li> </ul> <b>N.B.</b> Teacher's action to show these parts of body such as- knees, toes, eyes and ears and mouth and nose,. ...repeat the rhyme 3 times. <b>Then follow the worksheet. Teacher will help children to color the ball within the line.</b>

Days	Time	Goals	Activities	Method of Teaching
	Outdoor Time	<ul style="list-style-type: none"> <li>Developing gross motor skills</li> </ul>	<b>Activity- 6- Catch &amp; throw with name game</b>	<p>Teacher makes the children to stand in a circle. Teacher stands in centre and tells them that she is going to play 'Catch and throw' with them. She tells them that she will call out the name of each child as she throws the ball and they will have to catch the ball and throw it back to her. Every child must get a turn.</p> <p><b>Example-</b></p> <ul style="list-style-type: none"> <li>Teacher (while throwing)- Meena catch'.</li> <li>Meena' will throw the ball back to teacher</li> <li>Teacher will repeat the action with other children, calling their names.</li> </ul> <p><b>N.B. Teacher can encourage the children to say more about themselves- ex- Parents, grandparents &amp; sibling.</b></p>
<b>Day- 5</b>	Classroom Time	<ul style="list-style-type: none"> <li>Familiarization</li> <li>Knowing the classmates</li> <li>Development of Listening &amp; speaking skills</li> </ul>	<p>Activity- 1, 2 &amp; 4 (repeat).</p> <p>Follow the worksheet .</p> <p>Activity- 6- Catch &amp; throw with name game</p>	<p><b>Repeat the activity 1 &amp; 2 with new concept- village or town name. (or) place they belong to. Then follow the worksheet.</b></p> <p>Teacher makes the children to stand in a circle. Teacher stands in centre and tells them that she is going to play 'Catch and throw' with them. She tells them that she will call out the name of each child as she throws the ball and they will have to catch the ball and throw it back to her. Every child must get a turn.</p> <p><b>Example-</b></p> <ul style="list-style-type: none"> <li>Teacher - (while throwing) Meena catch.! (once she catches) Now throw it to me.</li> <li>Meena will throw the ball back to teacher</li> <li>Teacher will repeat the action with other children.</li> <li>Now teacher says- 'I will sing a song and you will do the action'.</li> </ul> <p><b>Rhyme- Clap your hand...</b></p> <p><b>N.B.</b> Teacher will repeat the rhyme 3 times.</p>
<b>Day- 5</b>	Outdoor Time	<ul style="list-style-type: none"> <li>Developing gross motor skills</li> <li>Development of Speaking skill</li> </ul>	<p>Outdoor Activity with the ball. and Rhyme- Rhyme- Head, shoulder, knees and toes....</p>	<p><b>Teacher's role:</b></p> <ul style="list-style-type: none"> <li>Makes the children stand in a <b>straight-line</b> and says- Let's go outside.</li> <li>Teacher can have a ball (specifically red) and walk outside with the children.</li> <li>To make the children stand in a circle, again, saying the word 'circle' in English.</li> <li>The teacher will use the instruction in children's MT.</li> <li>'I will throw the <b>red ball</b> at you and you have to tell your name'.</li> <li>She throws the red ball at each child and they say their names.</li> <li>Now teacher says- 'I will sing a song and you will sing after me'.</li> </ul> <p>Rhyme- Head, shoulder, knees and toes....</p> <p><b>N.B.</b> Teacher's action to show these parts of body such as- knees, toes, eyes and ears and mouth and nose,. ...repeat the rhyme 3 times.</p>

Days	Time	Goals	Activities	Method of Teaching
Day- 6	Classroom Time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Development of Listening &amp; speaking skills</li> </ul>	<p>Activity- 1 to 6 (repeat)</p> <p>Follow the worksheet activities given.</p>	<p><b>Repeat the activity 1 &amp; 2 with more information about parents, grandparents, siblings &amp; their likes &amp; dis-likes.</b></p> <p><b>Teacher talks about the different times of the day like morning, noon, evening and night and what each of us do during these times. Then follow the worksheet.</b></p> <p><b>Teachers will encourage the children to sing &amp; dance to follow her .</b></p> <p><b>Rhyme- clap your hand.....</b></p>
	Outdoor Time	<ul style="list-style-type: none"> <li>• Developing gross motor skills</li> <li>• Development of Speaking skill</li> </ul>	<p>Outdoor Activity with the ball. and rhyme- Rhyme- Head, shoulder, knees and toes....</p>	<p>Draw a very big circle and a long zigzag line.</p> <p>Get the children to make a straight line with both hands on each other's shoulders. Tell them that they going to be a train going to different places. Keep a small green flag and a whistle ready and give it to the last child. Ask him/her to blow the whistle and wave the flag and then make the children move around in the drawn circle making the sound 'Chhuk chhuk chhuk chhuk' like a train. After 2 rounds, move to the zigzag line.</p>
Sunday	1 st Sunday	developing auditory skills	Guess the name of that animal by its sound	Use the audio material for this activity. Additionally teacher can imitate the sounds and ask the children to guess the name of the sound.

**Week-2**  
**Theme- ME, MY FAMILY & MY ENVIRONMENT- II**

Weekly Objectives	Activities	Expected Learning Outcome
<ul style="list-style-type: none"> <li>• Elaboration of self-introduction: family description along with interest.</li> <li>• Body parts with functions (5 only)</li> <li>• Shapes – Square &amp; circle</li> <li>• Name of vegetable- potato, onion, pumpkin , brinjal and tomato</li> <li>• Name of fruits- Apple, mango, banana, guava, pineapple.</li> <li>• Outdoor activities- Games related to circle &amp; square, colors (blue, green &amp; yellow) and body parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Recapitulation of previous week activities along with 3 new activities (day-wise descriptions are given below)</li> <li>• Activities given are only the samples and teacher may use other similar activities to achieve the learning outcomes.</li> <li>• N.B.- Teacher should remember not to confuse or over burden children by introducing too many new activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The child will be able to know more about their classmates. .</li> <li>• The child will be able to say his/her name in English. My name is——</li> <li>• The child will be able to recognise new concepts like-               <ul style="list-style-type: none"> <li>○Color- Blue, green, yellow</li> <li>○Shape- Square (circle)</li> <li>○Body Functions</li> <li>○Name of 5 fruits- Apple, mango, na, guava, pineapple</li> <li>○Name of 5 vegetables- potato, n, pumpkin, brinjal &amp; tomato</li> </ul> </li> </ul>

**Children will be more comfortable by this week.**

Days	Time	Goals	Activities	Method of Teaching
Day-1	Classroom Time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Development of Listening &amp; speaking skills.</li> <li>• Developing gross motor skills</li> <li>• Concept of Cleanliness</li> </ul>	<p><b>Recapitulation- Day &amp; Date</b></p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction</li> </ul> <p><b>New Activity no- 7- Concept of the colour blue.</b> Discovering things that are blue in color.</p>	<ul style="list-style-type: none"> <li>• Activity -2 will be elaboration with family description and likes &amp; dislikes.</li> <li>• Like- my father's name-....</li> <li>• my mother's name-</li> <li>• I like to Dance, Sing etc.. (Initially in MT and then teachers will encourage them to say in English)</li> <li>• <b>Teacher will bring the concept of blue with new objects from their surroundings, like- a blue scarf, a blue dress, show a blue door. Children can be encouraged to say if they have anything in blue.</b></li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Knowing the surroundings.</li> <li>• Gardening</li> </ul>	<p><b>Activity- 8- Let's do Gardening work-</b></p>	<ul style="list-style-type: none"> <li>• After the <b>chuk chuk train game</b> the teacher can engage the children with gardening concept with more focus on the concept of <b>square</b>.</li> <li>• Children will engage in <b>gardening work</b>. They will help the adults with maintenance of the garden around the Anwasha Campus.</li> <li>• They will engage with gardening by cleaning or pulling weeds.</li> <li>• They will help with yard clean up by collecting sticks or raking leaves.</li> <li>• Every time they have to bend down and pick something up he is strengthening his legs and working on his balance.</li> <li>• This activity also helps the child to keep its surrounding clean.</li> <li>• <b>Gardening activity should always end up with hand and feet washing.</b></li> </ul>
Day-2	Classroom Time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Development of Listening &amp; speaking skills.</li> <li>• Developing gross motor skills</li> <li>• Concept of Cleanliness</li> </ul>	<p><b>Recapitulation-</b></p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> </ul> <p><b>New Activity no- 7- Concept of square</b> and follow the worksheet given for this day- color the square blue</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Activity -2 will be elaboration with family description and likes &amp; dislikes.</li> <li>• Like- my father's name-....</li> <li>• my mother's name-</li> <li>• I like to Dance, Sing etc.. (Initially in MT and then teachers will encourage them to say in English)</li> <li>• <b>The concept of square will be introduced by showing square things around them- a handkerchief, a square biscuit, etc. Teacher will encourage the children to do the coloring of square in the given in the worksheet.</b></li> <li>• <b>The session will wind up with 'Head, shoulder, knees' rhyme</b></li> </ul>



Days	Time	Goals	Activities	Method of Teaching
Day- 3	Outdoor time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Knowing the surroundings.</li> <li>• Free learning (ABCD)</li> </ul>	<b>Activity- 9- ABCD rhyme with physical activity like a game- 'red ball'</b>	<ul style="list-style-type: none"> <li>• Draw a big square and the instruct children sit on the lines and form a square.</li> <li>• Teacher will start the red ball game and children will tell about their family and what their parents and grandparents do. Additionally, they will tell what their neighbours and friend do at village.</li> <li>• Children are encouraged to tell about their likes and dislikes.</li> <li>• What they like to play and how they engage in their village.</li> <li>• Now teacher says- 'I will sing a song and you will sing after me'.</li> </ul> Rhyme- ABCD.... <b>N.B.</b> Teacher will do the action with singing and children will follow. ...teachers are requested to repeat the rhyme 3 times at least.
	Classroom Time	<ul style="list-style-type: none"> <li>• Concept Formation</li> <li>• Development of healthy habits, hygiene, sanitation and awareness for self protection.</li> <li>• Sensory Development</li> <li>• Cognitive development</li> </ul>	<b>Recapitulation-</b> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> </ul> <b>New Activity no- 7- Concept of the colors green and yellow</b> .Match the vegetables with their colour. <ul style="list-style-type: none"> <li>• Circle the vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Activity -2 will be elaboration with family description and likes &amp; dislikes.</li> <li>• Teacher will repeat the concept of square with new objects from their surroundings, like- handkerchief, square biscuits, square cardboard etc...</li> <li>• Before starting the worksheet <b>teacher will ask the children how many green vegetables they can think of, how many red and about their favourite vegetables and the name of any circle shaped vegetable.</b> Teacher has to help the children n doing the matching exercise.</li> <li>• The session will end with ABCD/clap your hand rhyme</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>• Familiarization</li> <li>• Knowing the classmates</li> <li>• Knowing the surroundings.</li> <li>• Free learning (Name of vegetables)</li> </ul>	<b>Activity- 10- Clap your hand-1, 2, 3 and say a vegetable name 1, 2, 3</b>	<ul style="list-style-type: none"> <li>• Teachers will instruct the children to stand in a square shape and start the game clap your hand- 1, 2, 3,</li> <li>• Then say a vegetable name — clap your hand 1- 2- 3</li> <li>• Teacher will say one vegetable name as per the goal of the week and children will follow the teacher and repeat the activity.</li> <li>• Before finishing the outdoor session, teacher will start the 'CHUK CHUK train game and take all the children to the different places of the Anwasha campus. This process will help the children to get familiar with the environment.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
Day-4	Classroom Time	<ul style="list-style-type: none"> <li>• Concept Formation: circle &amp; square</li> <li>• Development of healthy habits, hygiene, sanitation and awareness for self protection additional gardening &amp; clean the environment.</li> <li>• Sensory Development- touch, smell and sight</li> <li>• Cognitive development</li> </ul>	<p><b>Recapitulation-</b></p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• <b>Concept of common fruits</b></li> <li>• <b>Identifying fruits in workbook</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activity -2</b> will be elaboration with family description and likes &amp; dislikes.</li> <li>• <b>Teacher will ask the children what are the things they have seen in their surrounding with a square shape.</b></li> <li>• Teacher can give hints by saying - handkerchief, square biscuits, square cardboard etc...</li> <li>• Teacher will <b>introduce the concept of fruits</b> by showing them any common fruit and saying the name in English.</li> <li>• Before starting the worksheet teacher will ask the children about their favourite fruits and the name of any circle shaped fruit or a yellow fruit.</li> <li>• <b>The session will wind up with —‘Here we go round the mango tree’ rhyme.... Initially the teachers will sing and dance and the children will follow the teachers. Children are not expected to sing.</b></li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Knowing the surroundings.</li> <li>• Free learning (Name of fruits)</li> </ul>	<p><b>Activity- 10- Clap your hand-1, 2, 3 and say a fruit’s name 1, 2, 3</b></p>	<ul style="list-style-type: none"> <li>• Teacher will instruct the children to stand in a square shape and start the game clap your hand- 1, 2, 3,</li> <li>• Then say a fruit’s name — clap your hand 1- 2- 3</li> <li>• Teacher will say one fruit’s name as per the goal of the week and children will follow the teacher and repeat the activity.</li> <li>• Before finishing the outdoor session, teacher will start the CHUK CHUK train game and take all the children to the different places of the Anwasha campus. This process will help the children to get familiar with the environment.</li> </ul>
Day-5	Classroom Time	<ul style="list-style-type: none"> <li>• Concept Formation: circle &amp; square</li> <li>• Development of healthy habits, hygiene, sanitation and awareness for self protection additional gardening &amp; clean the environment.</li> <li>• Sensory Development- touch, smell and sight</li> <li>• Cognitive development</li> </ul>	<p><b>Recapitulation-</b></p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• <b>Parts of the body and their functions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• <b>Making the children demonstrate which part of the body does which action, specially the legs and hands.</b></li> </ul>

Days	Time	Goals	Activities	Method of Teaching
	Outdoor time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Knowing the surroundings.</li> <li>• Free learning (Vegetable/fruits)</li> </ul>	<p><b>Activity- 10—Clap your hand-1, 2, 3 and say fruit's/vegetable's name 1, 2, 3</b></p>	<ul style="list-style-type: none"> <li>• <b>Repetition of day 4</b></li> </ul>
<b>Day- 6</b>	Classroom Time	<ul style="list-style-type: none"> <li>• Concept Formation: circle &amp; square</li> <li>• Sensory Development- touch, smell and sight</li> <li>• Cognitive development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recapitulation of days -1 to 5</b></li> <li>• <b>Workbook exercise related to legs and arms</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recapitulation of all concepts of the week ,day -1-5,</b></li> <li>• <b>chuk chuk train, gardening and vegetables/fruits games with ABCD rhyme with different activities.</b></li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Knowing the surroundings.</li> <li>• Free learning (Vegetable/fruits)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recapitulation of days -1 to 5</b></li> </ul>	Teacher can take up any activity to achieve the expected learning outcome of the week .
<b>Sunday</b>	2nd Sunday	Sensory (tactile) skill Development	Sensory bags to develop tactile skills	<ul style="list-style-type: none"> <li>• Putting few of these items into a cloth bag and asking the children to identify them (rice, cotton ball, pebbles, peanuts, buttons, coins, twigs, rubber bands) just by feeling them inside the bag.</li> <li>• Children can also be asked to separate rice from red or yellow dal.</li> </ul>

**Week-3**  
**Theme- PLANTS AND ANIMAL AROUND ME- I**

Weekly Objectives	Activities	Learning Outcome
<ul style="list-style-type: none"> <li>• Elaboration of self-introduction.</li> <li>• Body parts with more functions- new parts with function (sensory skills)</li> <li>• Recap of circle, square and introduce new shape rectangle.</li> <li>• Names of rice, dal, salt, potato, onion, pumpkin &amp; brinjal.</li> <li>• Name of flowers like- Rose, marigold, lily, hibiscus &amp; sunflower.</li> <li>• Colour- pink, brown, purple &amp; orange.</li> <li>• Outdoor game/gardening-germination</li> <li>• Audio-visual story, song/rhyme and actions: based on the theme vegetable and family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Recapitulation of previous week activities along with 3 activities (day-wise descriptions are given below)</li> <li>• Activities given are only the samples and teacher may use other similar activities to achieve the learning outcomes.</li> <li>• N.B.- Teacher should remember not to confuse or over burden children by introducing too many new activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The child will be able to know more about their classmates, surroundings and village life. .</li> <li>• The child will be able to say his/her , their parents and grandparents name in English..My name is——</li> <li>• my father/mother’s name.....</li> <li>• my grand parents name....</li> <li>• my brother/sister’s name....</li> <li>• The child will be able to recognise new concepts like-               <ul style="list-style-type: none"> <li>○Colour- pink, brown, purple &amp; orange.</li> <li>○Shape- rectangle (square/circle)</li> <li>○Body Functions with sensory skill</li> <li>○Name of new flowers name- Rose, marigold, lily, hibiscus &amp; ower.</li> <li>○Name of 5 food items- rice, dal, salt, potato, onion, pumpkin , brinjal</li> <li>○4 new colours- pink, brown, purple &amp; orange.</li> </ul> </li> </ul>

**Children will be more comfortable by this week and start responding to the concepts**

Days	Time	Goals	Activities	Method of Teaching
Day-1	Classroom Time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the family and their occupation.</li> <li>• Development of Listening &amp; speaking skills.</li> <li>• Developing gross motor skills</li> <li>• Concept of Cleanliness, healthy habits and manner</li> <li>• Concept Formation</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction</li> <li>• Recapitulation of ABCD rhyme</li> </ul> <p>New Activity no- 11- <b>Concept of rectangle and the color brown</b></p> <ul style="list-style-type: none"> <li>• Colour the rectangle in brown.</li> <li>• Join the dots and colour the rectangle.</li> </ul>	<ul style="list-style-type: none"> <li>• Activity -2 will be elaboration with family description and likes &amp; dislikes.</li> <li>• Like- My name is——-, my father’s /mother’s name....., my grand parents’ names....., my brother/sister’s name....etc.,</li> <li>• I like to dance, sing etc.. (Initially in MT and then teachers will encourage them to say in English)</li> <li>• Teacher will bring the concept of rectangle with new objects from their surroundings, like- book, door, bricks etc. <b>Similarly, the concept of the color brown will also be shown to the children. Coloring of rectangle is to be done.</b></li> <li>• <b>Teacher will sing a new rhyme “Father finger, father finger, where are you?”</b> children can only follow the actions.</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Knowing the surroundings.</li> <li>• Free learning (Vegetable/fruits)</li> <li>• Development of healthy habits, hygiene, sanitation and awareness for self protection.</li> <li>• Experiment- Germination</li> <li>• Gardening</li> </ul>	<p>Repeat the Activity- 8- Let’s do Gardening and</p> <p><b>Activity- 12- Germination of seeds-</b></p> <p>Planting Pumpkin seeds- to observe the growth of a plant.</p> <p>Mung Dal &amp; horse gram germination- once that have sprouted that can be eaten as evening snacks.</p>	<ul style="list-style-type: none"> <li>• After the throw &amp; catch game the teacher can engage the children with gardening concept with more focus on the concept of rectangular objects.</li> <li>• Teacher will introduce the concept of germination by planting a few dried pumpkin seeds and encourage the children to follow the activity.</li> <li>• At the same time teacher will soak the green mung and horse gram (gota buta) in a bowl and follow the germination process with children.</li> <li>• Children will engage in the gardening work.</li> <li>• They will help with yard clean up by collecting sticks or raking leaves.</li> <li>• This activity also helps the child to keep its surrounding clean.</li> </ul>
Day-2	Classroom Time	<ul style="list-style-type: none"> <li>• Concept Formation</li> <li>• Development of healthy habits, hygiene, sanitation and awareness for self protection.</li> <li>• Sensory Development</li> <li>• Cognitive development</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction</li> <li>• Recapitulation of ABCD rhyme, fruits &amp; vegetable name</li> </ul> <p><b>New Activity no- 11- Concept of rectangle and follow the worksheet given for this day-</b></p> <ul style="list-style-type: none"> <li>• colour the traffic light..</li> </ul>	<ul style="list-style-type: none"> <li>• Activity -2 will be elaboration with family description and likes &amp; dislikes.</li> <li>• Like- My name is——-, my father/mother’s name....., my grand parents name....., my brother/sister’s name....etc.,</li> <li>• I like to Dance, Sing etc.. (Teachers will encourage them to say in english).</li> <li>• <b>Teacher will sing the new rhyme “Father finger, father finger, where are you?”</b> children can now follow the words and actions.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
				<ul style="list-style-type: none"> <li>• Teacher will bring the concept of rectangle with new objects from their surrounding, like- traffic light, book, door, bricks etc..</li> <li>• Small interaction about road and traffic light in MT</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Knowing the surroundings.</li> <li>• Free learning (Vegetable/fruits)</li> <li>• Development of healthy habits, hygiene, sanitation and awareness for self protection.</li> <li>• Experiment- Germination</li> <li>• Gardening</li> </ul>	ABCD rhyme with physical activity like a game- 'Chuk chuck train'	<p>Draw a rectangular shape. Get the children to make a straight line with both hands on each other's shoulders. Tell them that they going to be a train going to different places. Keep a small green flag and a whistle ready and give it to the last child. Ask him/her to blow the whistle and wave the flag and then make the children move around in the drawn circle making the sound 'Chhuk chhuk chhuk' like a train.</p> <ul style="list-style-type: none"> <li>• After 2 rounds, children will tell about their family and what their parents and grandparents do. additionally they will tell what their neighbours and friend do at village.</li> <li>• Children are encouraged to tell about their likes and dislikes.</li> <li>• What they like to play and how they engage in their village.</li> <li>• Now teacher says- 'I will sing a song and you will sing after me'. "Father Finger" rhyme....</li> </ul> <p>N.B. Teacher will do the action with singing and children will follow. ...teachers are requested to repeat the rhyme 3 times at least.</p>
Day- 3	Classroom Time	<ul style="list-style-type: none"> <li>• Concept Formation</li> <li>• Development of healthy habits, hygiene, sanitation and awareness for self protection.</li> <li>• Sensory Development</li> <li>• Cognitive development</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction</li> <li>• Fruits &amp; vegetable name, activity- 11.</li> </ul> <p><b>New Concept of flowers</b> and new colours and follow the worksheet given for this day-</p> <ul style="list-style-type: none"> <li>• Colours the flowers &amp; vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Activity -2 will be elaboration with family description and likes &amp; dislikes and sensory body parts.</li> <li>• Before starting the worksheet teacher will <b>show some common flowers and ask the children about their favourite flowers.</b></li> <li>• Teacher will repeat the concept of rectangle with new objects from their surroundings, like- book, bricks etc...</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
	Outdoor time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Knowing the surroundings.</li> <li>• Free learning (Vegetable/fruits)</li> <li>• Plants around me -Flower names</li> </ul>	<ul style="list-style-type: none"> <li>• Activity- 10- Clap your hand-1, 2, 3 and say a flowers name 1, 2, 3</li> <li>• Teachers can mix flower, fruits &amp; vegetables name and engage the students to remember the name of different fruits, vegetables and flowers name through this game.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will instruct the children to stand in a rectangular shape and start the game clap your hand- i, 2, 3,</li> <li>• Then say a flower name — clap your hand 1- 2- 3</li> <li>• Teacher will say one flower name as per the goal of the week and children will follow the teacher and repeat the activity.</li> <li>• Before finishing the outdoor session, teacher will start the chuk chuk train game and take all the children to the different places of the Anwasha campus. This process will help the children to get familiar with the environment.</li> </ul>
Day-4	Classroom Time	<ul style="list-style-type: none"> <li>• Concept Formation: circle &amp; square</li> <li>• Development of healthy habits, hygiene, sanitation and awareness for self protection additional gardening &amp; clean the environment.</li> <li>• Sensory Development- touch, smell and sight</li> <li>• Cognitive development</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• Fruits &amp; vegetable name, activity- 10- Concept of rectangular and follow the worksheet given for this day-</li> <li>• Circle the objects that are rectangular in shape.</li> <li>• Colours the flowers &amp; vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Activity -2 will be elaboration with family description and likes &amp; dislikes and sensory body parts.</li> <li>• Before starting the worksheet <b>teacher will ask the children about their favourite flowers and vegetables.</b></li> <li>• Teacher will repeat the concept of rectangle with new objects from their surrounding, like- book, bricks etc...</li> <li>• Children will repeat the rhyme- ABCD and Clap your hands</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>• Familiarisation</li> <li>• Knowing the classmates</li> <li>• Knowing the surroundings.</li> <li>• Free learning (Vegetable/fruits)</li> <li>• Plants around me -Flower names</li> </ul>	<ul style="list-style-type: none"> <li>• Activity- 10- Clap your hand-1, 2, 3 and say a flowers name 1, 2, 3</li> <li>• Teachers can mix flower, fruits &amp; vegetables name and engage the students to remember the name of different fruits, vegetables and flowers name through this game.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will instruct the children to stand in a rectangular shape and start the game clap your hand- i, 2, 3,</li> <li>• Then say the name of a fruits/vegetable/flower name — clap your hand 1- 2- 3</li> <li>• Teacher will say one fruit's name as per the goal of the week and children will follow the teacher and repeat the activity.</li> <li>• Before finishing the outdoor session, teacher will start the chuk chuk train game and take all the children to the different places of the Anwasha campus. This process will help the children to get familiar with the environment.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
Day-5	Classroom Time	<ul style="list-style-type: none"> <li>• Concept Formation: circle &amp; square</li> <li>• Development of healthy habits, hygiene, sanitation and awareness for self protection additional gardening &amp; clean the environment.</li> <li>• Sensory Development- touch, smell and sight</li> <li>• Cognitive development</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• Fruits &amp; vegetable name, activity-10- Concept of rectangular objects</li> <li>• Follow the worksheet given for this day- Match the vegetables/fruits with their colour.</li> <li>• <b>Draw lines from the food items to the plate.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Activity -2 will be elaboration with family description and likes &amp; dislikes and sensory body parts.</li> <li>• <b>Before starting the worksheet teacher will ask the children about their favourite food items.</b></li> <li>• Teacher will repeat the concepts of circle, square and rectangle with new objects from their surroundings.</li> <li>• Children will repeat the rhyme- ABCD, Father Finger.</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>• Familiarization</li> <li>• Knowing the classmates</li> <li>• Knowing the surroundings.</li> <li>• Free learning (Vegetable/fruits)</li> <li>• Plants around me -Flower names</li> </ul>	<ul style="list-style-type: none"> <li>• Activity- 10- Clap your hand-1, 2, 3 and say a flowers name 1, 2, 3</li> <li>• Teachers can mix flower, fruits &amp; vegetables name and engage the students to remember the name of different fruits, vegetables and flowers name through this game.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will instruct the children to stand in a rectangular shape and start the game clap your hand- 1, 2, 3,</li> <li>• Then say a fruits/vegetable/flower name — clap your hand 1- 2- 3</li> <li>• Teacher will say one fruits name as per the goal of the week and children will follow the teacher and repeat the activity.</li> <li>• Before finishing the outdoor session, teacher will start the chuck chuk train game and take all the children to the different places of the Anwasha campus. This process will help the children to get familiar with the environment.</li> </ul>
Day- 6	Classroom Time	<ul style="list-style-type: none"> <li>• Concept Formation: circle &amp; square.</li> <li>• Sensory Development- touch, smell and sight</li> <li>• Cognitive development</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• Fruits &amp; vegetable name, activity- Follow the worksheet given for this day- Match the vegetables/fruits with their colour.</li> <li>• <b>Making circular anti-clockwise strokes</b></li> <li>• Help <i>LILA</i> to reach her home.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• Fruits &amp; vegetable name,</li> <li>• <b>Making circular anti-clockwise strokes. Teacher must guide children to hold their pencils properly between their thumb, forefinger and middle finger and make anti clockwise strokes without lifting their hand.</b></li> <li>• Help <i>LILA</i> to reach her home. Recapitulation of day -1-5, chuk chuk train, gardening and vegetable/fruits/flower games with ABCD and head shoulder and knees rhyme with different activities.</li> </ul>



Days	Time	Goals	Activities	Method of Teaching
	Outdoor time	<ul style="list-style-type: none"> <li>• Following instructions</li> <li>• Knowing the surroundings</li> <li>• Plants and objects around me</li> </ul>	Recapitulation 1-5 days activity. <b>SIMON SAYS</b>	Teacher makes the children stand in a semi-circle before her, mentioning the shape they are forming. She then tells them that she is Simon and will ask them to do a task one at a time by saying "Simon says....." Teacher begins by calling out tasks like, "Simon says, get me one green leaf." The children run to different directions to get the leaf and bring it to the teacher. She will call out different tasks as per the availability of objects in the surrounding or simply "Raise your left arm", "stamp your feet" "jump 9 times".
Sunday	3rd Sunday	Olfactory skill	Olfactory skill	Different strong smelling things can be placed in different bottles or paper, envelopes and children will be asked to identify the object by smelling (without looking at it) e.g. curry leaves, mint (pudina), ajwain, lemon, ginger, black pepper

**Week-4**  
**Theme- PLANTS AND ANIMAL AROUND ME- II**

Weekly Objectives	Activities	Learning Outcome
<ul style="list-style-type: none"> <li>• Self-introduction and knowing more about their friends, their strengths and weaknesses</li> <li>• Knowing the sources of food they eat</li> <li>• Name of animals through pictures or live animals available near campus</li> <li>• Introduction of alphabets through rhyme and game</li> <li>• Beginning of strokes – standing, slanting and ‘C’ Curve</li> <li>• Introduction of shapes – Triangle</li> </ul>	<ul style="list-style-type: none"> <li>• Recapitulation of previous week activities along with 3 activities (day-wise descriptions are given below)</li> <li>• Activities given are only the samples and teacher may use other similar activities to achieve the learning outcomes.</li> <li>• N.B.- Teacher should remember not to confuse or over burden children by introducing too many new activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The child will be able to know more about their classmates and their well-being.</li> <li>• The child will be able to know the source of food that they eat.</li> <li>• The child gets introduced to the ‘triangle’ shape.</li> <li>• The child gets to know about the domestic and wild animals around them.</li> <li>• The child enters into the world of alphabets through rhymes and games.</li> <li>• The child gets ready for writing skills by beginning to trace and draw strokes.</li> <li>• The child will be able to know different parts of a tree.</li> <li>• Kitchen experience and healthy food habits</li> </ul>

**Children will be more comfortable by this week started responding and answering the concepts**

Days	Time	Goals	Activities	Method of Teaching
Day-1	Classroom time	Children will learn to say: Thank You! How are you? <ul style="list-style-type: none"> <li>• <b>Concept of Triangle</b></li> <li>• Cognitive development</li> <li>• Beginning of writing</li> <li>• Sensory Development- touch, smell, sight &amp; sound</li> </ul>	Recapitulation- <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• different shapes - recap.</li> <li>• Activity- 13- Gratitude Exercise..</li> <li>• Activity- 14- <b>New Concept of triangle</b> and follow the worksheet given for this day.</li> </ul>	<b>Teacher's role:</b> While entering the class, the teacher will greet the students 'Good Morning children' and ask 'How are you?'. For example: Teacher with folded hands (Namaskar style) will say 'Good Morning. How are you?'. The students will follow with same folded hands, 'Good Morning. I am fine. Thank you. How are you?'. Initially the teacher will teach both questions and answers slowly and clearly and make them understand in their mother tongue. Prayer followed 'Thank You..... everything' <b>Recapitulation of selected activities. Then teacher will instruct the students to do an exercise of gratitude for each other-</b> Teacher will ask the children to make a circle and start the activity which will be followed by children. Teacher- 'Namaskar. How are you?' Child - 'Namaskar, I am fine. Thank you! How are you?'. This exercise will continue in one direction till the whole circle is complete ending with the teacher who started. <b>NB:</b> This is the first step of asking about well-being of a friend. This will be repeated every day. The <b>new concept of triangle</b> will be introduced with pictures and cardboard, or by folding a square handkerchief diagonally. Asking children to identify any other triangular objects around them.
	Outdoor time	•	ABCD rhyme <ul style="list-style-type: none"> <li>• Now teacher says- 'I will sing a song and you will sing after me'.</li> </ul> Rhyme- ABCD rhyme.... N.B. Teacher will do the action with singing and children will follow. ...teachers are requested to repeat the rhyme 3 times at least.	<b>Teacher's Role:</b> Make the children stand in circle or semi-circle and asks them 'Let us sing & then teacher will sing and dance with the alphabet rhyme 'A B C D...' (Activity -9). <ul style="list-style-type: none"> <li>• She asks the children to follow the rhyme, action / dance with her</li> <li>• She asks children to repeat the alphabets 'A B C D....' with her while singing</li> <li>• She will repeat the rhyme 3-4 times till the students remember the rhyme by heart.</li> <li>• She encourages children to draw and trace strokes in sand</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
<b>Day-2</b>	Classroom time	Children will learn to say: Thank You! How are you? <ul style="list-style-type: none"> <li>• Concept of Triangle</li> <li>• Cognitive development</li> <li>• Beginning of writing</li> <li>• .</li> <li>•</li> </ul>	Recapitulation- <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• Fruits/vegetable/flowers/different shapes .</li> <li>• Activity- 13- Gratitude Exercise..</li> <li>• Activity-14- Recap of triangle shape.</li> <li>• Follow the work sheet.               <ul style="list-style-type: none"> <li>• The teacher will observe and help each child to hold the pencil properly between the thumb, forefinger and middle finger while coloring and tracing strokes</li> </ul> </li> </ul>	Repeat the activities of previous day - Activity – 13. After the oral session, the writing session will begin by following the worksheet to <b>practice one stroke</b> . NB: <ul style="list-style-type: none"> <li>• The teacher will observe and help each child to hold the pencil properly between the thumb, forefinger and middle finger while drawing and tracing strokes The teacher can engage the students with Activity – 4 and make them to look for living animals present in their campus.</li> <li>• Teacher helps students in understanding the shape ‘triangle’ on the ground or sand or as per their convenience.</li> <li>• The teacher will show some triangular objects used seen in daily life to give students the concept of triangle by folding a square piece of paper diagonally.</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>• Developing larger muscle strength</li> <li>• Coordination</li> </ul>	<p style="text-align: center;"><b>Do the wheelbarrow game</b></p>	<ul style="list-style-type: none"> <li>• For wheelbarrow, the teacher makes the children stand in a straight line, in pairs. One stands behind the other. Then at the word ‘start’, the child in front bends down and places her hands on the ground and the one behind will catch her by her ankles and both will start moving forward as the child in front keeps moving her hands forward.</li> <li>• This gives children an opportunity not only to develop their larger muscles but also to develop balance, coordination and muscle strength.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
Day-3	Classroom time	Children will learn to say: Thank You! How are you? <ul style="list-style-type: none"> <li>• Concept of Triangle</li> <li>• Cognitive development</li> <li>• Beginning of writing</li> <li>• <b>Introduction to wild animals</b></li> </ul>	Recapitulation- <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• Activity-14- Recap of <b>triangle shape.</b></li> <li>• New Concept- 15- Rhyme- <b>Where is Thumbkin.....</b></li> <li>• Follow the work sheet.               <ul style="list-style-type: none"> <li>• The teacher will observe and help each child to hold the pencil properly between the thumb, forefinger and middle finger while drawing and tracing strokes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Colour activity as given in the worksheet.</li> <li>• Teacher instructs the students to stand in triangular shape. Then she will show her fingers and name each finger.</li> <li>• Using her fingers of both hands, she will sing the Rhyme, '<b>Where is Thumbkin?.....</b>'. The students will follow the teacher's action.</li> <li>• In this rhyme, students can learn the names of the fingers and learn the etiquettes like 'How are you? I am fine, thank you'.</li> <li>• Concept of <b>Wild animals</b> is introduced with pictures or small stories. Difference between domestic and wild animals to be pointed out.</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>• Sensory Development- touch, smell, sight &amp; sound</li> <li>• Gross motor development</li> <li>• Concept of shapes</li> </ul>	ABCD rhyme with physical activity like a game- 'Chuk chuk train'	Draw a Circle/triangle/rectangle shape. Get the children to make a straight line with both hands on each other's shoulders. Tell them that they going to be a train going to different places. Keep a small green flag and a whistle ready and give it to the last child. Ask him/her to blow the whistle and wave the flag and then make the children move around in the drawn shape making the sound 'Chhuk chhuk chhuk chhuk' like a train. <ul style="list-style-type: none"> <li>• After 2 rounds, children will tell about their family and what their parents and grandparents do. additionally they will tell what their neighbours and friends do in their village.</li> <li>• Children are encouraged to talk about their likes and dislikes.</li> <li>• What they like to play and how they engage in their village.</li> <li>• Now teacher says- 'I will sing a song and you will sing after me'.</li> </ul> Rhyme- <b>Where is Thumbkin?</b> N.B. Teacher will do the action with singing and children will follow. ...teachers are requested to repeat the rhyme 3 times at least.

Days	Time	Goals	Activities	Method of Teaching
Day-4	Classroom time	<p>Children will learn to say: Thank You! How are you?</p> <ul style="list-style-type: none"> <li>• Concept of Triangle</li> <li>• Cognitive development</li> <li>• Beginning of writing</li> <li>• Introduction to domestic animals</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1- Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• <b>Introduction to domestic animals</b></li> <li>• Flashcard- Alphabet with ABCD Rhyme.</li> <li>• Activity- 14- Recap of Triangle with objects around them.</li> <li>• Follow the work sheet.</li> <li>• The teacher will observe and help each child to hold the pencil properly between the thumb, forefinger and middle finger while drawing and tracing strokes</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity 2 to continue with Teacher asking them to add any new fact about themselves</li> <li>• Alphabet game with alphabet rhyme.</li> <li>• The teacher will distribute the flash cards (a-z) among students. While singing the rhyme, the students will show the flash card of corresponding alphabet.</li> <li>• Teacher will hide the flash cards at different paces and students will be asked to find the flash card and to identify the same.</li> <li>• Alphabet train- ABCD Rhyme</li> <li>• <b>Children can be involved in sharing if they have animals at home. How do domestic animals help us.</b></li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>• Sensory Development- touch, smell, sight &amp; sound</li> <li>• Gross motor skill development</li> </ul>	<p>ANIMAL WALKS AND WHEELBARROW- Develops larger muscles and improves hand and leg coordination.</p>	<p><b>For wheelbarrow</b>, the teacher makes the children stand in a straight line, in pairs. One stands behind the other. Then at the word ‘start’, the child in front bends down and places her hands on the ground and the one behind will catch her by her ankles and both will start moving forward as the child in front keeps moving her hands forward.</p> <p><b>Animal Walks of bear, crab and snake</b> can be imitated giving children the opportunity not only to develop their larger muscles but also to race against their classmates. Teacher can begin by showing children a picture of a bear walking, in case they haven’t seen one. Children may be called 10 at a time, and made to stand in a line, all facing the Teacher. The children are told to bend down in front with their palms on the ground pointed at each other and move ahead like bears. For crab walk, the Teacher will make the children stand in two’s, with their backs to each other and holding the hands. Once the Teacher says ‘Go!’ the children will move forward by walking sideways. For snake walk, the Teacher may arrange 4 chairs and get the children, one behind the other, to crawl under the chairs and crawl up to the finishing point.</p>

Days	Time	Goals	Activities	Method of Teaching
<b>Day-5</b>	Classroom time	Children will learn to say: Thank You! How are you? <ul style="list-style-type: none"> <li>• Concept of Triangle</li> <li>• Cognitive development</li> <li>• Beginning of writing</li> <li>•</li> </ul>	Recapitulation- <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• .show the difference between domestic and wild animals.</li> <li>• Flashcard- Alphabet with ABCD Rhyme.</li> <li>• Activity- 14- Triangle with objects around them.</li> <li>• Follow the work sheet.               <ul style="list-style-type: none"> <li>• The teacher will observe and help each child to hold the pencil properly between the thumb, forefinger and middle finger while drawing and tracing strokes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Repeat the previous day activities with some changes. By this time the students are expected to wish each other, ‘How are you?. I am fine, Thank You.’</li> <li>• Follow the worksheet activity.</li> <li>• Colour the house</li> <li>• Teacher will sing alphabet rhyme along with the students by showing the alphabet flash cards.</li> <li>• Teacher will show pictures of animals from flash cards or charts and give concept of domestic and wild animals.</li> </ul>
	Outdoor time		Good Habits	<ul style="list-style-type: none"> <li>• Recapitulation of the rhyme on daily good habits. ‘Here we go round the mango tree’.</li> <li>• Teacher will sing the rhyme with action and students will follow.</li> <li>• Game – (Arunima ) bagha chheli / or any other animal game.</li> </ul>
<b>Day-6</b>	Classroom time	Children will learn to say: Thank You! How are you? <ul style="list-style-type: none"> <li>• Concept of Triangle</li> <li>• Cognitive development-</li> <li>• Beginning of writing</li> <li>• how domestic animals help us.</li> </ul>	Recapitulation- <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• The food animals give us</li> <li>• Activity- 14- Triangle with objects around them.</li> <li>• Follow the work sheet.</li> <li>• <b>Learning to use scissors safely and pasting parts of the tree.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Repeat the activities 1 &amp; 10</li> <li>• By this time the students should have been comfortable in asking and replying, ‘How are you? I am fine, Thank you.’</li> <li>• Asking children how we are helped by domestic animals.</li> <li>• The food we get from them</li> <li>• Practice of strokes in worksheet</li> <li>• Follow the worksheet on ‘matching’.</li> <li>• <b>Using scissors to cut the tree picture pieces and pasting them on the correct parts.</b></li> </ul>

Days	Time	Goals	Activities	Method of Teaching
	Outdoor time	Gross motor development and synchronization	Free hand Exercise	<ul style="list-style-type: none"> <li>•Exercise – Teacher will show some simple exercise by counting 1, 2, 3, 4 by stretching hands and feet and back counting 4, 3, 2, 1 and ask the children to follow and repeat this activity. By this exercise, the students will learn numbers also.</li> </ul>
<b>Sunday</b>				<ul style="list-style-type: none"> <li>•This activity will be conducted in the dining room.</li> <li>•Teacher asks students to sit in a circle.</li> <li>•She then shows them the ingredients to be used for making sandwich. (Bread, Vegetables, and if possible some butter and sauce)</li> </ul> <p>Teacher can prompt the students to say ‘B for Bread’ and by saying that it is of square shape which can be made into triangle shape by cutting diagonally. Cut vegetables such as cabbage, tomato, cucumber and carrot are put while showing and naming each vegetable. Butter and sauce are put on the bread. It is now ready</p>



**Week-5**  
**Theme- I PLAY WITH NUMBERS AND LETTERS**

Weekly Objectives	Activities	Learning Outcome
<ul style="list-style-type: none"> <li>• Language skill – oral practice, tracing on sand paper letters</li> <li>• Introduction of number skill – counting ability 1 to 5.</li> <li>• ‘C’ curve strokes – Writing practice</li>   <li>• Recognition of sound of ‘a’, and ‘e’</li> <li>• Common animals and their sounds</li> <li>• Classification of animals, flowers, vegetables and fruits</li> <li>• Recapitulation of previous week’s concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Recapitulation of previous week activities like alphabet rhyme.</li> <li>• Introduction of new activities to achieve learning outcome (day-wise descriptions are given below)</li> <li>• Activities given are only the samples and teacher may use other similar activities to achieve the learning outcomes.</li> <li>• N.B.- Teacher should remember not to confuse or over burden children by introducing too many new activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The child will be able to count 1 to 5.</li> <li>• The child will be able to match the numbers with corresponding objects.</li> <li>• The child will be able to draw the ‘C’ curve strokes on sand and in the workbook.</li> <li>• The child will be able to recognize the sound of vowels ‘a’. and ‘e’</li> <li>• The child will be able to recognize and say the sounds of some common animals.</li> <li>• Beginning to trace the vowels on sand paper letters.</li> </ul>

**Children will be more comfortable by this week started responding and answering the concepts and play with numbers and letters. New concepts introduced in week-5- Numbers matching with objects and object grouping according to numbers. In literacy they will begin sandpaper letter tracing and learn the sound of the vowels- ‘a’ and ‘e’.**

Days	Time	Goals	Activities	Method of Teaching
<b>Day-1</b>	Classroom time	<ul style="list-style-type: none"> <li>• Speaking Skill- Memorize the alphabets ABCD ...and recognition of the sound of 'a', two / three letter words beginning with 'a'</li> <li>• Numeracy skill- 1 to 5</li> <li>• Writing skill- 'C' curve stroke</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition</li> <li>• Activity- 13 - Gratitude exercise</li> <li>• Flashcard- Alphabet with ABCD Rhyme.</li> <li>• <b>New Activity- 16- '1 gala shikara kari'- song.</b></li> <li>• Follow the work sheet. <ul style="list-style-type: none"> <li>• The teacher will observe and help each child to hold the pencil properly between the thumb, forefinger and middle finger while drawing and tracing strokes</li> </ul> </li> </ul>	<p>Teacher's Role: Repeat Activity 1 After 'Prayer' and 'God Morning' session, the teacher will ask the students to stand in a circle. Then she will sing '<b>1 gala shikar kari, 2 thila ta sathe</b>' The song is in Odia but the numbers are to be told in English. While singing the teacher has to make them understand the meaning of the song and should act and dance accordingly so that the students enjoy fully while learning. Repeat the alphabet rhyme A-9 Repeat the activity of alphabets by showing flash cards / charts / other TLMs. Follow work sheet</p>
	Outdoor time	<ul style="list-style-type: none"> <li>• Gross motor skill development</li> <li>• Awareness about surrounding</li> </ul>	Activity-- Exercise	<ul style="list-style-type: none"> <li>• Simple exercises can be followed with counting the numbers</li> <li>• Teacher asks the students to stand in line, back to back, with proper gap.</li> <li>• Then she will do simple exercise such as stretching the legs and hands and jumping and asks students to follow her.</li> <li>• She can make students jog and run. If the summer heat does not permit outdoors, then they can do spot jogging.</li> <li>• NB: The teacher will praise each student after he/she completes the big circle.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
Day-2	Classroom Time	<ul style="list-style-type: none"> <li>Speaking Skill- Memorize the alphabets ABCD ...and recognition the sound of 'a', and 'e'</li> <li>Numeracy skill- 1 to 5</li> <li>Writing skill- 'C' curve stroke</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition and Activity- 9- ABCD Rhyme with flashcard.</li> <li>Activity- 13 - Gratitude exercise</li> <li><b>Activity- 16-'1 gala shikara kari'</b>- song.</li> <li>Follow the work sheet for matching numbers</li> </ul>	<ul style="list-style-type: none"> <li>Repetition of rhyme '1 gala shikara kari, 2 thila ta sathe'</li> <li>Activity 9- Repeat the activity of alphabets by showing flash cards / charts / other TLMs, making students aware about the sounds of vowels.</li> <li>Teacher will sing another number rhyme (one little, two little....) to make students more comfortable with number and counting concept.</li> <li>While giving number concept, the teacher will engage students in counting some of the real objects or icecream sticks inside the classroom.</li> <li>Follow workbook for matching numbers 1-5</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Awareness about surrounding</li> <li>Fine-motor skill</li> <li>Numeracy skill</li> </ul>	<ul style="list-style-type: none"> <li>Activity- 3 Red Ball Game with new variation as instructed- Number- 1-10</li> <li><b>New Activity- 17- 'Shoe lacing'</b>.</li> </ul>	<p>Activity- 3 with variation: Students are divided into two groups of ten and are asked to stand in straight lines, one group facing the other. Each student in each group is given a number from 1 to 10. A ball is kept in the middle &amp; Teacher then calls a number from 1 to 10 and both the students bearing that number rush to take the ball. Whoever takes the ball first wins. The game continues for some time.</p> <p><b>Activity- 18: Shoe lacing:</b></p> <ul style="list-style-type: none"> <li>The teacher should sit with 5-6 students comfortably on the ground or chairs.</li> <li>He shows them lacing his shoes holding the lace with his thumb and index finger.</li> <li>He then asks the children, 'Let us lace the polished and clean shoes'.</li> <li>Each student tries and learns to lace his shoes.</li> <li><b>For more practice, the teacher can tie 2 strings on 2 bars on the window grill and let the child practice.</b></li> </ul>

Days	Time	Goals	Activities	Method of Teaching
<b>Day-3</b>	Classroom Time	<ul style="list-style-type: none"> <li>Speaking Skill- Memorize the alphabets ABCD ...and recognition the sound of 'a and 'e' in two / three letter words beginning with 'a' and 'e'</li> <li>Numeracy skill- 1 to 5</li> <li>Writing skill- 'C' curve stroke</li> </ul>	Recapitulation- <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition</li> <li>Activity-9 Flashcard- Alphabet with ABCD Rhyme.</li> <li>Activity- 13 - Gratitude exercise</li> <li><b>New Activity- 18- Modelling Clay or Play Dough.</b></li> <li>Follow the work sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Modelling Clay or Play Dough – The teacher uses this method to make students learn while playing.</li> <li>The children are asked to sit comfortably with play dough given to her. If play-dough is not available, atta can be used.</li> <li>The children are asked to play with it by pulling, rolling, squeezing etc.and making numbers or objects.</li> <li>They are encouraged to make round marble sized balls or any other objects and is asked to count.</li> <li>Rhyme - '1 gala shikar kari, 2 thila ta sathe'</li> <li>Curve strokes as per workbook</li> <li>Number matching as per work book</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Awareness about surrounding</li> <li>Gross -motor skill</li> <li>Numeracy skill</li> </ul>	<b>New Activity- 19: Kete bhai kete— game</b>	Activity – Kete Bhai / Bhauni kete.... Students will be asked to stand in a circle and the teacher will stand at the centre. Teacher asks 'Kete bhai / bhauni kete' Students will reply, 'apana kahibe jete' Teacher will say 4 (or any number between 1 to 5 in this week). Then students will scramble to make groups of 4 members. The remaining students (3 or less) will be considered 'out'. The game continues till the end.
<b>Day- 4</b>	Classroom Time	<ul style="list-style-type: none"> <li>Speaking Skill- Memorize the alphabets ABCD ...and recognition the sound of 'a', two / three letter words beginning with 'a' – at, am, an, ant apple...</li> <li>Numeracy skill- 1 to 5</li> <li>Writing skill- 'C' curve stroke</li> </ul>	Recapitulation- <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition</li> <li>Activity-10 Clap your Hand Rhyme.</li> <li>New Activity--<b>Show the flashcard based on 'a' &amp; 'e' vowels</b></li> <li>Follow the work sheet.               <ul style="list-style-type: none"> <li>The teacher will observe and help each child to hold the pencil properly while drawing and tracing strokes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher greets the students with Activity 1 Prayer</li> <li>The teacher makes the students stand and instructs them with some 'action' words – clap, jump, turn, read, write, run, hop, sleep, yawn, stamp... repeating again and again.</li> <li>Then she sings the rhyme, 'clap your hands...' and asks the children to follow her action while singing.</li> <li>She shows flash cards of vowels 'a' and 'e' and teaches them sound of 'a' and 'e'. She shows words from books or charts to identify 'a' and 'e'.</li> <li>Number Rhyme '1 gala shikar kari, 2 thila ta sathe'</li> <li>Follow work book for practising strokes and colouring</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Awareness about surrounding animals &amp; environment</li> <li>Fine-motor skill</li> <li>Numeracy skill</li> </ul>	<p><b>New Activity- 20- Friends forever</b>  <b>Follow the instruction</b></p>	<p>Role Play “Friends Forever”  Teacher identifies 6 students giving them role of Cow, Dog, Cat, Pig, Goat and Sheep.  Each student does role play by saying her part as under:</p> <ul style="list-style-type: none"> <li>o Dog – The dog says bow bow</li> <li>o Cat – The cat says Meow</li> <li>o Sheep – The sheep says baa baa</li> <li>o Pig – The pig says wae wae</li> <li>o Goat – The goat says mein mein</li> <li>o Cow – The cow says hambaa muon</li> </ul> <p>Then they become friends by holding each other’s hands and say the above while dancing. It continues with another set of six students.</p>
<b>Day- 5</b>	Classroom Time	<ul style="list-style-type: none"> <li>Speaking Skill- Memorize the alphabets ABCD ...and recognition the sound of ‘a’, two / three letter words beginning with ‘a’ and ‘e’</li> <li>Numeracy skill- 1 to 5</li> <li>Writing skill- ‘C’ curve stroke</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition</li> <li>Activity- 13 - Gratitude exercise</li> <li>New Activity--Show the flashcard based on ‘a’ &amp; ‘e’ vowels.</li> <li>Follow the work sheet. <ul style="list-style-type: none"> <li>The teacher will observe and help each child to hold the pencil properly between the thumb, forefinger and middle finger while drawing and tracing strokes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The teacher greets the children with a specific action such as shaking hands, high five, Namaste. The students are asked to return the greeting same way.</li> <li><b>The teacher shows flash cards of numbers and asks the students to relate the number of objects with the numerals</b></li> <li>Rhyme ‘1 gala shikar kari, 2 thila ta sathe’.</li> <li>Teacher shows flash cards of alphabets and asks the students to recognize words with ‘a’ and ‘e’ sounds.</li> <li>Teacher asks them to move around the class room like a train while singing the rhyme ‘A, B, C, D.....’</li> <li>Practice the strokes</li> <li>Matching of numbers with objects and animals following the work book</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Recap of number counting</li> </ul>	<p>Activity- Number counting with exercise (both ascending &amp; descending order)</p>	<p>The teacher will do some simple exercise counting 1, 2, 3, 4, 5, 6, 7, 8 and then back counting 8, 7, 6, 5, 4, 3, 2, 1.  The same counting and back counting are to be done while doing stretching exercises for hands and legs (jumping, bending)</p>

Days	Time	Goals	Activities	Method of Teaching
<b>Day-6</b>	Classroom Time	<ul style="list-style-type: none"> <li>• Speaking Skill- Memorize the alphabets ABCD ...and recognition the sound of 'a', and 'e'</li> <li>• Numeracy skill- 1 to 5</li> <li>• Writing skill- 'C' curve stroke</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition with activity-13- Gratitude exercise.</li> <li>• Activity- 9- ABCD rhyme with flashcard</li> <li>• New Activity- 21- One little, two little rhyme &amp; paper cutting.</li> <li>• Follow the work sheet. <ul style="list-style-type: none"> <li>• The teacher will watch and help each child to hold the pencil properly while drawing and tracing strokes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher welcomes students with greetings-Prayer</li> <li>• Number Rhyme with action '1 little, 2 little,3 little fingers...'</li> <li>• Alphabets – Oral – Identification of letters with the help of flash cards and charts</li> <li>• Alphabet Rhyme</li> <li>• Paper cutting activity</li> <li>• Practice of strokes, matching, colouring with the help of workbook</li> <li>• Matching of food items with corresponding shapes</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>• Gross motor skill development</li> <li>• Awareness about surrounding environment</li> <li>• Fine-motor skill</li> <li>• Numeracy skill</li> </ul>	Activity-4- Chuk chuk train & follow the instruction	<ul style="list-style-type: none"> <li>• The students will go round the campus with Chuk chuck. train and observe the cleanliness in their hostel.</li> <li>• After returning the train stops in a circle.</li> <li>• The teacher will whisper something in the ear of one student (for example, 'Our hostel is beautiful'). The student will whisper the same to the student next to her and it will pass till the last student. The last student will loudly repeat the same.</li> </ul>
<b>Sunday</b>	Anytime	Sensory skill	Gustatory skill-	Here the Teacher will bring things with distinctive taste like salt, sugar, lemon juice, pepper, mint (pudina) and other things and without letting the children see, she will put a pinch on each child's tongue and ask them to identify the taste,

**Week-6**  
**Theme-I KNOW MY NUMBERS- I**

Weekly Objectives	Activities	Learning Outcome
<ul style="list-style-type: none"> <li>• Attaining language skill with the introduction of writing the first letter and vowel 'a' and vowel 'e'.</li> <li>• Recognizing the vowels 'i, o, u' and knowing their short sound.</li> <li>• Recognizing the vowels 'i, o, u' in two and three letter words such as 'in, on, up, sit, pot, sun etc.'</li> <li>• Knowing the sequence of alphabets.</li> <li>• Attaining the number skill through counting, matching and writing 1, 2 and 3.</li> <li>• Memorising the number rhyme</li> <li>• Introducing the concept of 'how many, bigger and smaller'</li> <li>• Writing skill – Trace &amp; write 'a', 'e' – Writing practice (vowels-'a' &amp; 'e').</li> <li>• Write the numbers – 1, 2, 3</li> <li>• Recapitulation of previous weeks</li> <li>• Common animals and their sound</li> <li>• Recognise 'eh' sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Recapitulation of previous week activities.</li> <li>• Introduction of new activities to achieve learning outcome (day-wise descriptions are given below)</li> <li>• Activities given are only the samples and teacher may use other similar activities to achieve the learning outcomes.</li> <li>• N.B.- Teacher should remember not to confuse or over burden children by introducing too many new activities.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of this week children will be able to sing all the number rhymes along with the teachers.</li> <li>• They will be able to point to corresponding numbers of objects on flash cards, when the teacher calls out a particular number. (This will also be reinforced by the Odia numbers rhyme 'kete bhai kete' and the number called out in English.)</li> <li>• They will be able to write the numbers 1,2,3 with crayons in their workbook, within squares.</li> <li>• They will be introduced to the concept of, How many? through numbers and the concept of bigger &amp; smaller.</li> <li>• Children will also reinforce their concept of animals and birds when these are shown in groups of different numbers (e.g- 5 dogs, 4 cows, 6 elephants etc..).</li> <li>• In literacy the children will be able to recognize the vowels and their sounds. Besides recognizing the sound of 'a' in words, children will be able to write the vowels 'a' &amp; 'e' in the workbook.</li> <li>• They will be able to recognize the sound of 'i', 'o', 'u'.</li> <li>• Lesson plan- new concepts:</li> <li>• Writing numbers 1,2,3</li> <li>• Matching numbers with objects and how many? Bigger &amp; smaller</li> <li>• Vowels and their short sounds.</li> <li>• The child will be able to understand and do tearing, cutting, pasting and dough playing.</li> <li>• Recognizing 'eh' sound in short words.</li> </ul>

**Children will be more comfortable by this week started responding and answering the concepts and play with numbers and letters**

Days	Time	Goals	Activities	Method of Teaching
Day-1	Classroom time	<ul style="list-style-type: none"> <li>• Writing Skill- 'a' &amp; 'e'- first two vowels and number 1, 2 &amp; 3</li> <li>• Recognise- Vowels (I, O, U) with short sounds and matching the numbers with objects.</li> <li>• Sequencing the alphabets in right order.</li> <li>• Numeracy Skill- How many,</li> <li>• Concept of Smaller &amp; Bigger</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition with activity-13-Gratitude exercise.</li> <li>• Activity- 9- ABCD rhyme with flashcard</li> <li>• Activity- 21- One little, two little rhyme &amp; paper cutting.</li> <li>• Follow the work sheet. <ul style="list-style-type: none"> <li>• The teacher will observe and help each child to hold the pencil properly between the thumb, forefinger and middle finger while drawing and tracing strokes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Greetings and repetition of Activity 1 Circle Time.</li> <li>• Recapitulation of previous week's activities.</li> <li>• Alphabet Rhyme activity.</li> <li>• Nursery Rhyme Activity</li> <li>• Teacher will make the students tracing the vowels in sand paper and making them aware of sounds of vowels</li> <li>• <b>Making them identify the letters ' i, o, u' from three/ four letter words.</b></li> <li>• Writing 'e' following the work book.</li> </ul>



Days	Time	Goals	Activities	Method of Teaching
	Outdoor time	Learn the basic etiquettes like 'Thank you, Sorry and Welcome.	<b>New Activity- 22- (2 parts) Role Play- Basic etiquettes like 'Thank you, Sorry and Welcome.</b>	<ul style="list-style-type: none"> <li>The role play will be enacted by 3-4 students and others will watch the play.</li> </ul> <p><b>Part- 1:</b></p> <ul style="list-style-type: none"> <li>Situation: Four students are playing football. Student No 3 keeps ball with him and doesn't pass to anyone.</li> <li>Student 1: Hello! Pass the ball. Else how will we all play?</li> <li>Student 2: Right</li> <li>Student 4: (Gets annoyed) I am not going to play if he is behaving like this. Bye.</li> <li>Student 1 &amp; 2: We are also not going to play.</li> <li>Student 3: (Realised the situation) Hi all! Come, let's play together.</li> </ul> <p><b>Part- 2:</b></p> <ul style="list-style-type: none"> <li>Four of them start playing. Suddenly Student 3 falls down while running. Student 2, who is nearby, helps him to get up.</li> <li>Student 3: Thank you Brother</li> <li>Student 2: Welcome Brother!</li> <li>Student 4 takes out some chocolates and shares with all.</li> <li>Student 1, 2 &amp; 3: Thank you</li> <li>Student 4: Welcome! Let's go now. We will play again tomorrow.</li> <li>NB: Teacher will conduct this activity in MT only. Key words to be used are 'Sorry, Thank You, Welcome'.</li> </ul>
<b>Day-2</b>	Classroom Time	<ul style="list-style-type: none"> <li>Writing Skill- 'a' &amp; 'e'- first two vowels and number 1, 2 &amp; 3</li> <li>Recognize- Vowels (i, o, u) with short sounds and matching the numbers with objects.</li> <li>Sequencing the alphabets in right order.</li> <li>Numeracy Skill- How many,</li> <li>Concept of Smaller &amp; Bigger</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition with activity-13-Gratitude exercise.</li> <li>Activity- 9- ABCD rhyme with flashcard</li> <li>Activity- 21- One little, two little rhyme &amp; paper cutting.</li> <li>Follow the work sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Wishing time, Prayer and Circle Time</li> <li>Recapitulation of vowel sounds and identification</li> <li>Recognizing the new sound 'e' and encircling 'e' in 2/3 letter words</li> <li>Repetition of rhyme 'One little, Two little fingers...' in forward and backward. The teacher explains the concept of forward and backward through this rhyme.</li> <li>Alphabet identification by tracing on sand paper letters</li> <li><b>Concept of 'Big' and 'Small' in work book</b></li> </ul>

Days	Time	Goals	Activities	Method of Teaching
	Outdoor time	<ul style="list-style-type: none"> <li>• Awareness of Cleanliness</li> <li>• Learn the importance of cleanliness</li> </ul>	<b>New Activity- 23- Use of dust bins</b>	<ul style="list-style-type: none"> <li>• <b>Use of dust bins ( refer to picture in workbook)</b></li> <li>• Make the children sit / stand comfortably.</li> <li>• Give them some papers and tell them, ‘We are going to tear these into pieces and then throw them into dustbins.’</li> <li>• Tell them and also show them that all wastes like wrappers of chocolates and biscuits, emptied food packets etc. need to be thrown into dustbins for cleanliness.</li> <li>• Now we are going to clean the campus by picking such rubbish and throwing them into dustbins.</li> <li>• NB: Ensure placement of dustbins at right places</li> </ul>
<b>Day-3</b>	Classroom time	<ul style="list-style-type: none"> <li>• Writing Skill- ‘a’ &amp; ‘e’- first two vowels and number 1, 2 &amp; 3</li> <li>• Recognise- Vowels (i,o,u) with short sounds and matching the numbers with objects.</li> <li>• Sequencing the alphabets in right order.</li> <li>• Numeracy Skill- How many,</li> <li>• Concept of Smaller &amp; Bigger</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition with activity-13-Gratitude exercise.</li> <li>• Activity- 9- ABCD rhyme with flashcard</li> <li>• <b>New Activity- 24- Paper cutting- FOLLOW THE INSTRUCTION</b></li> <li>• Follow the work sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily good habits, repeat rhyme ‘here we go round...’</li> <li>• The teacher will interact with students explaining good habits.</li> <li>• Appreciate the students who practise good habits like brushing teeth two times - before and after bed times</li> <li>• Alphabet Rhymes (Oral Practice)</li> <li>• Number Rhyme (Oral Practice) – Ascending and descending order) and</li> <li>• <b>Paper cutting activity</b></li> <li>• Divide students into three groups.</li> <li>• Give them paper and crayons.</li> <li>• Ask them to draw a shape – Group 1 – Circle, Group 2 – Square and Group 3 - Triangle</li> <li>• Ask them to cut the shape with scissor.</li> <li>• Assist them in cutting shapes by holding the scissor and paper.</li> <li>• As they finish the work, ask them to collect all the wastes and to throw them into dustbin.</li> <li>• Appreciate them when they complete the task.</li> <li>• Make them understand the importance of cleanliness.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
	Outdoor time	<ul style="list-style-type: none"> <li>• Awareness of Cleanliness</li> <li>• Learn the importance of cleanliness.</li> <li>• Importance of gardening</li> </ul>	Activity- 8 with little variation- FOLLOW THE INSTRUCTION	<p>Chook Chook train will go around the campus observing the cleanliness.</p> <p>Teacher asks them, 'Let's do gardening' and 'Let's water the plants.'</p> <p>Teacher explains to them that we need food to live and plants give us food. Plants need special care and watering is very important for them because that is their food'. Gardening is a good activity.</p>
<b>Day-4</b>	Classroom time	<ul style="list-style-type: none"> <li>• Writing Skill- 'a' &amp; 'e'- first two vowels and number 1, 2 &amp; 3</li> <li>• Recognize- Vowels (I, O, U) with short sounds and matching the numbers with objects.</li> <li>• Sequencing the alphabets in right order.</li> <li>• Numeracy Skill- How many,</li> <li>• Concept of Smaller &amp; Bigger</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition with activity-13-Gratitude exercise.</li> <li>• Activity- 9- ABCD rhyme with flashcard</li> <li>• Activity- 16 &amp; 18-</li> <li>• Follow the work sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says the alphabets in sequence and asks each student to say A to Z in sequence. She can ask the student to identify any alphabet by using flash card.</li> <li>• Teacher must not discourage student if she is wrong. Teacher should always motivate the students to learn.</li> <li>• Teacher gives modelling clay / dough to play and ask students to make any shape, lines (strokes), letter or number.</li> <li>• Teacher should appreciate the children for their efforts.</li> <li>• Alphabet Rhyme</li> <li>• Rhyme '1 gala shikar kari....' with action and dance</li> <li>• Workbook for more concepts</li> </ul>
<b>Day-4</b>	Outdoor time	Learning of good and bad habits	New Activity- 24- Snake and Ladder Game	<ul style="list-style-type: none"> <li>• Snake and Ladder Game</li> <li>• Teacher explains that good habits lead to ladder climbing and bad habits lead to snake going down.</li> <li>• Teacher explains benefits of good habits.</li> </ul>
<b>Day-5</b>	Classroom time	<ul style="list-style-type: none"> <li>• Writing Skill- 'a' &amp; 'e'- first two vowels and number 1, 2 &amp; 3</li> <li>• Recognise- Vowels (I, O, U) with short sounds and matching the numbers with objects.</li> <li>• Sequencing the alphabets in right order.</li> <li>• Numeracy Skill- How many,</li> <li>• Concept of Smaller &amp; Bigger</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition with activity-13-Gratitude exercise.</li> <li>• Activity- 9- ABCD rhyme with flashcard</li> <li>• Activity- 16 &amp; 21-</li> <li>• Follow the work sheet.</li> <li>• The teacher will observe and help each child to hold the pencil properly while drawing and tracing strokes</li> </ul>	<ul style="list-style-type: none"> <li>• Prayer, Circle time activity – 'How are you?' ....</li> <li>• Recap of previous days' activities</li> <li>• Teacher asks students to volunteer to stand up and sing the number rhyme – 'One little, two little' or '1 gala shikar kari'.</li> <li>• Teacher asks students to volunteer to count 1 to 9.</li> <li>• Teacher praises the students who finishes the tasks successfully.</li> <li>• Similar method is used for alphabet rhyme</li> <li>• Any activity such as paper tearing or thumb/finger printing</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
	Outdoor time	Numeracy skill with both ascending and descending order.	Activity- 19- Kete Bhai Kete....	The teacher makes students stand in straight line and do the simple exercises while counting numbers forward and backward. Game – ‘kete bhai kete’
<b>Day-6</b>	Classroom time	<ul style="list-style-type: none"> <li>• Writing Skill- ‘a’ &amp; ‘e’- first two vowels and number 1, 2 &amp; 3</li> <li>• Recognise- Vowels (I, O, U) with short sounds and matching the numbers with objects.</li> <li>• Sequencing the alphabets in right order.</li> <li>• Numeracy Skill- How many,</li> <li>• Concept of Smaller &amp; Bigger</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition with activity-13-Gratitude exercise.</li> <li>• Activity- 9- ABCD rhyme with flashcard</li> <li>• Activity- 25- Paper cutting</li> <li>• Follow the work sheet. <ul style="list-style-type: none"> <li>• The teacher will watch and help each child to hold the pencil properly while drawing and tracing strokes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recap of all the concepts taught on the previous days of the week.</li> <li>• Paper cutting activity</li> <li>• Take one sheet of chart paper and draw vertical lines with a gap of 40 -50 mm with the help of crayons</li> <li>• Fold the paper in such a way that the lines are seen.</li> <li>• Write the numbers (1, 2, 3...) in between the lines.</li> <li>• Unfold the paper and ask one student to cut the first inch of the vertical lines.</li> <li>• Next ask the student to cut two inches, then three inches, slowly increasing the length.</li> <li>• Encourage the student to cut on top of the vertical lines and praise him if he cuts on the line.</li> <li>• Teacher can make designs from cut papers.</li> <li>• Student can try to make such design and will have sense of achievement.</li> <li>• Work book for concept</li> </ul>
<b>Day- 6</b>	Outdoor time	Gross motor skill development. Learning of different days of the week	New Activity- 26- Football- with days name	<p>Football</p> <ul style="list-style-type: none"> <li>• Before starting the game, teacher will give some tasks to remember what they had done in the current week.</li> <li>• Concept of days of the week – Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. Today is Saturday.</li> <li>• This exercise may be repeated 5-6 times</li> </ul>
<b>Sunday</b>	Free time	Memory Exercise	Building memory.	Teacher/ caretaker will have a tray with about 10 small items and cover it with a cloth. She will then show children the uncovered tray for a minute and ask them to remember whatever they see. When she keeps the tray away, the children will be called close to her one by one and asked to remember what they saw.

**Week-7**  
**Theme-I KNOW MY NUMBERS- II**

Weekly Objectives	Activities	Learning Outcome
<ul style="list-style-type: none"> <li>• Recapitulation of basic numeracy skills.</li> <li>• Numerical skill – recognize the numbers and count upto 6</li> <li>• Write the numbers – 4, 5, 6 and represent the same</li> <li>• Trace &amp; write ‘I’ ‘O’ &amp; ‘U’ strokes – Writing practice</li> <li>• Memorize the alphabet rhyme.</li> <li>• Concept of Transport</li> <li>• Recognition and write- I, O, U</li> <li>• Learn new words in connection with alphabets (vowels).</li> <li>• Concept of More &amp; Less</li> </ul>	<ul style="list-style-type: none"> <li>• Recapitulation of previous week activities.</li> <li>• Introduction of new activities to achieve learning outcome (day-wise descriptions are given below)</li> <li>• Activities given are only the samples and teacher may use other similar activities to achieve the learning outcomes.</li> <li>• N.B.- Teacher should remember not to confuse or over burden children by introducing too many new activities.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of this week children will be able to sing all the number rhymes on their own with the numbers in English.</li> <li>• They will be able to write the number 4,5,6 in their work book in squares.</li> <li>• They will also be able to write 1, 2, 3, confidently when called to do so (on board or sand).</li> <li>• They will be able to match numbers 1-6 and their corresponding representation.</li> <li>• Children will be introduced to the concept of <b>Transport</b> and they will be able to recognize a bicycle, an auto rickshaw, a car, an aeroplane and a ship. (This will help the children to correlate numbers with the number of wheels each means of transport.)</li> <li>• They will be able to answer how many wheels each vehicle has, e.g. Cycle-2, Auto-3, Car- 4 and airplane -6</li> <li>• In literacy the children will be able to recognize and write ‘i’, ‘o’, ‘u’.</li> <li>• Poster- Vehicle</li> </ul>
<p><b>Children will be more comfortable by this week started responding and answering the concepts and play &amp; write the numbers and letters.</b> <b>Children will be able to know the concept of transport.</b></p>		

Days	Time	Goals	Activities	Method of Teaching
Day-1	Classroom time	<ul style="list-style-type: none"> <li>Numeracy skill upto 6</li> <li>Memorize &amp; recognize the alphabets with flashcard.</li> <li>Writing skill- 'i', 'o', 'u' and '4', '5', '6'.</li> <li>Learn new words in connection with alphabets (vowels).</li> <li>Concept of More &amp; Less.</li> <li>Concept of Transport.</li> </ul>	Recapitulation- <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition</li> <li>Activity- 13- Gratitude Exercise..</li> <li>Flashcard- Alphabet with ABCD Rhyme.</li> <li>Follow the work sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>The teacher says the alphabets in sequence and asks each student to say A to Z in sequence. She can ask the student to identify any alphabet by using flash card.</li> <li>Teacher will make the students tracing the vowels in sand paper and making them aware of sounds of vowels</li> <li>Making them recognize the letters 'a, e, i, o, u' from three/ four letter words.</li> <li>Writing 'i' following the work book.</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>Awareness of Cleanliness</li> <li>Learn the importance of cleanliness</li> </ul>	<b>New Activity- 23- Use of dust bins</b>	<ul style="list-style-type: none"> <li><b>Use of dust bins</b></li> <li>Make the children sit / stand comfortably.</li> <li>Give them some papers and tell them, 'We are going to tear these into pieces and then throw them into dustbins.'</li> <li>Tell them and also show them that all wastes like wrappers of chocolates and biscuits, emptied food packets etc. need to be thrown into dustbins for cleanliness.</li> <li>Now we are going to clean the campus by picking such rubbish and throwing them into dustbins.</li> <li>NB: Ensure placement of dustbins at right places</li> </ul>
Day-2	Classroom Time	<ul style="list-style-type: none"> <li>Numeracy skill upto 6</li> <li>Memorize &amp; recognise the alphabets with flashcard.</li> <li>Writing skill- 'I', 'O', 'U' and '4', '5', '6'.</li> <li>Learn new words in connection with alphabets (vowels).</li> </ul>	Recapitulation- <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition</li> <li>Activity- 13- Gratitude Exercise..</li> <li>Flashcard- Alphabet with ABCD Rhyme with vowels (i,o,u) with short sounds and matching the numbers with objects.</li> <li>Follow the work sheet.</li> <li>The teacher will watch and help each child to hold the pencil properly while drawing and tracing strokes</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>The teacher says the alphabets in sequence and asks each student to say A to Z in sequence. She can ask the student to identify any alphabet by using flash card.</li> <li>Teacher will make the students tracing the vowels in sand paper and making them aware of sounds of vowels</li> <li>Making them recognize the letters 'a, e, i, o, u' from three/ four letter words.</li> <li>Writing '4, 5, &amp; 6' following the work book. Teacher must help the children to write the numbers with the correct strokes.</li> <li>Recognition of numbers with objects.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
Day-2	Outdoor time	Recapitulation of - know your surrounding	Repeat the activity chuk chuk train by visiting different places of their surroundings- Anwasha campus.	<ul style="list-style-type: none"> <li>The students will go round the campus with Chuk chuck. train and observe the cleanliness in their hostel.</li> <li>After returning the train stops in a circle.</li> <li>The teacher will whisper something in the ear of one student (for example, 'Our hostel is beautiful'). The student will whisper the same to the student next to her and it will pass till the last student. The last student will loudly repeat the same.</li> </ul>
	Classroom time	<ul style="list-style-type: none"> <li>Numeracy skill upto 6</li> <li>Memorize &amp; recognize the alphabets with flashcard.</li> <li>Writing skill- 'I', 'O', 'U' and '4', '5', '6'.</li> <li>Learn new words in connection with alphabets (vowels).</li> <li>Concept of More &amp; Less.</li> <li>Concept of Transport.</li> </ul>	Recapitulation- <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition</li> <li>Activity- 13- Gratitude Exercise..</li> <li>Flashcard- Alphabet with ABCD Rhyme with vowels ('i', 'o', 'u') with short sounds and matching the numbers with objects.</li> <li>Follow the work sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>The teacher says the alphabets in sequence and asks each student to say A to Z in sequence. She can ask the children to identify any alphabet by using flash card.</li> <li>Teacher will make the children trace the vowels on sand paper letters and making them aware of sounds of vowels</li> <li>Making them recognize the letters 'a, e, i, o, u' from three/ four letter words.</li> <li>Writing '4, 5, &amp; 6' following the work book.</li> <li>Recognition of numbers with objects and representing them.</li> <li>Recognize the objects around them.</li> </ul>
Day-3				

Days	Time	Goals	Activities	Method of Teaching
	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Awareness about surrounding</li> <li>Fine-motor skill</li> <li>Numeracy skill</li> </ul>	<ul style="list-style-type: none"> <li>Activity- 3 Red Ball Game with new variation as instructed- Number- 1-10</li> <li><b>New Activity- 17- 'Shoe lacing.</b></li> </ul>	<p>Activity- 3 with variation: Students are divided into two groups of ten and are asked to stand in straight lines, one group facing the other. Each student in each group is given a number from 1 to 10. A ball is kept in the middle &amp; Teacher then calls a number from 1 to 10 and both the students bearing that number rush to take the ball. Whoever takes the ball first wins. The game continues for some time.</p> <p>Activity- 18: Shoe lacing:</p> <ul style="list-style-type: none"> <li>The teacher should sit with 5-6 students comfortably on the ground or chairs.</li> <li>He shows them lacing his shoes holding the lace with his thumb and index finger.</li> <li>He then asks the children, 'Let us lace the polished and clean shoes'.</li> <li>Each student tries and learns to lace his shoes.</li> </ul>
<b>Day-4</b>	Classroom time	<ul style="list-style-type: none"> <li>Numeracy skill upto 6</li> <li>Memorize &amp; recognise the alphabets with flashcard.</li> <li>Writing skill- 'I', 'O', 'U' and '4', '5', '6'.</li> <li>Learn new words in connection with alphabets (vowels).</li> <li>Concept of More &amp; Less.</li> <li>Concept of Transport.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition</li> <li>Activity- 13- Gratitude Exercise..</li> <li>Activity- 16- Ek gala sikar kari...</li> <li>Flashcard- Alphabet with ABCD Rhyme with vowels (I, O, U) with short sounds and matching the numbers with objects.</li> <li>Follow the work sheet. <ul style="list-style-type: none"> <li>The teacher will observe and help each child to hold the pencil properly while drawing and tracing strokes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Making them recognise the letters 'a, e, i, o, u' from three/ four letter words.</li> <li>Writing 'O' following the work book.</li> <li>Recognition of numbers with objects.</li> <li>Recognise the objects around them.</li> <li>Ascending and Descending number counting practice.</li> <li>Paper cutting practice with different shapes</li> </ul>



Days	Time	Goals	Activities	Method of Teaching
	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Awareness about surrounding</li> </ul>	Activity-- Exercise	<ul style="list-style-type: none"> <li>Simple exercises can be followed with counting the numbers</li> <li>Teacher asks the students to stand in line, back to back, with proper gap.</li> <li>Then she will do simple exercise such as stretching the legs and hands and jumping and asks students to follow her.</li> <li>She can make students jog and run.</li> <li>NB: The teacher will praise each student after he/she completes the big circle.</li> </ul>
Day-5	Classroom time	<ul style="list-style-type: none"> <li>Numeracy skill upto 6</li> <li>Memorize &amp; recognise the alphabets with flashcard.</li> <li>Writing skill- 'i', 'o', 'u' and '4', '5', '6'.</li> <li>Learn new words in connection with alphabets (vowels).</li> <li>Concept of More &amp; Less.</li> <li>Concept of Transport.</li> </ul>	Recapitulation- <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition &amp; Activity- 13- Gratitude Exercise..</li> <li>Activity- 16- Ek gala sikar kari...</li> <li>Flashcard- Alphabet with ABCD Rhyme with vowels (I, O, U) with short sounds and matching the numbers with objects.</li> <li>Follow the work sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Making them recognise the letters 'a, e, i, o, u' from three/ four letter words.</li> <li>Know the more &amp; less concept.</li> <li>Recognition of numbers with objects.</li> <li>The teacher will do some simple exercise counting 1, 2, 3, 4, 5, 6, 7, 8 and then back counting 8, 7, 6, 5, 4, 3, 2, 1.</li> <li>The same counting and back counting are to be done while doing stretching exercises for hands and legs (jumping, bending).</li> <li>Introduce the modes of transport by asking how many ways have the children travelled in their village .</li> </ul>
Day-5	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Awareness about surrounding animals &amp; environment</li> <li>Fine-motor skill</li> <li>Numeracy skill</li> </ul>	New Activity- 20- Friends forever Follow the instruction	<p><b>Role Play "Friends Forever"</b></p> <p>Teacher identifies 6 students giving them role of Cow, Dog, Cat, Pig, Goat and Sheep.</p> <p>Each student does role play by saying her part as under:</p> <ul style="list-style-type: none"> <li>o Dog – The dog says bow bow</li> <li>o Cat – The cat says Miaun</li> <li>o Sheep – The sheep says baa baa</li> <li>o Pig – The pig says wae wae</li> <li>o Goat – The goat says mein mein</li> <li>o Cow – The cow says hambaa muon</li> </ul> <p>Then they become friends by holding each other's hand and say the above while dancing. It continues with another set of six students.</p>

Days	Time	Goals	Activities	Method of Teaching
Day-6	Classroom time	<ul style="list-style-type: none"> <li>Numeracy skill upto 6</li> <li>Memorize &amp; recognise the alphabets with flashcard.</li> <li>Writing skill- 'I', 'O', 'U' and '4', '5', '6'.</li> <li>Learn new words in connection with alphabets (vowels).</li> <li>Concept of More &amp; Less.</li> <li>Concept of Transport.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition &amp; Activity- 13- Gratitude Exercise..</li> <li>Activity- 16- Ek gala sikar kari...</li> <li>Flashcard- Alphabet with ABCD Rhyme with vowels (I, O, U) with short sounds and matching the numbers with objects.</li> <li>Follow the work sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Making them recognize the letters 'a, e, i, o, u' from three/ four letter words.</li> <li>Writing 'U' following the work book.</li> <li>Recognition and representation of numbers with objects.</li> <li>Ascending and Descending number counting practice.</li> <li>Use of flashcards to introduce small words with its sound.</li> </ul>
	Outdoor time	Learn the basic etiquettes like 'Thank you, Sorry and Welcome.	<p>Activity- 15- 'Where is Thumbkin'</p> <p>New Activity- 22- (2 parts) Role Play- Basic etiquettes like 'Thank you, Sorry and Welcome.</p>	<ul style="list-style-type: none"> <li>The role play will be enacted by 3-4 students and others will watch the play.</li> </ul> <p><b>Part- 1:</b></p> <ul style="list-style-type: none"> <li>Situation: Four students are playing foot ball. Student No 3 keeps ball with him and doesn't pass to any one.</li> <li>Student 1: Hello! Pass the ball. Else how will we all play?</li> <li>Student 2: Right</li> <li>Student 4: (Gets annoyed) I am not going to play if he is behaving like this. Bye.</li> <li>Student 1 &amp; 2: We are also not going to play.</li> <li>Student 3: (Realizing the situation) Hi all! Come, let's play together.</li> </ul> <p><b>Part- 2:</b></p> <ul style="list-style-type: none"> <li>Four of them start playing. Suddenly Student 3 falls down while running. Student 2, who is nearby, helps him to get up.</li> <li>Student 3: Thank you Brother</li> <li>Student 2: Welcome Brother!</li> <li>Student 4 takes out some chocolates and shares with all.</li> <li>Student 1, 2 &amp; 3: Thank you</li> <li>Student 4: Welcome! Let's go now. We will play again tomorrow.</li> <li>NB: Teacher will conduct this activity in MT only. Key words to be used are 'Sorry, Thank You, Welcome'.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
<b>Sunday</b>	Free time	<ul style="list-style-type: none"> <li>• Gross motor skill development</li> <li>• Numeracy skill</li> </ul>	Activity- Number counting with exercise (both ascending & descending order)	<ul style="list-style-type: none"> <li>• The teacher will do some simple exercise counting 1, 2, 3, 4, 5, 6, 7, 8 and then back counting 8, 7, 6, 5, 4, 3, 2, 1.</li> <li>• The same counting and back counting are to be done while doing stretching exercises for hands and legs (jumping, bending)</li> <li>• Tending to their garden</li> </ul>

**Week-8**  
**Theme-I KNOW MY VOWEL SOUNDS**

Weekly Objectives	Activities	Learning Outcome
<ul style="list-style-type: none"> <li>• Recapitulation of basic numeracy skills &amp; all vowel sounds.</li> <li>• Trace &amp; write vowels – Writing practice</li> <li>• Learn-recognise, trace &amp; match the 5 consonants- b, c, d, f, g.</li> <li>• Learn new words in connection with alphabets (consonant).</li> <li>• Numerical skill – recognise the numbers and count upto 9.</li> <li>• Write the numbers – 1 to 6</li> <li>• Trace &amp; write '7', '8' &amp; '9' strokes – Writing practice</li> <li>• Memorize the alphabet rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>• Recapitulation of previous week activities.</li> <li>• Introduction of new activities to achieve learning outcome (day-wise descriptions are given below)</li> <li>• Activities given are only the samples and teacher may use other similar activities to achieve the learning outcomes.</li> <li>• N.B.- Teacher should remember not to confuse or over burden children by introducing too many new activities.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of this week the children will recognize the sounds of all the vowels.</li> <li>• They will trace on dots and also write on their own all the vowels in the workbook.</li> <li>• Children will be able to recognize and say the sounds of b, c, d, f, g.</li> <li>• They will be able to trace on dots and then write these 5 consonants in their workbooks.</li> <li>• They will be able to do matching exercises related to alphabets upto 'g' in their workbook.</li> <li>• They will be able to understand the concept of numbers 7, 8, 9- through representational objects. They will also be able to write their numbers in the workbook.</li> <li>• They will be able to say the days of the week.</li> </ul>

**Children will be able to respond and answer the concepts 'vowels', 'number-1-9' and 'consonants- 5 'b' to 'g' and new words.**

Days	Time	Goals	Activities	Method of Teaching
Day-1	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- trace &amp; write the vowels</li> <li>Learn 5 consonants- b, c, d, f, g</li> <li>Learn new words in connection with consonants.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition &amp; Activity- 13- Gratitude Exercise..</li> <li>Flashcard- Alphabet with ABCD Rhyme with vowels (a,e,i,o,u) with short sounds.</li> <li>Follow the work sheet.               <ul style="list-style-type: none"> <li>The teacher will watch and help each child to hold the pencil properly while drawing and tracing strokes.</li> </ul> </li> <li>Write the vowels, Letter 'b' and circle the vowels in the word given in the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Writing 'a, e, i, o, u, following the work book.</li> <li>Writing 'b' following the work book.</li> <li>The teacher will observe and help each child to hold the pencil properly between the thumb, forefinger and middle finger while writing and tracing strokes</li> <li>Recognition and identify the vowels from the small words given in the worksheet.</li> <li>Repeat Ascending and Descending number counting practice.</li> <li>Use of flashcard to recognize small words with 'b' consonant.</li> <li>Recognize and circle the vowels given in the worksheet.- a, e, i, o, u.</li> </ul>
	Outdoor time	Learning of good and bad habits	<b>New Activity- 24- Snake and Ladder Game</b>	<ul style="list-style-type: none"> <li><b>Snake and Ladder Game</b></li> <li>Teacher explains the game saying that good habits lead to ladder climbing and bad habits lead to snakes taking them down.</li> <li>Teacher explains benefits of good habits.</li> </ul>
Day-2	Classroom Time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- trace &amp; write the vowels</li> <li>Learn 5 consonants- b, c, d, f, g</li> <li>Learn new words in connection with consonants.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition &amp; Activity- 13- Gratitude Exercise..</li> <li>Flashcard- Alphabet with ABCD Rhyme with vowels (A, E, I, O, U) with short sounds.</li> <li>Follow the work sheet.: Match the animal with their respective homes.</li> <li>Write the letter 'c' and circle the vowels in the word given in the worksheet. Match the rough and smooth objects with the pictures given</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Recognition and identify the vowels from the small words given in the worksheet, 'a,e,i, o, u'.</li> <li>Match the animal with their houses- wild &amp; domestic</li> <li>Use of flashcard to recognize small words in connection with 'c' consonant.</li> <li>Writing 'c' following the work book.</li> <li><b>Match the rough and smooth objects with the pictures given. Teacher must first clear the concept of rough and smooth by making the children touch objects with rough and smooth surfaces.</b></li> </ul>

Days	Time	Goals	Activities	Method of Teaching
<b>Day-2</b>	Outdoor time	<ul style="list-style-type: none"> <li>• Good habits and manners development</li> </ul>	Activity- Snakes and ladder game	<ul style="list-style-type: none"> <li>• Teacher explains the game and says that good habits lead to ladder climbing and bad habits lead to snakes taking them down.</li> <li>• Teacher explains benefits of good habits.</li> </ul>
<b>Day-3</b>	Classroom time	<ul style="list-style-type: none"> <li>• Numeracy Skill- recognise and write- 1 -9</li> <li>• Writing practice- trace &amp; write the vowels</li> <li>• Learn 5 consonants- b, c, d, f, g</li> <li>• Learn new words in connection with consonants.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition &amp; Activity- 9</li> <li>• Follow the work sheet. <ul style="list-style-type: none"> <li>• The teacher will watch and help each child to hold the pencil properly while drawing and tracing strokes.</li> </ul> </li> <li>• Match the shape &amp; colour with the pictures given in the worksheet.</li> <li>• Find the missing one</li> <li>• Write the letter 'd'.</li> <li>• Write the numbers from 1- 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings and repetition of Activity 1 Circle Time.</li> <li>• Recapitulation of previous week's activities.</li> <li>• Alphabet Rhyme activity.</li> <li>• Making them recognize the letters 'a, e, i, o, u' from three/ four letter words.</li> <li>• Repeat- Use of flashcard to recognize small words in connection with 'd' consonant.</li> <li>• Match the colour with the objects.</li> <li>• Match the shape with the objects given.</li> <li>• Use the sand paper letter for the letter 'd' to practice. Teacher can also write the letter in their skin, to develop the sensory skill to identify the letter.</li> <li>• Find the missing parts in the modes of transport. Teacher might need to give hints to children as they do this exercise.</li> <li>• Write the letter 'd'.</li> <li>• Write the numbers from 1- 6.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
<b>Day-3</b>	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Awareness about surrounding animals &amp; environment</li> </ul>	New Activity- 20- Friends forever Follow the instruction	<p>Role Play “Friends Forever” Teacher identifies 6 students giving them role of Cow, Dog, Cat, Pig, Goat and Sheep. Each student does role play by saying her part as under:</p> <ul style="list-style-type: none"> <li>o Dog – The dog says bow bow</li> <li>o Cat – The cat says Miaun</li> <li>o Sheep – The sheep says baa baa</li> <li>o Pig – The pig says wae wae</li> <li>o Goat – The goat says mein mein</li> <li>o Cow – The cow says hambaa muon</li> </ul> <p>Then they become friends by holding each other’s hand and say the above while dancing. It continues with another set of six students.</p>
<b>Day-4</b>	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- trace &amp; write the vowels</li> <li>Learn 5 consonants- b, c, d, f, g</li> <li>Learn new words in connection with consonants.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9</li> <li>Activity- 21- One little...Rhyme</li> <li>Follow the work sheet.</li> <li>Count and write the numbers.</li> <li>Write the letter ‘f’.</li> <li>Write the numbers 7, 8, 9.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week’s activities.</li> <li>Alphabet Rhyme activity.</li> <li>Use of flashcard to recognize small words in connection with ‘f’ consonant.</li> <li>Use the sand paper for the letter ‘f’ to practice. Teacher can also write the letter in their skin, to develop the sensory skill to identify the letter.</li> <li>Write the letter ‘f’ in the worksheet.</li> <li>Count and write the numbers.</li> <li>Write the numbers 7, 8, 9 within squares.</li> </ul>
	Outdoor time	Gross motor skill development. Learning of different days of the week	New Activity- 25- Football- with names of days	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>Before starting the game, teacher will give some tasks to remember what they had done in the current week.</li> <li>Concept of days of the week – Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. Today is Saturday.</li> <li>This exercise may be repeated 5-6 times</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
Day-5	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- trace &amp; write the vowels</li> <li>Learn 5 consonants- b, c, d, f, g</li> <li>Learn new words in connection with consonants.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9</li> <li>Activity- 21- One little...Rhyme</li> <li>Follow the work sheet.               <ul style="list-style-type: none"> <li>The teacher will watch and help each child to hold the pencil properly while drawing and tracing strokes.</li> </ul> </li> <li>Count and write the numbers.</li> <li>Write the letter 'g' &amp; 'h'.</li> <li>Write the numbers from 1-to-9.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Use of flashcard to recognize small words in connection with 'g' &amp; 'h' consonant.</li> <li>Use the sand paper letter 'g' &amp; 'h' to practice. Teacher can also write the letter in their skin, to develop the sensory skill to identify the letter.</li> <li>Write the letter 'g' &amp; 'h' in the worksheet.</li> <li>Count and write the numbers.</li> <li>Write the numbers from 1-to-9.</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Developing Team spirit</li> </ul>	<p><b>Activity- Passing the Ball</b></p>	<p>This is a team game. Children are divided in 2 teams and made to stand in two rows. The purpose is to pass a ball over their heads to the last boy who then runs and comes to the top of the line. When all have got a chance, and the leader is in front again, that team wins. The teacher must demonstrate once before the actual game begins. Each leader in front is given a ball. When the whistle is blown, the leader holds the ball above his head and passes it to the boy behind who then passes it to the boy behind and this continues till it reaches the last boy who runs and stands in front of the line and passes it back in similar fashion. This continues till the leader has come in front again. The team whose leader comes to the front first, wins.</p>



Days	Time	Goals	Activities	Method of Teaching
<b>Day-6</b>	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- trace &amp; write the vowels</li> <li>Learn 5 consonants- b, c, d, f, g</li> <li>Learn new words in connection with consonants.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9</li> <li>Activity- 21- One little...Rhyme</li> <li>Follow the work sheet. <ul style="list-style-type: none"> <li>The teacher will watch and help each child to hold the pencil properly while drawing and tracing strokes.</li> </ul> </li> <li>Match the consonant with the pictures.</li> <li>Write the alphabets from a-to-h.</li> <li>Circle the vowels in the word given in the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Use of flashcard to recognize small words in connection with 'g' consonant.</li> <li>Use the sand paper for the letter 'g' to practice. Teacher can also write the letter in their skin, to develop the sensory skill to identify the letter.</li> <li>Write the letter 'a' to 'h' in the worksheet.</li> <li>Count and write the numbers.</li> <li>Circle the vowels in the word given in the worksheet.</li> <li>Match the consonant with the pictures.</li> </ul>
<b>Day-6</b>	Outdoor time	<ul style="list-style-type: none"> <li>Awareness of Cleanliness</li> <li>Learn the importance of cleanliness.</li> <li>Importance of gardening</li> </ul>	<p>Activity- 8 with little variation- FOLLOW THE INSTRUCTION</p>	<p>Chook Chook train will go around the campus observing the cleanliness. Teacher asks them, 'Let's do gardening' and 'Let's water the plants.' Teacher explains to them that we need food to live and plants give us food. Plants need special care and watering is very important for them. Gardening is a good activity.</p>
<b>Sunday</b>	Free time	Decision making-	Own time	Children will decide what type of game they want to play and this activity will help them in decision making.

**Week-9**  
**Theme-I LEARN TO WRITE ALPHABETS**

Weekly Objectives	Activities	Learning Outcome
<ul style="list-style-type: none"> <li>• Recapitulation of basic numeracy skills &amp; all vowel sounds.</li> <li>• Learn-recognise, trace &amp; match the 5 consonants- j, k, l, m- – Writing practice</li> <li>• Learn new words in connection with alphabets (consonant).</li> <li>• Numerical skill – recognise the numbers and write upto 9</li> <li>• Memorize the alphabet rhyme.</li> <li>• Vehicle chart</li> </ul>	<ul style="list-style-type: none"> <li>• Recapitulation of previous week activities.</li> <li>• Introduction f new activities to achieve learning outcome (day-wise descriptions are given below)</li> <li>• Activities given are only the samples and teacher may use other similar activities to achieve the learning outcomes.</li> <li>• N.B.- Teacher should remember not to confuse or over burden children by introducing too many new activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to recognize consonant h, j, k, l, m and by the end of the week will be able to form the previous letters by tracing and writing in the workbook with alphabet cards. They can also form ‘CVC’ words.</li> <li>• Simultaneously, they will also learn to match words beginning with the consonants till letter ‘m’ and the corresponding letter.</li> <li>• In numeracy children will be able to count the numbers 1-9 on their own.</li> <li>• The children will be able to identify 5 means of transport- bicycle, auto-rickshaw car, truck, bus, ship, aeroplane, and color them in the workbook.</li> <li>• They will be told about road safety.</li> </ul>

**Children will be able to respond and answer the concepts ‘vowels’, ‘number-1-9’ and ‘new consonants- 5 ‘h’ ‘j’ ‘k’ ‘l’ & ‘m’, and road safety.**

Days	Time	Goals	Activities	Method of Teaching
Day-1	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- 5 consonants- h, j, k, l, m</li> <li>Learn new words in connection with consonants.</li> <li>Recapitulation of vowels</li> <li>Mode of transport- Vehicle chart</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9 &amp; Activity- 13- Gratitude Exercise..</li> <li>Flashcard- Alphabet with ABCD Rhyme with vowels (A, E, I, O, U) with short sounds.</li> <li>Activity- 21- One little...Rhyme</li> </ul> <p>Follow the work sheet.</p> <ul style="list-style-type: none"> <li>Write the letters 'j'.</li> <li>Circle the vowels in the word given in the worksheet.</li> <li>Follow the vehicle chart manual for the day- (School bus &amp; bicycle)</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Making them recognize the letters 'a, e, i, o, u' from three/ four letter words.</li> <li>Circle the vowels in the word given in the worksheet.</li> <li>Recognize and circle the vowels given in the worksheet.- a, e, i, o, u.</li> <li>Recognition and identify the vowels from the small words given in the worksheet.</li> <li>Use of flashcard to recognize small words with 'j' consonant.</li> <li>Teacher will follow the instruction given in the vehicle chart- only School bus &amp; bicycle will be taken up on this day.</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor development</li> <li>Awareness about surrounding</li> </ul>	Activity-- Exercise	<ul style="list-style-type: none"> <li>Simple exercises can be followed with counting the numbers</li> <li>Teacher asks the children to stand in line, back to back, with proper gap.</li> <li>Then she will do simple exercise such as stretching the legs and hands and jumping and asks students to follow her.</li> <li>She can make the children jog and run.</li> <li>NB: The teacher will praise each student after he/she completes the big circle.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
Day-2	Classroom Time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- 5 consonants- h, j, k, l, m</li> <li>Learn new words in connection with consonants.</li> <li>Recapitulation of vowels</li> <li>Mode of transport- Vehicle chart</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9 &amp; Activity- 13- Gratitude Exercise..</li> <li>Flashcard- Alphabet with ABCD Rhyme with vowels (a,e,i,o,u) with short sounds.</li> <li>Activity- 21- One little...Rhyme</li> <li>Follow the work sheet.</li> <li>Fill the blanks (alphabets).</li> <li>Write the letters in right form.</li> <li>Write the numbers in ascending order.</li> <li>Follow the vehicle chart manual (car, motorcycle &amp; bullock cart)</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Making them recognize the letters 'a, e, i, o, u' from three/ four letter words.</li> <li>Fill the blanks (alphabets).</li> <li>Write the letters in right form.</li> <li>Write the numbers in ascending order.</li> <li>Use of flashcard to recognize small words in connection with vowels.</li> <li>Teacher will follow the instruction given in the vehicle chart- only car and ship will be introduced this day.</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Numeracy skill</li> </ul>	New Activity- 19: Kete bhai kete---	<p>Activity – Kete Bhai / Bhauni kete....</p> <p>Students will be asked to stand in a circle and the teacher will stand at the centre.</p> <p>Teacher asks 'Kete bhai / bhauni kete'</p> <p>Students will reply, 'apana kahibe jete'</p> <p>Teacher will say 4 (or any number between 1 to 5 in this week). Then students will scramble to make groups of 4 members. The remaining students (3 or less) will be considered 'out'. The game continues till the end.</p>

Days	Time	Goals	Activities	Method of Teaching
Day-3	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- 5 consonants- h, j, k, l, m</li> <li>Learn new words in connection with consonants.</li> <li>Recapitulation of vowels</li> <li>Mode of transport- Vehicle chart</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9 &amp; Activity- 13- Gratitude Exercise..</li> <li>Flashcard- Alphabet with ABCD Rhyme with vowels (A, E, I, O, U) with short sounds.</li> <li>Activity- 21- One little...Rhyme</li> <li>Follow the work sheet.</li> <li>Write the letters 'k'.</li> <li>Write the alphabets in right format.</li> <li>Follow the vehicle chart manual (Bus, truck, jeep &amp; auto.)</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Making them recognize the letters 'a, e, i, o, u' from three/ four letter words.</li> <li>Circle the vowels in the word given in the worksheet.</li> <li>Write the letter 'k'.</li> <li>Write the alphabets within the lines.</li> <li>Use of flashcard to recognize small words in connection with 'k' consonant.</li> <li>Use of flashcard to recognize small words in connection with vowels.</li> <li>Teacher will follow the instruction given in the vehicle chart- only Bus, truck, jeep are to be discussed</li> </ul>
	Outdoor time	<p>This game reinforces their concept of shapes. Develops alertness</p>	<p><b>KOU GHAREY BHAI, KOU GHAREY?</b></p>	<p>Teacher draws big shapes like a circle, square, triangle and a rectangle on the ground. Then the children are asked to move around these shapes in a circle, and she asks loudly, 'Kou gharey bhai, kou gharey?' The children answer, 'Tamey kahiba jou gharey' and the teacher can say any shape she wants. Then the children run to that particular shape and stand inside it. If anyone is left outside, s/he is out. This goes on continuing as long as time permits.</p>

Days	Time	Goals	Activities	Method of Teaching
Day-4	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- 5 consonants- h, j, k, l, m</li> <li>Learn new words in connection with consonants.</li> <li>Recapitulation of vowels</li> <li>Mode of transport- Vehicle chart</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9 &amp; Activity- 13- Gratitude Exercise..</li> <li>Flashcard- Alphabet with ABCD Rhyme with vowels (A, E, I, O, U) with short sounds.</li> <li>Activity- 21- One little...Rhyme</li> <li>Follow the work sheet.</li> <li>Fill the blanks .</li> <li>Write the consonant 'l'</li> <li>Circle the vowels in the word given in the worksheet.</li> <li>Follow the vehicle chart manual (Plane, train &amp; ship)</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Making them recognise the letters 'a, e, i, o, u' from three/ four letter words.</li> <li>Circle the vowels in the word given in the worksheet.</li> <li>Write the letters 'l'.</li> <li>Fill the blanks. (numbers)</li> <li>Circle the vowels in the word given in the worksheet.</li> <li>Use of flashcard to recognise small words with 'l' consonant.</li> <li>Teacher will follow the instruction given in the vehicle chart- only plane, train &amp; ship are to be discussed..</li> </ul>
	Outdoor time	Develops larger muscles, speed and team spirit	PASSING THE BALL	<p>This is a team game. Children are divided in 2 teams and made to stand in two rows. The purpose is to pass a ball over their heads to the last boy who then runs and comes to the top of the line. When all have got a chance, and the leader is in front again, that team wins. The teacher must demonstrate once before the actual game begins. Each leader in front is given a ball. When the whistle is blown, the leader holds the ball above his head and passes it to the boy behind who then passes it to the boy behind and this continues till it reaches the last boy who runs and stands in front of the line and passes it back in similar fashion. This continues till the leader has come in front again. The team whose leader comes to the front first, wins.</p>

Days	Time	Goals	Activities	Method of Teaching
Day-5	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Introduction of number 10</li> <li>Writing practice- 5 consonants- h, j, k, l, m</li> <li>Learn new words in connection with consonants.</li> <li>Recapitulation of vowels</li> <li>Mode of transport- Vehicle chart</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9</li> <li>Flashcard- Alphabet with ABC.</li> <li>Activity- 21- One little...Rhyme</li> <li><b>Introducing concept of 10</b></li> <li>Follow the work sheet.</li> <li>Match the alphabets with the respective words .</li> <li>Write the consonant 'm'</li> <li>Follow the vehicle chart manual (Whole chart- wheels, passenger &amp; driver)</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous day's activities.</li> <li>.showing children how number 10 is formed and how it is written under Tens and ones. Ice cream sticks can be used for this.</li> <li>Write the letters 'm'.</li> <li>Match the alphabets with the respective words .</li> <li>Use of flashcard to recognize small words in connection with 'm' consonant.</li> <li>Recapitulation of previous day's work</li> <li>Teacher will follow the vehicle chart- Wheels, passengers &amp; drivers to be discussed.</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill</li> <li>Develops larger muscles and improves hand and leg coordination.</li> </ul>	ANIMAL WALKS AND WHEELBARROW-	<p><b>Method- 1:</b> For wheelbarrow, the teacher makes the children stand in a straight line, in pairs. One stands behind the other. Then at the word 'start', the child in front bends down and places her hands on the ground and the one behind will catch her by her ankles and both will start moving forward as the child in front keeps moving her hands forward. Animal Walks of bear, crab and snake can be imitated giving children opportunity not only to develop their larger muscles but also to race against their classmates.</p> <p><b>Method: 2</b> Teacher can begin by showing children a picture of a bear walking, in case they haven't seen one. Children may be called 10 at a time, and made to stand in a line, all facing the Teacher. The children are told to bend down in front with their palms on the ground pointed at each other and move ahead like bears. For crab walk, the Teacher will make the children stand in two's, with their backs to each other and holding the hands. Once the Teacher says 'Go!' the children will move forward by walking sideways. For snake walk, the Teacher may arrange 4 chairs and get the children, one behind the other, to crawl under the chairs and crawl up to the finishing point.</p>

Days	Time	Goals	Activities	Method of Teaching
<b>Day-6</b>	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- 5 consonants- h, j, k, l, m</li> <li>Learn new words in connection with consonants.</li> <li>Recapitulation of vowels</li> <li>Mode of transport- Vehicle chart</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9 &amp; Activity- 13- Gratitude Exercise.</li> <li>Activity- 21- One little...Rhyme</li> <li>Follow the work sheet.</li> <li>Match the consonant with the pictures.</li> <li>Write the letters from a-to-m.</li> <li>Follow the vehicle chart manual (people, (fast &amp; slow)</li> <li>Colour the vehicles</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Filling the missing alphabets.</li> <li>Circle the picture matching with the letter given .</li> <li>Write the letters from a-to-p.</li> <li>Teacher will follow the instruction given in the vehicle chart- people, (fast &amp; slow). use the whole chart</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Awareness about surrounding animals &amp; environment</li> <li>Fine-motor skill</li> <li>Numeracy skill</li> </ul>	<p>New Activity- 20- Friends forever</p> <p>Follow the instruction</p>	<p>Role Play "Friends Forever"</p> <p>Teacher identifies 6 students giving them role of Cow, Dog, Cat, Pig, Goat and Sheep.</p> <p>Each student does role play by saying her part as under:</p> <ul style="list-style-type: none"> <li>o Dog – The dog says bow bow</li> <li>o Cat – The cat says Miaun</li> <li>o Sheep – The sheep says baa baa</li> <li>o Pig – The pig says wae wae</li> <li>o Goat – The goat says mein mein</li> <li>o Cow – The cow says hambaa muon</li> </ul> <p>Then they become friends by holding each other's hand and say the above while dancing. It continues with another set of six students.</p>
<b>Sunday</b>	Free time	<ul style="list-style-type: none"> <li>Mode of transport- Vehicle chart</li> </ul>	<ul style="list-style-type: none"> <li>Recapitulate the vehicle chart manual- whole chart</li> </ul>	<p>Teacher will repeat, recapitulate and reinforce the vehicle chart activity,.</p>





Days	Time	Goals	Activities	Method of Teaching
Day-1	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- 6 consonants- n, p, q, r, s, t</li> <li>Learn new words in connection with consonants.</li> <li>Recapitulation of vowels and consonant upto 'm'.</li> <li>Learn the importance of SUN with season- poster-</li> <li>Story telling- Mr. Sun goes on holiday.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9</li> <li>Flashcard- Alphabet with ABCD Rhyme with alphabets upto 'm'.</li> <li>Activity- 15- where is thumbkin...</li> </ul> <p>Follow the work sheet.</p> <ul style="list-style-type: none"> <li>Say the sound and circle the consonant 'n' &amp; 'p'.</li> <li>What comes in between. (numbers)</li> <li>What comes after- Numbers</li> <li>Write the letter "'n'.</li> <li>Pre story conversation to build vocabulary- follow the manual for this activity- Mr. Sun goes on holiday.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Making them recognize the letters 'n &amp; p' from three/ four letter words.</li> <li>What comes in between. (numbers)</li> <li>What comes after- Numbers</li> <li>Write the letter "'n'.</li> <li>Pre story conversation to build vocabulary- follow the manual for this activity- Mr. Sun goes on holiday.</li> <li>Teacher will follow the first step before storytelling as per the description given in the manual.</li> </ul>
	Outdoor time	Gross motor skill development. Learning of different days of the week	<p><b>New Activity- 26- Football- with days' name.</b></p> <p>Or any other activities as per the children choice.</p>	<p>Football</p> <ul style="list-style-type: none"> <li>Before starting the game, teacher will give some tasks to remember what they had done in the current week.</li> <li><b>Concept of days of the week – Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. Today is Saturday.</b></li> <li>This exercise may be repeated 5-6 times</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
Day-2	Classroom Time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- 3 consonants- n, p, q</li> <li>Learn new words in connection with consonants.</li> <li>Recapitulation of vowels and consonant upto 'm'.</li> <li>Learn the importance of SUN with season- poster- Mr. Sun goes on holiday.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9</li> <li>Flashcard- Alphabet with ABCD Rhyme with alphabets upto 'p'.</li> <li>Activity- 15- where is thumbkin...</li> </ul> <p>Follow the work sheet.</p> <ul style="list-style-type: none"> <li>Write the missing letters.</li> <li>Circle the pictures in each cloud that begins with the letter given.</li> <li>Write the letter 'p'.</li> <li>Pre story conversation to build vocabulary- follow the manual for this activity- Mr. Sun goes on holiday.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Making them recognize the letters 'n &amp; p' from three/ four letter words.</li> </ul> <p>Follow the worksheet:</p> <ul style="list-style-type: none"> <li>Teacher will help the children to write the missing letters.</li> <li>Circle the pictures in each cloud that begins with the letter given.</li> <li>Write the letter 'p'.</li> <li>Pre story conversation to build vocabulary- follow the manual for this activity- Mr. Sun goes on holiday.</li> <li>teacher will follow the first step before storytelling as per the description given in the manual.</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>Awareness of Cleanliness</li> <li>Learn the importance of cleanliness</li> </ul>	<p><b>New Activity- 23- Use of dust bins</b></p> <p>Or any other activities as per the children's choice.</p>	<ul style="list-style-type: none"> <li><b>Use of dust bins</b></li> <li>Make the children sit / stand comfortably.</li> <li>Give them some papers and tell them, 'We are going to tear these into pieces and then throw them into dustbins.'</li> <li>Tell them and also show them that all wastes like wrappers of chocolates and biscuits, emptied food packets etc. need to be thrown into dustbins for cleanliness.</li> <li>Now we are going to clean the campus by picking such rubbish and throwing them into dustbins.</li> <li>NB: Ensure placement of dustbins at right places</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
Day-3	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- 3 consonants- n, p, q</li> <li>Learn new words in connection with consonants.</li> <li>Recapitulation of vowels and consonant upto 'm'.</li> <li>Learn the importance of SUN with season- poster- Mr. Sun goes on holiday.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9</li> <li>Flashcard- Alphabet with ABCD Rhyme with alphabets upto 'p'.</li> <li>Activity- 15- where is thumbkin...</li> </ul> <p>Follow the work sheet.</p> <ul style="list-style-type: none"> <li>Write 'v' for vegetables and 'f' for fruits as per the pictures given below.</li> <li><b>Count &amp; write the number '10'.</b></li> <li>Tell the story- follow the manual for this activity- Mr. Sun goes on holiday.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Making them recognize the letters 'p' and 'q' from three/ four letter words.</li> </ul> <p>Follow the worksheet:</p> <ul style="list-style-type: none"> <li>Teacher will help the children to write the missing letters.</li> <li>Circle the pictures in each cloud that begins with the letter given.</li> <li>Write the letter 'p'.</li> <li><b>Teacher has to introduce the concept of number 10 as the 1<sup>st</sup> 2 digit number. She has to show how it is written under tens and ones.</b></li> <li>Tell the story- Mr. Sun goes on holiday- follow the manual for this activity-</li> <li>Teacher will read story from the cart in English 'first without using MT'. Use actions and facial expression to help students understand better.</li> <li>NB- DO NOT translate immediately.</li> </ul>
	Outdoor time	Recapitulation of - know your surrounding	<p>Repeat the activity chuck chuck train by visiting different places of their surroundings- Anwesah campus.</p> <p>Or any other activities as per the children choice.</p>	<ul style="list-style-type: none"> <li>The students will go round the campus with Chuk chuck. train and observe the cleanliness in their hostel.</li> <li>After returning the train stops in a circle.</li> <li>The teacher will whisper something in the ear of one student (for example, 'Our hostel is beautiful'). The student will whisper the same to the student next to her and it will pass till the last student. The last student will loudly repeat the same.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
<b>Day-4</b>	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- 3 consonants- n, p, q</li> <li>Learn new words in connection with consonants.</li> <li>Recapitulation of vowels and consonant upto 'm'.</li> <li>Learn the importance of SUN with season- poster- Mr. Sun goes on holiday.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9</li> <li>Flashcard- Alphabet with ABCD Rhyme with alphabets upto 'p'.</li> <li>Activity- 15- where is thumbkin...</li> </ul> <p>Follow the work sheet.</p> <ul style="list-style-type: none"> <li>Says the sound and circle the letter- 'q' &amp; 'r'.</li> <li>Write 'a' to 'p'.</li> <li>Tell the story- follow the manual for this activity- Mr. Sun goes on holiday.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Making them recognize the letters 'q' &amp; 'r' from three/ four letter words.</li> </ul> <p>Follow the worksheet:</p> <ul style="list-style-type: none"> <li>Teacher will help the children to write the missing letters.</li> <li>Circle the pictures in each cloud that begins with the letter given.</li> <li>Talk about the story- Mr. Sun goes on holiday- follow the manual for this activity-</li> <li>Now teacher will ask the children to tell about the story. Here teacher will observe/check how much they have understood.</li> <li>Ask questions in English-</li> </ul>
<b>Day- 4</b>	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Awareness about surrounding</li> </ul>	<p>Activity-- Exercise</p> <p>Or any other activities as per the children choice.</p>	<ul style="list-style-type: none"> <li>Simple exercises can be followed with counting the numbers</li> <li>Teacher asks the students to stand in line, back to back, with proper gap.</li> <li>Then she will do simple exercise such as stretching the legs and hands and jumping and asks students to follow her.</li> <li>She can make students jig and run.</li> <li>NB: The teacher will praise each student after he/she completes the big circle.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
Day-5	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- 3 consonants- n, p, q</li> <li>Learn new words in connection with consonants.</li> <li>Recapitulation of vowels and consonant upto 'm'.</li> <li>Learn the importance of SUN with season- poster- Mr. Sun goes on holiday.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9</li> <li>Flashcard- Alphabet with ABCD Rhyme with alphabets upto 'p'.</li> <li>Activity- 15- where is thumbkin...</li> </ul> <p>Follow the work sheet.</p> <ul style="list-style-type: none"> <li>Says the sound and circle the letter- 'q' &amp; 'r'.</li> <li>Colour, trace &amp; write the letter 'q' &amp; 'r'.</li> <li>look and say. Write the first letter.</li> <li>Tell the story &amp; role play- follow the manual for this activity- Mr. Sun goes on holiday.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities.</li> <li>Alphabet Rhyme activity.</li> <li>Recognizing the letters 's' and 't' Follow the worksheet.</li> <li>Says the sound and circle the letter- 's' &amp; 't'.</li> <li>Colour, trace &amp; write the letter 'q' &amp; 'r'.</li> <li>look and say. Write the first letter.</li> <li>Talk about the story- Mr. Sun goes on holiday- follow the manual for this activity-</li> <li>Now teacher will ask the children to tell about the story. Here teacher will observe/check how much they have understood.</li> <li>Ask questions in English-</li> <li>Follow the manual for role play.</li> </ul>
Day-5	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Awareness about surrounding</li> <li>Fine-motor skill</li> <li>Numeracy skill</li> </ul>	<ul style="list-style-type: none"> <li>Activity- 3 Red Ball Game with new variation as instructed- Number- 1-10</li> <li>New Activity- 17- 'Shoe lacing.</li> </ul>	<p>Activity- 3 with variation: Students are divided into two groups of ten and are asked to stand in straight lines, one group facing the other. Each student in each group is given a number from 1 to 10. A ball is kept in the middle &amp; Teacher then calls a number from 1 to 10 and both the students bearing that number rush to take the ball. Whoever takes the ball first wins. The game continues for some time.</p> <p><b>Activity- 18: Shoe lacing:</b></p> <ul style="list-style-type: none"> <li>The teacher should sit with 5-6 students comfortably on the ground or chairs.</li> <li>He shows them lacing his shoes holding the lace with his thumb and index finger.</li> <li>He then asks the children, 'Let us lace the polished and clean shoes'.</li> <li>Each student tries and learns to lace his shoes.</li> </ul>

Days	Time	Goals	Activities	Method of Teaching
<b>Day-6</b>	Classroom time	<ul style="list-style-type: none"> <li>Numeracy Skill- recognise and write- 1 -9</li> <li>Writing practice- 3 consonants- n, p, q</li> <li>Learn new words in connection with consonants.</li> <li>Recapitulation of vowels and consonant upto 'm'.</li> <li>Learn the importance of SUN with season- poster- Mr. Sun goes on holiday.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9</li> <li>Rhyme with alphabets upto 'p'.</li> <li>Activity- 15- where is thumbkin...</li> </ul> <p>Follow the work sheet.</p> <ul style="list-style-type: none"> <li>Says the sound and circle the letter- 's' &amp; 't'.</li> <li>Colour, trace &amp; write the letter 's' &amp; 't'.</li> <li>Write the letter 'a-l'</li> <li>Tell the story- follow the manual for this activity- Mr. Sun goes on holiday.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and repetition of Activity 1 Circle Time.</li> <li>Recapitulation of previous week's activities..</li> </ul> <p>Follow the worksheet..</p> <ul style="list-style-type: none"> <li>Says the sound and circle the letter- 's' &amp; 't'.</li> <li>Colour, trace &amp; write the letter 's' &amp; 't'.</li> <li>look and say. Write the first letter.</li> <li>Talk about the story- Mr. Sun goes on holiday- follow the manual for this activity-</li> <li>Now teacher will ask the children to tell about the story. Here teacher will observe/check how much they have understood.</li> <li>Ask questions in English-</li> <li>Follow the manual for role play.</li> </ul>
	Outdoor time	<ul style="list-style-type: none"> <li>Gross motor skill development</li> <li>Awareness about surrounding animals &amp; environment</li> <li>Fine-motor skill</li> <li>Numeracy skill</li> </ul>	<p>New Activity- 20- Friends forever Follow the instruction</p> <p>Or any other activities as per the children choice.</p>	<p>Role Play "Friends Forever" Teacher identifies 6 students giving them role of Cow, Dog, Cat, Pig, Goat and Sheep. Each student does role play by saying her part as under:</p> <ul style="list-style-type: none"> <li>o Dog – The dog says bow bow</li> <li>o Cat – The cat says Miaun</li> <li>o Sheep – The sheep says baa baa</li> <li>o Pig – The pig says wae wae</li> <li>o Goat – The goat says mein mein</li> <li>o Cow – The cow says hambaa muon</li> </ul> <p>Then they become friends by holding each other's hand and say the above while dancing. It continues with another set of six students.</p>
<b>Sunday</b>	Free time	Likes & Dis-likes	Any activities as per the children's choice.	Refer to the Annexure

**Week-11**  
**Theme- I BEGIN TO READ AND ADD**

Weekly Objectives	Activities	Learning Outcome
<ul style="list-style-type: none"> <li>• Recapitulation of basic numeracy skills, all vowel sounds &amp; consonant upto ‘t’ .</li> <li>• Learn-recognise, trace &amp; match the 5 consonants- v, w, x, y &amp; z- – Writing practice</li> <li>• Learn new words in connection with alphabets (consonant).</li> <li>• Learn the concept of direction- N, E, S &amp; W</li> <li>• Introduction to ‘addition’ through representational objects</li> <li>• Beginning of ‘reading practice’</li> <li>• Writing alphabets ‘ a to z’ in sequence.</li> <li>• Write any alphabet</li> <li>• Write and pronounce two letter words ‘am, an, as, at, it, is, in, or, on, of’ and matching with similarly sounding three letter words</li> <li>• Knowing ‘people who help us’</li> <li>• Concept of season &amp; importance of SUN.</li> <li>• Knowing ‘summer’ season and ‘Sunny’ days.</li> </ul>	<ul style="list-style-type: none"> <li>• Recapitulation of previous week activities.</li> <li>• Introduction of new activities to achieve learning outcome (day-wise descriptions are given below)</li> <li>• Activities given are only the samples and teacher may use other similar activities to achieve the learning outcomes.</li> <li>• N.B.- Teacher should remember not to confuse or over burden children by introducing too many new activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to write ‘v,w,x,y,z’</li> <li>• They can write alphabets ‘a to z’ in sequence.</li> <li>• They can write any alphabet when called out.</li> <li>• They can two letter words when called out and match these with same sounding three letter words</li> <li>• They will be able to connect a consonant with any of these two letter words and form a word</li> <li>• They will be able to read, initially, slowly</li> <li>• They will know the concept of addition when shown through representational objects</li> </ul>

**Children will be able to respond, answer and write small words. Children will be able to understand the concept of direction, day and week.**



Days	Time	Goals	Activities	Method of Teaching
Day- 1	Classroom Time	<ul style="list-style-type: none"> <li>Recapitulation of Numeracy Skill- recognise and write- 1 -9</li> <li>Learn-recognise, trace &amp; match the 5 consonants- v, w, x, y &amp; z- – Writing practice and Learn new words in connection with alphabets (consonant). Learn new words in connection with consonants.</li> <li>Introduction to ‘addition’ through representational objects</li> <li>Beginning of ‘reading practice’</li> <li>Writing alphabets ‘ a to z’ in sequence.</li> <li>Write any alphabet</li> <li>Write and pronounce two letter words ‘am, an, as, at, it, is, in, or, on, of’ and matching with similarly sounding three letter words.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 15</li> </ul> <p><b>Follow the work sheet.</b></p> <ul style="list-style-type: none"> <li>The concept of smaller number.</li> <li>Practice the writing of the vowels ‘a, e, I, o, u’ in workbook.</li> <li>the sounds of ‘a’ and write ‘at, ag, am, an, as, ap’.</li> <li>Clay dough activity.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat activity prayer and number rhyme.</li> <li>The teacher will explain the concept of smaller number.</li> <li>The teacher will give example by taking students in small and big group.</li> <li>Practice the smaller concept in the Work Book.</li> <li>Practice the writing of the vowels ‘a, e, i, o, u’ in Workbook.</li> <li>The teacher will make them know the sounds of ‘a’ and write ‘at, ag, am, an, as, ap’ in Workbook.</li> </ul> <p><b>Clay Dough Activity:</b></p> <ul style="list-style-type: none"> <li>Teacher will give some coloured dough to the children to make balls of different colours.</li> <li>Teacher will give them ‘addition’ concept by adding one red ball + one black ball.</li> <li>Children will be asked to make different letters out of dough.</li> </ul>
	Outdoor/In door Time	Life skills – Being aware of <b>Good touch and bad touch</b>	Teacher talks to children about <b>good touch, bad touch and personal safety</b>	This talk can be done either outdoors or indoors. Teacher must make the children sit close to her and explain that it is of great importance that we keep ourselves safe in all situations, safe from all people not letting any stranger or even anyone else touch our body when we don’t want them to. The parts of the body that we always keep covered – that is the chest, the private parts and the backside - should never be touched by anyone except the mother, grandmother or aunt. And if anyone does, it should be immediately told to these three people.

Days	Time	Goals	Activities	Method of Teaching
Day- 2	Classroom Time	<ul style="list-style-type: none"> <li>Recapitulation of Numeracy Skill- recognise and write- 1 -9</li> <li>Learn-recognise, trace &amp; match the 5 consonants- v, w, x, y &amp; z- Writing practice and Learn new words in connection with alphabets (consonant). Learn new words in connection with consonants.</li> <li>Introduction to 'addition' through representational objects</li> <li>Beginning of 'reading practice'</li> <li>Writing alphabets ' a to z' in sequence.</li> <li>Write any alphabet</li> <li>Write and pronounce two letter words 'am, an, as, at, it, is, in, or, on, of' and matching with similarly sounding three letter words.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 13</li> </ul> <p><b>Follow the work sheet.</b></p> <ul style="list-style-type: none"> <li>Know the objects starting with 'v', the sound of 'v' &amp; trace the letter 'v' on sand paper.</li> <li>Write 'v' in workbook.</li> <li>'Counting' and writing 'how many' in single addition in Workbook.</li> <li>Know 'People who help us'. through role play.</li> <li>Draw apple by joining the letters with the help of Workbook.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat prayer activity.</li> <li>The teacher will say the sound of 'v' and help them to trace the letter 'v' on sand paper letters.</li> <li>Children will know the objects starting with 'v'.</li> <li>Children will write 'v' in Work Book.</li> <li>Practice 'counting' and writing 'how many' in single addition in Workbook.</li> <li>Follow Work Book for matching the words with their first sound.</li> <li>Teacher will explain about 'people who help us' (Refer workbook) in our daily life. Teacher will tell a relevant story or use 'role play' method to make children understand the importance of 'people who help us'.</li> <li>Draw apple by joining the letters in the Workbook.</li> </ul>
	Outdoor Time	Refer to the game in Annexure	<p>Refer to the game in Annexure</p> <p>Or any other activities as per the children choice.</p>	<p>Chook Chook Train activity</p> <p>Cleanliness activity.</p> <p>Gardening in Campus</p>

Days	Time	Goals	Activities	Method of Teaching
Day- 3	Classroom Time	<ul style="list-style-type: none"> <li>Recapitulation of Numeracy Skill- recognise and write- 1 -9</li> <li>Learn-recognise, trace &amp; match the 5 consonants- v, w, x, y &amp; z- – Writing practice and Learn new words in connection with alphabets (consonant). Learn new words in connection with consonants.</li> <li>Introduction to ‘addition’ through representational objects</li> <li>Beginning of ‘reading practice’</li> <li>Writing alphabets ‘ a to z’ in sequence.</li> <li>Write any alphabet</li> <li>Write and pronounce two letter words ‘am, an, as, at, it, is, in, or, on, of’ and matching with similarly sounding three letter words.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9 &amp; 13</li> </ul> <p><b>Follow the work sheet.</b></p> <ul style="list-style-type: none"> <li>Know the sounds of ‘v, w, ’ and circle the these alphabets in words in the workbook.</li> <li>Know the objects starting with letter ‘w’.</li> <li>Write ‘w’ in workbook.</li> <li>‘know the missing number. Follow the workbook.</li> <li>Know the sound of ‘ed, eg, en, et’ with examples.</li> <li>Practice two letter words in workbook.</li> <li>Read aloud the two and three letter words from workbook.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat Prayer activity</li> <li>Repeat ‘How are you’ activity</li> <li>Children will say the sounds of ‘v, w, ’ and circle the these alphabets in words in the workbook.</li> <li>The teacher will help children in tracing the letters on sand paper</li> <li>Children will know the objects starting with letter ‘w’</li> <li>For writing letter ‘w’, follow workbook.</li> <li>The children will know the missing number. Follow the workbook.</li> <li>Teacher will give the sound of ‘ed, eg, en, et’ with examples.</li> <li>Children will practice two letter words in workbook.</li> <li>Children will read aloud the two and three letter words from workbook.</li> </ul>
	Outdoor Time	Refer to the week- 6 activities	<p>Refer to the week- 6 activities</p> <p>Or any other activities as per the children choice.</p>	Exercise with counting of numbers forward and backward and using action words such as ‘stand, sit, jump, hop, bend, stretch’.

Days	Time	Goals	Activities	Method of Teaching
Day- 4	Classroom Time	<ul style="list-style-type: none"> <li>Recapitulation of Numeracy Skill- recognise and write- 1 -9</li> <li>Learn-recognise, trace &amp; match the 5 consonants- v, w, x, y &amp; z- – Writing practice and Learn new words in connection with alphabets (consonant). Learn new words in connection with consonants.</li> <li>Introduction to ‘addition’ through representational objects</li> <li>Beginning of ‘reading practice’</li> <li>Writing alphabets ‘ a to z’ in sequence.</li> <li>Write any alphabet</li> <li>Write and pronounce two letter words ‘am, an, as, at, it, is, in, or, on, of’ and matching with similarly sounding three letter words.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9 &amp; 13</li> </ul> <p><b>Follow the work sheet.</b></p> <ul style="list-style-type: none"> <li>Know the sound of two letter words ‘ed, eg, en, et’.</li> <li>Know the objects starting with letter ‘x’.</li> <li>Write ‘x’ in workbook.</li> <li>‘know the missing number. Follow the workbook.</li> <li>Know the seven days in a week and twelve months in a year and the names of days and months and the children will follow.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat Prayer activity.</li> <li>Repeat rhyme ‘where is thumb king’.</li> <li>Teacher will say the sound of two letter words ‘ed, eg, en, et’.</li> <li>Children will mix the letters on flash cards and know the sound. They will practice writing in workbook.</li> <li>Teacher has to clearly teach the sound of ‘x’</li> <li>Children will colour ‘x’ and trace it in workbook. They will know the sound of ‘x’ and the objects starting with letter ‘x’. They will also practice in workbook.</li> <li><b>The teacher will explain about the seven days in a week and twelve months in a year.</b></li> <li>She will tell the names of days and months and the children will follow. This is to be repeated for children to memorise.</li> </ul>
	Outdoor Time	Take a rhyme from the Annexure	<p>Take a rhyme from the Annexure</p> <p>Or any other activities as per the children choice.</p>	Practice of names of seven days in a week and twelve months in a year.

Days	Time	Goals	Activities	Method of Teaching
Day-5	Classroom Time	<ul style="list-style-type: none"> <li>Recapitulation of Numeracy Skill- recognise and write- 1 -9</li> <li>Learn-recognise, trace &amp; match the 5 consonants- v, w, x, y &amp; z- – Writing practice and Learn new words in connection with alphabets (consonant). Learn new words in connection with consonants.</li> <li>Introduction to ‘addition’ through representational objects</li> <li>Beginning of ‘reading practice’</li> <li>Writing alphabets ‘ a to z’ in sequence.</li> <li>Write any alphabet</li> <li>Write and pronounce two letter words ‘am, an, as, at, it, is, in, or, on, of’ and matching with similarly sounding three letter words.</li> </ul>	<p><b>Recapitulation-</b></p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9 &amp; 13.</li> <li>Group Activity – Forming of alphabets from play dough.</li> <li>Teacher will say the sounds of two letter words and the children will practice those words in workbook.</li> <li>Children will colour and trace the letter ‘y’. They will know the sound of the letter ‘y’ and the words starting with the letter ‘y’.</li> <li>Repeat ‘how many’ concept. Children will practice the same in workbook.</li> <li><b>And follow the work sheet.</b></li> </ul>	<ul style="list-style-type: none"> <li>Repeat Prayer activity &amp; circle time.</li> <li>Practice names of days of the week and months of the year.</li> <li>Group Activity – Forming of alphabets from play dough.</li> <li>Teacher will say the sounds of two letter words and the children will practice those words in workbook.</li> <li>. They will be taught the sound of the letter ‘y’ and the words starting with the letter ‘y’. Children will colour and trace the letter ‘y’</li> <li>Repeat ‘how many’ concept. Children will practice the same in workbook.</li> </ul>
	Outdoor Time	Developing team spirit	Passing the ball - relay race	Refer to details above

Days	Time	Goals	Activities	Method of Teaching
<b>Day-6</b>	Classroom Time	<ul style="list-style-type: none"> <li>Recapitulation of Numeracy Skill- recognise and write- 1 -9</li> <li>Learn-recognise, trace &amp; match the 5 consonants- v, w, x, y &amp; z- – Writing practice and Learn new words in connection with alphabets (consonant). Learn new words in connection with consonants.</li> <li>Introduction to ‘addition’ through representational objects</li> <li>Beginning of ‘reading practice’</li> <li>Writing alphabets ‘ a to z’ in sequence.</li> <li>Write any alphabet</li> <li>Write and pronounce two letter words ‘am, an, as, at, it, is, in, or, on, of’ and matching with similarly sounding three letter words.</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>Activity 1: Morning Prayer</li> <li>Activity- 2: Self-Introduction with new addition. Activity- 9 &amp; 13</li> </ul> <p><b>Follow the work sheet.</b></p> <ul style="list-style-type: none"> <li>Know the sound of two letter words ‘ed, eg, en, et’.</li> <li>Know the objects starting with letter ‘z’.</li> <li>Write ‘z’ in workbook.</li> <li>‘know the missing number. Follow the workbook.</li> <li>aware about ‘Sunny days’ in ‘summer season’.</li> <li>Introduce the children to writing three letter words by giving them the concept of sounds of single letters, two letter words and then three letter words.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat Prayer activity and Circle time.</li> <li>Recap of previous days.</li> <li>Practice of phonics.</li> <li>. They will know the sound of the letter ‘z’ and the words starting with the letter ‘z’.</li> <li>Children will colour and trace the letter ‘z’</li> <li>Teacher will introduce the children to writing three letter words by giving them the concept of sounds of single letters, two letter words and then three letter words.</li> <li>Children will write three letter words in workbook.</li> <li>Teacher will make children aware about ‘Sunny days’ in ‘summer season’.</li> <li>Children will colour the picture of ‘summer season’ or tear, cut and paste on the picture in the workbook.</li> </ul>
<b>Sunday</b>	Outdoor Time	Follow the poster- Mr. Sun Goes on Holiday	<p>Follow the poster- Mr. Sun Goes on Holiday.</p> <p>Or any other activities as per the children choice.</p>	Communication Game by saying ‘it is very hot’
	Free time	Decision making	Children will select the game	Teacher has to supervise that children play the game fairly.

**Week-12**  
**Theme- I BEGIN TO READ AND ADD MORE**

Weekly Objectives	Activities	Expected Learning Outcome
<ul style="list-style-type: none"> <li>• Learning more about alphabets.</li> <li>• Reading out loudly two and three letter words.</li> <li>• Knowing different words.</li> <li>• Introducing some frequently used new words. ‘a, the, is, this, and, that, can, on, in’</li> <li>• Knowing and writing capital letters.</li> <li>• In numeracy, know the numbers from ‘small to big’.</li> <li>• Filling the words with missing letter by seeing the picture.</li> <li>• Simple addition.</li> <li>• Counting and writing numbers in backward order.</li> <li>• Filling the sequence of alphabets in capital letters.</li> <li>• Knowing the number between two numbers.</li> <li>• ‘How many’ concept - Knowing the body parts.</li> <li>• Knowing the season ‘Rainy season’.</li> <li>• Write and practice some simple sentences in Work Book.</li> <li>• Knowing our National Flag.</li> <li>• Knowing to say and write ‘My name is..’</li> </ul>	<ul style="list-style-type: none"> <li>• Recapitulation of previous week activities.</li> <li>• Introduction of new activities to achieve learning outcome (day-wise descriptions are given below)</li> <li>• Activities given are only the samples and teacher may use other similar activities to achieve the learning outcomes.</li> <li>• N.B.- Teacher should remember not to confuse or over burden children by introducing too many new activities.</li> </ul>	<ul style="list-style-type: none"> <li>• By this week the child will be able to know about the capital letters, some more two and three letter frequently used words.</li> <li>• The child will know about the concepts of ‘after’, before and between’.</li> <li>• Forward and backward counting</li> <li>• Knowing things used in different seasons</li> <li>• Ability to write her name and few simple sentences</li> <li>• Knowing the colors of the Indian National Flag</li> <li>• Learning the sounds of digraphs( ch, sh, th, wh, ph) and blends( cl, gl, pl, bl,) which will help them to form words and read.</li> </ul>

**Children will be able to respond, answer and write small words. Children will be able to understand the concept of direction, day and week.**

Days	Time	Goals	Activities	Method of Teaching
Day- 1	Classroom Time	<ul style="list-style-type: none"> <li>• Simple addition.</li> <li>• Counting and writing numbers in backward order.</li> <li>• Filling the sequence of alphabets in capital letters.</li> <li>• Knowing the number between two numbers.</li> <li>• Knowing the season 'Rainy season'.</li> <li>• Write and practice some simple sentences in Work Book.</li> <li>• Knowing our National Flag.</li> <li>• Knowing to speak and write 'My name is..</li> <li>• Learning some new phonic sounds like ch, sh, th, wh and ph</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition. Activity- 9, 13, 15 or any other as per the children choice.</li> </ul> <p><b>Follow the work sheet.</b></p> <ul style="list-style-type: none"> <li>• Addition of one digit numbers following Work Book</li> <li>• Identification of alphabets. Identification of objects starting with each alphabet</li> <li>• Teacher will explain frequently used simple words and</li> <li>• Children will practice in Work Book</li> <li>• Teacher will introduce the capital letters to children and they will practice in Work Book</li> <li>• Teacher will make children learn about numbers in ascending order and they will practice in workbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Prayer and greetings.</li> <li>• Recap of concepts and activities from previous week</li> <li>• Addition of one digit numbers following Work Book</li> <li>• Identification of alphabets. Identification of objects starting with each alphabet</li> <li>• Teacher will explain frequently used simple words and</li> <li>• Children will practice in Work Book</li> <li>• Teacher will introduce the capital letters to children and they will practice in Work Book</li> <li>• Teacher will make children learn about numbers in ascending order and they will practice in workbook.</li> </ul>
	Outdoor Time	Refer to the Annexure	Refer to the Annexure Or any other activities as per the children choice.	Some meaningful games & Exercises.



Days	Time	Goals	Activities	Method of Teaching
Day- 2	Classroom Time	<ul style="list-style-type: none"> <li>• Simple addition.</li> <li>• Counting and writing numbers in backward order.</li> <li>• Filling the sequence of alphabets in capital letters.</li> <li>• Knowing the number between two numbers.</li> <li>• Knowing the season 'Rainy season'.</li> <li>• Write and practice some simple sentences in Work Book.</li> <li>• Knowing our National Flag.</li> <li>• Knowing to speak and write 'My name is..</li> <li>• Some phonic sound of words starting with 'bl, cl, dl, fl, gl, pl, br, cr, ch, th',</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition. Activity- 9, 13, 15 or any other as per the children choice.</li> </ul> <p><b>Follow the work sheet.</b></p> <ul style="list-style-type: none"> <li>• Addition of one digit numbers following Work Book</li> <li>• Identification of alphabets. Identification of objects starting with each alphabet</li> <li>• Teacher will explain frequently used simple words and</li> <li>• Children will practice in Work Book</li> <li>• Teacher will introduce the capital letters to children and they will practice in Work Book</li> <li>• Teacher will make children learn about numbers in ascending order and they will practice in workbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Prayer and greetings.</li> <li>• Repeat Rhyme on Action Word.</li> <li>• Teacher will get the children know some more words by using workbook. She will explain them how to fill in the blanks in the workbook.</li> <li>• Children will do simple additions in workbook.</li> <li>• Teacher will explain the numbers in backward counting and children will practice in workbook.</li> <li>• Children will learn the capital letters by filling in the missing letter in workbook.</li> <li>• Teacher will explain children about some more frequently used sight words like 'that, can, on, in, it'. Children will learn by saying, ,tracing and writing in the Work Book.</li> <li>• Teacher will explain about 'between' concept by live examples. She can ask three children to stand and explain the 'between' left and right student.</li> <li>• Then they will practice in the Work Book</li> </ul>
	Outdoor Time	Refer to the Annexure	<p>Refer to the Annexure</p> <p>Or any other activities as per the children choice.</p>	Some meaningful games and Dance with rhymes

Days	Time	Goals	Activities	Method of Teaching
<b>Day- 3</b>	Classroom Time	<ul style="list-style-type: none"> <li>• Simple addition.</li> <li>• Counting and writing numbers in backward order.</li> <li>• Filling the sequence of alphabets in capital letters.</li> <li>• Knowing the number between two numbers.</li> <li>• Knowing the season 'Rainy season'.</li> <li>• Write and practice some simple sentences in Work Book.</li> <li>• Knowing our National Flag.</li> <li>• Knowing to speak and write 'My name is..</li> <li>• Some phonic sound of words starting with 'bl, cl, dl, fl, gl, pl, br, cr, ch, th',</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition. Activity- 9, 13, 15 or any other as per the children choice.</li> </ul> <p><b>Follow the work sheet.</b></p> <ul style="list-style-type: none"> <li>• Addition of one digit numbers following Work Book</li> <li>• Identification of alphabets. Identification of objects starting with each alphabet</li> <li>• Teacher will explain frequently used simple words and</li> <li>• Children will practice in Work Book</li> <li>• Teacher will introduce the capital letters to children and they will practice in Work Book</li> <li>• Teacher will make children learn about numbers in ascending order and they will practice in workbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat Prayer and greetings.</li> <li>• Repeat few rhyme activities.</li> <li>• Recap of body parts and their function.</li> <li>• Refer activity rhyme 'two little hands to clap'.</li> <li>• Teacher will make children learn how many hands, legs, eyes, ears, nose and fingers one has. For practice refer the Work Book.</li> <li>• Teacher will explain about the rainy season.</li> <li>• Children will be asked to colour the picture of rainy day with finger paint in the Work Book.</li> <li>• Teacher will introduce some new phonic sounds 'bl, cl, gl, fl' 'pl' and she will give examples of each and make the children practice reading these in words..</li> <li>• Children will be made to read, trace and write simple sentences such as 'This is a cat....</li> </ul>
	Outdoor Time	Refer to the Annexure	Refer to the Annexure Or any other activities as per the children choice.	Children will play some interesting games of their choice.

Days	Time	Goals	Activities	Method of Teaching
Day- 4	Classroom Time	<ul style="list-style-type: none"> <li>• Simple addition.</li> <li>• Counting and writing numbers in backward order.</li> <li>• Filling the sequence of alphabets in capital letters.</li> <li>• Knowing the number between two numbers.</li> <li>• Knowing the season 'Rainy season'.</li> <li>• Write and practice some simple sentences in Work Book.</li> <li>• Knowing our National Flag.</li> <li>• Knowing to speak and write 'My name is..</li> <li>• Some phonic sound of words starting with 'bl, cl, dl, fl, gl, pl, br, cr, ch, th',</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition. Activity- 9, 13, 15 or any other as per the children choice.</li> </ul> <p><b>Follow the work sheet.</b></p> <ul style="list-style-type: none"> <li>• Children will read, trace and write few more sentences in their Work Book. For example: 'This is a bed'.</li> <li>• Children will be made learn to add 5+1 and 5+2...</li> <li>• Teacher will conduct some phonic exercise introducing few words starting with 'ch, sh' sound and practice in workbook.</li> <li>• Teacher will explain the concept of 'big to small (descending order)' and do the exercise in workbook.</li> <li>• Repeat practice of other phonic words in the Work Book</li> </ul>	<ul style="list-style-type: none"> <li>• Prayer and Greetings.</li> <li>• Rhyme activity on action words.</li> <li>• Alphabet rhyme and phonic exercise.</li> <li>• Children will be made to read, trace and write few more sentences in their Work Book.</li> <li>• <b>Teacher will teach them to use 'this' (for near ) and 'that' ( for far off things)</b> For example: 'This is a bed', That is a hut</li> <li>• Children will be taught to add 5+1 and 5+2...</li> <li>• Teacher will conduct some phonic exercise introducing few words starting with 'ch, sh' 'th' sound and practice in workbook.</li> <li>• Teacher will explain the concept of 'big to small (descending order)' and do the exercise in workbook.</li> <li>• Repeat practice of other phonic words in the Work Book</li> </ul>
	Outdoor Time	Refer to the Annexure	<p>Refer to the Annexure</p> <p>Or any other activities as per the children's choice.</p>	Games & exercise

Days	Time	Goals	Activities	Method of Teaching
Day-5	Classroom Time	<ul style="list-style-type: none"> <li>• Simple addition.</li> <li>• Counting and writing numbers in backward order.</li> <li>• Filling the sequence of alphabets in capital letters.</li> <li>• Knowing the number between two numbers.</li> <li>• Knowing the season 'Rainy season'.</li> <li>• Write and practice some simple sentences in Work Book.</li> <li>• Knowing our National Flag.</li> <li>• Knowing to speak and write 'My name is..</li> <li>• Some phonic sound of words starting with 'bl, cl, dl, fl, gl, pl, br, cr, ch, th',</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition. Activity- 9, 13, 15 or any other as per the children choice.</li> <li>• Recap of words and use of alternative method using flash card. For example, teacher will show flash card 'at' and the children will be prompted to add alphabets like 'b, c, m' so that words like bat, cat and mat can be formed.</li> <li>• Teacher will conduct some phonic exercise introducing few words starting with 'bl, cl, fl' sound and practice in workbook.</li> <li>• Teacher will explain about 'India, our country, we live in' and about our 'National Tri-colour Flag', Children will be made to colour the tri-colour flag in the workbook.</li> </ul> <p><b>And follow the work sheet.</b></p>	<ul style="list-style-type: none"> <li>• Prayer, Greetings, Circle time.</li> <li>• Rhyme activities.</li> <li>• Recap of words and use of alternative method using flash card. For example, teacher will show flash card 'at' and the children will be prompted to add alphabets like 'b, c, m' so that words like bat, cat and mat can be formed.</li> <li>• Teacher will conduct some phonic exercise introducing few words starting with 'bl, cl, fl' sound and practice in workbook.</li> <li>• Teacher will explain about 'India, our country, we live in' and about our 'National Tri-colour Flag', Children will be made to colour the tri-colour flag in the workbook.</li> </ul>
	Outdoor Time	Refer to the Annexure	<p>Refer to the Annexure</p> <p>Or any other activities as per the children choice.</p>	<p>Rhyme 'Hop a little..' with action..</p> <p>Games using Football / Volley Ball / Cricket ball</p>

Days	Time	Goals	Activities	Method of Teaching
Day-6	Classroom Time	<ul style="list-style-type: none"> <li>• Simple addition.</li> <li>• Counting and writing numbers in backward order.</li> <li>• Filling the sequence of alphabets in capital letters.</li> <li>• Knowing the number between two numbers.</li> <li>• Knowing the season 'Rainy season'.</li> <li>• Write and practice some simple sentences in Work Book.</li> <li>• Knowing our National Flag.</li> <li>• Knowing to speak and write 'My name is..</li> <li>• Some phonic sound of words starting with 'bl, cl, dl, fl, gl, pl, br, cr, ch, th',</li> </ul>	<p>Recapitulation-</p> <ul style="list-style-type: none"> <li>• Activity 1: Morning Prayer</li> <li>• Activity- 2: Self-Introduction with new addition. Activity- 9, 13, 15 or any other as per the children choice.</li> <li>• Alphabet rhymes with phonic sounds.</li> <li>• Counting of numbers 1 to 20 (Oral practice).</li> <li>• Backward counting 10 to 1 (Oral practice).</li> <li>• Teacher will conduct some phonic exercise introducing few words starting with 'gl, pl, br' sound and practice in workbook.</li> <li>• Teacher will explain about 'Winter Season'. Children will do activities in Work Book to know about winter days.</li> <li>• Repeat oral practice of names of twelve months of the year.</li> <li>• Children will be made to learn to write 'My name is .....</li> </ul> <p><b>And follow the work sheet.</b></p>	<ul style="list-style-type: none"> <li>• Prayer, Greetings, Circle Time.</li> <li>• Repeat of activity rhyme 'one little..' in forward and backward order.</li> <li>• Alphabet rhymes with phonic sounds.</li> <li>• Counting of numbers 1 to 20 (Oral practice).</li> <li>• Backward counting 10 to 1 (Oral practice).</li> <li>• Teacher will conduct some phonic exercise introducing few words starting with 'gl, pl, br' sound and practice in workbook.</li> <li>• Teacher will explain about 'Winter Season'. Children will do activities in Work Book to know about winter days.</li> <li>• Repeat oral practice of names of twelve months of the year.</li> <li>• Children will be made to learn to write 'My name is .....</li> </ul>
	Outdoor/Indoor Time	<b>Recap of good touch and bad touch</b>	This will be a role play session with the teacher and children.	<p>Teacher will do a quick recap of whatever she had said earlier about good touch and bad touch and then make the children do a role play where she assesses if the children have understood properly or not.</p> <p>After that Chook Chook train will go around the hostel to say 'Thank You' to all the persons working in the hostel to show their gratitude.</p>
Sunday	Free time	Decision making	Children will select the game	Repeat any activity of previous days

# **Annexure**

# Annexure

Activity No.	Name of the Activities	Details of the Activity
1	Prayer	<p><b>Teachers Role:</b></p> <ul style="list-style-type: none"> <li>•Bringing the children and seating them in a circle.</li> <li>•Tell the children that they are going to say a prayer to thank God for everything that they are given.</li> <li>•Teacher will tell children to join their hands and repeat after her.</li> </ul> <p><b>Prayer: Thank you God for the food we eat...</b></p> <p><b>Then she says- ‘Good Morning’</b></p> <p><b>Children are encouraged to repeat this.</b></p> <p><b>N.B.</b> Children are not expected to repeat any words intelligibly. This listening exercise will continue everyday.</p>
2	Self Introduction	<p>Teacher addresses the children in their MT, as it is their first day. But here the word ‘name’ must be said in English.</p> <ul style="list-style-type: none"> <li>•Teacher says: ‘now children, I want to be friends with you. But I don’t know your names. I want to know everyone names. My name is ‘A’. What is your name?’</li> <li>•Teacher asks the child on her right. She encourages each one to tell his/her name in this manner and ask the child on the right what his/her name is.</li> <li>•This goes on till it reaches the teacher again and teacher says, ‘Now tell me, what is my name?’ Those who remember will say ‘A’.</li> </ul> <p><b>N.B.</b> This is the first step of self-introduction. This will be their repeated everyday, with a new feature added, like the name of their village, parents, siblings and gender. At the end of this day they know the word ‘name’.</p>

Activity No.	Name of the Activities	Details of the Activity
3	Red Ball game-Concept of circle	<p><b>Teacher's role:</b></p> <ul style="list-style-type: none"> <li>•Make the children stand in a <b>straight-line</b> and says- lets go outside.</li> <li>•Teacher can have a ball (specifically red) and walk outside with the children.</li> <li>•To make the children stand in a circle, again, maintaining the word 'circle' in English.</li> <li>•The teacher will use the instruction in children's MT.</li> <li>•'I will throw the <b>red ball</b> at you and you have to tell your name'.</li> <li>•She throws the red ball at each child and they say their names.</li> <li>•Now teacher says- 'I will sing a song and you will do the action'.</li> </ul> <p>Rhyme- Head, shoulder, knees and toes....</p> <p><b>N.B.</b> Teacher's action to show these parts of body such as- knees, toes, eyes and ears and mouth and nose,. ...repeat the rhyme 3 times.</p>
4	Chhuk Chhuk train	<p><b>Draw a very big circle.</b></p> <p>Get the children to make a straight line with both hands on each other's shoulders. Tell them that they going to be a train going to different places. Keep a small green flag and a whistle ready and give it to the last child. Ask him/her to blow the whistle and wave the flag and then make the children move around in the drawn circle making the sound 'Chhuk chhuk chhuk chhuk' like a train. After 2 rounds, children will move to different places of the hostel for familiarization.</p> <p>The train can move in squares, rectangles, triangles, zigzag lines and to different areas of the hostel.</p>
5	Rhyme- Head shoulder knees toes...	<p><b>Teacher's role:</b></p> <ul style="list-style-type: none"> <li>•Make the children stand in a <b>circle (or)</b> semi-circle and maintaining the word 'circle' in English.</li> <li>•Before singing the rhyme the teacher will first show them her/his head (saying- This is my Head) and ask the children to do the same.</li> <li>•Same way for shoulder, knees, toes, eyes, ears, mouth &amp; noes teacher will show them.</li> <li>• Initially the teacher will use the instruction in children's MT.</li> <li>•Now teacher says- 'I will sing a song Rhyme- Head, shoulder, knees and toes.... and you will sing after me'.</li> </ul> <p><b>N.B.</b> Teacher's action to show these parts of body such as- knees, toes, eyes and ears and mouth and nose,. ...repeat the rhyme 3 times.</p>



Activity No.	Name of the Activities	Details of the Activity
6	Catch & throw name game	<p>Teacher makes the children to stand in a circle. Teacher stands in centre and tells them that she is going to play 'Catch and throw' with them. She tells them that she will call out the name of each child as she throws the ball and they will have to catch the ball and throw it back to her. Every child must get a turn.</p> <p><b>Example-</b></p> <ul style="list-style-type: none"> <li>• Teacher (while throwing)- Meena catch.</li> <li>• Meena's action will be to throw the ball back to teacher</li> <li>• Teacher will repeat the action with other children.</li> </ul> <p><b>N.B. Teacher can encourage the children to say more about themselves- ex- Parents, grandparents &amp; sibling.</b></p>
7	Concept of square	<ul style="list-style-type: none"> <li>• <b>Teacher will bring the concept of square with new objects from their surrounding, like- handkerchief, square biscuits, square cardboard etc...</b></li> </ul>
8	Let's do Gardening	<ul style="list-style-type: none"> <li>• Children will engage in the <b>gardening work</b>. they will help the adults with maintenance of the garden around the Anwasha Campus.</li> <li>• They will engage with gardening by lifting dirt or pulling weeds.</li> <li>• They will help with yard clean up by collecting sticks or raking leaves.</li> <li>• Anytime they have to bend down and pick something up he is strengthening his legs and working on his balance.</li> <li>• This activity also help the child to keep its surrounding clean.</li> </ul>
9	ABCD Rhyme	<ul style="list-style-type: none"> <li>• Teacher says- 'I will sing a song and you will sing after me'.</li> <li>• Rhyme- ABCD....</li> <li>• Teacher will do the action with singing and children will follow. ...teachers are requested to repeat the rhyme 3 times at least.</li> </ul> <p><b>N.B.</b> Find the rhyme in Annexure- 2 (English Rhyme list)</p>
10	Clap your hand....	<ul style="list-style-type: none"> <li>• Teachers will instruct the children to stand in a circle/square/rectangular shape.</li> <li>• Teacher says- 'I will sing a song and you will sing after me'. and start the rhyme CLAP your hand rhyme.</li> <li>• Teacher can add different vegetables/fruits/flowers/animals name while singing the rhyme.</li> </ul> <p><b>N.B-</b> Find the rhyme in Annexure- 2 (English Rhyme list)</p>
11	Concept of Rectangle	<ul style="list-style-type: none"> <li>• Teacher will bring the concept of rectangle with new objects from their surrounding, like- book, door, bricks etc..</li> </ul>

Activity No.	Name of the Activities	Details of the Activity
12	Germination of seed	<ul style="list-style-type: none"> <li>• Teacher will introduce the concept of germination by planting dried pumpkin seeds and encourage the children to follow the activity.</li> <li>• Pumpkin- to observe the growth of a plant.</li> <li>• At the same time teacher will soak the green mung and horse gram (gota buta) in a bowl and follow the germination with children.</li> <li>• Mung Dal &amp; horse gram germination- once that have sprouted that can be eaten as a evening snacks.</li> </ul>
13	Gratitude Exercise	<p><b>Teacher will instructs the students to do an exercise of gratitude for each other-</b>  Teacher will ask the children to make a circle and start the activity which will be followed by children.  Teacher's dialog- ' Namaskar. How are you?'  Child dialog- 'Namaskar, I am fine. Thank you! How are you?'. This exercise will continue in one direction till the whole circle is complete ending with the teacher's who started.  <b>NB:</b>This is the first step of asking about well-being of a friend.  This will be repeated every day.</p>
14	Concept of triangle	<ul style="list-style-type: none"> <li>• Teacher instructs the students to stand in triangular shape.</li> <li>• Teacher will also bring the concept of triangle with new objects from their surrounding.</li> <li>• She can fold a square handkerchief or paper to show that it can become a triangle.</li> </ul>
15	Rhyme- Where is thumb kin....	<ul style="list-style-type: none"> <li>• The teacher will show the fingers and name each finger.</li> <li>• Using their fingers of both hands, teacher will sing the Rhyme, 'Where is Thumbkin.....'. The students will follow the teacher's action.</li> <li>• In this rhyme, students can learn the names of the fingers and learn the etiquettes like 'How are you? I am fine, thank you'.</li> </ul>
16	Number Rhyme- Ek gala sikar kari.....	<p>The teacher will ask the students to stand in a circle. Then she will sing '1 gala shikar kari, 2 thila ta sathe'. The song is in Odia but the numbers are to be told in English. While singing the teacher has to make them understand the meaning of the song and should act and dance accordingly so that the students enjoy fully while learning.</p>
17	Shoe lacing	<ul style="list-style-type: none"> <li>• The teacher should sit with 5-6 students comfortably on the ground or chairs.</li> <li>• He shows them lacing his shoes holding the lace with his thumb and index finger.</li> <li>• He then asks the children, 'Let us lace the polished and clean shoes'.</li> <li>• Each student tries and learns to lace his shoes.</li> <li>• For more practice, teacher can tie 2 strings on 2 bars of a window and tie the lace.</li> </ul>

Activity No.	Name of the Activities	Details of the Activity
18	Clay modelling	<ul style="list-style-type: none"> <li>• Modelling Clay or Play Dough – The teacher uses this method to make students learn while playing.</li> <li>• The student is asked to sit comfortably with play dough given to her.</li> <li>• She is asked to play with it by pulling, rolling, squeezing etc.</li> <li>• The student is encouraged to make round shaped balls or any other shape and they are instructed to count.</li> </ul>
19	Kete bhai kete	<p>Activity – Kete Bhai / Bhauni kete....</p> <p>Students will be asked to stand in a circle and the teacher will stand at the centre.</p> <p>Teacher asks ‘Kete bhai / bhauni kete’</p> <p>Students will reply, ‘apana kahibe jete’</p> <p>Teacher will say 4 (or any number between 1 to 5 in this week). Then students will scramble to make groups of 4 members. The remaining students (3 or less) will be considered ‘out’. The game continues till the end.</p>
20	Friends forever	<p>Role Play “Friends Forever”</p> <p>Teacher identifies 6 students giving them role of Cow, Dog, Cat, Pig, Goat and Sheep.</p> <p>Each student does role play by saying her part as under:</p> <ul style="list-style-type: none"> <li>o Dog – The dog says bow bow</li> <li>o Cat – The cat says Meow</li> <li>o Sheep – The sheep says baa baa</li> <li>o Pig – The pig says wae wae</li> <li>o Goat – The goat says arh mein</li> <li>o Cow – The cow says hambaa muon</li> </ul> <p>Then they become friends by holding each other’s hand and say the above while dancing. It continues with another set of six students.</p>
21	Number Rhyme- one little, two little	Teacher will sing the rhyme with action. Children will follow or imitate the teacher’s activity

Activity No.	Name of the Activities	Details of the Activity
22	Role Play- Basic etiquettes	<ul style="list-style-type: none"> <li>• The role play will be enacted by 3-4 students and others will watch the play.</li> </ul> <p><b>Part- 1:</b></p> <ul style="list-style-type: none"> <li>• Situation: Four students are playing foot ball. Student No 3 keeps ball with him and doesn't pass to any one.</li> <li>• Student 1: Hello! Pass the ball. Else how will we all play?</li> <li>• Student 2: Right</li> <li>• Student 4: (Gets annoyed) I am not going to play if he is behaving like this. Bye.</li> <li>• Student 1 &amp; 2: We are also not going to play.</li> <li>• Student 3: (Realised the situation) Hi all! Come, let's play together.</li> </ul> <p><b>Part- 2:</b></p> <ul style="list-style-type: none"> <li>• Four of them start playing. Suddenly Student 3 falls down while running. Student 2, who is nearby, helps him to get up.</li> <li>• Student 3: Thank you Brother</li> <li>• Student 2: Welcome Brother!</li> <li>• Student 4 takes out some chocolates and shares with all.</li> <li>• Student 1, 2 &amp; 3: Thank you</li> <li>• Student 4: Welcome! Let's go now. We will play again tomorrow.</li> <li>• NB: Teacher will conduct this activity in MT only. Key words to be used are 'Sorry, Thank You, Welcome'.</li> </ul>
23	Use of dustbin	<ul style="list-style-type: none"> <li>• <b>Use of dust bins</b></li> <li>• Make the children sit / stand comfortably.</li> <li>• Give them some papers and tell them, 'We are going to tear these into pieces and then throw them into dustbins.'</li> <li>• Tell them and also show them that all wastes like wrappers of chocolates and biscuits, emptied food packets etc. need to be thrown into dustbins for cleanliness.</li> <li>• Now we are going to clean the campus by picking such rubbish and throwing them into dustbins.</li> <li>• NB: Ensure placement of dustbins at right places</li> </ul>
24	Snake & Ladder game	<ul style="list-style-type: none"> <li>• Snake and Ladder Game</li> <li>• Teacher explains that good habits lead to ladder climbing and bad habits lead to snake going down.</li> <li>• Teacher explains benefits of good habits.</li> </ul>

Activity No.	Name of the Activities	Details of the Activity
25	Paper cutting	<ul style="list-style-type: none"> <li>• Take one sheet of chart paper and draw vertical lines with a gap of 40 -50 mm with the help of crayons</li> <li>• Fold the paper in such a way that the lines are seen.</li> <li>• Write the numbers (1, 2, 3...) in between the lines.</li> <li>• Unfold the paper and ask one student to cut the first inch of the vertical lines.</li> <li>• Next ask the student to cut two inches, then three inches, slowly increasing the length.</li> <li>• Encourage the student to cut on top of the vertical lines and praise him if he cuts on the line.</li> <li>• Teacher can make designs from cut papers.</li> <li>• Student will try the same &amp; make such designs. This way children will have a sense of achievement.</li> </ul>
26	Football game	<p>Football</p> <ul style="list-style-type: none"> <li>• Before starting the game, teacher will give some tasks to remember what they had done in the current week.</li> <li>• Concept of days of the week – Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. Today is Saturday.</li> <li>• This exercise may be repeated 5-6 times</li> </ul>

### Activities Details (Both Indoor & Outdoor)

Other Activities		
Type of Activity	Name of the Activities	Details of the Activity

Other Activities		
Type of Activity	Name of the Activities	Details of the Activity
<p><b>OUTDOOR:</b></p> <ul style="list-style-type: none"> <li>(Developing Gross motor skills ) All the games mentioned here can be played outdoors as well indoors if the weather does not permit them to be conducted outside.</li> </ul>	<p>ANIMAL WALKS AND WHEELBARROW – Develops larger muscles and improves hand and leg coordination.</p>	<p><b>Method- 1</b></p> <ul style="list-style-type: none"> <li>For wheelbarrow, the teacher makes the children stand in a straight line, in pairs. One stands behind the other. Then at the word ‘start’, the child in front bends down and places her hands on the ground and the one behind will catch her by her ankles and both will start moving forward as the child in front keeps moving her hands forward.</li> <li>Animal Walks of bear, crab and snake can be imitated giving children opportunity not only to develop their larger muscles but also to race against their classmates.</li> </ul> <p><b>Method: 2</b></p> <ul style="list-style-type: none"> <li>Teacher can begin by showing children a picture of a bear walking, in case they haven’t seen one. Children may be called 10 at a time, and made to stand in a line, all facing the Teacher. The children are told to bend down in front with their palms on the ground pointed at each other and move ahead like bears.</li> <li>For crab walk, the Teacher will make the children stand in two’s, with their backs to each other and holding the hands. Once the Teacher says ‘Go!’ the children will move forward by walking sideways.</li> <li>For snake walk, the Teacher may arrange 4 chairs and get the children, one behind the other, to crawl under the chairs and crawl up to the finishing point.</li> </ul>
<p><b>OUTDOOR:</b></p> <ul style="list-style-type: none"> <li>(Developing Gross motor skills ) All the games mentioned here can be played outdoors as well indoors if the weather does not permit them to be conducted outside.</li> </ul>	<p>RELAY RACE: This game not only develops the larger muscles of the children but also builds a team spirit among them.</p>	<p><b>Method:</b></p> <ul style="list-style-type: none"> <li>Children are divided in two groups and made to stand in two lines at one end of the playing area.</li> <li>Teacher keeps 2 boxes with a soft toy in each, at the other end of the playing area. At the word ‘Go!’ the first child in each line runs down, picks up the toy and runs back to hand it to the 2 nd child who runs and keeps it in the box and runs back and touches the 3 rd child. This child now runs and goes and gets the toy. This continues till all the children finish their turn.</li> </ul>

<b>Other Activities</b>		
<b>Type of Activity</b>	<b>Name of the Activities</b>	<b>Details of the Activity</b>
<p><b>OUTDOOR:</b></p> <ul style="list-style-type: none"> <li>(Developing Gross motor skills ) All the games mentioned here can be played outdoors as well indoors if the weather does not permit them to be conducted outside.</li> </ul>	<p>KOU GHAREY BHAI, KOU GHAREY?: This game reinforces their concept of shapes.</p>	<p><b>Method:</b></p> <ul style="list-style-type: none"> <li>Teacher draws big shapes like a circle, square, triangle and a rectangle on the ground. Then the children are asked to move around these shapes in a circle, and she asks loudly, ‘Kou gharey bhai, kou gharey?’</li> <li>The children answer, ‘Tamey kahiba jou gharey’ and the teacher can say any shape she wants. Then the children run to that particular shape and stand inside it. If anyone is left outside, s/he is out. This goes on continuing as long as time permits.</li> </ul>
<p><b>OUTDOOR:</b></p> <ul style="list-style-type: none"> <li>(Developing Gross motor skills ) All the games mentioned here can be played outdoors as well indoors if the weather does not permit them to be conducted outside.</li> </ul>	<p>SIMON SAYS</p>	<p><b>Method:</b></p> <ul style="list-style-type: none"> <li>Teacher makes the children stand in a semi-circle before her, mentioning the shape they are forming.</li> <li>She then tells them that she is Simon and will ask them to do a task one at a time by saying “Simon says.....”</li> <li>Teacher begins by calling out tasks like, “Simon says, get me one green leaf.” The children run to different directions to get the leaf and bring it to the teacher. She will call out different tasks as per the availability of objects in the surrounding or simply “Raise your left arm”, “stamp your feet” “jump 9 times”.</li> </ul>
<p><b>OUTDOOR:</b></p> <ul style="list-style-type: none"> <li>(Developing Gross motor skills ) All the games mentioned here can be played outdoors as well indoors if the weather does not permit them to be conducted outside.</li> </ul>	<p>PASSING THE BALL</p>	<p><b>Method:</b></p> <p>This is a team game. Children are divided in 2 teams and made to stand in two rows. The purpose is to pass a ball over their heads to the last boy who then runs and comes to the top of the line. When all have got a chance, and the leader is in front again, that team wins. The teacher must demonstrate once before the actual game begins.</p> <p>Each leader in front is given a ball. When the whistle is blown, the leader holds the ball above his head and passes it to the boy behind who then passes it to the boy behind and this continues till it reaches the last boy who runs and stands in front of the line and passes it back in similar fashion. This continues till the leader has come in front again. The team whose leader comes to the front first, wins.</p>

<b>Other Activities</b>		
<b>Type of Activity</b>	<b>Name of the Activities</b>	<b>Details of the Activity</b>
<p><b>INDOOR:</b> Developing Fine Motor Skills and imagination</p>	<p><b>SAND COLOURING</b></p> <p><b>Materials required:</b> coloured sand</p>	<p><b>Method:</b> Teacher draws outline pictures on the verandah, of nature pictures like trees, sun, flowers and birds. Children will work in groups of 6-8 and fill the drawings with the coloured sand. Teacher must encourage each one of them to participate appreciate every effort made by every child.</p>
<p><b>INDOOR:</b> Developing Fine Motor Skills and imagination</p>	<p><b>COLORED WET FLOUR PAINTING</b> – develops imagination, creativity and releases the pent-up emotions of children.</p> <p><b>Materials required:</b> flour (maida) mixed with water to produce a runny consistency. The mixture is then divided into 4 separate bowls and the four basic colours are mixed in each of them.</p>	<p><b>Method:</b> Children are divided into groups of 5-6 children. Each group is given 4 bowls of colored maida liquid and a ½ sheet of chart paper. Now they are instructed to use their palms to create the background. They can layer the colors and then create any kind of drawings by running their fingers through the wet layers of color. The teacher must give a demonstration before the children start working. If the number of children is too large in a class, then one group can wait and can do the activity after the previous group finishes it. There can be some soothing music to accompany the art activity. Teacher must finally take all the sheets and dry the finished products in the sun.</p>
<p><b>INDOOR:</b> Developing Fine Motor Skills and imagination</p>	<p><b>CLAY DOUGH MODELLING</b> – develops finer muscle strengthening.</p> <p><b>Materials required:</b> Clay dough given in the TLM Kit or atta kneaded with a little oil and coloured water.</p>	<p><b>Method:</b> Teacher divides the class into groups with equal number of children in each, and gives every group 4-5 balls of colored modelling clay. They are then asked to create anything out of those. They can roll out the clay dough with a cylindrical object (like a rolling pin) and cut out alphabets out of those or simply create toys or animals of their choice.</p>



## Evening Activities

Type of Activity	Name of the Activities	Details of the Activity
<p style="text-align: center;"><b>Evening activities:</b> Although evenings before dinner time are meant for audio visual activity and storytelling, some evenings can be set aside for some spiritual development. The activities given below can be done.</p>	<p><b>Passing on Positive Vibes</b></p>	<p>Children are made to sit in a circle. Teacher the demonstrates that each child must spread out her hands on either side. Alternately, one child faces her palms upwards and the next child's palm faces down and touching the two palms on either side. There must be some soothing music playing and the children instructed to close their eyes and think of some pleasant things and wish for good things to happen around them.</p>
	<p><b>Focusing on Candle flame</b></p>	<p>Children are made to sit in a circle. Teacher lights a candle and asks the children to look at the candle for at least 5 minutes at a stretch. This increases focus of mind and concentration.</p>
	<p><b>Super Brain Yoga</b></p>	<p>This exercise can be done everyday after their bath in the morning as well as in the evenings. Children are made to stand up straight, preferably facing east. They must then place their left hand across their chest and hold the right ear lobe with their thumb in front. Then placing the right hand over the left hand they must hold the left ear lobe with thumb in front. Now, the tongue must be placed on the roof of the mouth and while breathing in, they must bend the knees to lower the body towards the ground. After this they lift up their body while exhaling. This must be repeated at least 8- 10 times. This helps in increasing concentration and better overall cognitive functioning.</p>

Type of Activity	Name of the Activities	Details of the Activity
	<b>The National Anthem (Jana Gana Mana) and the State song (Bande Utkal Janani) –</b>	Teaching these songs a few lines a day can develop some patriotic feelings in the children.

### Annexure- Rhymes

Rhymes (English)			
Clap your hand....	ABCD Rhyme	Number Rhyme	Here we go.....
Clap your hands (2) Listen to the music Clap your hands Stamp your feet(2) Listen to the music Clap your hands Turn around (2) Listen to the music Turn a round Jump up high(2) Listen to the music Jump up high Shout hurray (2) Listen to the music Shout hurray	Come little children come to me I will teach you abc ABCD EFG HIJK LMN OP LMNOPQ RST UVW XYZ XYZ sugar on your bread if you don't like it better go to bed.	<p style="text-align: center;"><b>Ascending -</b></p> One little, two little, three little fingers, Four little, five little, six little fingers, Seven little, eight little, nine little fingers, Ten little fingers here <p style="text-align: center;"><b>Descending</b></p> Ten little, nine little, eight little fingers, Seven little, six little, five little fingers, Four little, three little, two little fingers, One little finger here	Here we go round the mango tree mango tree mango tree Early in the morning. This is the way to brush your (3) Early in the morning. This is the way to wash your face(3) Early in the morning This is the way to take your bath(3) Early in the morning This is way to wear your cloth (3) Early in the morning This the way to walk to school (3) Early in the morning.
<b>Prayer</b>	<b>Traffic Song</b>	<b>Two little hands- Rhyme</b>	<b>Hop a Little</b>

**Rhymes (English)**

<p><i>Thank you God for the food we eat. Thank you God for the world so sweet. Thank you God for the birds that sing. Thank you God for everything.</i></p>	<p>Stop says RED light Go says GREEN. Cautious says the ORANGE, Twinkling eyes at me.</p>	<p>Two little hands to clap clap clap Two little legs to tap tap tap Two little eyes are open wide One little head goes side to side</p>	<p>Hop a little, jump a little, one, two, three; Run a little, skip a little, tap one knee; Bend a little, stretch a little, nod your head; Yawn a little, sleep a little, in your bed.</p>
<p><b>One Two Buckle my Shoe</b></p>	<p><b>What Do They Say</b></p>		
<p>One, two buckle my shoe; Three, four, shut the door; Five, six, pick up the sticks; seven, eight, lay them straight; Nine, ten, a big fat hen!</p>	<p>The dog says, 'Bow!' The cat says, 'Meow!' The pig says, 'Oink-Oink!' The owl says, 'Too-whooh!' The duck says, 'Quack!' The crow says, 'Caw-caw!' The hen, 'Cluck-cluck!' The donkey, 'Hee-haw!'</p>		

## Rhymes (English)

### **Father Finger**

Father finger, Father finger, where are  
you?

Here I am, here I am,  
How do you do?

Mother finger, Mother finger where are  
you?

Here I am, here I am,  
How do you do?

Brother finger, Brother finger, where are  
you?

Here I am, here I am,  
How do you do?

Sister finger, Sister finger, where are you?

Here I am, here I am,  
How do you do?

Baby finger, Baby finger, where are you?

Here I am, here I am,  
How do you do?

### **Head, shoulders, knees and toes.....**

Head, shoulder, knees and toes,  
Knees and toes,

Head, shoulder, knees and toes,  
Knees and toes,

**And eyes and ears and mouth and nose,**

Head, shoulder, knees and toes,  
Knees and toes,

## Rhymes (English)

Where is thumbkin, where is thumbkin?  
Here I am, here I am.  
How are you this morning? Very well, I thank you.  
Run away, run away.

Where is pointer, where is pointer?  
Here I am, here I am.  
How are you this morning? Very well, I thank you.  
Run away, run away.

Where is tall man, where is tall man?  
Here I am, here I am.  
How are you this morning? Very well, I thank you.  
Run away, run away.

Where is ring man, where is ring man?  
Here I am, here I am.  
How are you this morning? Very well, I thank you.  
Run away, run away.....

Where is pinkie, where is pinkie?  
Here I am, here I am.  
How are you this morning? Very well, I thank you.  
Run away, run away.

Where is the family, where is the family?  
Here we are, here we are.  
How are you this morning? Very well, we thank  
you.  
Run away, run away.

Head, shoulders, knees and toes  
Knees and toes  
Head, shoulders, knees and toes  
Knees and toes  
And eyes, and ears, and mouth, and nose  
Head, shoulders, knees and toes  
Knees and toes  
March, march, march  
Let's all march  
March, march, march  
Get your body charged.....

Head, shoulders, knees and toes  
Knees and toes  
Head, shoulders, knees and toes  
Knees and toes  
And eyes, and ears, and mouth, and nose  
Head, shoulders, knees and toes  
Knees and toes  
Jump, jump, jump  
Let's all jump  
Jump, jump, jump  
Make your muscle pump  
Punch, punch, punch.....

Let's all punch  
Punch, punch, punch  
Have a hearty munch  
Head, shoulders, knees and toes  
Knees and toes  
Head, shoulders, knees and toes  
Knees and toes  
And eyes, and ears, and mouth, and nose  
Head, shoulders, knees and toes  
Knees and toes.....

**Rhymes (Odia)**

ଏକ (one) ଗଳା ଶିକାର କରି..	ଅଭିନୟ ସଂଗୀତ	ଅଭିନୟ ସଂଗୀତ	ଅଭିନୟ ସଂଗୀତ	ଦିଗ ଗୀତ
<p>ଏକ (one) ଗଳା ଶିକାର କରି  ଦୁଇ (two) ଥିଲା ତା ସାଥରେ  ତିନି (three) ତାଙ୍କୁ ପଛରେ ଥିଲା  ବାଘ (tiger) ଦଖେଲା ତା ବାଟେ  ଚାରି (four) ଚଢ଼ିଲା ଆମ୍ବ (mango)  ଗଛକୁ  ପାଞ୍ଚ (five) ପଡ଼ିଲା ତଳେ  ଛ (six) ଦଖେଣ ହସୁଥିଲା  ଦେଲି ଖଲେନା ଦଳେ  ସତ (seven) ନାତିଲା ପୁଞ୍ଜୁର ପିନ୍ଧି  ଆଠ (eight) ଗାଲିଲା ଗୀତ  ନ (nine) ଚାଲିଲା ନୌକା ଧରି  ଦଶ (ten) ମାରିଲା କାତ</p>	<p>ସକାଳୁ ଉଠି ମୁଁ ଘସିବି ଦାନତ   .....ଖାଇବା ଆଗରୁ ମୁଁ ଧୋଇବି ହାତ  .....ଆସନ ଉପରେ ଖୁସି ରେ ବସି    ବଢ଼ିବି ନାହିଁ ନଖ ମତେ ହର  .....ନଖ ମଇଳା ରେ ଗର  ଘର    ମୁହାଁ ରେ ନଦେବୀ ଆସନ ପାଣି  .....ପାଣି କୁ ସିଝାଇ ପିଇବି ଛାଣି     ବ୍ୟାୟାମ କରିବି ସଞ୍ଜ ସକାଳେ  .....ଖଲେବି ଭୁଲିବି ସାଥୀଞ୍ଜ  ମଳେ    ଯତେବେଳେ ଯେଉଁ କାମ ମତେ ହରି  .....କରିବି ନୀତି ମୁଁ ହଲୋ ନକରି  </p>	<p>କୁହ ରେ ପିଲା କୁହ ..... କାନ ହଲଲେ  ଶୁଣୁ ଝୁଲଲେ .....କିଏ ସେ ବାଲେ, କୁହ  ରେ ପିଲେ କୁହ    ବଣରେ ରହେ ମାଉଁସ ଖାଏ ....ତା ଠାରୁ ବଳି  ବଳୁଆ କିଏ .....ରାତିରେ ବୁଲି ଶିକାର କରେ,  ନାଁ ଟି ତାର କୁହ- କୁହରେ ପିଲେ କୁହ    ସାରୁଆ ଅଟେ ଦେହଟି ତାର ....ନାଲି ଥୁଣ୍ଡା  ତାର କେତେ ସୁନ୍ଦର .....କଥା କହୁଥାଏ  ତୁନି ତୁନି ସିଏ ...ନାଁ ଟି ତାର କୁହ- କୁହରେ  ପିଲେ କୁହ    କା କା କରି ଉଠାଇ ଦିଏ .....ନିଦ ରୁ ଆମକୁ  ସକାଳୁ ଯିଏ .....ମୁହ ଧୋଇବାକୁ ବତାଇ  ଦିଏ .....ନାମଟି ତାର କୁହ -କୁହରେ ପିଲେ  କୁହ  </p>	<p>ରବିବାରରେ ମାଞ୍ଜୁକତ ଏକ ଗାଈଁ ରେ ଗଲା  ପଶି  ସତେ ମବାରରେ କୁନି ଘର ତଳରେ ଗଲା ବସି  ମଞ୍ଜୁଳବାରରେ ମାଞ୍ଜୁକତ ସାହସ ଗଲା ବଢ଼ି  ରୁଧିବାରରେ ଦାନତ ଦଖେଲ ପିଲାମାନଙ୍କୁ  ଦଲୋ ତାତି  ଗୁରୁବାରରେ ମାଞ୍ଜୁକତଟି କରିଲା ଉତୁପାତ  ଶୁକ୍ରବାରରେ କୁନିଘାରରେ ବସି ଖାଇଲା ଭାତ  ଶନିବାର ଲତେ କମାନେ ମାଞ୍ଜୁକତକୁ ଧରି  ବାଣ ଭିତରେ ଦଲେ ନଲେ ଛାଡ଼ି  </p>	<p>ପୁରୁବ ଦିଗରେ ଆସଇ ରବି .....ଏହା କି  ସୁନ୍ଦର ଛବି    ସନ୍ଧ୍ୟା ହବେ ଆଗରୁ ସତେ ...ପଶ୍ଚିମେ  ଯାଆନ୍ତି ତୁବି    ପୁରୁବ ଦିଗକୁ ଚାହିଁ ଠିଆ ହଲେ ଦକ୍ଷିଣେ  ତାହାଣ ହାତ    ବାମହାତ ମତେ ଉତ୍ତର ଆଡ଼କୁ ରହିବ  ଏହା ନିଶ୍ଚିତ  </p>
<p>ସାତ ବାର ଗୀତ  ସପ୍ତାହକ ସାତ ବାର  ସାତ ବାର ଏକ ପ୍ରକାର  ....  ସତେ ମବାର ପରେ  ମଞ୍ଜୁଳ ଆସଇ  ତାପରେ ଯେ ରୁଧିବାର    ଗୁରୁ, ଶୁକ୍ର, ଶନି  ତାପରେ ଆସନ୍ତି  ଶେଷେ ଆସେ ରବିବାର   </p>	<p>ଆସ ଆମେ ଖଲେବା  ଆସ ଆମେ ଖଲେବା .....ଆସ ଆମେ  ଡଲେବା .....ଆସ ଆମେ ଖଲେବା  ଡଲେ ଡଲେ ଖଲେ ଖଲେ .....ତକ ମାତି  ବସିବା .....ଆସ ଆମେ ଖଲେବା    ଆସ ଆମେ ନାତିବା .....ଆସ ଆମେ  ଗାଲିବା .....ନାତି ନାତି ଗାଲ ଗାଲ  ତକ ମାତି ବସିବା .....ଆସ ଆମେ  ଖଲେବା  </p>	<p>ଅଭିନୟ ଗୀତ - କିଏ କେଉଁଠି ରୁହେ  ଗାଲ ଛଲେ ଗୁହାଳେ, ବାଘ ହାତୀ ବାଣ ରେ     ଘତେ ରହେ ଶାଳେ, ପୁଷି (ବିଲେ) ରହେ  ଘରେ    ପକ୍ଷୀ ରହେ ଗଛ ତାଳେ, ମାଛ ରହେ  ନଳରେ    ଘରେ ଥାଏ କୁକୁର, ଅଟେ ଅତି ହୁସିଆର    ଅନିଶା ଲତେ କଞ୍ଜୁ କରେ ଘରୁ ବାହାର  </p>	<p>ରତୁ ଗୀତ  ବହୁତ ଗରମ ହୁଏ,  ଗୁରୀଷ୍ମ ରୁଚି ସିଏ    ବରଷା ସାଞ୍ଜକୁ ଛତା,  ସଲେଟି ରତୁ ବରଷା    ଯେବେ ଘତେ ଟେ ଟେ ଟେ ଟେ ବାଦର,  ଗୀତ ରତୁ ଆମର  </p>	<p>ଓଡ଼ିଶା ଗୀତ  ଓଡ଼ିଶା ରାଇଦେ ଆମରି ଘର    ଆମ ରାଜଧାନୀ ଭୁବନେଶ୍ୱର    ରାଜସ୍ୱରେ ଆମରି ତିରିଶି ଦିଲିଲା    ଓଡ଼ିଆ ଆମର ଭାଷା ଟି ଭଲ    ମହାନଦୀ ବଡ଼ ନଦୀ ଆମର    ଟକେ ରଖିଯିବ ଆମେ ତାହାର  </p>
<p>ଗଛ ଓ ପାଣିର ଗୀତ</p>				

### Rhymes (Odia)

ବରଷା କହେ ମାଟିର ଚେର ତୁ ବତୁରି ବତୁରି ଯା  
 ମାଟି କହେ ଗଛର ଚେର ତୁ ବଢ଼ି ବଢ଼ି ଯା  
 ଗଛ କହେ ଫଳ ରଚେ ତୁ ପଚି ପଚି ଯା  
 ଫଳ କହେ ବାବୁ ରଚେ ମୋତା ଚେ ତୁ ଖାଇ ଖାଇ  
 ଯା

### List of Stories

Name of the Story	Narration of the Story
<p><b>The Greedy Dog:</b>                      This story help the children to learn the moral values: <b>“Be happy with what you have”</b>.</p>	<ul style="list-style-type: none"> <li>• Pug, the dog, finds a bone.</li> <li>• Pug walks across a river.</li> <li>• He looks down and sees another dog holding a bone.</li> <li>• He wants that bone too.</li> <li>• Pug barks, ‘Bow-wow! Bow-wow!’ and his bone falls in the water.</li> </ul>
<p><b>The Thirsty Crow:</b>                      This story help the children to learn the moral values:  <b>“Never give up”</b>.</p>	<ul style="list-style-type: none"> <li>• It is a very hot day.</li> <li>• A thirsty crow, looks for water.</li> <li>• Finds a pot, but there is very little water in it.</li> <li>• He can not drink.</li> <li>• Takes stones and drop drops them in the pot.</li> <li>• Water comes up.</li> <li>• The cleaver crow drinks water and flies away.</li> </ul>
<p><b>The fox and the Crow:</b></p>	<ul style="list-style-type: none"> <li>•Kau, the crow, get a piece of roti and sits on the tree to eat the food.</li> <li>•Just then, Fox comes and sits under the tree.</li> <li>•Fox says, “Kau, you have a sweet voice. Will you sing a song”?</li> <li>•Kau opens her mouth to sing and the roti falls down.</li> <li>•The cleaver fox runs off with the roti.</li> </ul>

Name of the Story	Narration of the Story
<p data-bbox="302 288 645 316"><b>The Hare and the Tortoise:</b></p> <p data-bbox="203 320 745 379">This story help the children to learn the moral values:</p> <p data-bbox="271 384 678 411"><b>“Slow and steady win the race”.</b></p>	<ul data-bbox="797 240 1503 459" style="list-style-type: none"><li>•Harry the hare and Tad the tortoise want to run a race.</li><li>•Harry runs fast but Tad is slow.</li><li>•So Harry sits under a tree and goes off of sleep.</li><li>•But Tad keeps walking, till he reaches the finish line.</li><li>•Harry wakes up and sees that Tad has won the reace.</li><li>•It is very very sad.</li></ul>